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on

PERMANENT EDUCATION IN EUROPE

by

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CONCLUSION

PRELIMINARY REMARKS

The problem of permanent education has been studied in recent years by both the Council of Europe Secretariat and the Council for Cultural Co-operation.

There was first of all the study course held at Marly-le-Roi in May/June 1967 at the instigation of the Committee for Out-of-School Education, where an attempt was made to pinpoint the need for permanent education, define its aims and establish what facilities were available for it.

Then, studies on the problem were commissioned from various experts to provide material for comprehensive surveys. At the same time monographs were written on permanent education in individual European countries, describing what form the problem took in this or that country, what steps had been taken to meet the educational needs which transcend the school and university sphere, and what prospects there were for organising educational facilities as a whole on a wider and more integrated basis.

The authors of some of these monographs went beyond the current situation in their own countries and, looking to the future, put forward suggestions for a doctrine, methodology and practical system for permanent education.

The report of which this paper is a summary will endeavour to review these efforts and, where possible, draw general conclusions from them.

In conjunction with UNESCO's action of designating 1970 International Education Year, the CCC adopted a programme which had been drawn up in Paris in January 1970 by a working party comprising the authors of the monographs and the chairmen of the CCC and its committees. This programme, which covers the years 1970 and 1971, has been published in the Council of Europe's Information Bulletin (1/1970, pages 15 and 16).

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INTRODUCTION

Principles and definition

The principles and definition set out below are those agreed upon at the Marly-le-Roi course. They show what should be done in order to provide everybody, regardless of his age, occupation and where he lives, with some form of cultural support which, by enabling him to develop freely, will make him happier and at the same time more useful to society.

(a) Principles: At the turn of the century, the education to which everyone was entitled was confined to instruction in the three basic forms of expression (reading, writing and arithmetic) and in the elementary aspects of natural science and history. Since then, with the increase in the community's needs and resources, the amount of education to which everyone is entitled has been extended.

The Marly-le-Roi course looked beyond what is provided for in current legislation and divided the general right to education into four parts, viz.:

- the right to basic education;
- the right to vocational training;
- the right to the continuous up-dating of the knowledge needed for one's job and civic functions;
- the right to cultural activities in one's leisure time.

(b) Definition of permanent education: The purpose of permanent education is to enable everyone to develop as fully as possible by a process which goes on throughout his life. The concept of permanent education, as the organising principle of all education, implies a comprehensive, coherent and integrated system designed to enable everyone to satisfy his educational and cultural aspirations to the full extent of his ability.

The fundamental idea behind this new approach is that education is a continuing process which integrates all the various educational influences in the field of knowledge throughout one's formal education and working life.

This idea differs from the traditional one that education is something provided once and for all during one's "school years" according to set curricula, with the help of exercises designed for the purpose.

This traditional approach does not preclude the acquisition of culture outside the period allocated to formal education, but such culture is fragmentary, disjointed, often erratic and, in any event, has no bearing on formal education.

This distinction between, on the one hand, the system where formal and post-formal education are separate and, on the other, the system of integrated education which is coming into being provides the plan for this report, which deals in turn with:

1. The factors underlying the problem of transcending the traditional education systems;
2. The complementary activities already provided for in each country to meet needs which have not been satisfied by traditional educational arrangements (i.e. by formal education);
3. The prospects for an integrated system which will provide a system of permanent education.

I. THE FACTORS

The provision of further training for those engaged in occupational life is justified on both occupational and social grounds but is being hampered by certain obstacles. These three factors may be considered in turn.

1. Occupational needs

Economic production and relations have ceased to be a matter of trial and error and become scientific.

Competition and the rapid development of techniques demand increasing mobility or adaptability of all who are engaged in economic production.

Progress is raising even more complex problems; this is entailing greater specialisation and at the same time fuller team work at both the planning and execution stages.

So much has been said and written about these needs in recent years that here they may simply be mentioned.

2. Social needs

The changes that are occurring in agriculture, commerce and industry have made the great majority of people more aware of the crucial bearing education has on finding employment.

The spread of education and the rise in living standards have lowered social barriers, facilitated intercourse between the various social groups and prompted educational aspirations at all social levels, whereas less than a generation ago such aspirations were the generally accepted prerogative of families favoured by tradition, wealth or culture.

There is now competition, on an increasing scale, for the best paid and most prestigious jobs.

Equality of opportunity in occupational and social advancement is coming to the forefront of the demands for social justice.

As the traditional educational system has been far from successful in ensuring such equality, an insistent demand has arisen both for educational reform and for measures which will give people already engaged in occupational life a chance to achieve what they were unable to attempt when they were at school either because their education was deficient or simply because their aspirations had not yet taken shape.

3. Obstacles

There are many obstacles in the way of a resumption of educational activities in one's spare time after the completion of formal education.

There is first of all the fact that, as the possession of qualifications on paper is usually the guarantee of an enviable job throughout one's life, particularly in the administrative field, those who possess such qualifications have not always felt the need to make an extra effort. This conservation of accrued advantages has not induced those in senior posts to set an example by making further use of the educational facilities available.

As for those without any formal qualifications, their opportunities for further education have been fairly limited. The few who have made use of them have been more inclined to aim at acquiring formal qualifications, and so secure their future, than to regard further training as a continuing process.

Furthermore, studying whilst carrying on a job (which may often be a very time-consuming one) imposes a considerable extra strain and may frequently entail private sacrifices.

The scope available is meagre and sometimes cannot even be taken advantage of (remoteness, lack of understanding on the part of some employers).

Someone who resumes his studies will discover that he has forgotten much of what he learnt at school: he may feel humiliated and be discouraged unless an effort is made to base the instruction he is given on the fixed points provided by his occupational activities and the human environment of his firm and family.

The efforts of someone who has resumed his education may be all in vain if they are ignored or even derided by his seniors or colleagues. For those who feel the need to further their education are still a minority and are sometimes regarded as "odd fellows" or "careerists".

II. COMPLEMENTARY ACTIVITIES

Apart from the methodical instruction given in schools and universities to young people whose sole concern is to acquire the relevant knowledge, there is a wide range of other activities which also have an educational effect. In the case of some of them, such an effect is not the main aim but a by-product (e.g. conversing in one's family or at one's place of work, reading newspapers, going to the cinema, travelling and watching television).

There are others which reflect cultural needs (e.g. youth activities concerned with sport and educational leisure-time pursuits).

But the activities I should like to concentrate on here are those which are a continuation of school or university activities and are aimed at extending a person's general training or occupational ability.

As far as their relationship with ordinary education is concerned, these activities may be divided into two groups, viz.:

- (1) Those which are entirely post-formal education activities and therefore have no bearing on ordinary education;

- (ii) Those which are semi-formal education activities in that they combine the acquisition of occupational expertise in a firm with methodical instruction that is provided with the help of the school and university system.

These latter activities are particularly developed in the countries of Northern Europe, e.g. the "Berufsschulen" in Germany for the training of industrial workers, the system of technical training with "day release" or "block release" in the United Kingdom, and the sandwich system used by some technical colleges for the training of senior supervisory personnel.

Roughly speaking, the semi-formal education system may be regarded as being parallel to the traditional system in that it is intended for young people of the same age and leads to qualifications which may be obtained in the same country or in other countries through full-time ordinary education.

The complementary nature of the training therefore resides essentially in post-formal education activities. These can provide persons engaged in occupational life with various forms of training, such as refresher training, revision training, re-training and further training.

The aims of these various forms of training are as follows:

- (i) Refresher training is designed to make good the effects of "rustiness" or lack of practice in a subject with which a person was once conversant;
- (ii) Revision training is aimed at keeping a person up to date with progress in a subject in which he is already qualified;
- (iii) The purpose of re-training is to provide a person with qualifications in a subject different from the one with which he was conversant;
- (iv) Further training is intended to provide a person with extra knowledge and expertise in the subject with which he is already conversant so that he can qualify for greater responsibilities.

All these forms of training apply to people who are already engaged in occupational life and have acquired some qualifications. They belong to what is generally called adult education.

Before taking a brief look at the ways in which these aspects of adult education (i.e. education for persons over the age of about 20) have been tackled in each country, I should like to emphasise that more attention ought to be given to young people who leave school at the end of the period of compulsory schooling without having done any vocational training.

These young people may be divided into three groups. One group comprises those who become apprentices and, thanks to special working conditions and further training, are able to obtain recognised vocational qualifications. Another is formed by those who are left to their own devices, do not serve any proper apprenticeship and are in danger, owing to a lack of training opportunities, of remaining unskilled workers all their lives, with all the insecurity of employment which that involves. A third group, the most handicapped one, comprises young people who do not do any regular work, settle more or less inevitably in a state of idleness and, in the absence of any facilities for assisting them, are liable to fall prey to vice, drugs and various forms of delinquency.

It is impossible in this paper to draw up a catalogue, valuable though it would be, of all that is being done in Europe by way of adult education. Instead, I shall simply give a few examples.

In the United Kingdom, firms have long been making a considerable contribution to the training of their skilled personnel, at all levels, often in co-operation with ordinary education establishments.

Every year half a million young adults are released from part of their industrial work to attend courses of further training; there is no age limit.

Adult education is supported and fostered by various organisations, such as the Workers' Educational Association and local authorities. It is provided in colleges of further education, specialised institutes etc.

Some 1,750,000 persons attend adult education courses. However, although this is a high figure in absolute terms, it represents only one-sixteenth of the adult population. Moreover, only a minority of those attending such courses belong to the less privileged social groups and three-quarters of them are women.

Special mention should be made of the founding in 1970 of the open university, which will provide home study courses and award its own degrees.

In France, there are two state organisations which play an important part in adult education throughout the country. They are the National Accademy of Arts and Crafts ("Conservatoire national des Arts et Métiers"), for the training and further training of middle and senior supervisory personnel, and the Centre for Education by Television ("Centre de téléenseignement"), at Vanves, which mainly uses the correspondence method.

Several universities run further education courses, particularly the universities of Grenoble and Nancy; at the latter the CUCES (University Centre for Economic and Social Co-operation), established in 1954, provides various facilities for further education and carries out experiments, notably in on-the-spot group training, for adults belonging to the same firm and production unit.

There are also several agencies which specialise in providing revision and further-training facilities for the middle and senior supervisory personnel of firms. Moreover, the larger companies have their own further-training centres.

Mention should also be made of the various radio and television courses for adults.

However, only a small proportion of the working population actually makes use of these various facilities. What is more, further education has made very little headway amongst workers of operative level.

In Italy, adult education is particularly concerned with providing elementary education for adults from under-developed areas (courses for illiterates, apprenticeships etc.).

Adult education in Sweden is provided by the state, local authorities, educational establishments and private firms. About 100,000 persons attend adult education courses full-time and some 130,000 part-time.

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III. INTEGRATION OF EDUCATIONAL ACTIVITIES

Correction of irreversible processes

Traditional educational systems may be reduced to diagrammatic form as shown below.

The period between the time when a person begins compulsory schooling and the time when he retires essentially comprises the following three phases:

1. The acquisition of basic training to various levels;
2. An apprenticeship in occupational skills, the form of which will vary considerably according to the level of basic training received, the degree of specialisation aimed at and the nature of the responsibilities to be taken on.

This apprenticeship is essentially the meeting-point between school and occupational life, even though the contribution of each towards the fulfilment of this phase is very variable since some apprenticeships are served entirely at work whilst others are done almost entirely at school.

3. Actual occupational life.

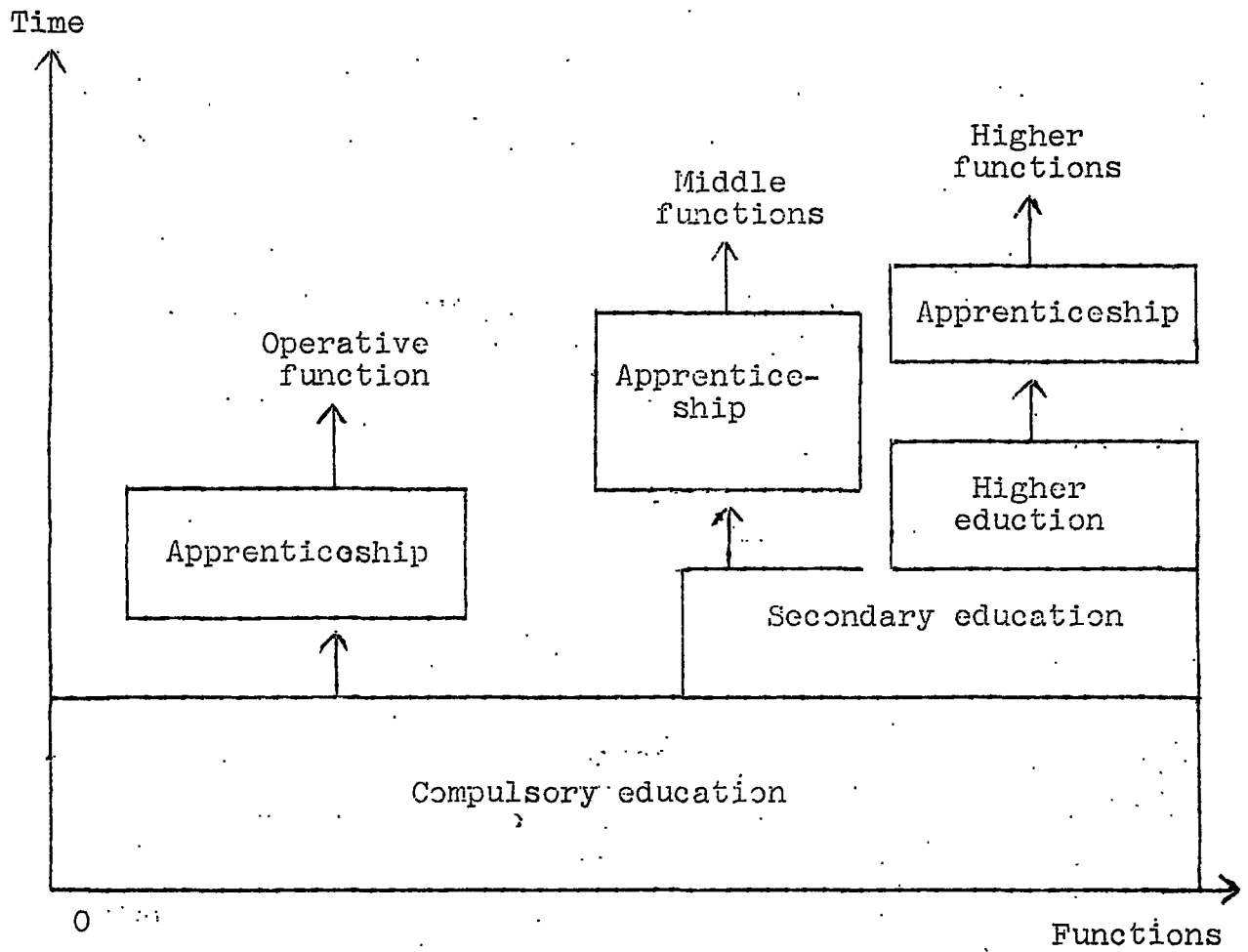


Diagram: Time/Functions

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Up to now, making due allowance for the increasingly numerous correctives introduced by the various forms of adult education, the process which the above diagram portrays could, roughly speaking, be said to be irreversible in two ways:

- (i) firstly, through the successive occurrence of its three phases;
- (ii) secondly, through the hierarchical rigidity, a switch from one occupational level to another being fairly exceptional (social predetermination, inadequate means, dormant motivations).

In a society which has made provision for permanent education, the process will be reversible in both its dimensions, i.e.:

- (i) Everyone will usually be able to go back from the occupational-life phase to the apprenticeship phase and even the basic training phase;
- (ii) Everybody will also usually be able to go from one level of responsibility to a higher one.

It must be acknowledged, however, that this latter form of reversibility may involve a change from a high level of responsibility to a lower one or, rather, to one of a different kind, for reasons of health, family convenience or personal preference. In a democratic society this should not be a stigma. Another remark needs to be made regarding the time when basic training is continued beyond the period of compulsory education, as a result of a general spontaneous demand for secondary and higher education: it will then no longer be possible to regard a high level of general training as guaranteeing a job of an equally high level. In other words, in a culturally advanced society there will be a number of people whose general training is more extensive than what is strictly necessary for the purposes of their work. There should not be any bitterness if such training is not directly rewarded in the occupational sphere; it should be realised that such training has advantages in other spheres (social and family life, leisure pursuits).

I now propose to consider the requirements for continuous education, on the basis of integrated activities, in relation first of all to formal education (at all levels) and then to post-formal education.

A. REORGANISATION OF FORMAL EDUCATION

(a) Aims: Once it is accepted that the educational process should go on throughout a person's life, the aim of each phase needs to be reconsidered and each phase organised so that it leads on to the next one and ensures maximum effectiveness.

The period of formal education (from nursery school to university) is the responsibility of the teachers concerned; it should provide a preparation for the period of post-formal education which covers the whole of a person's working life and embraces a wide variety of direct and indirect training media.

The distinction between these two periods will be less clear-cut than at present when permanent education has become an operational system, owing precisely to the continuity which is aimed at. In the first place, more and more students will already be doing part-time jobs; secondly, arrangements permitting alternation between educational establishments and firms, like the sandwich system, will no doubt be more common.

In general terms, it can be said that permanent education reacts against "mosaic culture" to borrow an expression from Mr. Moles and Mr. Muller ("Permanent Education, Adult Motivations", CCC 1969) and prefers a dynamic culture. Traditional education was more concerned with the contents of curricula than with the method of using the knowledge acquired.

The new education should give a person a sense of initiative, innovation and responsibility. The term "adaptability" has sometimes been used to denote this set of qualities, but it should be understood as meaning not only the acquisition by everybody of the necessary flexibility to adjust to changing circumstances of social and occupational life but also the faculty of innovation needed to prepare and direct such changes.

The aim of education has been defined as "learning to learn". The course held at Amiens in 1968, however, preferred the expression "learning to become" since it adds to an individual's responsibility and widens its scope (from the technical to the human).

Pre-school education should do much to overcome the educational barrier which is liable to be met by young children whose background places them at a serious cultural disadvantage. The provision of pre-school education for such children is, therefore, an important factor in the democratisation of educational opportunity.

Basic compulsory training is usually spread over two successive stages, the primary stage and the secondary stage. It should play a full part in preparing children for the moment of decision at the age of 15 or 16, when a choice is made between:

- (i) becoming directly apprenticed in a firm,
- (ii) going to a vocational training college,
- (iii) moving on to the upper stage of secondary education ("sixth form").

Primary education should no longer be a self-contained unit as it was when it was the only education provided for all. It should be a stepping stone to the secondary stage and be organised accordingly: acquisition of the three principal means of expression (reading, writing and arithmetic) and acquisition of the knowledge needed to arouse an interest in the human adventure and a desire to observe things.

The secondary stage is concerned with:

- (1) consolidating and extending the range of means of expression (mother tongue, foreign languages, mathematics, artistic expression, technical drawing);
- (2) helping a child to understand his place in the physical environment (biology and technology approached experimentally);
- (3) helping a child to understand his place in the human environment (history, practical economics).

The system of adjacent disciplines should no doubt be replaced by a practical interdisciplinary approach.

In this context, attitudes towards knowledge should be reconsidered in the light of the following questions: how can one learn to find the information one needs? And how can one learn to classify material and process a set of data in order to deal with a problem? Here are subjects for investigations whose results should make it possible to develop

school libraries, at present too austere and static, into laboratories for experimentation in the processing of information, in line with the needs of education and the ages of the pupils.

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In vocational ~~training~~, particularly as far as the acquisition of expertise or the mastery of a technique is concerned, a deepening, i.e. specialisation, is required. But the fact that techniques are constantly evolving means that a specialist also needs to be able to change, i.e. he must be adaptable.

Polyvalent training will not be a suitable answer to these two needs if polyvalence is taken simply to mean more subjects of a general kind and less emphasis on technical specialisation. No doubt a wider theoretical training should be regarded as the necessary basis for adaptability; but practical experience of a technique, by way of an example, is no less essential if a specialist is to be able to bring his mastery of a process up-to-date in the light of technical progress.

The "apprenticeship" stage, which necessarily comes between the basic training given during formal education and the exercise of occupational responsibilities, will be a natural extension to basic training; in other words, the latter should endeavour, as part of general education, to supplement the theoretical instruction with practical instruction based on the technical heritage and everyday occupational activities. Hence the importance of instruction in technology at the secondary stage, and even of pre-vocational training and information for pupils who are to become apprentices immediately after the secondary stage.

Attention should also be given to linking up technical instruction during formal education with the exercise of occupational responsibilities. A period of active initiation in firms will be increasingly necessary for newly qualified persons, whatever their level of training: all too often young people begin working in firms without having the supervision that would encourage them and help them to adjust themselves more quickly and effectively. This is a gap which needs filling, an excellent solution being the professional institutes in the United Kingdom.

(b) Means: The means available for achieving the aims of formal education may be classified as follows:

- (i) contents of curricula;
- (ii) training methods;
- (iii) assessment techniques.

1. Contents of curricula

The desire for effectiveness should not result in too restricted a conception of what knowledge is relevant, for history throws light on social progress, humanism gives a meaning to economic life and the fundamental sciences are the basis of technology.

Knowledge is constantly expanding and spreading to new fields. Curricula, however, although they need to keep up with developments, must also have some stability. The art of teaching will be to identify the permanent values, illustrate the changeability of their applications and show how subjects are inter-related (for example, a course in civilisation would replace courses in arbitrarily separated subjects, such as history, human geography, economics, civics and the development of literary and philosophical thought).

2. Methods

The experimental sciences will accord increasing importance on technology, going beyond observation and description and giving more emphasis to methodology.

Generally speaking, it is methods, more than contents, that can tailor formal education to the needs of permanent education.

Instead of being filled with ever more knowledge, schoolchildren should be encouraged to adopt a more dynamic approach and learn how to select from the knowledge available that which is relevant to a given circumstance, to exercise responsibility and to act.

Consequently, a thorough review should be carried out of the traditional instruments of teaching, viz.:

- (i) the "class", where a group of pupils do the same exercises, at the same pace, and achieve the same minimum standards in each subject;

- (ii) the "lesson", which, with the increase in the number of pupils, has become a one-way process of transmission, whereas the art of teaching presupposes a two-way relationship between teachers and pupils in which the assessment of individual feed-back is much more important than corporate dissemination.

Furthermore, the material used should transcend the traditional textbook and integrate the latest means of storing information. The role of the teacher should also be reviewed in the light of the assistance he can obtain from mass media, which offer a wider range of possibilities not only for dissemination but also for feed-back (programmed instruction).

3. Assessment techniques

The science of examination or "docimology" is without doubt the least known aspect of the whole educational field. This is particularly regrettable as the reports drawn up in the light of assessments are precisely those certificates on which the futures and careers of many young people depend.

To be sure, studies have been going on for fifty years to establish, scientifically, what is wrong with the traditional examination system, notably the unreliability of conventional oral and written examinations. These examinations refer to only one point in time and are therefore dependent on contingencies. They take as the sole criterion, in each subject, a single exercise selected at random from several; apart from depending on this selection, their results also depend on personal judgments.

An evaluation should be made not only of a pupil's work but also of his character, so that an idea can be obtained of his potential. This is a very difficult matter which can be done only by means of continuous assessment.

It still remains to be established what specific qualities should be sought and gauged over and above a pupil's performance in a given subject.

Continuous assessment is at present in vogue; but the many forms of traditional evaluation that are being introduced under that name simply mean in fact that "swotting" is spread out over a longer period. The basic question remains: what should be assessed and how?

This is a matter of paramount importance for permanent education not only because it needs to be possible to discover the character and ability of every pupil who passes an examination but also, perhaps above all, because it needs to be possible to carry out the assessment without provoking the reactions of weariness, tiredness and even disgust which, after the effort of passing the examination, result in a prolonged aftermath of distaste for the pursuit of scientific and cultural learning. A way needs to be found of ensuring that the passing of an examination encourages a pupil to teach himself.

A solution is already emerging at university level in the form of diplomas awarded for a limited period, subject to periodical reconfirmation (e.g. the diplomas issued by the Institute of Nuclear Physics at Saclay, attached to the University of Paris).

B. ORGANISATION OF POST-FORMAL EDUCATION

The traditional idea of education as being a means of support for all occupational activities resulted in the educational system stocking young people up with as much knowledge as possible before letting them set out on life's journey. The award of a certificate thus marked the "end" of education and precluded any possibility, sometimes for a long time, of going back to sources.

A system of continuous education, where the award of a certificate coincided with a thirst for knowledge and a desire to master the development of the applications of knowledge, would have the effect of "eliminating any waste of time between the point where a pupil leaves school and the point where a young adult realises that he needs to study further".⁽¹⁾ This excellent observation is made by MM. Frankel, Hoggart, Husen and Janne in their recent report to OECD on the development of education in France.

Experience shows that the more limited a person's schooling was and the less cultural his family and social background, the less incentive he will have as an adult to carry on his education.

This is an argument for extending the period of compulsory schooling. It also shows that a special campaign is needed to inform as wide a public as possible and gradually foster a new attitude of mind which will result in the need for permanent education in present-day society being accepted and established.

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(1) Unauthentic version

Priority should be given to an information campaign on the implications and potentiality of this continuity in education. Cinema and television screens - not to mention the press - are ready-made instruments for carrying out such a campaign, in a short space of time, amongst the public as a whole. There are also a number of other questions that need to be examined in depth:

(a) Research - A considerable amount of research is needed to ensure the effectiveness of post-formal education. It should cover the sociological factors that may favour or impede new efforts; the compilation of the most suitable documentary material; the subjects in which adults' main interests lie, and ways of using such subjects as a means of support for the education to be provided; the most effective teaching methods, etc.

The CUCES ("Centre universitaire de co-opération économique et sociale") has carried out a number of experiments, particularly in the Lorraine area, under the impetus of the previously mentioned INFA, and has obtained some interesting results, from which Mr. Bertrand Schwartz has deduced four principles, viz.:

- (i) people should be appealed to through their occupational activities;
- (ii) the starting-point should be matters connected with everyday work;
- (iii) workers should be offered facilities for training together;
- (iv) training and work should be alternated.

As we have seen, the demand for further education is most difficult to stimulate among workers with the lowest level of general education; but it is precisely at this level that most of those whose interest needs to be aroused are to be found. After noting the success achieved through corporate action, Mr. Schwartz goes so far as saying that as well as being an initial strategy for permanent education, corporate training is also its objective and conclusion.

(b) Mass media - The success of any large-scale effort depends on mass media.

Mr. Louis Merlin has already made detailed suggestions regarding how much might be done by using cinemas, whose periods of normal use, for entertainment purposes, represent only a fraction of the active part of the day.

Facilities permitting educational feed-back and self-monitoring, on the lines of "programmed instruction", will be called upon to play a large part.

A considerable amount of "self-tuition" is undoubtedly desirable, though it must be made possible by the active methodology acquired during formal education, refurbished by an attitude of mind which results in permanent education being regarded as a normal need and by appropriate teaching material and aids.

"The library of books will become a library of media", says Mr. Larsson.

(c) Premises - Premises used for formal education will also have to be used as centres for adult classes or for the various forms of tuition "at a distance". There are other premises which can be used, such as cinemas, hostels, halls belonging to firms, etc. Few special buildings would be needed apart from administrative centres. Some experts, however, envisage a network of specially designed establishments; Mr. Larsson, for instance, recommends municipal educational and cultural centres in the case of Sweden.

There are in fact a number of establishments connected with youth movements and cultural pursuits. In several cases the role of these establishments has had some difficulty in taking shape and being fulfilled. If cultural leisure activities are really to be integrated into the various components of permanent education, it may be hoped that making these cultural establishments available for the purposes of vocational or general further training would enhance their role and reinforce their effect.

The possibility might usefully be studied of drawing up a "chart" of post-formal education, especially for that part of education which is concerned with vocational knowledge, so that every adult would know to which centre he should apply.

As far as facilities are concerned, it should also be noted that recommendations have come from several quarters in favour of alternating or "recurrent" (to use Mr. Larsson's term) arrangements for training and further training, principally at the start of post-formal education activities; with these arrangements, young people or adults would spend certain periods alternately in their firms and at schools associated with their firms.

(d) Teachers - It has been observed that the teaching of adults is still an imperfect science; but it is realised that such teaching differs from the teaching of pupils full-time. Most experts would like post-formal education to be in the hands of either formal-education teachers or people with professional responsibilities in social or economic life. There would, however, be a few post-formal education specialists. These will be the "tutors" who have played a significant part in activities connected

with cultural pursuits. Naturally, professional and part-time teachers can usefully apply the methods employed by "tutors".

In any event there is no doubt that in a system of permanent education the relationship between teachers and students should be such that many more people than the actual teachers can be mobilised to take part in an educational task. The art of communication will therefore need to be taught at all higher levels of training, since many who have a message to convey will be called upon to communicate it.

(e) Social arrangements - Attendance at evening classes, after a full working day, may be necessary if a person is to discover his vocation. But it is not suitable as a permanent solution.

Legislation in many countries already provides for time off from work for study purposes, with financial help and compensatory wages. In France, the Act of 3 December 1966 brought in a number of welfare measures for workers wishing to continue their studies. In the United Kingdom, the systems of "day release" (one day off each week for study) and "block release" are already long established.

However, as demand is going to increase considerably, welfare arrangements should be improved and extended so as to encourage workers at all levels to undertake further training. The cost will undoubtedly be considerable, and detailed estimates should therefore be carried out.

The search for suitable financial arrangements may perhaps lead to a system of educational insurance, similar to social insurance, being visualised.

I shall conclude by recalling what Mr. Pisani said some years ago about the future of permanent education: "The keystone of a system in search of efficiency and civilisation, the dawn of a selective, yet classless society, a society of culture and not ignorance, of participation and not resignation: permanent education is the utopia of the years 1965-1970 just as free, compulsory schooling was the utopia of the years 1880-1885".