

Standing Conference of European Ministers of Education 5th session - Vienna, Austria, 12-14 October 1965

[Resolution on national and international action in the fields covered by the resolutions of the Conferences of European Ministers of Education \(N°1\)](#)

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Resolution on national and international action in the fields covered by the resolutions of the Conferences of European Ministers of Education (N°1)

(adopted during the fifth Conference of Ministers of Education of the Council of Europe, Vienna, Austria, 12-14 October 1965)

The European Ministers of Education at their fifth Conference,

TAKING NOTE of the progress report prepared by the Secretariat (Min. Ed/Vienna (65) 1) and IMPRESSED by its form and content;

EXPRESS their gratitude for the work undertaken and the information supplied by national authorities and by international, intergovernmental and supranational organisations;

FOLLOW with interest the work of the Council of Europe in implementing the resolutions of former Conferences and the work of OECD in the field of planning and investment in education;

RECORD with satisfaction the publication of various studies relevant to previous resolutions of the Ministers in the series "Education in Europe"¹, sponsored by the Council for Cultural Co-operation of the Council of Europe, and EXPRESS their indebtedness to the authors and their collaborators;

STRESS the desirability of further action in the fields mentioned in former resolutions, especially

- (a) educational research,
- (b) student admission to universities,
- (c) establishment of comparable educational statistics;

HOPE that progress by governments and international organisations may be reported in these fields at a future Conference;

REAFFIRM, in connection with the periodic report of the Secretariat, the usefulness of establishing comparative information on educational problems, with special reference to overall expenditure and financial procedures;

INSTRUCT the Committee of Senior Officials to study with the Secretariat, in connection with the report, the possibility of:

(a) improving the means of collection and presentation of statistics, bearing in mind the work done in this field by other bodies;

(b) including a more comprehensive account of the work of international organisations;

(c) providing up-to-date bibliographical data referring to the content of the report;

(d) obtaining a wider circulation for the report including in non-government circles;

(e) translation into other languages, bearing in mind financial implications...

Note

Publication in the series "Education in Europe"

Higher Education and Research

Engineering Education (1964)

General-and Technical Education

Primary and Secondary Education (Modern Trends and Common Problems) (1963)

Civics and European Education at the Primary and Secondary Level (1963)

Pupil Guidance (1964)

Teacher Training (1965)

School Systems (1965)

Out-of-School Education and Youth

Youth and Development Aid (1963)

Physical Education and Sport (1963)

Training the Trainer (1964)

Leisure-time Facilities for Young People from 13 to 25 years of age (1965)

General

Recent Developments in Modern Language Teaching (1964)

New Trends in Linguistic Research (1963)

New Research and Techniques for the benefit of Modern Language Teaching (1964)

Modern Language Teaching by Television (1965)

Educational and Cultural Films Experiments in European Co-production (1965)

Resolution on continued education (N°2)

(adopted during the fifth Conference of Ministers of Education of the Council of Europe, Vienna, Austria, 12-14 October 1965)

The European Ministers of Education at their fifth Conference,

HAVING EXAMINED the report on "continued education" presented by the Austrian Federal Minister of Education (Min. Ed/Vienna (65)2), as well as the conclusions of the Interlaken Seminar arranged by the Swiss Government under the auspices of the Council of Europe;

HAVING HELD a general exchange of views on the organisation and content of continued education, including the extension of compulsory schooling, on the relations between continued education on the one Hand and secondary schooling and life-long education on the other, and the aims pursued and methods employed in continued education;

NOTE that since the fourth Conference of European Ministers of Education valuable work has been done in this field by the Austrian Ministry of Education in collecting and classifying voluminous documentation and by the Interlaken Seminar in examining and discussing the general principles of continued education for pupils not pursuing full-time secondary studies;

NOTING the recommendation of the Interlaken meeting that problems of continued education should be studied on a wider scale;

RECOMMEND that the study of these problems be extended, with particular reference to the further education associated with the training of apprentices and young workers and to related problems of life-long education;

STRESS the importance of carrying out these studies having regard to the place of the individual in modern society with its economic demands and to developments in the school systems of various countries, particularly in upper secondary education;

WELCOME the offer of the Austrian Government to organise a meeting of experts devoted to the study of these questions; RECOMMEND the Council for Cultural Co-operation of the Council of Europe to envisage the publication, in the "Education in Europe" series, of studies in problems of continued education.

Resolution on present problems in upper secondary education (N°3)

(adopted during the fifth Conference of Ministers of Education of the Council of Europe, Vienna, Austria, 12-14 October 1965)

The European Ministers of Education at their fifth Conference,

HAVING EXAMINED the report on upper secondary education submitted by the Swedish Minister of Education (Min. Ed/Vienna (65)4);

TAKE NOTE of the large increase in all countries of the number of pupils pursuing their education into the upper secondary stage;

AWARE of the need for upper secondary schools to offer a variety of courses adapted to various requirements and leading towards different careers or different types of higher education;

STRESS the importance of coherence and flexibility, providing sufficient common basis to allow opportunities for transfer from one variety of upper secondary education to another;

CONSIDER that all young persons able to benefit from schooling beyond the compulsory period should have the opportunity and encouragement to do so;

CONSIDER moreover that the different varieties of upper secondary education should all be available in each geographical area, entailing the close co-ordination of educational planning with regional and local planning;

EMPHASISE the need for detailed studies of different national systems of upper secondary education, and IDENTIFY the following topics as worthy of special attention:

(a) quantitative aspects of the expansion of upper secondary education, with reference both to the demand for increased educational opportunity and to national manpower requirements;

(b) planning methods adopted in the various countries to assess future needs and to relate them to financial and material resources and staffing problems;

(c) co-ordination of public and private sectors of education;

(d) different ways of providing upper secondary education

- either as a distinct division of education or within the continuous process of secondary education as a whole;

- with respect to the organisation of studies, either in a comprehensive or in more diversified forms;

- size of schools, financial efficiency of different methods, and staffing problems.

(e) maintenance of educational standards, including new methods of control and evaluation of pupils' work throughout their courses of study, as an alternative to traditional systems of examination;

RECOMMEND

(a) that the Council for Cultural Co-operation of the Council of Europe be invited to give consideration to the topics listed above, and in particular to continue its work on the maintenance of educational standards including modern ways of guaranteeing the quality and comparability of the results of pupils' studies;

(b) that OECD, whose work in this connection has already begun, be invited to study these problems in its field of competence, notably in their quantitative aspects.

REQUEST that the conclusions reached by national authorities on a national basis and by international organisations on these and other relevant aspects of upper secondary education should be reported to future Conferences.

Resolution on school building (N°4)

(adopted during the fifth Conference of Ministers of Education of the Council of Europe, Vienna, Austria, 12-14 October 1965)

The European Ministers of Education at their fifth Conference,

HAVING AGREED that problems of school building are common to all participating countries;

NOTING that the growth and mobility of population, and the extension of secondary education, are causing ever increasing demands for school buildings;

CONSIDERING the need for adapting school buildings to -satisfy new educational demands;

CONSIDERING the economies in materials and manpower and the increased functional efficiency made possible by modern techniques;

TAKING INTO ACCOUNT the results of previous international conferences on the subject;

BEARING IN MIND the need for the efficient overall planning of educational investment, as urged in Resolution No. 2 of the fourth Conference of the European Ministers of Education;

RECORDING WITH SATISFACTION the measures for school building cooperation now being completed in the European Mediterranean countries under the Development and Economy in Educational Building Programme of OECD;

NOTING WITH INTEREST the experience accumulating at the various regional school building centres of UNESCO;

CONCLUDING that a concentration and extension of international co-operation for the exchange of information and experience between the European countries would be of benefit to each;

CONSIDERING furthermore that the development of such international cooperation can be soundly based only if well organised national bodies for planning and research in the field of school building exist in each country;

RECOMMEND to participating governments:

1. that they create such national bodies where they do not yet exist; these bodies should comprise educators, administrators, architects, and technicians; they should be adequately staffed, equipped and financed. Their work should be determined primarily by the needs of the educational programme.

RECOMMEND on the international plane:

2. that co-operative measures should be taken for the collection of information on national activities conceived in the spirit of the recommendation contained in paragraph I above, and for the communication of such information and experience to other participating governments. These exchanges should be carried out in consultation with existing institutes specialised in this field, and should include the experience of countries in setting up their own national bodies;

3. that OECD should be invited to organise in co-operation with the Council of Europe a meeting of high level officials responsible for school building programmes, to consider which practical measures should be taken to give effect to the recommendation contained in paragraph 2 above;

4. that, with a view to this meeting:

- OECD should:

(a) make available a report on the Development and Economy in Educational Building Programme;

(b) prepare a survey of activities in the field of school building being undertaken by governmental and non-governmental organisations either on the national Or the international plane;

(c) in particular, invite each participating government to submit a national report on planning and research in the field of school building.

- the Council of Europe should prepare and submit a study on the educational aspects of the question.