

CESE

NEWSLETTER 7

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Comparative Education Society in Europe
Association d'éducation comparée en Europe
Gesellschaft für Vergleichende Erziehungswissenschaft in Europa

CESE Newsletter

La CESE Newsletter est le bulletin d'information officiel de l'Association d'Education Comparée en Europe, mais c'est aussi VOTRE newsletter. N'hésitez pas à nous envoyer des informations de valeur scientifique dans le domaine de l'éducation comparée, ou à nous soumettre des textes concernant des études intéressantes, des projets majeurs, des changements dans l'éducation comparée-curricula, des innovations de cours, promotions, etc... Envoyez-nous un offprint de votre dernier article ou une copie du livre que vous avez publié récemment.

The CESE Newsletter is the official information bulletin of the Comparative Education Society in Europe, but it is also YOUR newsletter. Do not hesitate to send us any information of scientific value in the field of comparative education, or submit texts about any interesting studies, major projects, changes in comparative education curricula, new courses, promotions, etc... Send us an offprint of your latest article or a copy of the book you have just published.

Die Newsletter ist das offizielle Informationsblatt der CESE, aber, es ist auch IHR Informationsblatt. Zögern Sie nicht, falls Sie Informationen wissenschaftlichen Charakters im Bereich der vergleichenden Erziehungswissenschaft weitergeben möchten. Schicken Sie uns Ihren Text über interessante Forschungsarbeiten, wichtige fortschrittsfördernde Kurse, Ernennungen, usw... indem Sie uns eine Kopie Ihres Artikels oder Ihres letztlich erschienenen Buches zu kommen lassen.

NOVEMBER 1980

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**LA Xe CONFÉRENCE
EUROPÉENNE D'ÉDUCATION
COMPARÉE
aura lieu du 20 au 23
septembre 1981 à Genève
(Suisse)**

Cette Conférence marque le vingtième anniversaire de l'Association Européenne d'Éducation Comparée (CESE). Elle sera consacrée à établir un premier bilan du développement des sciences de l'éducation dans les pays européens, ceci depuis la dernière guerre mondiale.

Le thème retenu est: *Le futur des Sciences de l'éducation: enjeux théoriques et institutionnels.*

Organisée par l'Université de Genève dans les locaux d'UNI II, sous les auspices de l'UNESCO, de la Confédération suisse et de la Société Suisse pour la Recherche en Éducation (SSRE), cette conférence permettra à tous ceux dont

les expériences, les points de vue ou les préoccupations concernent le rôle d'une ou des science(s) de l'éducation dans les sociétés actuelles, les rapports entre recherches et pratiques éducatives et surtout la place et le statut de l'éducation comparée au sein des Sciences de l'éducation, d'en discuter lors des débats suscités par les *exposés*, des présentations et des analyses d'*études de cas nationaux*. Des *ateliers* pourront être organisés où seront traitées des questions plus spécialisées telles que: l'apport de la futurologie à la connaissance de l'évolution des systèmes d'éducation; l'analyse de système et la dynamique des institutions éducatives; les méthodes d'analyse des dimensions territoriales de la formation, etc.

La traduction simultanée est prévue en allemand, français ou anglais. Les communications peuvent être adressées dans l'une de ces trois langues aux responsables suivants:

- Pour le thème «Des sciences ou une science de l'éducation»: Prof. W. Mitter (Frankfurt a.M.).
- Pour le thème «La place de l'éducation comparée dans les sciences de l'éducation»: Prof. R. Cowen (London).
- Pour le thème «Les sciences de l'éducation et la formation des maîtres»: Prof. E. Egger (Genève).

Un programme plus élaboré sera envoyé aux intéressés début janvier 1981. Pour toute correspondance concernant les communications ou d'autres informations, il est déjà possible de s'adresser au Comité d'organisation locale:

CONFÉRENCE EUROPÉENNE D'ÉDUCATION COMPARÉE
c/o Prof. P. FURTER
Université de Genève
UNI II
24, rue Général Dufour
1211 Genève 4 (Suisse)
Tél.: 22/20.93.33 - Int. 2730

CESE now has a legal status!

At the General Assembly of CESE in Valencia on June 28, 1979, the new statutes were discussed and adopted. The General Assembly also asked the Secretary-Treasurer to continue his efforts with the Belgian authorities in view of obtaining a recognized legal status for CESE according to the Belgian law of October 25, 1919.

We hereby have the honour of announcing that these endeavours have been crowned with success. A Royal Decree, signed by King Baudouin on February 26, 1980, granted legal status to CESE and approved the statutes of our association. The statutes, as also the names, first names, professions and addresses of the committee members, were published in the *Moniteur belge - Belgisch Staatsblad* of June 19, 1980.

Our members are well aware of the advantages of the recognized legal status. An international association, like CESE, which has a recognized legal status can:

- accept gifts, grants, legacies, and subsidies of any sort;
- own property;
- take legal action if required;
- give evidence of power of attorney delegated to any member or other person representing the association or acting on its behalf.

H. Van daele

La CESE a un statut légal!

Lors de l'Assemblée générale de la CESE à Valence, le 28 juin 1979, les nouveaux statuts ont été discutés et enfin adoptés.

En même temps l'Assemblée générale demandait au secrétaire de continuer les démarches auprès des autorités belges afin d'obtenir le statut légal pour la CESE selon les termes de la loi belge du 25 octobre 1919.

Nous avons l'honneur d'annoncer que cette affaire a été couronnée avec succès. Un Arrêté royal, signé par le roi Baudouin le 26 février 1980, accorde la personnalité civile à la CESE et approuve les statuts de notre association. Les statuts ainsi que les noms, prénoms, professions et domiciles des membres du comité ont été publiés dans le *Moniteur belge - Belgisch Staatsblad* du 19 juin 1980.

Nos membres connaissent les avantages de ce statut légal. Le fait qu'une association internationale comme la CESE possède un statut juridique reconnu, lui permet:

- de recevoir des dons, legs et subsides de toute nature;
- de posséder son propre patrimoine;
- d'ester en justice si nécessaire;
- de fournir la preuve des pouvoirs délégués à certains de ses membres ou à toute autre personne mandatée par l'association pour les représenter ou agir en son nom.

H. Van daele

ANNUAL MEMBERSHIP FEE

CESE-members are requested to pay their 1980 fee (650 Belgian francs) to the CESE account: Banque Bruxelles-Lambert 310-0065613-30.

CESE needs your support to be able to develop and strengthen its activities and services. Thank you in advance for your cooperation.

COTISATION ANNUELLE

Les membres de la CESE sont priés de payer leur cotisation pour 1980 (650 FB) au compte suivant:

Banque Bruxelles-Lambert
310-0065613-30.

La CESE a besoin de votre aide pour pouvoir développer et renforcer ses activités et ses services. Merci d'avance pour votre coopération.

JAHRESBEITRAG 1980

CESE Mitglieder werden gebeten, ihren Jahresbeitrag für 1980 (650 Bfrs) auf folgendes Konto zu überweisen:
Banque Bruxelles-Lambert
310-0065613-30.

Wir brauchen Ihre Unterstützung um die Aktivitäten und Dienste der CESE zu verstärken. Besten Dank im voraus für ihr Entgegenkommen.

African-German Cooperation in Educational Research and Curriculum Development

By Peter Sachsenmeier

The idea of strengthening international cooperation in the field of curriculum emerged in the second part of the 1960s as a response to the increasing need for systematic curriculum change. An International Seminar for Advanced Training in Curriculum Development and Innovation held in Granna, Sweden, in 1972 was attended by teams from 23 countries from all parts of the world, and represented a first effort to implement this idea in Africa.

Early in 1972, a delegation from various educational research institutions and international bodies contacted by personal visits, correspondence or telephone various curriculum centres, units or projects in their respective regions. One of the aims of these contacts was to identify the training needs of curriculum personnel in the countries concerned.

In 1975, it was estimated that more than 50 countries in Africa, Asia and Latin America had set up curriculum development centres or similar institutions in charge of curriculum reform and quality control of education. While some centres such as those in Sri Lanka and Ghana were established in the late 1960s the majority of them came into existence during the early 1970s. The training needs for Africa were spelt out by Dave in a survey of six African countries: In the six countries taken together, there are about six million children in schools for whom some 150 persons are engaged in developing curricula and contributing significantly in determining the content and quality of school education. Out of these 150 curricula developers about 75 persons do not have any systematic initial training in the theory and practice of curriculum development (1).

With a massive training exercise for all curriculum developers in Africa Dave claimed it would be possible to eliminate 'curriculum illiteracy' in the African continent within a few years.

Developments in Africa

In Africa, various curriculum development centres had in the early 70s been corresponding with the International Institute for Educational Planning (IIEP) in Paris. The centres included organizations in Ethiopia, Gambia, Ghana, Kenya, Liberia, Nigeria, Sierra Leone, Tanzania and Zambia. A circular letter was sent out to a series of curriculum organisations in English-speaking countries south of the Sahara and north of the Zambezi to inquire about

the interest they had in teams from their curriculum centres attending a possible training seminar. These preparation culminated in the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation being held in 1975. The aim of this four-week seminar was to provide intensive training in systematic curriculum development and evaluation for curriculum specialists from 10 African countries. In addition, the seminar served as a forum for the exchange of experience in coping with many problems of curriculum development and evaluation in different countries.

The Formation of African Curriculum Organization (ACO)

In 1976 a follow up to this seminar was organized in the form of a Training Course on Techniques of Data Collection and Analysis in Educational Research, jointly organized by the International Centre for Education Evaluation (ICEE), UNESCO and the DSE, and held at the University of Ibadan, Nigeria, 6-18 September, 1976.

This particular training course is important not only because of its content, but also because it was the occasion for the first Representative Council Meeting of the newly founded ACO.

Some ACO Activities

The formation of the ACO was endorsed politically by a meeting of African Ministers of Education held in Lagos in 1976 and heavily backed by the German Foundation for International Development (DSE). Again the ACO stressed the need for professional training in the curriculum field. For example, in August 1977, directors and senior members of African curriculum centres attended the second international seminar on Case Studies on the Determination of Learning Needs in Rural Areas, jointly organized by IIEP and the DSE and held in West Berlin, FR Germany. Shortly after the study tour a meeting between ACO and German educationists interested in Africa was held.

A further intensive workshop, the second in a series organized by ACO and DSE, took place in Dar es Salaam, Tanzania, in November-December 1977. The emphasis in that workshop was on techniques of curriculum development and its aim was to equip participants with the skills and competen-

cies necessary for the successful execution of their assignments in their respective curriculum centres. To this end a report on the workshop has been published by the Institute of Education in Dar es Salaam (2).

A workshop held in Banjul, Gambia, in July-August 1978 was devoted to aspects of curriculum materials production with the following objectives:

(a) To inculcate practical skills in the area of curriculum materials with particular reference to books and other curriculum media.

(b) To inculcate skills necessary for evaluating and adapting curriculum material.

(c) To inculcate basic library and technical skills necessary for understanding production, utilization and storage of curriculum material.

(d) To provide training in collection, production and use of local curriculum material.

Another workshop in this series, this time concentrating on the theme of early childhood education, and jointly organized by the Kenya Institute of Education and DSE, was held at the Kenya Institute of Education in Nairobi in July/August 1979. It concentrated particularly on an integrated curriculum necessary for the first years of primary schooling, and on the linkage problems which may arise between the home and the new school environment.

Evaluation has always been an important aspect of curriculum work. With the help of sponsors such as DSE, the Science Education Programme for Africa SEPA, and others, among them the Carnegie Foundation, ACO has been able to offer in recent years a comprehensive masters' programme in educational evaluation, based at the ICEE, Institute of Education, University of Ibadan, Nigeria.

A one-year postgraduate Basic Training Course in Systematic Curriculum Development for specialists in the ACO has now started. It is being funded by Kenya and by FR Germany, and being implemented by the Kenya Institute of Education, the Education Faculty of the University of Nairobi and the German

References

- (1) DAVE, R.H.: *Training needs in curriculum development and planning with special reference to African countries*. International Institute for Educational Planning, Paris, 1976.
- (2) Charles Kalugula/Peter Sachsenmeier (eds.): *Techniques in Curriculum Development*. Institute of Education, Tanzania, Dar es Salaam, 1978. 332 pp.

Agency for Technical Cooperation. This latter course is in three stages, i.e. correspondence (with participants at well over 20 African national curriculum centres), residential (in Nairobi), and field work/developmental research back at the home centres of participants. The course content was contributed to by a mammoth writing workshop bringing together some 50 professionals from all over Africa. The target is to train some 500 people through this course over the next five years. More information on this particular training programme is available from the author. The CESE secretariat holds a collection of materials developed so far.

Educational research links are now also being established between German researchers interested in Third World problems, and African colleagues. In February 1980, and again with the backing of DSE, the German Commission for Educational Research with Third World Countries (BDW) and ACO held a joint African-German research conference on the island of Mauritius, «The role of educational research in educational and societal development». A comprehensive report is currently being prepared by the author and Prof. Barnabas Otaala of the University of Nairobi, and will shortly be published by DSE. The report will incorporate contributions, as well as the proceedings of the research conference.

Conclusion

International development agencies see the national curriculum development centres as prime agents of reform in their respective countries and seem to consider its money well spent on a multiplier group par excellence. It is obvious that one by-product of this massive training programme for educational personnel is an increase in international traffic, and in only three or four years from now we shall see whether or not this will have led to the building up of a network of communication among curriculum developers and researchers in Africa and elsewhere as well to increased efficiency and competence.

Peter Sachsenmeier is project coordinator for the postgraduate Basic Training Course in Systematic Curriculum Development, jointly organized by Kenya Institute of Education, University of Nairobi, and German Agency for Technical Cooperation (GTZ) on behalf of the African Curriculum Organization. Apart from his present work, he has contributed to comparative education through a number of publications, including the book, *Reformkonzeptionen der Lehrerbildung in der Sowjetunion* (Weinheim: Beltz, 1978). From 1975-1977, he was an editor of the trilingual *International Review of Education*. His address in Kenya: P.O. Box 54845, Nairobi.

CESE Committee Meeting

The CESE Committee met in Geneva on September 5 and 6, 1980. The date initially suggested for the Tenth Conference (namely July 12-18, 1981) proved to be impossible for several practical reasons.

The new date is September 20-23, 1981. We do realize that this new date is more convenient for several CESE members. We regret the change, though, but we hope most members can manage to change their plans.

The CESE committee also simplified and focused the academic programme. The title of the conference remains: «The future of educational science(s): theoretical and institutional issues», but the central themes are:

- educational science or educational sciences? (Chairman: Prof. W. Mitter).

- the place of comparative education in the educational science(s)? (Chairman: Prof. R. Cowen).
- the development of educational science(s) and teacher education? (Chairman: Prof. E. Egger).

The Conference will put initial stress on case studies, themselves written around the core themes of the Conference. Plenary session papers will deal with the three core themes. In addition, workshops will be organized. In particular members will be encouraged to prepare materials for these workshops on the theme of structural analysis and on futurology and education. Members willing to organize these two workshops should contact the CESE secretary or Prof. P. Furter (Geneva).

Working languages will be French, German and English.

From national and regional societies

Dutch-speaking society

The Dutch-speaking society has a new committee:

President: Prof. Dr. W. Wielemans,
Katholieke Universiteit Leuven
Vesaliusstraat 2
3000 Leuven (Belgium)
Secretary: Drs. W.G. Van Velzen
Maasland 8
5144 EN Waalwijk (Holland).

Colloque international de l'A.F.E.C.

«Les futurs de l'éducation»
16-17 mai 1980

Ce colloque a réuni 80 participants de 18 pays. Il avait été préparé par deux journées d'études et trois groupes de travail qui avaient été constitués sur les thèmes suivants:

- les perspectives de l'éducation
- les perspectives économique-sociales
- l'éducation dans les perspectives d'évolution à long terme des relations Nord-Sud.

Une séance plénière introduite par Jean Auba et Michel Debeauvais a donné lieu à un débat général sur la base des exposés des responsables des trois groupes de travail préparatoires: Shapour Rassekh; Jean-Pierre Pellegrin; Le Than Khoi.

Les participants se sont ensuite réunis en trois groupes de discussion, dont les rapports ont été présentés en séance plénière par Pierre Laderrière (groupe des perspectives économique-sociales), Thierry Malan (groupe des perspectives sur l'éducation), et Sarella Henriquez (groupe Nord-Sud).

Plusieurs thèmes ont dominé les débats:

- Le contraste entre le nombre et l'audience des perspectives économique-sociales: Club de Rome, étude Léontier (Nations-Unies), Interfuturs (OCDE)etc., et d'autre part les rares perspectives portant sur l'éducation: Europe 2000, ou même des études sur les perspectives à long terme de l'éducation.

Malgré les programmes entrepris sur ce thème par l'UNESCO depuis 1978 et par de nombreux pays socialistes, peu de publications sont disponibles, et leur écho est faible (par exemple le livre U 90 publié au Danemark, le rapport du Séminaire 2000 publié par l'Institut International de planification de l'éducation, livre du Club de Rome «No limits to learning»).

- Est-il significatif qu'aucune des perspectives économique-sociales ne fasse une place à l'éducation? Est-ce la conséquence d'un déclin de la priorité attribuée à l'éducation pendant des décennies 50 et 60 dans les budgets nationaux et les opinions publiques? ou un oubli à réparer? La crise économique a-t-elle pour contrepartie une crise de l'éducation?

- La fin, ou tout au moins la remise en cause du monopole du système scolaire; le développement des diverses formes d'éducation extra-scolaires apparaît comme une tendance à long terme.
- Comment sont appelées à évoluer la fonction de sélection sociale des systèmes scolaires, la fonction de certification professionnelle, la fonction de socialisation, la fonction de légitimation des valeurs?
- Quelle influence exerceront les évolutions politiques et économiques sur l'éducation?
- On a noté deux évolutions possibles (et peut-être parallèles, ou complémentaires) de l'éducation: vers la décentralisation, l'autonomie, la créativité.
- Les futurologies ont fait l'objet de nombreuses remarques critiques: de quelles positions préétablies procèdent-elles? qui servent-elles? Plutôt que d'imaginer un futur vide, ne vaudrait-il pas mieux penser le futur dans le présent? L'influence des prophètes comme Illich ne s'avère-t-elle pas plus importante que celle des futurologues?
- La notion de «créativité endogène» a suscité des controverses. Mais on a reconnu la nécessité pour les pays du Tiers Monde d'élaborer les politiques éducatives «endogènes» qui diffèrent du modèle imité ou hérité des pays industriels.

Les documents de travail, les communications et les rapports du Colloque

seront publiés dans le prochain bulletin de l'AFEC.

L'AFEC a tenu son Assemblée Générale pendant le Colloque.

- Le bureau élu a nommé Denis Kallen comme président en remplacement de Michel Debeauvais qui a été nommé président d'honneur.
- Jean Auba, vice-président sortant, a été nommé vice-président fondateur et remplacé par Pierre Laderrière.

L'Assemblée Générale a choisi comme thème de travail pour 1980-81, «Les réformes éducatives». La prochaine journée de travail sur ce thème a été fixée au samedi 25 octobre.

PUBLICATIONS

The CESE secretariat has received the following publications:

Le secrétariat de la CESE a reçu les publications suivantes:

Das CESE Sekretariat erhielt folgende Publikationen:

RÖHRS, Hermann

Die Reform des Erziehungswesens als internationale Aufgabe. Entwicklung und Zielstellung des Weltbundes für Erneuerung der Erziehung, Rheinstetten, Schindele, 1977.

RÖHRS, Hermann

Die Reformpädagogik. Ursprung und Verlauf in Europa, Hannover, Schroedel, 1980 (Das Bildungsproblem in der Geschichte des europäischen Erziehungsdenkens, Band XVI, 1).

RÖHRS, Hermann

Die progressive Erziehungsbewegung. Verlauf und Auswirkung der Reformpädagogik in den USA. Hannover, Schroedel, 1977 (Das Bildungsproblem in der Geschichte des europäischen Erziehungsdenkens, Band XVI, 2).

RÖHRS, Hermann und LENHART, Volker

Deutsche Entwicklungshelfer in der Lehrerausbildung Afghanistans, Meisenheim am Glan, A. Hain, 1978 (Afghanische Studien, Band 18).

RÖHRS, Hermann und MEYER, Ernst
Die pädagogische Ideen Martin Bubers, Wiesbaden, Akademische Verlagsgesellschaft, 1979 (Erziehungswissenschaftliche Reihe, Band 18).

KOPPENHÖFER, Peter

Bildung und Auslese. Untersuchungen zur sozialen Herkunft der höheren Schüler Badens 1834/36-1890,

Weinheim-Basel, Beltz, 1980 (Studien und Dokumentationen zur Deutschen Bildungsgeschichte, Band 15).

SCHMOLDT, Benno

Zur Theorie und Praxis des Gymnasialunterrichts (1900-1930). Eine Studie zum Verhältnis von Bildungstheorie und Unterrichtspraxis zwischen Paulsen und Richert, Weinheim-Basel, Beltz, 1980 (Studien und Dokumentationen zur Deutschen Bildungsgeschichte, Band 16).

FURTER, Pierre

Les systèmes de formation dans leurs contextes, Berne-Francfort, Peter Lang, 1980 (Collection Exploration).

Formen und Funktionen von Schulabschlüssen in England, Italien und Schweden, München, Minerva Publikation, 1980 (Marburger Forschungsstelle für vergleichende Erziehungswissenschaft, Texte - Dokumente - Berichte zum Bildungswesen ausgewählter Industriestaaten, 24).

HOLMES, Brian (ed.)

Diversity and Unity. A comparative Analysis. London, Allen & Unwin, 1980.

Canadian and International Education. Education canadienne et internationale, Montréal, VIII, 1979, n.2, et IX, 1980, n.1.

Ecole et Paix. Revue de l'Association mondiale Ecole Instrument de Paix, Genève, 1980, n.2.

Innovation, Genève, 1980, n.26.

Curriculum Development Newsletter, Nairobi, 1980, n.1.

Awareness list - Bulletin signalétique IERS. Genève, 1979, n.8 (Lifelong education - Education permanente).

Forum. Council of Europe, Strasbourg, 1980, n.1.

European Cultural Foundation. Annual Report 1979. Amsterdam, 1980.

European Cultural Foundation. Newsletter, Amsterdam, 1980, n.7.

VARIA

Still available - Sont toujours disponibles - Noch vorrätig:

Proceedings of the CESE - Délibérations de la CESE - Beschlüsse der CESE:

1. *Comparative Education Research and the Determinants of Education Policy*, First General Meeting, Amsterdam 1963.

Bfrs 250,-

2. *General Education in a Changing World*, Second General Meeting, Berlin 1965.

Bfrs 250,-

3. *The University within the Education System*, Third General Meeting, Ghent 1967.

Bfrs 250,-

4. *Curriculum Development at the Second Level of Education*, Fourth General Meeting, Prague 1969.

Bfrs 250,-

5. *Teacher Education*. Fifth General Meeting, Stockholm 1971.

Bfrs 250,-

6. *Recurrent Education. Concepts and Policies for Lifelong Education*, Sixth General Meeting, Frascati, 1973.

Bfrs 250,-

7. *School and Community*, Seventh General Meeting, Sèvres 1975.

Bfrs 350,-

Eurydice (Central Unit) (*)

Official Opening

The Commission of the European Communities has announced the official opening of EURYDICE, the Education Information Network in the European Community.

The establishing of this Network goes back to 1976, when the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education and agreed to set up a network of information services on education in the Community to exchange information rapidly for the benefit of those in policy-making positions. This information network, to be known as EURYDICE, is designed in this way to underpin the education action programme.

The structure of EURYDICE is based on the mutual co-operation of National Units and the Central Unit.

In accordance with their own distinctive education structures, each Member State has designated one or two National Units to participate in the network.

The European Cultural Foundation, acting under contract to the Commission of the European Community, has taken the responsibility of setting-up a Central Unit in Brussels, to co-operate with the Commission's Education Service. The task of the Central Unit is to co-ordinate and animate EURYDICE.

Who May Use the Services of the Network?

EURYDICE will serve educational policy-makers at Community and Member States level and in certain cases at regional and local levels. The Member States have agreed that the definition of those educational policy-makers first to be allowed to use the Network should be decided on a national basis. The definitions given on the basis of this agreement reflect the different educational structures of the countries and the initial capacities of EURYDICE Units. At Community level, access to EURYDICE via the Central Unit will be restricted to the Community institutions, and Community-wide associations of rectors and teachers in present or planned Commission or Community developments in the educational field.

Priorities

In the first phase of operation, EURYDICE will concentrate on four policy themes whose priority significance has been underlined by the Community Education Action Programme.

These four themes are:

- transition from school to working life,
- teaching and learning of foreign languages,
- education of migrants and their families, and
- policies and conditions of admission of students to higher education.

Requests for information on other educational policy trends not encompassed by these specialised areas will be accepted by EURYDICE on a case by case basis. In the light of the developing needs, new themes may be added later.

Ways of Working

EURYDICE provides a service allowing policy-makers to gain access quickly to relevant information on educational issues.

Policy-makers in the Member States are invited to pass their information requests to their National Unit, those of the Community institutions should make their requests to EURYDICE through the Education Service of the Commission. The requests will be channelled to as many Information Units as the user desires.

The EURYDICE Central Unit is developing a data base in which answers to requests and material from other sources covering important comparative information will be stored. Access to this data base is available to all EURYDICE Units.

In addition to responding to requests, EURYDICE will take every opportunity to exploit its growing stock of comparative information on educational policy issues. The Commission's Education Service, with the assistance of the Central Unit, intends to organise information seminars and special expert meetings on themes of common interest, and issue topical papers aimed at providing policy information on issues currently important to EURYDICE users.

In accordance with the Resolution

of the Council and Ministers of Education of 1976, the Education Committee of the European Community will oversee the development of EURYDICE. The Education Committee consists of official representatives of the educational authorities from each Member State and of the Commission's Education Service.

Links

In answering information requests, EURYDICE Central Unit and the National Units have access to and are in close co-operation with specialised National and European Centres working in the field of education. Close co-operation between the Directorate General for Science, Research and Education to which EURYDICE is closely attached and the Directorate General of Information Market and Innovations of the Commission is designed to allow for the EURYDICE information systems, first established for manual operation, to be compatible with on-line automated working within the context of Euronet.

Arrangements made with the Statistical Office of the Communities permit EURYDICE to draw upon the data and experience of that Office and its associated network of Member States Statistical Offices to furnish replies to the statistical elements of requests.

EURYDICE is outward looking. Links with the Council of Europe encourage the flow of educational information between the Community and the wider Europe. They also encourage the joint development of the Eudised Thesaurus to provide the Member States of the Community and of the Council of Europe with a constantly improved and updated tool to facilitate the exchange of educational information.

(European Cultural Foundation, Newsletter, n° 8, September 1980, pp. 10-11).

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