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***PERMANENT  
EDUCATION***

***CONTINUING EDUCATION  
FOR ADULTS***

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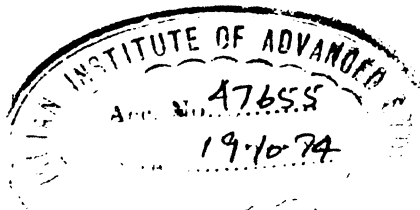
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STUDIES ON PERMANENT EDUCATION

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CONTINUING EDUCATION FOR ADULTS

REPORT II

by

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## I. INTRODUCTION: NOT A PROGRAMME BUT SOME GERMINAL IDEAS

In the memorandum, "A prospective view of permanent education", we set out from the fundamental principle of the unity of the educational process, covering education both for adults and for young people. We inferred the place and functions of the school in the widest sense of the word.

We are now going to give our views on permanent education this time taking adult education as our starting point. In this chapter, we shall be concerned with the forecasting of adult education trends. In the first part we shall take a long-term view (20 years or so), and in the second part we shall consider how to prepare for this evolution.

However, as we have already mentioned with regard to the development of permanent education, it is obviously pointless to draw up a twenty-year programme since one cannot put a number of things into effect on the assumption that they will form a coherent pattern, independently of the social and economic background. This is ineluctably changing and, generally speaking, has not been studied. On the other hand, it would be equally useless to study the transitional stages between the present and an unknown future.

It is therefore only possible to suggest some germinal ideas to feed the experiments.

## II. ADULT EDUCATION OVER THE NEXT TWENTY YEARS

1. To establish permanent contact with all adults, many prerequisites must be taken into account

1.A. Expand education at all times and in all places

In order that an adult may be educated, facilities must be available to meet his needs wherever he is and whenever he is free.

The first step must therefore be to expand education "at all times and in all places" so that every adult will really have the opportunity to educate himself. Any plan that ignores this factor must be rejected.

1.B. Diversify levels and fields of interest

It is not enough, however, to start "classes" for adults where they live and when they are free. The teaching must also correspond to their fields of interest and level of attainment. This problem causes considerable difficulty, to the extent that we can no longer even speak of standards or content since each adult is a special case.

A class of schoolchildren which has followed the courses of the previous class and a definite curriculum will have a fairly homogeneous standard of education. This does not, and never will, apply to a class of adults, since their intellectual baggage will not be restricted to what they have learnt in school but will also comprise what they have picked up later over the years, with varying degrees of distortion. An adult therefore goes back "to school" with a mass of opinions, prejudices, assumptions, erroneous information and preconceived ideas of the world that surrounds him, and in particular the subject which one is trying to teach him. These are a considerable handicap during this period of learning (though they could be turned into an asset, if only one knew how to use them); but all these factors differ widely from one student to another and will even vary in the same "student" from one subject or question to another.

In order to meet everyone's needs properly, i.e. to cover all fields of interest at all levels, one solution is to arrange group education schemes and to transport the "school" to the living environment, holding courses on the spot instead of waiting for adults to come to the school, arranging with the locally elected representatives for needs to be expressed, and meeting all expectations whatsoever. It is only in circumstances such as these that adults will continue their education in large numbers, and unless many adult students are collected together within the same small area it is impossible to arrange groups with roughly the same interests, with similar expectations and standards, and at the same time comply with the limitations of time and place: paradoxically, one can only start to individualise education when there is a large body of participants.

1.C. It is not enough to provide courses - one must bring out the needs

One might be tempted to think that another solution would be to draw up a wealth of syllabuses, distributed by countless different media, so that any adult would at any time be able to find a way of learning about whatever subject suited him.



Unfortunately the matter is not so simple as that, since it is not enough to meet a specific demand. For one essential difficulty is that in general adults do not know what they need and therefore do not make contact with an educational institution of their own volition, even when this "comes to the door". One must have educators whose first task will be to bring out requirements, to transform latent needs into conscious ones. And this cannot be done once and for all; but it is a continual new beginning. Educational needs cannot be filled permanently since in the course of the educational process they generate countless others. We must always go on the basis of needs that are voiced, whatever these may be (even if the teacher considers them wrong or not real needs), and work on these in the hope that they will develop.

#### 1.D. Reduce fears of going back to school

Another difficulty is that even when adults feel the need for education and despite all that one can do in this respect by varying the type of school available, they will probably always fear to some extent the thought of "going back to school". A number of more or less constant psychological and psychosociological difficulties will therefore arise.

#### Psychological barriers

- Fear that their standard is too low and that they are too old, fear that school, or whatever means of education may be involved, is not "for them", but reserved for the young or knowledgeable; as a result, "going to school" means to reveal their ignorance, inadequacy or incompetence.
- Fear of appearing ridiculous or being made fun of.
- Fear of "failing"; in this connection, the system of units we mentioned in the previous study (1) can solve this problem to a great extent.

#### Psychosociological barriers

Very often adults who have continued with their education run into fairly serious difficulties with regard to people in the same milieu: this applies, e.g., to workers who follow further education in relation to their hierarchy, which remains static, but is also true at all levels. Knowledge appears as a threat to power.

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(1) "A perspective view of permanent education", p. 19.

Then what is the point of learning which one cannot apply? In this connection too, group education is a very useful answer since a considerable section of the community is involved in the same educational process.

1.E. Conclusion: any expansion project must take these inhibitions into account

All these inhibitions must be borne constantly in mind when expanding continuous education for adults. Any system that ignores certain of these factors is very likely to achieve incomplete results and will almost inevitably tend to accentuate the far too wide gap which already exists between "the educated" and "the uneducated".

2. Against what background should the foreseeable future of adult education be seen?

To avoid giving an exact description of what our society might be like in twenty years' time, we intend only to indicate a few changes which will affect adult education.

2.A. Alteration of the nature of work

As far as work is concerned, it is fairly safe and unoriginal to say that work will have become far more specialised and that technological changes and developments will be increasingly rapid, thus making it necessary for all adults to improve their basic stock of knowledge (whether general or technical) the whole time.

It might also be thought that the form of work will develop along the line of activities involving an increasing degree of control, which implies the need to "mobilise" knowledge very quickly. It will become more important to react swiftly to an occurrence or difficulty than to possess specific skills, and to be capable of understanding an innovation and innovating oneself, than to know how to do a job in the traditional sense of the term. Education must concentrate on "reaction" rather than action, on originality rather than routine, on the unusual rather than the usual. People must be turned into agents of change, as much in the interests of the individual as of society, since he who is mobile becomes a motive force.

Another movement which is already evident and is likely to become more pronounced is the transformation of business structures: dichotomies such as technique and administration or manual skill and general education, are tending to disappear; the "lathe-operator" of tomorrow will no longer be able to remain ignorant of certain aspects of data processing, statistics or management.

## 2.B. Changes in leisure activities

More time will be devoted to personal activities both during working life, since working hours will be reduced, and also later, because retirement will be longer. As a result of automation, there will also be long unoccupied hours during the working day, though these will not be hours of leisure.

Greater diversity in the supply (and therefore the consumption) of information (political, cultural or educational) will make selection and assessment increasingly difficult. Adults will therefore need greater self-reliance, else they will be submerged beneath too wide a choice.

## 2.C. Merger of educational needs for work and life outside work

Will any incompatibility, however, still arise with regard to educational needs for work and life outside work?

If we reconsider what we have just said, this seems unlikely as people will behave in the same way in face of problems which are similar, even if not identical. It is reasonable to suppose that they will learn to react quickly at work and in private life, and that both sides will benefit.

## 2.D. Education of man in society

These conclusions, however, overlook one essential factor - that man is a social being.

The issues we have discussed above lead us towards forms of training man to react to his environment, but to react alone. We must now add the education of man as a social being, of man living in a community, of man capable of understanding other people and of subordinating his own ambitions to a certain extent to those of the group. The latter should be capable of expressing its needs as a community and at the same time of developing them. Far from excluding the opportunity of fulfilment for the individuals that make up society, mutual education is on the contrary one of its most important aspects.

After our brief remarks on the impediments to adult education, which apply to the present but will probably remain valid for a long time to come, and our comments on the background against which adult education will probably have to be seen in the future, we will now outline the direction we propose to impart to our plan.

## 3. Guiding principles for a system

### 3.A. A coherent educational system for young people and adults

In our memorandum, "A prospective view of permanent education", we emphasised that permanent education would only be possible

if all sections of the educational system pursued coherent objectives, and this also presupposes the use of similar means.

We said that school has a vital function in permanent education in preparing young people both to desire and to be able to continue their education. It is certain that, if the school does not play the basic role for adult education, the result will be a deadlock. We also stressed, however, the part played by out-of-school facilities in educating the young, and we urged that these facilities should not be eschewed or accepted passively but be made use of. The same clearly applies a fortiori in the case of adults, and their applications should be systematised.

3.B. Concept of a centripetal and centrifugal system of adult education based primarily on co-ordination of the following structures to be established or developed:

- local educational establishments (CES, CET: Collège d'Enseignement Secondaire, Collège d'Enseignement Technique Colleges of Secondary and Technical Education), which are no longer reserved exclusively for children but have gone outside the classroom to arrange decentralised forms of group activity and instruction;
- a network of indirect education media, supported by and based upon the organisation of group work at the receiver's end;
- a diversified pattern of regional cultural and educational associations, which implies that these will expand their present functions;
- in addition, as far as the training of teachers is concerned, this educational network ought to benefit from research and the production of teaching materials and from the help of regional centres guided by the universities. It is likely also that a few specialised national centres will be set up.

It will be seen that this system is based on the principle of centrifugal and centripetal forces - not only are adults attracted to the educational centres but, by stimulating interest (community development), the institution goes outside to meet its audience.

4. Organisation of the system

4.A. Local centres

(a) Function and purpose

The opening up of education admittedly means "increasing the number of educational centres" but still more "increasing and diversifying the nature and level of contents". This makes it necessary to concentrate on local centres, nerve cells distributed throughout the country, as close as possible to the individual student yet with a certain multi-purpose role ./.

(i.e. capable of providing basic education, civic and social preparation, cultural and artistic tuition, sport instruction and some vocational training). While they must have a dominant field of activity, they should not confine themselves to one but should participate in other forms of education. Furthermore they should provide documentation and public reading facilities, in co-operation with such libraries as there may be. Finally, they must give advice and information to any person or group of people following education or desirous of doing so. This leads us to another function of the school.

We have indicated the value and importance of group education and discussed how in so-called group work one can and should arrange for people to make their needs known, through intermediaries and particularly through elected representatives of the community.

Teachers at local centres will take part in these group activities and help arrange for people to make their needs known, in particular:

- by continually analysing how needs develop on the basis of the instruction given;
- by aiding intermediaries with their analysis of these needs.

However, even if local centres take part in work of this kind, they will not bear the full responsibility for them: because they have the necessary competence, the regional centres will have to organise these activities, with the aid of the local centres.

#### (b) Type of school

The question then arises as to which schools can at the same time "be as close as possible to the individual student" and fulfil these functions. The primary schools cannot, and it seems likely that this will be done by the Colleges of Secondary and Technical Education, and, though at a different level, by the lycées and universities. The implementation of this policy does not presuppose that new structures will be created but that schools which already exist will be radically altered.

If local centres for permanent education were attached to the Colleges of Secondary Education they would usually have access to the population within a radius of 5 - 10 kilometres, i.e. 3 to 10,000 inhabitants (current statistics) and have at their disposal a group of 10 to 12 teachers (current statistics). These "proportions" seem to favour vigorous local community activity.

School premises are generally unoccupied daily after 6 p.m., on Thursdays, Sundays and often Saturday afternoons, and would therefore be available every week for 18 hours in the evening and 15 hours during the day during "term", and also throughout the holidays. They can also be used as overnight or residential centres.

(c) Who will the teachers be?

There will be teams of teachers on the spot. While there is no question of requiring all these teachers to assume, in addition to their normal work, the burden of extramural activities, we are totally opposed to the idea of a group specialising in permanent education and concerned solely with adults. This would disturb both the continuity that is necessary if consistency is to be preserved and the permanent education of teachers themselves and the versatility desirable in their profession. We therefore suggest that the number of teachers in all colleges to which centres of permanent education are attached should be increased as far as is necessary. This of course means training a completely new type of teacher, but the type is already known and has been studied.

4.B. Facilities for indirect methods of teaching

In the first section of our report, we examined the possibility of widespread exploitation of indirect education media and we saw that, subject to a considerable, but feasible, development in the production of documents (taken here in the most general sense of the word, i.e. written, audio and visual materials and programmes), modern facilities would make it possible for everyone, whether at home or at a centre near their place of residence or work, to follow a course of education at a suitable level during hours convenient to them, and on a subject that interested them.

This solution is therefore possible for all adults.

(a) What facilities are involved?

The most likely modern methods at present are:

- written documents accompanying (or accompanied by) a "look and listen" type of document (EVR), contained in mini-cassettes, connected to a television set.
- programmed documents connected to computers.
- revision exercises which the computer will be able to correct immediately.

These facilities will become a great asset in the evolution of permanent education, both

- for teaching: it may be supposed that, given the diversity of the contents available, adults would be attracted to those which they liked and suited them best (although it is to be feared that they may no longer be able to orientate themselves and make up their minds); and
- for cultivating receptivity: one great advantage of indirect education media is the development of receptivity especially by dissipating to some extent the complex about going back to school.

(b) Groups are necessary

Our experience of audio-visual methods shows that these are valuable provided they are supplemented by group work; if group work is neglected, the great benefit of contact with the tutor and "the others" is lost and, above all, if this method is applied without group activities, it will never make it possible, in the same way as other types of teaching, to discover the students' views on the subjects which they are learning and to take their individual problems into consideration (particularly idiomatic and semantic difficulties). The computer not only enables the teacher to have a thorough knowledge of the characteristics of his target population but also gives him an almost instantaneous picture of the difficulties encountered by his students, for which he can thus make continuous and immediate allowance.

(c) Planning of instruction

Instruction should be given in three (and, whenever possible, in four) stages:

- at home (or, if preferred, at a group centre)
  - (1) receive the broadcast (direct or, more probably, off a mini-cassette tape) or programmed broadcast;
  - (2) work on written documents, again using programmed instruction or accompanying literature;
- at a group centre (or, if necessary, at home)
  - (3) correction of exercises (by computer, the replies being printed out on punched cards and the centre being equipped with a terminal);

- and, if possible, at the group centre

(4) consolidation of what has been learnt by discussion led by a tutor, enabling students to exchange ideas.

(d) Relations between the school and indirect media

The school, as defined in the previous section is "centrifugal" since it goes out to meet adults wherever they are. Group work makes indirect media centripetal. The school then takes on a new role, by assembling teaching resources in libraries, record libraries and "cassette tape (EVR) libraries" and supplying the public with literature and advice.

(e) The school as producer of indirect media

This is not all that it does. We should ask ourselves who produces the material. Obviously every centre need not produce all its own material; but on the other hand we do not visualise a system where some centres produce and others organise group activities since the latter would rapidly cease to work on the original document. One fundamental principle is that production and exploitation should not be dissociated. The fact that local centres also produce material and do not function simply as letterboxes makes it possible to teach the teachers: one side-effect of production is the instructive character of this process for teachers themselves. These systematically learn television production or programmed instruction and not only improve their pedagogic techniques but at the same time make films and programmes. Hence every group centre must also be a producer. The combination of "research production of documents - instruction - evaluation of results" is a vital element in the scheme. It is therefore necessary to find a balance whereby material is produced by local and other centres (in this case regional centres, of which more later) as well as by certain national centres specialised in production.

One of the most important tasks of the local centres is to decentralise groups and computer terminals: we need institutes which no longer serve only as "libraries" but take the form of cultural centres which make various kinds of documentation service available to the public. This does not mean, however, that they compete with the existing educational or cultural associations which we are now about to discuss; on the contrary, these should play a considerably more active part.



#### 4.C. Participation of educational, cultural, civic and social associations

These are necessary because the school cannot and ought not to do everything. Inevitably monopolies in education are dangerous since teaching becomes uniform and dialogue or discussion no longer prove possible. How can people be educated for change if there is no opportunity for challenge, and education is one and indivisible? At this point in our description of the "school's" functions, it may be useful to recall that permanent education should develop self-reliance and encourage change. That is also to remember that it is both contradictory and dangerous to hand over a monopoly to a single structure, whatever it may be. Education, therefore, should not be the prerogative of public authorities alone. At its best, permanent education should embody the whole adult environment; firms, associations, towns, radio, press, libraries and schools should all play their part. Permanent education concerns us all. Educational associations already play an important part in adult education and this function is all the more important since, with state support for the development of this system, every individual ought to be able to assert his rights of selection and freedom within the organisations of his choice.

#### 4.D. Regional and national centres

In addition to the structure mentioned above, intended mainly to give an idea of the development of educational activities at local level, regional centres with specific aims and individual objectives should be set up, aided by certain national centres.

At regional level, centres will have the following aims:

- to help analyse educational needs and facilities in the region, assist in pooling these facilities and awaken the region to the problems of permanent education;
- to assist educational institutions on request (teaching aids, seminars for taking stock, training tutors);
- to do what nobody else is doing if it seems important; start pilot schemes which will then be taken over by other bodies as soon as they can be put into general practice;

- to guide group educational activities;
- to encourage new teaching methods and carry out research;
- to take part in regional development concerned with their own field of responsibility.

In order to achieve these aims, the centres would possess considerable resources of their own. They should be guided by the universities, which would thus play the vital part they should in adult education, to ensure that this is a true continuation of juvenile education.

At national level, centres could be established or developed (e.g. INFA - Institut National pour la Formation des Adultes) to support certain forms of production or specific research requiring a heavy concentration of resources.

#### 4.E. How can these structures be co-ordinated?

At regional level, co-ordination would be effected by regional committees for permanent education, constituted on a quadripartite basis:

- Regional representatives of the National Department of Education.
- Representatives of centres run by other ministries concerned.
- Regional and local authorities.
- Organisations, associations and trade unions.

These committees will be required:

- to survey the needs of the region in the matter of permanent education;
- to keep the public informed of current activities and to help people seeking advice;
- to co-ordinate educational activities at all levels;
- to draw up a financial policy and select experiments.

At national level, the regional committees would be co-ordinated by a National Committee for Permanent Education, which would be constituted along similar lines and be specially entrusted with all general problems such as the status of teachers, awarding of diplomas, evaluation of equipment submitted for their approval and distribution of information concerning experiments.

#### 4.F. Conclusion in the form of a critical assessment

##### (a) Problem of the third world

Despite our efforts to look ahead, we are aware that this description is very limited. First of all this is because of its somewhat "egocentric" form. Everything we have said concerns our own society, i.e. France and French "culture". But what will be the position of the third world in twenty years' time? Let us assume that exchanges between the third world and ourselves grow increasingly common: the resulting mutual influence might lead us a long way from what we have been saying. At any rate we can hazard one prediction: the first call will surely be on education, and, the earlier we can tackle this problem in a concrete manner, the better equipped we shall be to meet this demand. In addition, the accusation that can be levelled against permanent education that it might lead to the world becoming overqualified would perhaps no longer be valid if the world were flung open.

##### (b) Problems of structural change

This study does not even touch on countless essential problems such as the structural changes in the national education system, in the municipalities or in industry or again in labour legislation, which will be necessary if these principles are to be put into effect or which would follow from them.

##### (c) Disadvantages of this kind of plan

One can already anticipate certain difficulties likely to arise if this system is to be implemented.

Even if the regional committees alleviate this danger to some extent, the present structure of the ministries and the special call made on the teaching world involve a great risk of bureaucratisation, and this "inexorable" process may give cause for anxiety.

Another drawback is the predictable reaction of all those who have been working in permanent education for decades. Is what is felt to be the imperialism of the National Department of Education not likely to provoke unanimous opposition? Even if it allows the outside world to participate (as we have expressly provided for), even if it helps other institutions to develop, it will still give the orders; will it not, on that account, be repudiated? Yet, from every point of view, concerted action is essential.

(d) Probable advantages

On the other hand, certain advantages are equally obvious:

- this system assures the full use of national education resources, their facilities can be used to the full and their teachers can also be enabled to acquire a better insight into educational problems by teaching all age groups;
- this procedure is completely in accordance with plans for the development of permanent education and applies equally well for young people and adults, men and women;
- not only are all sectors of the public reached but, whereas the educational establishment does not solve the problem of continuity of age, permanent education derives unity from the instructors and the meeting places;
- by opening schools to the entire community and welcoming all who feel the need for education and information, we not only establish a permanent education structure but also "influence" the national education system which will transform its methods, content and structures, making a permanent readjustment; we should, however, note the risk that some of the current models of the national education system may triumph;
- another asset is that relations with parents will be transformed into a triangular parent-teacher-pupil pattern: the education of both parent and child are involved and even that of the teacher, who will also be influenced;

- all spheres of permanent education are represented and it is not limited to the narrow confines of a specialist field;
- the ultimate aims are relatively neutral (it is generally recognised that the national education system is politically and philosophically objective).

(e) Importance of alternating individual study with group work

These germinal ideas are unified through a fundamental principle: the alternation of centripetal movement (drawing the public towards an educational centre) and centrifugal movement (taking the public away from the centre).

(f) Importance of catching everyone in his ordinary surroundings

When expounding these ideas (which, of course, are not dogmatic propositions) we have tried primarily to find a way of catching people in the midst of the main interests of their daily lives and thus draw them to education. Our daily lives are not all the same, however, and we have therefore visualised approaching individuals in order to group them together. Where they already belong to a group, we seek to help them, through the group, to realise themselves and develop their personalities.

It is obvious that these stages take place either simultaneously or consecutively. This development reflects two different ideas: man is constantly moving from an isolated position to a group state; on the other hand, our policy is to develop a "social man" who will also have a "personality" (the processes of learning and thinking are solitary ones) and our strategy oscillates between collective education (so that the public may be made more receptive and education institutionalised) and individual instruction. This whole plan is based on making the public more receptive, i.e. by revealing educational needs and by making it known that these needs can be met. For this reason our suggestion about alternation can now be rephrased as follows: we talk to all the world, but it is the individual who replies; it is not so much the teacher who instructs as the student who learns.

### III. PROVISIONS FOR IMPLEMENTING THE SYSTEM

Instead of immediately trying to put the "system" into effect, when it would stand no chance of taking root, we mentioned that we would propound some germinal ideas to be given concrete shape through experiments. We will put forward five of them. However, in order to establish some co-ordination around these five types of experiment, we propose setting up new institutions called AUREFA (Associations Universitaires Régionales d'Education et de Formation des Adultes - Regional University Associations for the Education and Training of Adults).

We have no criteria to make us choose one experiment rather than another and those that we prefer today may prove to have no foundation tomorrow. Our five suggested experiments are based on factors which we consider favourable to the establishment of permanent education.

These proposals are expressed as projects since they involve experiments; one does not exclude the other and they can indeed be carried out concurrently. It is for clarity of exposition that we have divided them into separate suggestions.

#### 1. Experiment involving full use of educational structures

We will not return to this project, which we have just discussed in detail, except to say that for an experiment to be conducted significantly, it should be tried out in one (or more) small regions which must, however, include all types of educational structure (Colleges of Secondary and Technical Education, lycées, universities).

By small regions, we mean regions initially with a population of 30 to 50,000 inhabitants, rising to 100,000 and 200,000. We stress particularly that the experiment must be on a region and not a college of secondary education. We are not trying to test whether one educational establishment can conduct several educational activities but the concept of vertical progression in different schools in the same region so that permanent education can be co-ordinated.

## 2. Experiment using indirect methods of teaching

We will not consider this project any further but just mention that no experiment is possible at the moment for the simple reason that France does not have any programmes (i.e. programmed subject-matter) or courses consisting entirely of "videotaped" or filmed material, nor indeed any teachers trained to use these aids.

The first steps will thus be:

- to compile programmes and produce courses on film or videotape (this does not mean recording the teacher "giving his lesson" but applying entirely new teaching methods);
- to train teachers in the use of these media, by enabling them to practise with these methods; this means a determined drive to promote audio-visual methods by supplying lycées, secondary schools, colleges of education, university departments and technical colleges with videotape equipment.

Thus there is a simultaneous drive to: .

- produce material,
- train teachers,
- increase receptivity to the use of these methods,
- carry out research on educational technology.

## 3. Experiment in group education

### 3.A. Germinal idea

Today, when the greater part of our population has a low cultural standard and at the same time shows considerable reluctance to improve it, group instruction is one of the most appropriate ways of expanding adult education.

(a) Discovery of needs in common

Experience proves that the best way of educating the individual is to appeal to the community itself. When people discover that many others share their needs and interests, that they can combine to pursue one or more aims, they lose the paralysing feeling of impotence and loneliness. At the same time they cease to consider the existing order as inevitable and unalterable and to resist change. Furthermore, the realisation that one is not the only person lacking in culture is the first step in cultivating oneself.

(b) Arranging for needs to be expressed

The experiments carried out by the CUCES (1) in this field makes it possible to define a methodology which can be summarised as follows: instead of themselves deciding which subjects shall be taught, the tutors used their contacts with representatives of the various corporate groups (municipalities, trade unions) to help the public develop their own means of expression and define their own needs; far from selecting which needs were to be met, and thus deciding which needs were "good" or "bad", the tutors responded to all needs of every kind, even if some considered them to be "conventional and useless". The aim of the training courses was individual development rather than the communication of knowledge, starting from the individual's actual level of interest and culture, instead of some level presumed to be valid for the whole community.

(c) Organisation of education by the community

In addition to the obvious advantages for the teaching-learning situation, this practice attracted increasingly large numbers of the community, which in fact assumed greater and greater responsibility for the educational activities and therefore demanded a steadily more diversified range of education.

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(1) Centre Universitaire de Coopération Economique et Sociale - University Centre for Economic and Social Co-operation (Nancy).



This is truly permanent education since latent needs are constantly transformed into conscious needs.

Once education has reached enough members of the community, a "critical mass" is formed, which induces others in their turn to educate themselves. Educational needs develop and this experience arouses new needs in people, who will try to satisfy them within the framework of their own community and even possibly elsewhere.

### 3.B. What is a community?

Man belongs to many different formal and informal communities and his needs and hopes are a result of his role as member of these groups. In order to prevent any levelling down and to increase the chances of reaching the potential public, we count on man's membership of many different communities.

#### (a) Group of persons with common interests

By community we understand a group of persons with common interests and sufficient motivation to follow a joint course of instruction, despite other differences, i.e. their common educational aims and motivation are sufficiently strong to make each individual forget, if necessary only temporarily, his differences in other respects with regard to other members of the group. This may even be an "unconscious" group, which is reconstructed by analysing and exposing motivations.

#### (b) Notion of "feed-back"

However, that requires "geographical confinement", i.e. that a specific group of people living within a relatively limited space can form a community, whereas, if the group were distributed over a much wider area, it would not constitute a community in the way that concerns us. For instance, 100 teachers in one grammar school may form a community, while 100 teachers scattered over a whole region do not. To a certain extent this is a question of "feed-back". If no resonance is possible, members of the group cannot act on each other and the well-educated will not influence the under-educated (quite the contrary: "inertia" will triumph and stifle action).

Group education is based on the opposite principle: the resonance should have the effect of making the under-educated ask themselves questions and start to want to educate themselves, whereafter group education will "develop spontaneously". Group instruction is at one and the same time the initial strategy, the aim and the culmination of permanent education.

### 3.C. How can we get the ball rolling?

#### (a) In an organised community

When community structures are reasonably well defined, the members usually wish to assume responsibility for their own problems and thus for their education. The policy will then be to use existing structures (it would be absurd to create new structures outside this framework) and the facilities at their disposal for providing technical assistance in diagnosing needs, organising courses, training teachers and assessing results.

#### (b) In an unorganised community

When these conditions do not exist, we must first make it possible for informal groups to discover their latent needs and express these. They can then be helped to organise themselves in order that together they may attain their objectives.

### 3.D. Critical assessment

This project to a large extent ignores the lone individual. It has the advantage of being applicable to all types of population grouping (age, sex, level of education) but the drawback of seeming relatively limited (e.g. to social class, rural or urban population) and somewhat ambiguous: preservation of group values and conformity, or evolution of the exclusive group, which may gradually lead to a militant attitude and, if one is not careful, engender, or at any rate make it easy to engender, a totalitarian spirit.

Moreover, the limits are inevitably narrow, being geared to a geographical area or a corporation. Moreover, if the community alone is taken into account, it will be difficult to draw up a course of action at national level. Any such activities will tend to develop in a disorganised and anarchistic manner, and this is not only a disadvantage but may even prove dangerous if we bear in mind the risk of "bias" of which we have spoken.

On the other hand, there is the advantage that the development of such activities only concerns the training of tutors in the community: experience has shown that "getting this going" takes a relatively short time.

We should add that this is the only educational project to have been tested continuously over a certain time, both in Canada and in France (e.g. the "Tévec" experiment and trials carried out by the CUCES (1)).

#### 4. Experiment connected with work and occupation

##### 4.A. Guiding principles

This experiment is based on four principles:

- to reach people in their working environment;
- to concentrate on problems connected with daily work, in order to get educational activities started;
- to offer workers the means of training together;
- to alternate education and occupational activities (recurrent education).

In order to make ourselves more clear, let us reconsider each principle in greater detail.

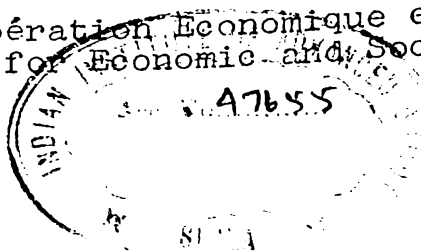
##### (a) Reach people in their working environment.

This in fact means getting through to people wherever they may be and inevitably involves taking an interest in their work since this occupies at least 8 hours of their day. On the other hand, we will not discuss here the many frustrations of working life which may seem to provide even better reasons for taking up further education: the desire for social advancement in order to obtain higher posts or to do a more advanced type of work (jobs are changing the whole time), the desire not to be outstripped by machinery or technicians, to put one's original training to good use and not to be caught on the wrong foot by redeployment, to change occupation simply because of physiological factors due to age, or because the fact that one has chosen a certain trade when young should not necessarily confine one to the same field for the rest of one's life.

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(1) Centre Universitaire de Coopération Economique et Sociale - University Centre for Economic and Social Co-operation (Nancy).



(b) As a corollary, by making the place of work a privileged educational environment, the teacher is encouraged to take vocational life as the subject of his teaching. He should start from problems concerned with daily work and exploit these. We should not, however, confuse this kind of education which simply touches on social and vocational life with vocational training. The latter is aimed at providing the worker with a qualification, whereas the former is a means of helping people to resume their education.

Our objective is therefore not to train an adult for a new job but to start from his present job and use it as a subject of discussion, enabling the worker to open his mind, on the one hand, to related vocational activities and, on the other, to the communications system existing in vocational circles, and thus to make contact with the world outside his occupation.

The job involves using a technique and thus provides an approach to knowledge of the scientific world; but it also takes place in a certain context and hence provides an approach to knowledge of the social world. The two worlds are inextricably associated in doing the job, which thus opens up contact with both at the same time.

This method is assisted greatly by certain factors which we will not discuss at length since they are familiar and have already been studied. The main consideration is to use the machine or material as the workers' common language; they provide examples which can be easily understood by everyone, based on concrete (or, best of all, "familiar") facts which will enable a group to progress in a uniform fashion. For example, starting from the electric motor, one can teach the worker about electricity and thus proceed to elementary mathematics. This step therefore takes the form of a "step-ladder to culture".

Furthermore, there is one considerable advantage in this method: by linking "daily life" with science in this way, it enables everyone to put what he learns to good use and thus prevents him from forgetting everything. In so far as work becomes a means of applying what one has learned, this is an excellent method since much "ignorance" is due to the fact that the worker has been unable to use the information he has acquired and it has therefore been forgotten.

(c) Approaching people at their jobs also enables all workers to be offered the means of studying together (the question whether during or outside working hours will not be dealt with here). However, a twofold difficulty immediately arises:

- How can we make workers receptive to the idea of further education (and also their employers)?
- How can we start from the actual job instead of some generic term which will inevitably be too abstract (e.g. "a lathe-operator")?

In order to find a solution, we suggest a continuous analysis of the functions performed on the job.

Such an analysis will, generally speaking, highlight any discrepancies between what a worker should be doing and what in fact he is doing: if this divergence is realised, the worker may be prompted to pursue his education and his firm may encourage him to do so. It would also bring out any inadequacies in the structure of the organisation and might result in a joint decision on any changes necessary, as well as influencing the education of groups which would be affected by such changes. Finally, such an analysis would give tutors an idea of the "basis of common knowledge" which they should use as a starting point for training.

(d) The fourth guiding principle consists of the alternation of periods of education and periods back at work.

In this connection, we should mention that it is often profitable to replace "scattered" courses by "educational weeks" alternated with working weeks. If tutors follow up their pupils during the intervening weeks, i.e. in between educational weeks, and try to enrich their existing skills in their working environment, the education then becomes fully meaningful.

#### 4.B. Organisation of education

##### (a) In large firms

In large firms, such action can take various forms: e.g. analysis preparatory to training the staff (or part of the staff) and assistance in providing education on the basis of the firm's own assessment of needs. The organisation called in plays the dual role of educator and adviser. The firm then becomes the subject, object and place of education since it provides a special source of experience and possesses

focuses of interest and a language sufficiently similar for a large number of people to unite for the purposes of education. It gives the educational process the additional advantage of being a group endeavour since everyone (and not just a few people) is able to follow it at the same time.

The large business has enough manpower resources for there to be among its ranks potential tutors familiar with the aims of the workers receiving training and with their problems and the way in which these can be tackled. This method eliminates or diminishes the obstacles encountered in every organisation since the tutors have a senior position in the firm and therefore have the opportunity to alter structures which could otherwise have inhibited or stultified the education planned.

The consultant institution therefore plays an ephemeral role in the firm, which administers its projects jointly with it. The business will take over the direct teaching, but the tutors will be trained by the educational centre.

This arrangement ensures that education will not be purely vocational and aimed solely at producing a certain adaptation.

(b) In small firms

In the case of small and medium-sized businesses, it is not possible to arrange things in this way, if only because workers' needs vary enormously while the supply of tutors may be nil, and will certainly be insufficiently diversified: the idea of continuous analysis of the functions performed during work still, however, remains valid.

Such analysis would in this case have to be undertaken by the occupational branch concerned, with the help of public organisations equipped for this purpose. The association of intermediate bodies (guilds, trade unions) with these various forms of action and administration by the works committees will ensure the necessary degree of comprehensiveness and relevance. The educational institutions, after analysing functions and diagnosing needs, will decide on training programmes, subject matter and teaching methods in co-operation with these intermediate bodies and the management of the firms concerned.

#### 4.C. Critical assessment

(a) By continuous repetition of the cycle formed by the analysis of needs and the installation of a training scheme, education can remain constantly geared to immediate needs but may also develop according to a long-range view. For, if training follows the rhythm of sessions with alternating periods at an educational centre and then back at work, not only do we enjoy the benefit of alternately learning and applying, but this process also enables the one to evolve continuously towards the other. It supplements cybernetically the whole of this action. At the same time it is possible to supervise education and advise on the probable trend of functions, and thus to inform the public of the basic training necessary for admittance.

(b) Up to now the idea of associating permanent education with function has met with an almost unanimously favourable response: it is therefore very "marketable". This unanimity may be due to the feeling that education is an objective need.

(c) Since this kind of training takes a form essentially utilitarian and immediately profitable, there is, however, a risk that we shall always be tempted to provide education based on narrow vocational concepts and, in the same way, function analysis may be reduced to job (or task) analysis. In other words, will education ever become truly comprehensive? Started in this way, will the process ever come to fruition?

(d) To reduce these risks, the adults concerned and their elected representatives must be associated very closely with this action and flexible educational units, limited to a small region, should be set up on an inter-firm basis. These bodies would have a quadripartite structure, being managed by professional tutors, employers' representatives, trade unionists and public authorities.

(e) One must also guard against a deleterious impression which these bodies might create. In so far as they concentrate on the working world, they may seem solely concerned with vocational retraining and hence to fall outside the system of permanent education. Hence their role must probably revert in the end to institutions forming part of a complete and unified system.

5. Experiments connected with change and mobility

5.A. Guiding principle

(a) Are persons undergoing change available for education ?

Our guiding principle is to take the various changes apparent in daily life at all levels (work methods, living conditions, social life) and arrange them so that a process of permanent education can be grafted on to them. Incidentally, this idea runs counter to our fundamental reactions and scale of values, and even to our educational system, all of which presuppose permanence, stability and even immutability. It is directed at a man who today, at best, suffers change and seeks to make of him tomorrow an agent of change.

(b) People are inevitably involved in change

Many people, when faced with a changing situation, are ready to continue their education. These changes may be of very varied nature. Some are individual and can be anticipated, e.g.:

- mothers going back to active life;
- retirement;
- the transition from school to working life.

There are other individual changes which cannot be anticipated: hospitalisation (and even imprisonment). These can be exploited to put "time outside time" to the best use in order to prepare people for their return to active life.

Others are collective (social and economic changes) and sometimes completely transform the way of life of an entire population (industrial conversion, rural revival, new industrial complexes).



When we make use of education on these occasions, it is intended to enable people or groups to understand the changing situation which they have just experienced and to take it in hand. The problem is to detect moments of mobility, but this is usually quite easy because of their often dramatic nature which is resented by the people "undergoing change" (proving that, psychologically speaking, change is in general endured rather than willed). Education must therefore be geared to situations of change.

(c) Change often makes group education possible

It is frequently believed that this depends on individual training; but, since changes are experienced collectively, it is possible to make education collective too. For instance, mothers preparing to go back to working life feel a sufficiently strong joint motivation to form a group and become a community in the sense we defined earlier.

There are already many regional bodies which concern themselves with some of these problems and their numbers should be increased. They would then be able to contribute substantially to the success of the various projects. These bodies include women's associations and family allowance funds for mothers who wish to go back to work, e.g. the DATAR (1) for regional activities.

(d) Tailor-made schemes which will give rise to local centres

Schemes will generally be limited in time and space (a geographical area) and will concentrate financial resources (instead of dispersing them). They will provoke a succession of needs and generate "tailor-made" projects which will ensure that educational needs are constantly met and kept permanently alive. Such projects will be carried out by shock teams which will serve as technical assistants to the regional organisations responsible.

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(1) Délégation à l'Aménagement du Territoire et à l'Action Régionale - Committee for Regional Planning.

If the institution is provisional, serving as a "base" for educational activities, it will later give rise to a provisional local education centre which will be turned, once the intervention is over, into a permanent centre under the regional plan.

#### 5.B. Critical assessment

(a) We must first make one reservation to our proposals: all change is not necessarily formative and will not automatically imply education in the total sense (e.g. the situation of redeployment is always felt as a frustration).

(b) This germinal idea nevertheless often benefits from the positive and reassuring aspects of group education. In a situation where changes are involved, getting things going depends on the desire to transform submission into mastery of change and a group situation often develops. This situation is not autonomous but underlies some other activity (e.g. town and country planning) and can be brought about jointly by the parties concerned.

(c) The educational enterprise, geared to movement, is in movement itself to the extent that it involves selection, voluntary participation and dealing with realities (as opposed to illusions); it thus differs from the rather traditional concept of education as an accumulation of theoretical or practical courses.

(d) Some forms of educational projects connected with certain changes do, however, cause ethical problems, e.g. problems of redeployment.

It may seem a dubious practice, particularly in the eyes of the trade unions, but in our opinion too, to develop an educational scheme which appears disinterested but is really intended to solve socio-economic or socio-political problems, or simply to tone them down so that they will not arise in the same forms. But these "changes" are not actually the responsibility of education alone, or, to be more precise, education can only step in when a joint policy decision has been taken by the parties concerned. Tutors do not usurp the place of accredited representatives but intervene at their request. We are aware of these risks and wish to avoid them.

(e) In theory this germinal idea also has the advantage of not omitting any section of the public since everyone is subject to "change". Education therefore has an evolutionary aspect. But on that score it may appear subservient to the policies of a group, party, etc., and so be castigated as purveying an ideology. Similarly - another positive feature - it may prove therapeutic for individuals by helping them to adapt to their new situation though, conversely, it may be denounced as destructive of personality.

(f) Finally we must take into consideration the fact that change can be injurious despite all efforts to bring out its best side. In order to reduce this danger, we must organise a highly developed information service so that each individual is constantly aware of where he is heading and why he is learning.

#### IV. CONCLUSION

##### 1. An organised system must be set up without delay

It is obvious that these experiments are not enough to create a unified system of continued adult education. This means that it is essential, starting from today, to set up institutions which, anticipating those described in our "Prospective View" will facilitate the conduct of these experiments and the systematic development of adult education.

##### 1.A. The current situation makes this essential

For each project suggested, we have pointed to the necessity of setting up specific bodies with a regional function and we have defined some of the tasks they should fulfil. These duties can be understood even better if we reconsider the current position of adult education in France.

- At present the special nature of adult education from the point of view of subject-matter, methods, teaching relationships or educational establishments is not recognised. As a result, very few people will devote all their time to activities and research in this field and the teaching methods practised in adult education do not benefit the traditional education system at all.

- The commonest and most widely sponsored form of adult education is vocational. Though many other forms exist (basic education, social and cultural tuition), these are usually found in separate institutions quite out of touch with each other. This situation is likely to become even worse since recent legislation has encouraged vocational training and social advancement projects whereas nothing systematic has been done to further cultural development.
- At present the adults who attend the various courses available have a relatively high level of education compared with the average standard for men and women in France. Much is done for people who have received a reasonably good schooling, and who are therefore already privileged, whereas very little is done for adults with little schooling, and especially, for skilled workers (OS - ouvriers spécialisés). In the same way, very few efforts have been made to help women and this is particularly serious since women often fulfil a dual social role (at home and at work).
- Only a small number of adults are involved in comparison with current French requirements and developments taking place abroad. If we wish to provide "permanent" and "continuous" education in the true sense of the terms, we must realise that continuous contact must be maintained with the entire adult population. Even if such education does not consist of "intensive courses" (which anyway, in our opinion, is the worst method) we cannot achieve this aim unless we change our priorities with regard to the expansion of educational activities and pay greater attention to adult education.
- Of course, there are many bodies which provide continuous adult education but, generally speaking, certain drawbacks are evident:
  - Lack of contact between institutions and of co-operation in pooling resources, with the result that entire sections of the public are untouched by any educational activity. Otherwise, it would be easy to avoid the duplication that exists at present.
  - Lack of comparative studies in teaching methods.

- . Almost complete lack of research: the more uneducated the public we are aiming at, the more imaginative we must be over teaching methods since traditional methods have failed. As a result, work must primarily be concentrated on this aspect.

1.B. Regional agencies of a new kind must be set up

On no account must we discourage or stop existing institutions; until we can realise the aims that we have outlined, vocational training will remain a priority. If we want to make this practicable, however, and if we hope to go further and reach the whole man, we must try gradually to put new ideas into effect.

For all these reasons, we have suggested to the Ministry of Education that a new type of regional centre should be set up which we have called AUREFA (Association Universitaire Régionale d'Education et de Formation des Adultes - Regional University Association for Adult Education and Training). We will not describe their characteristics here, as this has already been done in separate memoranda.

2. Consequent projects

In brief, the development of adult education involves concerting various complementary undertakings:

- Experimental projects intended to test the different alternatives listed above and to get development moving;
- setting up AUREFA which would gradually become the regional institutions of the long-term plan;
- promotion of indirect education media, indispensable whatever the solution finally adopted.

Obviously we must also keep an eye on the implications of each of these three undertakings and the specific way in which they will develop.

For this reason, we have suggested experiments in five different fields. Each experiment is embedded in a different situation: it is therefore unthinkable that in relation to the others each experiment will merely be just one more which can be abandoned at the whim of the "experimenters". On the contrary, it must be realised that they will carry on under their own momentum, and there is good reason to believe that they will continue to spread. So we may well claim that any solution which contributes to the qualitative and quantitative development of permanent education is a favourable one.

A P P E N D I X

THOUGHTS ON THE COST  
OF EXPANDING ADULT EDUCATION

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THOUGHTS ON THE COST OF EXPANDING ADULT EDUCATION

I. INVISIBLE COSTS DUE TO FAILURE TO ADAPT THE EDUCATIONAL SYSTEM

Before speaking of profit, we feel we must draw attention to what we may call the invisible costs which are never considered.

We cannot do better in this connection than to quote an unpublished memorandum by Mr. Edgar FAURE:

"Many 'invisible costs' reflect failure to adapt the educational machine: this may entail indirect costs which are all the more serious because they tend to remain undisclosed. One only has to think of all the wastage caused by failure to put educational facilities to the best use (lack of research or coherent investment) or by maladjustment of teaching to its purposes (the economy is indifferent to the 'products' of the machine and these 'products' are ill-suited to meet the needs of the community). And what of the 'psychological costs' such as frustration and rebellion with all its long train of consequences, some of which not so long ago seemed about to paralyse the educational system itself .... In order that we may master a little-known yet economically decisive field, the study of invisible costs ought to concentrate on a certain number of points which we will mention briefly.

1. Length of studies: If the length is miscalculated, this may lead to diminished adaptation on the part of the pupils, lack of versatility and serious delay in entering active life.
2. Content of education: One curriculum may be relevant only to trades about to disappear, another, completely devoid of practical character, cannot be applied in any way to working life.

3. Insufficiency of teaching methods: Certain non-academic talents (self-reliance, judgment, ability to communicate) may be neglected. By failing to cultivate and make the most of these qualities, education will condemn itself to a sterility as exasperating as it is burdensome.
4. Insufficiency of continuous information: The machinery of further education which ought to supplement that of the school and university is both inadequate and unsuited to modern needs. It does not recover the able student who may have developed late or originally followed an unsuitable field of study. Neither does it utilise or consolidate knowledge acquired at work or in adult life. As a result there is an area of 'fallow' which has serious consequences both for the country and for the individuals concerned.
5. Failure to adapt specific groups: This involves considerable wastage for the whole nation. Agricultural under-employment and the working conditions of too many girls or women provide deplorable examples.
6. Lack of change in educational techniques: The teaching craft which tends to perpetuate itself is as ill-suited to the modern world as handwork in industry. Audio-visual media, self-teaching systems, programmed instruction and technical instruments for assessing and fixing knowledge are not exploited systematically, whereas the demand for education has reached such proportions that it can no longer all be absorbed by traditional means.
7. Contempt for the 'parallel school': The school system always tends to regard itself as the sole source of learning whereas it is increasingly supplemented through the proliferation of mass communication media. If even a little of their time were devoted to teaching individuals to utilise the enormous but disorganised mass of opportunities available, the loss or wastage of enormous quantities of information which society collects and distributes at great cost would be reduced considerably."

## II. A GLANCE AT THE FUTURE

### (1) Difficulty of assessing profitability

There are several reasons why it is impossible to assess, even very roughly, how profitable it would prove to develop a proper system of permanent education:

- in order to calculate the return, we should have to know not only the additional costs due to the "proposed reforms" but also any "gains" that would result. That is quite out of the question;
- we should have to study the costs of the entire educational system and not just those of adult education, as any other course would be totally inconsistent with everything we have proposed. Whereas we are able to make conjectures with regard to adult education, this cannot be done - at least we feel absolutely incapable of doing it - for changes in the education of young people.

Since we are unable to carry out a study of this kind, the only other solution possible - and this might also be criticised - is to decide on a policy, to commit ourselves in advance. If we really want to bind ourselves to ensuring permanent equality of opportunity, an essential condition for true democracy, if we wish to equip the people of France to become less passive and take greater control over our disturbingly complex automated society, education must become the main feature of this policy. Everyone must therefore devote more of his time to it, and society more of its money.

As regards time, this seems all the more reasonable since people are living longer and, even if we lengthen the period of studies, the ratio length of studies:total lifespan will probably not increase.

As regards cost, total resources are increasing and we have to accept the fact that the ratio educational expenditure:total resources will also rise.

(2) Tentative proposal

Failure to develop permanent education would involve a major risk to society and we therefore suggest that, by 1985, 6% of the GNP should be allocated to education and an increasing proportion of the national education budget should be used for adult education, rising to 20% by 1985. We have chosen these figures because they seem to us to strike the right balance:

- acceptable politically since the proportion will be 1.2% of the GNP;
- acceptable pedagogically, in so far as it will be possible to make adult education meaningful in twenty years' time.

We therefore propose that adult education should be expanded by means of two financial measures: the Ministry of Education should earmark a larger share of its funds for adult education, and the Ministry should receive a higher percentage of the aggregate national budget. Thus we are assuming acceptance of the idea of substantial changes in the distribution of total expenditure on the educational system.

We ought also to ask ourselves the following question: undoubtedly lengthening the period of studies is a very important way of improving education, but is it the best? Bearing in mind that it is impossible to increase expenditure on education indefinitely, might not a universal increase in the length of studies prove, on the contrary, the best way of "killing" permanent education? Of course the education of children has "priority". Without repeating the arguments we have put forward in this report, might we dare to suggest that adult education should also receive priority? Perhaps we ought to accept the view that, instead of raising the school-leaving age, which fails to harness the motivation of many children, everyone should be entitled to extended schooling of which he could avail himself at the time and in the manner he thought most convenient in the course of his life.

At any rate, we are suggesting here that the reorganisation of education for young people ought not to swallow up all the increases in funds and that something should be left to enable adult education to be expanded.

III. FINANCIAL IMPLICATIONS OF THE PROPOSAL

(1) Complementary supposition

Assuming that the educational system will account for 6% of the GNP by 1985, we shall suppose that expenditure on adult education will amount to 20% of 6% = 1.2% GNP.

We base our calculations on the forecast rate of growth of the GNP adopted in the French "Plan", i.e. 4.6% p.a. (or approx. 100% in 16 years).

On this assumption, the GNP should reach approximately 1,200 milliard French francs (stable value) by 1985 (as against 537 milliard in 1967).

1.2% of the GNP would therefore be 14.4 milliard French francs (1).

Bearing in mind the germinal ideas presented in the preceding chapters, we will suppose that adults study:

- sometimes at educational establishments (local centres, associations, etc.);
- sometimes by themselves (or in groups without a teacher) with substantial help from indirect education media.

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(1) 1.2% of the GNP today would be  $\frac{1.2 \times 537}{100} = 6.4$  milliard

francs. To see how this sum compares with the present situation, we can mention that in 1969 the state voted 1 milliard francs for vocational training and social advancement. To this should be added:

- the amount spent by all non-governmental sources on vocational training;
- the amount spent otherwise than on vocational training, i.e. on cultural programmes.

Does all this add up to 2 milliard francs? It is impossible to say. If it does, this would mean that in twenty years we would have to increase this sum by 7% p.a., in stable francs. Assuming that the total expenditure were only 1 milliard francs, which is obviously much too low an estimate, we should provide for an increase of 10%. These are the upper and lower limits.

As far as institutional education is concerned, we can assume for policy purposes that half the hours spent by adults in study will fall within their working day and therefore will be paid. This conjecture, which implies that half the hours spent on permanent education would be financed by the participant himself, is obviously open to criticism. Some people consider that there might well be a case for the state (also firms and regional authorities) paying almost all the expenses of permanent education, since it is unlikely that the less willing workers will be persuaded to continue their education if they only receive "partiel reimbursement" (1). (But the law of 31 December 1968 provides that in a certain number of cases all education will be carried out during working hours). Others, on the other hand, consider that the state does not (and will never) have the means to provide this form of permanent education and that the individual should pay for everything. In order to take all these points of view into account, we will suppose that only half the hours will be paid.

Under these circumstances, we propose that the 14.4 milliard should be divided in two.

The first part would finance:

- hours spent on education in establishments;
- the wage bill corresponding to the preceding hypothesis.

The second part would finance the operation of indirect education media and of cultural development during the periods (of alternation) when the adult is not attending an educational establishment.

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(1) Certain trade unions have tabled bills which for the most part demand full pay.

We are virtually ignoring expenditure on premises, as most "institutional courses" will be given in existing premises (1). Naturally we will still have to provide premises for permanent staff and research. By our calculations, 40 million francs p.a. by 1985 ought to be sufficient.

(2) Expenditure on indirect education media

It is obviously impossible to suggest any estimates, however vague.

Bearing in mind, however, the current prices of various types of equipment (2), it seems to us that 1 milliard francs in 1969 and 2 milliard in 1985 should make it possible to exploit these methods on a wide scale and to develop production at a rapid pace. (The cost of 500 new entirely "videotaped" courses and 500 "programmed" courses would come to 250 million francs at present.)

(3) Expenditure on institutional education

This leaves 12.4 milliard francs. If N is the number of hours spent per annum by every adult at an educational establishment (we are formulating our proposition in this way in order to estimate the "right to education"), N will be calculated on the following basis:

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(1) This does not mean that "existing" premises are suitable. But, since we are looking ahead twenty years, we presume that in the future all school buildings will be constructed along completely new lines so that they really will be suited to permanent education purposes.

(2) These approximate costs are:

- television + video-taperecorder (3,000 francs);
- minicassette EVR (50 francs);
- production of a course consisting of 20 programmed lessons (300,000 francs);
- certain recent records (0.25 francs);
- pocket manuals (2 to 5 francs).

(a) Cost per student-hour in 1985

At present the cost per student-hour is taken as 8 francs. (This may appear high, but we are working on the principle that this type of education is aimed at preparing the adult both "to desire and to be able to continue by himself". This is therefore a completely different matter from simply filling him with knowledge. Learning to learn is an expensive process, if only because it requires a large and highly-skilled staff.) By 1985, this cost per student-hour, now 8 francs, will have been subjected to rising costs in the same way as the working hour, i.e. + 3% per annum. By 1985 it will therefore have risen to about 13 francs.

(b) Wage charge per hour in 1985

At present the wage charge per hour is 11 francs. Total social expenditure is  $\frac{3}{4} \times \text{GNP} = \frac{3}{4} \times 600 \text{ milliard} = 450 \text{ milliard}$ . This wage charge relates to a present active population of 20 million for 2,000 working hours per annum, i.e.  
 $\frac{450 \text{ milliard}}{20 \text{ million} \times 2,000}$  per hour = 11 francs per hour.

In 1985 the total wage charge would be about  $\frac{3}{4}$  of the GNP, i.e.  $\frac{3}{4} \times 1,200 = 900 \text{ milliard}$ . It would relate to an active population of roughly 23 million who would work approx. 1,900 hours per annum; i.e. the cost would be  
 $\frac{900,000}{23 \times 1,900}$  per hour = 21 francs per hour.

(c) Population to be catered for in 1985

At present there are 33 million people to be "reached" (50 million minus the school population and very young children). We should not be content merely to educate all the active population but ought to include "non-active" persons (housewives, old people, etc.). By 1985 there should be roughly 40 million people (out of a total population of about 59 million) to be "reached".



(d) Estimated number of hours spent on education per annum

We can then calculate N, the number of hours spent by every adult on education per annum (remembering that half of these are financed by the state):

$$(40 \text{ million} \times N \times 13 \text{ francs}) + (40 \text{ million} \times \frac{N}{2} \times 21 \text{ francs}) = 12.4 \text{ milliard}$$

$$\text{or: } N \times (520 + 420 \text{ (million)}) = 12.4 \text{ milliard}$$

$$\text{or: } N = \frac{12.4}{940} = 13.2 \text{ h.}$$

(4) Effect on teaching staff  
How many new posts would be necessary?

It is worthwhile also to calculate the number of teaching posts (their cost is of course included in the budget given in the previous calculation):

- At educational establishments we may allow that a "tutor-trainer" could organise, train and teach part-time instructors (who would devote 3 hours a week to this activity) for 200 adults attending the centre. If we suppose, for instance, that 10% of the population will have been reached by 1985 - we will sustain this hypothesis in the next paragraph - 20,000 full-time tutor-trainers would therefore be needed (10% x 40 million = 4 million, which, given a ratio of one tutor to 200 students, means 20,000 tutors). 350,000 part-time instructors would also be required. The number of student-hours is:

$$4 \text{ million} \times 132 = 528 \text{ million, say } 530 \text{ million.}$$

If a part-time instructor works an average of 3 hours a week for 33 weeks with 15 students, or 1,500 student-hours,  $\frac{530,000,000}{1,500} = 350,000$  teachers will be needed (which actually corresponds to 60,000 full-time jobs, since it is unacceptable that participation in adult education would mean overwork for the instructors, as compared with the present situation).

- A few thousand full-time tutor-trainers would also be needed to operate indirect education media; it is impossible to estimate the number of "part-timers" required.

IV. LEGISLATIVE IMPLICATIONS(1) The right to education

We therefore find that the "right" to continuous adult education will amount to 13.2 hours per year, 6.6 of which will be paid. This "right" applies to all adults from the time they leave school until they die. Of course the calculation is bound to involve a wide margin of error, but it is interesting because it shows that, however far out it may be, the extent of this right is in the end comparatively small, despite the relatively high expenditure, and thus it is necessary, even though this point is disputed on pedagogic grounds (1), to organise substantial assistance from indirect education media.

These 13 hours cannot and must not develop into an "annuity" for everyone throughout their lives and this leads us to consider other ways of achieving what is possible and desirable. If we take the average lifespan as 66 years, the average right to education would be, per adult,  $50 (66 - 16 \text{ years}) \times 13.2 = 660$  hours/life. How should these 660 hours be used? This is our problem.

How should we allocate hours of education?

Every adult is therefore "allowed" 660 hours. But it would be utopian, whatever resources are made available, to imagine that before long every adult will actually want to be educated. It is ambitious even to plan that between now and 1985 educational establishments will be teaching, directly or indirectly, 10% of the population every year. On the basis of our previous assumptions, this 10% would then spend about 130 hours per annum at an establishment. From the educational point of view, this sounds reasonable, in so far as indirect education media would play a part during the year of institutional training and beyond.

The following year some of them might continue to attend an educational establishment. Most, however, would continue outside these institutions with the help of indirect media which, once the system is installed, should be feasible.

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(1) Not by us.

In what way is this a democratic right?

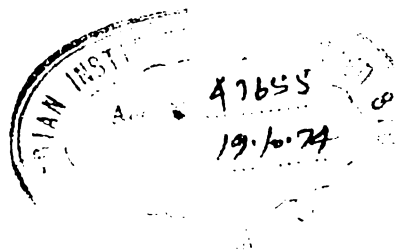
Already many adults do educate themselves, and a large proportion of them spend more than 660 hours of their life doing so. Most adults, however, would be encouraged to learn if they had the right to 660 hours, half of which would be compensated, (and where new methods would be used). Instead of further training and education for just a small percentage of the population, consisting always of the same people, who would thus benefit from more than their quota of 660 hours, this right ought to be the same for everyone, and become a de facto right. Communities, individuals and organisations of every kind will probably obtain it for themselves, but their right to develop should be financed by the state.

(2) Other likely results

Obviously many changes are needed to make such projects possible or else will become necessary as a result of them. A detailed study ought therefore to be made of all problems related to the hypotheses we have advanced. Particular attention should be paid to:

- labour legislation (length of working week, hours, continuous working day), the question of educational leave, wages, social costs, collective agreements and diplomas, financial problems (new sources, distribution of costs between the state, industry and individuals), distribution of budgets, adult education, schooling, organisation of the ministries involved in this joint action (administration, co-ordination, teacher training, remuneration, regulations);
- the setting up and equipment of new educational establishments;
- all problems connected with television;
- Organisation of communities and local authorities.

This means that adult education is the business of government and that it would be hopeless to leave it in the hands of just a few men. Permanent education will change mankind and society and it is therefore a matter of national importance.



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