FEASIBILITY STUDY EUROPEAN COMMISSION

EDUCATIONAL RESEARCH IN EUROPE:
possibilities for facilitating exchange of
Information and researchers

by

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This report does not reflect the position of the European Community, but only the author's viewpoint!

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List of acronyms:

AERA : American Educational Research Association
ATEE : Association of Teacher Educators in Europe
CESE : Comparative Education Society of Europe
CHER : Consortium of Higher Education Researchers
CIDREE : Consortium of Institutions for Development and Research in Education in Europe
EARDHE : European Association for Research and Development in Higher Education
EARLI : European Association for Research on Learning and Instruction
FREREF : Fondation des Regions Europeennes pour la Recherche en Education et en Formation
ICSEI : International Conference of School Effectivity and Improvement
RECHERCHE : Recherche et ECHanges Europeennes par CHERcheurs dans le domaine de l'Education
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SUMMARY

This report gives an account of the feasibility study conducted for the Task Force "Human Resources, Education, Training and Youth" of the Commission of the European Community. The question studied is whether and under what conditions educational researchers from the member (and also other European) countries can be brought together.

The study is conducted in the period January - October 1991. During this study 25 researchers in Europe, in majority individual researchers, who are actively participating in their national research community, were consulted via a questionnaire. The unknown "infrastructure", which possibly might be created for educational researchers in Europe, is called in this report RECHERCHE (Recherche et ECHanges Europeennes par CHERcheurs dans le domaine de l'Education).

Goals
In general terms, the goals pursued by the European Commission are supported:
- to create for everybody within the Community involved in educational research the possibility of meeting each other every one or two years to exchange information and to reflect on research activities and results;
- to provide the Commission with a platform and a vehicle to approach educational researchers as the occasion arises.
The following activities are considered as relevant and contributing to realizing the goals for RECHERCHE:
- Educational research conferences and workshops, if desired in combination with 'educational research markets';
- Database, directories and yearbooks;
- Newsletters and bulletin boards.

Conclusions and recommendations:
The preference of the experts seems to suggest that it is worthwhile to strive in Europe for the founding of an European Educational Research Association. Signals from some national research associations are pointing in the same direction. The second preference is the establishment of a bureau of office with the explicit task to organize activities directed at the realization of the goals set by the EC.
The reactions of the experts also suggest, that one cannot expect that on a short term such an European Educational Research Association will develop spontaneously. Not only the existing international associations are not yet ready for such an 'umbrella', but in many EC countries educational researchers are not yet or insufficiently organized to expect initiatives from a collective of national associations from all EC countries. At the other hand, some experts rightly point to it that national structures can be reinforced when there is a strong European structure.
The founding of such an association is in principle a responsibility of European educational researchers, and not of the EC. Such an association has to grow and develop organically, as a process, out of the present infrastructure in Europe which consists of many international associations of researchers in different educational sub-domains (such as CESE, CHER, EARDHE, EARLI, ICSEI), and in some countries national associations of educational researchers.
At the other hand, as a strong organization of educational researchers is clearly to the interest of the European Commission, we recommend that the Commission plays an actively stimulating and catalyzing role in this during forthcoming (for example, three or four) years. Such an approach will result in an answer to the question whether RECHERCHE as an educational research association can be realized in Europe.
Recommendation: the European Commission establishes a bureau or office with the tasks
- to conduct activities directed at realizing the goals of the European Commission, that is (i) to create facilities and possibilities for educational researchers in Europe to exchange information and to meet each other to discuss research issues, and (ii) to provide the Commission with a platform and a vehicle to approach educational researchers as the occasion arises;
- to organize, in cooperation with national and European research associations, proper activities (such as the ones mentioned above);
- to explore in active communication with existing national and European research associations the possibility of founding RECHERCHE as European educational research association.

Not re-inventing the wheel:
An important starting point is that the wheel should not be re-invented, but that RECHERCHE tries to make use of or to link up with existing national and international activities in the areas concerned (such as Eurydice and Eudised)

Composition of the RECHERCHE bureau
To accomplish the tasks discussed in the report, it is desirable that the bureau starts with the following staff, which is considered to be a minimum: executive director; management assistant (experienced in office automation) and a secretary.
Realization of RECHERCHE as a bureau
A three stage approach is suggested:

*stage 1:* Building up of the RECHERCHE bureau or office (1 year): a year is needed to build up the office, a small preparation committee should be put in charge for this;
*stage 2:* Gaining experience with RECHERCHE (3 years): elaborate goals, establish networks, start up activities to realize the goals stated by the Commission.
*Stage 3:* RECHERCHE institutionalized in whatever form: at the end of the second period, the functioning of RECHERCHE as a bureau must be evaluated. Based on this evaluation one may consider reformulation of goals and objectives of RECHERCHE, as well of its infrastructure, while European educational researchers may decide whether or not to found their own European Educational Research Association.

Location of the RECHERCHE bureau
Several alternatives are mentioned to decide upon the location of the RECHERCHE bureau:
1. RECHERCHE bureau as *part of one of the existing European institutions*;
2. RECHERCHE bureau to be *located in one of the member countries*;
3. Location of RECHERCHE bureau on the basis of a *tender*.

Whatever the set up for the first period will be, it is important not to underestimate the amount of work needed to build up the network of contacts which will become the basis for the functioning of RECHERCHE. An essential element in this process is that the people involved in this stage will use from the very beginning the latest technology for communication and office automation.

One of the appendices contains a first overview of national and international associations of educational researchers.
Preface

This report gives an account of the feasibility study conducted for the Task Force "Human Resources, Education, Training and Youth" of the Commission of the European Community. The question studied is whether and under what conditions educational researchers from the member (and also other European) countries can be brought together. The study is conducted in the period January - October 1991 on the basis of the plan described in appendix 1. In each stage of the study, I had regular communications with the Task Force.

During this study, I consulted 25 researchers in Europe, in majority individual researchers, who are actively participating in their national research community; two of them responded from the perspective of existing European associations of educational researchers in certain domains. Of these 25 researchers, 16 are coming from EC countries, five from other West European countries, and four from East European countries. This group is not a representative random sample of educational researchers in Europe, but can be considered as a panel of experts, of which the opinion about the question under study is relevant and important. Their opinions were collected via a questionnaire about an earlier draft of this report.

I decided to present a short report to the Commission. The method and the questionnaire to the panel of experts are included in appendices. This approach allows to consider the report as a proposal which can be discussed separately, while the appendices and the rough data may serve as a source of information for the Task Force which can be used not only to check my interpretations, but also to develop alternative interpretations.

Dr. Tjeerd Plomp
Enschede, 11 October 1991
INTRODUCTION

Education is one of the important areas for which the process of unification of the European Community (EC) has many implications. The mutual recognition of diplomas, for example, will facilitate mobility of professional groups, like for example teachers and other educational staff. Another example is that member countries will be increasingly interested in the quality of educational achievement, not only within their own country, but also across European countries, and within Europe in comparison with other parts of the world (such as the United States of America and Japan).

This European dimension of education brought the Commission of the European Communities to consider exchange of educational research extremely important both at the Community level and at the national levels. The education system and education policies in the individual Member States are increasingly confronted with similar problems and questions, a process which will stand out even more strongly following the establishment of the Single Market. Within the framework of educational cooperation, encouragement of contacts between educational researchers may give added value to educational research in Europe, if proper conditions can be arranged. It is in this context that the Commission of the European Communities is interested in answering the question whether and under what conditions educational researchers from the member countries can be brought together. In this study possible answers to this question are explored. If the answer to this question is positive, then we may expect that the European Commission will support the establishment of some sort of infrastructure for educational researchers in Europe. Under this assumption, this unknown "infrastructure" is called in this report RECHERCHE (Recherche et ECHanges Europeennes par CHERcheurs dans le domaine de l'Education).

Given the existing way educational researchers in Europe have organized themselves at national and international level, it is important to state from the very outset that the European Commission does not intend to step into the responsibilities of those national and international educational research organizations, who are at present organizing themselves at European level. At the other hand, initiatives like the one taken by the Commission can have a catalyzing function in this.

First the goals and the possible activities will be discussed before alternative possibilities for such an infrastructure will be presented. In the following sections some suggestions related to the realization of RECHERCHE will be discussed, resulting in a proposal.

As until now no overview of national and international organizations of educational researchers is available, in the context of this study a first inventory is conducted. The results are summarized in appendix 2.
GOALS

In general terms, the goals pursued by the European Commission are:
- to create for everybody within the Community involved in educational research the possibility of meeting each other every one or two years to exchange information and to reflect on research activities and results;
- to provide the Commission with a platform and a vehicle to approach educational researchers as the occasion arises.

These goals represent two different angles, which are both of relevance for the development and the improvement of educational research in the Community. The importance of the first goal, referring to the communication between and mobility of educational researchers, is that it indicates an important condition for the strengthening of the basis for cooperation in the domain of educational research in Europe. The realization of the second goal means, that the European Commission would have at its disposal an instrument to form without great difficulty networks and/or groups of specialized researchers to address research questions and themes which the Commission considers relevant and worthwhile to address.

The consulted experts have generally spoken the opinion that there is indeed a need in Europe for some infrastructure, and most of them see the EC goals as relevant. They consider as important functions communication and exchange of information, as well as stimulation of cooperation in research. One may interpret this as a suggestion not to limit the channels for information exchange to the one mentioned in the first goal, namely to meet each other every one or two years.

The two experts with a clear relationship with an existing research association in Europe do not see a need for a new structure and prefer to realize the goals pursued by the EC via existing organizations. In my contacts with representatives of some European organizations of educational researchers, I clearly got the impression that there are indeed organizations who claim to have the potential to become 'the' European association for educational research; but at the other hand, others expressed not accepting this kind of claim. As said before, the European Commission is clearly in the position to break through such an impasse and to play a catalyzing role and stimulate processes on an European level.

POSSIBLE ACTIVITIES

The goals mentioned above can be realized through a variety of activities to be organized or coordinated by RECHERCHE. The panel of experts was asked to judge the relevance of the following activities:

a. 'Educational research markets':
The idea of an 'educational research market' can be taken very literally: one should think of a sort of fair, where national and international research associations, university departments involved in educational research, educational research institutes, and individual researchers may have a stand in which they present their research program and their training program. Such a market for exchange of information materials, ongoing research and research results of universities and research institutes, can become an important vehicle for communication within the Community and between institutes within and outside the Community.

b. Educational research conferences and workshops:
Regular educational research conferences and workshops allow educational researchers to present research to the scientific forum. A regular conference will stimulate researchers in the Community to communicate with their colleagues within the Community and outside.
c. Conferences in combination with ‘educational research markets’:
Conferences can be combined with ‘educational research markets’ and can be organized in cooperation with existing national and international associations in the EC. Also other existing forms of research cooperatives, like CIDREE (Consortium of Institutes for Development and Research in Education in Europe) and FREREF (Fondation des Regions Europeennes pour la Recherche en Education et en Formation) would have possibilities here for extending their networks. As European educational research associations (like EARLI, ICSEI, CESE, EARDHE, CHER etc) do organize their own conferences and workshops, careful planning of the EC conferences and markets is demanded to avoid unnecessary overlap and competition.

d. Database, directories and yearbooks:
Information exchange can also be realized by building up a database containing all information about (a) national and international research associations, (b) relevant university departments and educational research institutions, and (c) individual researchers and their specializations. Such a database should be regularly updated, and serve as an important source for the realization of all sorts of communication functions in this domain within the Community.
Based on such a database, directories of individual researchers can be constructed, as well as yearbooks containing an overview of research institutions and training programs. This kind of activity may serve many EC educational programs, such as ERASMUS, DELTA, TEMPUS, etc.

e. Newsletters and bulletin boards:
A regular newsletter and/or bulletin boards can have an important communication function, such as the announcement of (national or international) conferences, EC programs, national developments (policies, projects, etc) in member countries, major publications about European educational developments.

Not re-inventing the wheel:
An important starting point is that the wheel should not be re-invented, but that RECHERCHE tries to make use of or to link up with existing national and international activities in the areas concerned (such as Eurydice and Eudised by the EC and the Council of Europe, and Unesco’s Directory of Educational Research Institutions)

In general, the panel of experts consider all these activities relevant. Activity a. ‘Educational research markets’ as an ‘isolated’ activity gets the lowest support, but at the other hand the combination of this one with conferences and workshops is quite strongly supported. There is no systematic pattern according to which opinions are diverging; some experts are emphasizing more the conference/workshop/market kind of activity, while others have greater preference for the information exchange activities, such as database/directories/yearbooks and newsletters/bulletin boards. The non-EC experts are more unanimously positive in their judgments.
Asked for other possible activities, there were quite some suggestions that can be labeled as ‘making expertise available’, for example conducting studies, reviewing research and consulting about research in less advanced areas.

In summary, all suggested activities can be considered as relevant and contributing to realizing the goals for RECHERCHE.

POSSIBLE STRUCTURE

In organizing the type of activities proposed to realize the goals set by the European Commission and supported by the panel of experts, several alternative structures can be considered:
1. **Research Association** (like AERA in the USA): a professional association of educational researchers with as its main goal to stimulate communication and exchange of information between educational researchers in Europe.  
**Strengths:** strong and not very complex infrastructure, which can build up in a few years considerable experience in realizing the EC goals; national organizations in member countries might be willing to cooperate in such an European association; individual researchers can actively participate.  
**Weaknesses:** probably not yet sufficient leverage, as existing international organizations are not ready to give up their position to become part of such an association; difficult to build up, as in many EC countries the national infrastructure of educational research is very weak;

2. **Council**, in the meaning of an executive body whose members are equal in power and authority; which are meeting and communicating for consultation, advice or discussion. The members of such a council may be the representatives from the EC, member countries, and national and international associations. The office of such a council will execute the tasks decided upon by the council to realize the goals.  
**Strengths:** joint interests can be served; dealing with each other on equal terms; not threatening to existing organizations.  
**Weaknesses:** may too easily lead to non-committal attitude of participants; can be a complex and costly infrastructure, because such a council will have many representatives and therefore may have relatively high overhead costs (unless participants pay themselves for all costs of, for example, attending meetings); individual researchers and research institutes may have problems to get actively involved.

3. **Bureau or Office**, with the explicit task to organize activities directed at the realization of the goals set by the EC. The input of national and international organizations can be realized by establishing a governing board, with members from the EC and national and international researchers associations.  
**Strengths:** a light infrastructure, easy to manage.  
**Weaknesses:** even more non-committal attitude of national and international associations; possibly not enough leverage to organize conferences which can attract a sufficient number of participants and to obtain the information needed for the database, unless there is a good cooperation with existing national and international associations of educational researchers.

4. **No specific infrastructure**, the Task Force for Human Resources, Education, Training and Youth organizes the activities desired, and may consult existing national and international associations. Based on the experiences to be gained during the first few years and in consultation with existing national and international associations, one may decide whether or not to introduce one of the other alternative structures.  
**Strengths:** lightest infrastructure, easy to realize and to manage by the Task Force.  
**Weaknesses:** see 3, but to a stronger degree; RECHERCHE will be to easily identified as something of "Brussels", and not as something created to support research and researchers.

The panel of experts was asked to comment on these four possible structures with their strengths and weaknesses. Some trends are emerging in their responses:  
- alternatives a. 'Research association' and c. 'Bureau or Office' are clearly seen as serious and realistic alternatives; this is not the case with the other two;

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- asked for two ordered preferences, 12 of the 20 experts expressing a preference
mentioned the 'Research association' as their first preference; only 14 experts indicated a
second preference, of which 8 mentioned alternative c 'Bureau or Office'. From the
responses we also conclude that those who favour an European educational research
association expect this organization having a bureau or office; that is, those who favour
alternative a. do expect alternative c. realized as well.

We take the comments of the experts as illustrations for the considerations behind their
judgments, therefore some of them are summarized:

Re a. 'Research association':
- it enables national associations to retain their autonomy;
- it is politically more acceptable than other options;
- danger of duplication exists (comment of a representative of an existing European
  research association);
- international divisions in the field of educational research could make it difficult to organize
  such an association;
- will stimulate development of European network and better national structure;
- not a matter of EC, but by organic growth and development;
- safe and well-proved by AERA.

Re b. 'Council':
- not clear what it would accomplish;
- contains seeds of own destruction;
- could become a collection of individuals representing only themselves in stead of research
  interests;
- main strength rests on equalitarian status of components of such a body, which could
  imply complex infrastructure;
- danger of misbalance between cost and efficiency.

Re c. 'Bureau or Office':
- not enough on its own;
- value of bureau depends on satisfactory goals and adequate financing;
- beware of bureaucracy; might become too much a top-down rather than a bottom-up
  organization;
- prefer easily manageable, light infrastructure that can function as a platform between EC
  and European and national associations;
- could be seen in connection with a.;
- allows gaining experience and then development step by step.

Re d. 'No specific infrastructure':
- it would be too nebulous;
- undesirable;
- RECHERCHE as merely part of the EC bureaucracy could provoke a loss of confidence;
- more organized activity needed.

In preparing the realization of a RECHERCHE, it is important that the European Commission
takes the following considerations into account:
- As stated before, existing European associations (like EARLI, ICSEI, CESE, EARDHE,
  CHER, etc) do have their identity and will continue to have so; they are not ready to give
  up easily what they have built up over many years.
- At the other hand, RECHERCHE needs the support of international associations of
  educational researchers in Europe, as well as the support of national associations; it
  should be welcomed if they become involved in RECHERCHE, whatever its infrastructure
  will become; it is strongly advised that the EC explores in an early stage the willingness of
  these associations to cooperate with the EC in RECHERCHE; it is promising that there are
  clear signals from national associations to strive for some sort of European structure (for
  example, the British Educational Research Association, BERA, already prepared an
  ERASMUS proposal for an European Educational Research Association).
- An implication of the two preceding points is that RECHERCHE as an infrastructure must concentrate itself during its first years of existence first of all on activities to realize the goals formulated above. Next to this, RECHERCHE should actively explore during this period in cooperation with national and international research associations in Europe what form of organization of educational researchers would be ultimately feasible.
- When building up RECHERCHE, not only the national and international research associations in the Community are important, but relations to other associations in the domain of education, e.g. ATEE, CIDREE and FREREF, should also be considered carefully.

CONCLUSIONS AND RECOMMENDATIONS

The preference of the experts seems to suggest that it is worthwhile to strive in Europe for the founding of an European Educational Research Association. Signals from some national research associations are pointing in the same direction (reference is already made to the initiative of the British Educational Research Association to explore the feasibility of an European Educational Research Association).

The reactions of the experts also suggest, that one cannot expect that on a short term such an European Educational Research Association will develop spontaneously. Not only the existing international associations are not yet ready for such an ‘umbrella’, but in many EC countries educational researchers are not yet or insufficiently organized to expect initiatives from a collective of national associations from all EC countries. At the other hand, some experts rightly point to it that national structures can be reinforced when there is a strong European structure.

The founding of such an association is in principle a responsibility of European educational researchers, and not of the EC. Such an association has to grow and develop organically, as a process, out of the present infrastructure in Europe, which consists of many international associations of researchers in different educational sub-domains (such as CESE, CHER, EARDHE, EARLI, ICSEI), and in some countries national associations of educational researchers.

At the other hand, as a strong organization of educational researchers is clearly to the interest of the European Commission, we recommend that the Commission plays an actively stimulating and catalyzing role in this during forthcoming (for example, three or four) years. Such an approach will result in an answer to the question whether RECHERCHE as an educational research association can be realized in Europe.

Recommendation: the European Commission establishes a bureau or office with the tasks
- to conduct activities directed at realizing the goals of the European Commission, that is (i) to create facilities and possibilities for educational researchers in Europe to exchange information and to meet each other to discuss research issues, and (ii) to provide the Commission with a platform and a vehicle to approach educational researchers as the occasion arises;
- to organize, in cooperation with national and European research associations, proper activities (such as the ones mentioned above);
- to explore in active communication with existing national and European research associations the possibility of founding RECHERCHE as European educational research association.
Composition of the RECHERCHE bureau
To accomplish the tasks discussed in the report, it is desirable that the bureau starts with the following staff, which is considered to be a minimum:
- **Executive director:** a senior professional, experience in educational research, who will be responsible for all activities of RECHERCHE; this official is especially in charge with substantive issues like communication with the European Commission and national and international associations in Europe, planning and preparing meetings, supporting the development of research networks, editing publications (yearbooks, directories, newsletters), etc.
- **Management assistant, experienced in office automation:** will be responsible for building up and maintaining of databases, desk top publishing, logistical aspects of activities, production of publication, etc.
- **Secretary:** routine administrative tasks, archiving, etc.

REALIZATION OF RECHERCHE AS A BUREAU OR OFFICE

Sofar this study makes clear that there is a need for an European infrastructure for educational researchers. Yet, there are still many open questions and issues. Would it be indeed possible to organize regularly an European research conference and in combination with it an educational research market? Are existing associations willing to cooperate in the establishment of an umbrella organization covering all sub-domains of educational research? Would it indeed be possible to create via RECHERCHE networks of educational researchers in Europe, when the European Commission is requesting for research proposals? To what extent can existing institutions and/or networks carry out some of the possible activities? If so, what does this mean for the coherence in the goals and activities of RECHERCHE? This kind of questions justifies to have a step by step approach in creating RECHERCHE as an infrastructure for educational research in the Community.
A three stage approach is suggested:

**Stage 1: Building up of the RECHERCHE bureau or office (1 year):** a year is needed to build up the office, a small preparation committee should be put in charge for this; during this stage a first consultation with representatives of national and international associations, the European Commission and the member states can already be organized.

**Stage 2: Gaining experience with RECHERCHE (3 years):** elaborate goals, establish networks, start up activities to realize the goals stated by the Commission. Especially to test the feasibility of the second goal (providing a platform to the Commission to approach educational researchers when desired), the EC should use the RECHERCHE bureau in this period as an intermediate to set up one or two European research projects. During this period, RECHERCHE should also actively explore, in communication with national and international associations of educational researchers, the feasibility of an European educational research association in which these organizations can recognize themselves.

**Stage 3: RECHERCHE institutionalized in whatever form:** at the end of the second period, the functioning of RECHERCHE as a bureau must be evaluated. Two perspectives should be taken into account in this evaluation. Firstly the realization of the EC goals: if the conclusion becomes that the planned activities will not have resulted in improved information exchange and communication between educational researchers in Europe, nor in the platform function desired by the Commission, then the future of the bureau should be reconsidered. The second perspective is the development of RECHERCHE to some sort of European Educational Research Association. Here the outcomes will highly depend on how well national and international organizations of educational researchers will develop in their thinking, and may expect that their own mission (and resulting activities) will be sufficiently guaranteed in an European association, in the event that one will be established.
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Based on this evaluation one may consider reformulation of goals and objectives of RECHERCHE, as well of its infrastructure, while European educational researchers may decide whether or not to found their own European Educational Research Association.

**Location of the RECHERCHE bureau**

During stage 1 the decision about the location of RECHERCHE must be taken. Several alternatives arose during the study. Depending on where the emphasis would be laid, certain alternatives may have some preference.

1. **RECHERCHE bureau as part of one of the existing European institutions**: this alternative is especially attractive if one considers the RECHERCHE predominantly as a support and resource center to assist networks of researchers. In such an approach, locating RECHERCHE at, for example, Eurydice or Eudised may have advantages. In case this alternative will be chosen, one should carefully communicate the purpose and the function of RECHERCHE to the community of educational researchers in Europe, as otherwise RECHERCHE will not be easily seen by them as a facility which is also created for them.

2. **RECHERCHE bureau to be located in one of the member countries**: the European Commission may ask a national organization in one of the member countries to build up the bureau. The advantage of this approach is that national commitment can be mobilized more easily, although one has to make sure that in this approach researchers in all EC countries will consider this institute as 'the European institute' and not just an institute in that particular country. Careful attention should be given to the attuning of certain activities to those of existing European institutions (like Eurydice and Eudised).

3. **Location of RECHERCHE bureau on the basis of a tender**: the advantage of this alternative is that every member country or every European organization can prepare a proposal, and the one fitting the best the goals of RECHERCHE can be selected. By involving representatives of national and international research associations in the evaluation of the proposals the public support of RECHERCHE can be high from the very beginning on.

Whatever approach will be followed, careful attention needs to be given to the involvement of all stakeholders in the process of building up RECHERCHE during forthcoming years.

**Facilities and budget**

The facilities and the budget needed to realize RECHERCHE depends on many factors about which decisions have to be taken: location, degree of cooperation with other institutions (either European or national), the elaboration of the goals, activities and tasks, etc. Whatever the set up for the first period will be, it is important not to underestimate the amount of work needed to build up the network of contacts which will become the basis for the functioning of RECHERCHE. An essential element in this process is that the people involved in this stage will use from the very beginning the latest technology for communication and office automation.

It is suggested that in the first stage of building up RECHERCHE, the following budget items should be considered:

**Personnel**: salaries plus overhead for the proposed three staff members;

**Facilities**:
- Housing, including meeting facilities;
- Office facilities, including office automation (for administrative purposes, electronic mail and fax), computer facilities for building up databases; printing facilities;

**Traveling and representation**: at least for the staff of RECHERCHE to be able to participate in all kind of meetings. As representatives of the Commission, the member countries and
existing national and international organizations will be involved in various ways in the work of RECHERCHE, a decision needs to be taken about the coverage of their expenditures. As research organizations do not have budgets for intensive foreign representation, it is important that at least they will get their expenses covered. A budget can be drawn up if clarity is given on these points.

EUROPEAN EDUCATIONAL RESEARCH CONFERENCE AND EDUCATIONAL RESEARCH MARKET IN 1992

The Dutch Educational Research Association, VOR, has decided that their yearly conference in 1992 will become an European Educational Research Conference (ECER). This conference will be organized at the University of Twente, Enschede (the Netherlands), 22-25 June, 1992. The call for participation will be distributed in October 1991. This ECER 1992 can be considered as the first conference in a row of European conferences. RECHERCHE should be involved in the organization of the following ones.

The organizers of ECER 1992 expressed their willingness to organize an 'educational research market' in conjunction with this conference. This combined conference plus market provides the European Commission with an opportunity to gain experience with one of the important activities of RECHERCHE.

The Commission is advised to use this conference as an opportunity to consult the community of educational researchers in Europe.