A fairly large number of international educational research institutions has now been established by governments and other bodies throughout the world. The following list does not pretend to completeness, but offers the reader an overview of the range of activities of some of these institutions, together with certain factual details thought likely to be useful. The materials for this list have mainly been compiled from short descriptive leaflets issued by the respective institutions themselves, although other sources such as standard works of reference have also been employed. In the interest of comprehensiveness, however, it is possible that some out-of-date material may have been included. No attempt has been made to give a description of the research work that might be undertaken at UNESCO Headquarters or at the various UNESCO regional offices.

Entries in this list are in alphabetical order.

Centre of Educational Research and Innovation (CERI)
c/o OECD, 2 rue André-Pascal, 75016 Paris, France

The centre was established in 1968 for an experimental period of three years with the help of grants from the Ford Foundation and the Shell Group of Companies. In 1971 it became fully established within the framework of the OECD. The main objectives established for the Centre by the Council of OECD are as follows:

(a) to promote and support the development of research activities in education and undertake such research activities where appropriate;
(b) to promote and support pilot experiments with a view to introducing and testing innovations in educational systems;
(c) to promote the development of co-operation between Member countries in the field of educational research and innovation.

In implementing these terms of reference, the Governing Board of the Centre has been guided by the view that today the connections between economic growth, social development, technology and education are at the heart of the problems of OECD countries.

Research activities in the centre concentrate on four major areas:

(a) Educational growth and educational opportunity;
(b) Innovation in higher education;
(c) Curriculum development and educational technology;
(d) Innovation politics and structures;

CERI promotes pilot experiments, carried out by means of Joint Projects in which a small number of countries cooperate to promote and achieve a specific
educational innovation. CERI creates and finances the central machinery which makes co-operation possible.

Three times a year CERI publishes a news-sheet *Innovation in Education*.

**Council for Cultural Cooperation (CCC)**
Avenue de l'Europe, 67006 Strasbourg-Cedex, France.

Founded in 1962, the Council for Cultural Cooperation is responsible for the activities of the Council of Europe in the fields of education, science and culture. The Directorate of Education and Cultural and Scientific Affairs of the Council of Europe serves as a secretariat to the CCC.

The programme of the CCC is based on the following directives:

1. to bring new ideas, new techniques and new achievements discovered in one member country to the attention of all and facilitate their adaptation to the needs of other interested members;
2. to pool national achievements and make the peoples aware of their common responsibilities as Europeans;
3. to increase the educational potential of each country;
4. to promote the study of the particular questions brought to its notice by the Resolutions of the Conference of European Ministers of Education, which have adopted the principle of identifying particular subjects requiring collective study;
5. to multiply instruments of practical co-operation between European educationalists;
6. by close organic co-operation to help Governments to enable Europeans to enjoy the training and environment needed for the constant renewal of the creative genius, particularly by preparing them for active participation in a "civilisation of leisure";
7. to facilitate the exchange of persons and cultural material between different countries;
8. to develop mutual aid between member countries;
9. to make known to both European and non-European nations the ideas, conceptions and creative works of the European genius, and to prepare Europeans for their responsibilities with regard to their cultural heritage.

In matters of technical assistance, the CCC limits its activities to member countries. By decision of the Committee of Ministers:

- it gives priority for the present to the problems of European countries;
- it does not for the moment introduce projects designed to establish co-operation with other parts of the world;
- its work on mutual understanding and the contributions of the European countries to the common cultural heritage is utilised wherever possible in international programmes launched by other organisations such as Unesco.

Generally speaking, three stages may be seen in the work of the CCC:

- a first stage for the examination of interesting national experiments to see whether they may be adapted to other countries or lead to general conclusions.