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3 APR 1968

Dear Dr. Moraes,

... I have pleasure in enclosing two copies (one English and one French) of the Final Report on the Meeting of Experts on Mass Media in Adult Education and Literacy, Paris, 13 - 20 November 1967. This Report is being officially transmitted to governments and national commissions in all Member States of Unesco, to international agencies, a selected number of non-governmental organizations, as well as to a large list of specialists concerned with the use of mass media in adult education. It exists at present in English and French and will also be published in Spanish at the end of April, when we will be glad to send you a copy.

I would like to take the opportunity of this letter to thank you for your very valuable contribution which helped to make this Meeting a success. I am certain you will find opportunities to give to this Report wide circulation and publicity in your country and in the organizations with which you are connected.

We are looking forward to keeping in touch with you and to receiving further information on the use which was made of this Report, and on activities in your country along the lines of its conclusions.

Thank you again for your collaboration.

Yours sincerely,

Henry R. Cassirer
Chief

Division for the Use of Mass Media
in Out-of-School Education

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF EXPERTS ON MASS MEDIA
IN ADULT EDUCATION AND LITERACY

(Paris, 13-20 November 1967)

FINAL REPORT

A meeting of experts in mass communication and of specialists concerned with adult education, literacy and research was held at Unesco House, Paris, 13-20 November 1967, for the purpose of examining the various contributions of mass media (radio, television, films, the press and the low-cost book) to the needs of adult education and literacy teaching. The meeting exchanged experience in the world-wide application of mass communication techniques in these fields, and arrived at conclusions concerning expanded and co-ordinated activities on both the national and international level.

The meeting was convened in accordance with resolution 4.23 adopted by the General Conference of Unesco at its fourteenth session, in November 1966.

The following officers were elected:

- Chairman: Mr. P. V. Krishnamoorthy (India)
- Vice-Chairmen: Mr. Ben Mady Cisse (Senegal)
Professor V. R. Di Pasquale (Argentina)
Mr. I. Waniewicz (Poland)
- Rapporteur: Mr. B. Groombridge (United Kingdom)

A list of participants is given at the end of the report.

'Mankind is passing through a profound mutation caused by three explosive factors: the increase of population; the speed at which certain knowledge becomes outdated and technical progress advances; and political emancipation. As a result, education must also undergo a radical mutation on a scale which can hardly as yet be fully appreciated. Many more people have to be educated for a continually increasing span of their lives so that they may absorb an ever-expanding and changing body of knowledge.'

René Maheu
Director-General, Unesco *

The meeting considered the "radical mutation" which is bringing about a crisis for education in almost all countries. The economic difficulties facing both industrialized and developing nations, and problems of cultural and political development, call for the most urgent and efficient mobilizing of human resources: the quality, scale and timing of the whole educational response must be right. From their very nature, the three "explosive factors" identified by René Maheu require that the personal, social, vocational and political education of large segments of the adult population should receive particular attention and that all potential resources should be drawn upon to this end.

Traditional forms of adult education, though often effective educationally, are not usually organized on the necessary scale and adapted to the manifold needs of a changing society. Mass media, although ever more widely available to the general public, are hampered by their one-way nature and limited in their psychological impact from an educational point of view. To meet the needs of the present "revolutionary situation" faced in the education of adults, all countries therefore need to find new ways in adult education and in the use of the media to overcome present weaknesses and to derive the greatest benefit from them.

Media of mass communications have certain basic characteristics which explain their central importance to adult education:

They are able to communicate regularly with a large audience beyond the public of more formal adult education institutions, broadcasting can reach the rural areas unhampered by lack of ground communications and climatic conditions;

They are up to date and flexible and thus able to link adult education with events of the day, with the requirements of seasons, and with the emergence of new subjects and new approaches in education;

They make an impact on the total personality, by appealing to emotions as well as to the mind, to the eye as well as to the ear. Audio-visual media can reach literates and illiterates alike;

They can provide a continuous flow of information which enables peoples to participate intelligently in civic affairs, in discussions on issues of personal concern and in the decision-making process;

They can teach a body of knowledge and skills and stimulate awareness and new attitudes, directly or in combination with inter-personal communication.

The media are not merely aids to the adult educator, but educational agents in their own right. Like other forms of adult education, they have their specific limitations (one-way communication, centralized production, need for technical infrastructure for distribution and reception, etc.). Their full effectiveness depends therefore upon integration into a comprehensive method of adult education.

Since people respond directly to, and learn from images and sounds (radio, television, cinema, photographs, posters, etc.) it is important to appreciate that audio-visual media are not merely preparing people to use print: they can and should be employed in their own right for their educational value, as part of systems, or independently.

~~From the point of view of adult education, the media are basically tools for solving problems and should be used fully whenever they may be expected to make a valid contribution toward the~~

* In the Foreword to The new media: memo to educational planners, Unesco/IIEP, 1967.

From the point of view of adult education, the media are basically tools for solving problems and should be used fully whenever they may be expected to make a valid contribution toward the resolution of fundamental educational tasks. New technologies are not ends in themselves; to make fullest use of their possibilities, it is necessary to devise the most varied educational uses for the new instrumentalities, as they become available.

The meeting was concerned specifically with out-of-school education and the use of mass media to this end. However, it was conscious of the fact that both the pedagogical considerations and material resources involved have also direct bearing on formal education. Full and economical use of mass media for educational purposes may require, frequently, that they be applied simultaneously to several fields of education. This is particularly important in the era of life-long integrated education. The meeting stressed, therefore, that while the immediate aim of its discussions was more restricted, its implications had significance for all aspects of education.

In the light of these considerations the meeting arrived at these

CONCLUSIONS

1. Towards large-scale action

There is convincing evidence from projects in many parts of the world, that mass media can be effectively applied to the development of resources to meet basic economic, social, educational and cultural needs. Experience to date is sufficient proof, and the urgency of extending the scale and effectiveness of adult education is so great that emphasis should now be placed on the massive application of known media of communication to the priority tasks of all countries. At the same time further experimentation should be continued in the application of existing media to new fields and testing of new technological resources.

Practical results in this field also lead to the conclusions that if human resources are to be efficiently mobilized for the progress of nations and the well being of their peoples, then mass media and educational institutions must be comprehended in a systematically integrated network. Many countries are already acquainted with using the media and other agencies in combination. It is now necessary to generalize this experience, to move from the stage of pilot projects to the stage of full-scale action.

2. Systems approach

The economic, social and cultural problems facing all countries, require the most efficient use of all communication channels, especially mass media and agencies of adult education. To employ them with maximum effect, a systems approach is needed, integrating them and exploiting their respective capacities to the full.

In most development plans, the fields of education and communication are treated separately. Instead of this, the systems approach envisages that there ought to be an institutional framework within each country to enable various resources of adult education, including mass media, to be integrated components, operating in a single system. For investment in this approach to be fully productive, it is essential for developing and advanced nations alike to devise new strategies which establish national priorities in the light of major needs and for which resources are allocated.

Such strategies have the following implications with respect to mass media:

The whole system must be co-ordinated and planned at the highest level, down through the operational level of production, to the field level of utilization;

It will be apparent that the systems approach to the education of adults involves more than the co-ordination of mass media services and adult education agencies as they happen to exist at present; it means their reappraisal and transformation both in themselves and in their relations with each other;

It is likely that the special machinery which each country may devise will have a broader scope than that of most traditional ministries of education; the educational concerns of ministries of labour, health, community development, information and other departments must also be reflected in the national agenda for adult education;

In a systems approach complexes of media and agencies should be determined which are best fitted to carry out particular tasks. Each such media-agency complex will be responsible for output and for utilization;

At every level there should be evaluation and research into aims and objectives, methods and techniques;

Training is consequently required for the application of mass media to adult education, which demands high professional skills. Media personnel need training in production and writing for educational purposes, while educators require training in the media themselves and, in particular, in their utilization.

3. Reappraisal and restructuring

Existing patterns of mass media and adult education will have to be reappraised and restructured in order to take full advantage of their opportunities and to permit their co-ordination.

Mass media have to be strengthened or even created in some countries; their status may have to be revised to permit full educational utilization. Their coverage may have to be assured on a nation-wide basis, and, where they are under local control, arrangements may have to be made so they can be flexibly deployed on a national scale for educational purposes; similarly, nation-wide production and distribution may have to be supplemented by more locally adapted output, so that media content and form is related more closely to the life and preoccupation of individual communities.

Since the very reason for the proposed systems approach is to maximize the development of human resources, there is need to compensate the trend toward centralization of the mass media. A fruitful educational strategy includes also decentralized media resources (local radio, CCTV, local press and other means) so that the people may express themselves more freely through the media and contribute to the satisfaction of their own educational needs.

Adult education may require similar reappraisal and restructuring to permit co-ordination with hitherto fragmented field agencies to facilitate the integration of mass media into their activities, to extend its impact to areas and sections of the population hitherto not served, and to infuse new content and new methods into their work. Restructuring, it was stressed, however, should not imply incorporation of the present diversity of adult education through media and field agencies in one highly articulated but monolithic system. Just as a great deal of media output will continue to be non-educational, so much of the field work of adult education agencies will not relate directly to the media or be centrally directed. Such diversity is essential to avoid the danger of excessive centralized direction and to assure that such education can respond to the manifold needs of adults whatever their background, needs and aspirations.

4. Co-ordination and initiative

To determine priorities, to make available the required facilities and to assure integration of mass media and adult education at all levels, the establishment of machinery for co-ordination is essential. Such co-ordination should be under the responsibility of a body established at a high political level and be reflected at various operational levels, so that its activities may permeate the diverse applications of mass media to adult education.

The constitutional form of this body - inter-ministerial council, a special cabinet department, an independent trust or corporation, etc. - will clearly vary according to conditions prevailing in different countries. Whatever its specific form, such a body should be able to:

- (i) concern itself with all fields and levels of education, as well as with the different media of mass communication and thus affect the educational tasks of a wide range of ministries;
- (ii) promote innovations which may transcend existing educational structures and methods;
- (iii) allocate the necessary financial material and personnel resources for the implementation of programmes;

- (iv) have access to expert advice in the use of media and adequate research;
- (v) ensure effective co-ordination in the application of mass media to adult education at the levels of planning, production, and utilization in the field.

Co-ordination is essential, but there need also be clarification concerning the institution or organization which has the primary initiative. The initiating body should have professional competence in the media and their educational application and dispose of the necessary resources to assure that its initiative is put into practice in co-operation with all agencies concerned.

Implementation requires operational co-ordination at three levels:

- (i) at the production level concerned with centrally produced output (films, radio and TV broadcasts, tapes, supporting literature, correspondence courses, etc.);
- (ii) at the field utilization level, in order to assure the educational effectiveness of media through such techniques as group discussion and action, tutorials and seminars, integration into existing activities of adult education in community organizations;
- (iii) at the environmental level, i. e. the dove-tailing of adult education efforts and supporting agencies in the fields of health, agriculture, literacy, etc. (There is, for instance, a potential danger in urging farmers to apply fertilizers when supplies are not readily available at the village level.)

Co-ordination is essential, not only between the media and adult education agencies, but equally among the media themselves. Some tasks can, for instance, be better performed by radio, others by television. The press can reinforce the impact of both, and audio-visual aids can strengthen utilization of media output.

5. Availability of media

To take full advantage of the systems approach in the promotion of economic skills, civic awareness, social adaptation of personal development of adults through the use of mass media, requires that they exist in the first place and are available for education in the second. Media should be developed so that they can be used where they are needed most.

Radio or television may not exist at all or may not be available for educational use. They may be organized locally where the educational need to be met is, above all, national. Or they may, in turn, not have sufficient local flexibility and not penetrate into remote regions whose need for educational stimulus may be greatest. Rural areas are frequently inadequately served by mass media although in many countries education in these very areas may be the basis of effective national development. To meet their educational requirements, countries may therefore need to invest in the expansion of mass media and view them as major resources of national policy. This is particularly relevant to radio and television broadcasting which use broadcast frequencies which are as vital and basic to public welfare as air and water, and therefore cannot be viewed but from a public service point of view.

In this connexion, the meeting endorsed the following statement of the Meeting on Broadcasting in the Service of Education and Development in Asia, convened by Unesco at Bangkok in 1966: "Broadcasting should be considered part of the country's basic facilities like harbours, roads, electricity, for the provision of which funds are invested not merely for immediate and identifiable results, but which are rightly believed to promote a long-term increase in national production. As with investment in education, broadcasting resources should be expected to yield results in the form of an informed, motivated and skilled people, leading to the increased availability of productive manpower whether in urban or rural areas".

Other media may also have to be organized and financed so that their educational potential may be fulfilled. Such support should go, not only to the production of media (e. g. films and the press and the low-cost book), but equally to their distribution. Special provisions may be required to assure that the media can be used for adult education under suitable conditions (e. g. at appropriate times and at non-commercial rates).

6. Technological perspectives

Adult education should be concerned, not only with relatively well established media of mass communication, but equally with many new technological perspectives which, while generally applicable first in more highly developed societies, are directly meaningful to all countries.

On the one hand, there is a trend toward ever-wider dissemination of information and education which culminates in the use of communication satellites, whose importance not only to international communication but in particular to the establishment of a national communications infrastructure serving education and development, was underlined. To take advantage of some technical developments, it may be desirable to use them at a regional level, especially in zones where there is a common language, a coincidence of educational needs and the possibility of sharing resources. This would call for an effective channel for intergovernmental co-operation.

On the other hand, there is a trend toward growing localization and individualized use of media from local radio and television (both open and closed circuit), down to individualized instruction (dial access to recordings, programmed instruction, educational uses of computers, etc.). These double trends should be fully explored for the application of a diversity of tools and techniques to meet different needs, and for greater flexibility in the instructional process through a balance between large classes, small groups and individualized learning. Local adaptation and personalized instruction, which are an essential complement to the massive use of educational media and adult education should take full advantage of their great range of flexibility.

Imagination which leads to innovation in the technology, needs to be matched by inventiveness in its application.

7. Exploring the media

Each medium of mass communication has, potentially, a contribution to make to the education of adults. In developing countries, the mass media probably hold the greatest promise where distances to be covered and numbers of people to be served are key factors, especially where homogeneous populations share similar problems. But here, too, a trend toward the greater localization even of the classic mass communication media (especially radio) makes it feasible to relate their output more closely to the particular conditions of particular regions. In industrialized nations, with a great diversity of problems and needs and heterogeneous populations, mass media remain of strategic importance but, for best results, they should be supplemented by small groups and by the individualized use of specialized media.

It seems essential, therefore, that the strengths and limitations of each of the media should be explored so that its rôle can be clarified in relation to the total job to be done. New technological developments will not necessarily invalidate older ones; in fact, they are likely to complement them and recast the older ones in a different rôle. Greater educational use should, for example, be made of the periodical press at national and local levels (including low-cost mimeographed periodicals) especially for the dissemination and reinforcement of literacy instructions and as follow-up reading materials in literacy campaigns. More educational use should also be made of films in various gauges, through showings in public cinemas, over 16 mm. projectors serving educational groups and through materials easily available for instruction of groups and individuals on 8 mm. films. In general, audio-visual media should be developed as educational instruments in their own right, not merely as preparatory adjuncts to the printed word.

8. Application of mass media to adult education

The term "adult education" covers both courses of formal instruction, as well as large fields where a more informal approach is also suitable, such as: agricultural extension, industrial workers' education, women's education, civic education, family planning and a host of other activities essential to economic, social and cultural development.

In this connexion, the promotion of functional literacy is of key importance to enable the farmer, the industrial worker and the home maker to do their job more efficiently and to lead a more meaningful and fuller life. It must be emphasized, however, that restricting adult education to literacy of a functional nature will not meet the full and urgent needs of many developing countries. Mass media will have to be employed to reach vast numbers of illiterates who cannot

be taught in the near future because of lack of resources, and to provide vital adult education to literates in developing and developed countries alike.

Under these circumstances the most practical approach would seem to be to pursue various fields and methods of adult education simultaneously. The choice of fields in which the application of mass media to adult education can be envisaged, depends on particular local or national conditions. Developing and advanced industrialized nations will certainly place the emphasis differently, according to their own priorities. But some needs - urgent or less urgent - are common to a great many countries, and the meeting identified them as the principal areas where the systematic use of mass media would appear to be worth employing.

I. General educational needs

Mass media in combination with various forms of adult education can help:

1. to build modern societies with equal educational opportunities for all sectors of the population;
2. to prosecute the struggle against ignorance and superstition;
3. to promote understanding of mental and physical health;
4. to help the handicapped assume a more positive place in society;
5. to combat illiteracy (that is, by creating functional literacy among key sectors of the economy in developing countries; creating literacy among significant minorities of disadvantaged adults in more advanced countries);
6. to contribute to education in schools, colleges and other institutions through the enlightenment of the public in general and stimulation of co-operation by parents in particular.

II. Life in the community

Mass media applied to adult education can help in a number of ways to create new communities or to revitalize old ones, and to give national issues local significance. They may serve:

7. to promote democratic and civic values; to stimulate participation in public life, and action on community problems at community level;
8. to provide 'live' coverage (through the media) of national and civic meetings - e.g. representative assemblies, local councils, etc. - the content of whose deliberations and debates is educative;
9. to improve the effectiveness of voluntary organizations by providing training for lay leaders and workers in social work agencies, cultural societies, political associations and the like;
10. to help people preserve their identity in the face of rapid social change, and the disruption of traditional communities;
11. to combat inter-group prejudice and thus contribute to increased international and inter-racial understanding.

III. Economy and work

In this vital field there are important tasks to be performed through mass media:

12. to contribute to the improvement of living standards by promoting technological and economic advance, through improved agriculture and administration of rural institutions, increased industrial output, greater mobility of professional and productive workers, and similar means;
13. to bring the knowledge and skill of key professions and occupations up to date, maintaining the efficiency of workers and others affected by technological change and advances in scholarship;

- 14. to 'up-date' the professional expertise of teachers and auxiliary teaching personnel (such as the lay 'monitors' used in some literacy programmes) ;
- 15. to make maximum use of skilled and experienced teachers in short supply.

IV. Personal and family life

Mass media may effectively serve the traditional aims of adult education :

- 16. to provide lifelong opportunities to enable adults to repair deficiencies in the earlier phases of their education ;
- 17. to provide lifelong opportunities for the continuing education of adults ;
- 18. to promote satisfactory family life (including education for family planning where necessary) and to foster mutual awareness and understanding between the different generations ;
- 19. to enable men and women with fuller access to leisure time to revalue the purposes of leisure, to foster the growth in them of new intellectual, aesthetic, moral and physical interests, to teach them new leisure skills.

It is essential to emphasize that application of the media to adult education is economical only when they are used on a relatively large scale, over a sufficiently wide area. They are more likely to be productive when the substantial publics being reached are homogeneous in key respects (the language they speak, the economic or commercial problems they face) ; or when the rôle they play in an advanced or a developing economy (or in a transitional culture) is a pivotal one (e.g. where a large body of illiterate workers have to understand new methods, as in agriculture ; where relatively sophisticated workers have to unlearn an old and master a new, more productive technology ; or where all the people concerned live in an area or region undergoing rapid expansion as in river valley projects and new industrial complexes).

9. Content and form of mass media output

To be effective in adult education the output of mass media should be related closely to the needs and interests of the audience and draw inspiration from its participation. With respect to the content and form of programmes, it was suggested that programme directors and producers keep in mind certain basic points :

- a. there is more need for 'grass roots' programmes with which the audience can directly identify itself ;
- b. the content of the programmes should help the learner to advance economically and socially. It is also essential that they should be action-oriented so that through group discussion and decision, practical projects could be undertaken both individually and collectively ;
- c. the programmes should be attractively presented and entertaining in themselves to hold the interest and enthusiasm of the audience. The use of traditional forms like story telling, ballad singing, drama, etc... should be suitably adapted for use through the mass media ;
- d. every attempt should be made to involve the audiences through field-reporting of their own activities to give the learning group a sense of participation and self-expression. Audience participation helps to maintain audience enthusiasm ;
- e. a two-way traffic between the media and the audience through comments and suggestions from the receiving end gives the mass media an idea of the response, so that programme content and techniques may be modified accordingly.

10. Flexibility

It is important to ensure that programmes, films, etc. are available in co-ordination with organized complementary activity in the field, and to make the most productive use of recorded materials through, e.g. repeats at varying times, to cater for shift workers and others affected by changing patterns of leisure. While protecting the rights of creative personnel, copyright regulations should encourage such flexibility and facilitate the international exchange of material.

11. Utilization

Orientation of adult education through mass media toward priority objectives can be fully effective only when there is a complementary infrastructure of agencies and organizations working at the local receiving end. The meeting emphasized that adequate utilization must be facilitated through:

- a. the provision of receiving sets, projectors and other equipment essential to the application of mass media ;
- b. assurance of continuous maintenance of this equipment ;
- c. establishment of conditions encouraging the reception and exploration of programmes by groups and individuals (e. g. community centres, clubs with audio-visual resources, etc. In industrialized countries the design of educational centres, public libraries, and private homes might also promote the growth of individual study, based on the new techniques as well as on more traditional media) ;
- d. the provision of a sufficiently large force of 'animateurs' - teachers, field workers and group leaders - to take responsibility for utilization.

12. Training

It will be necessary to train producers, writers, performers and 'animateurs' working through the media to create programmes which teach adults effectively and which provide material that can be properly utilized by other 'animateurs', groups or individuals at the reception end.

The field agencies will characteristically work with small groups, and their leaders, professional and voluntary, will need special training in the methodology of utilization, group dynamics, adult psychology, discussion technique, and other skills. It follows that there must be centres capable of training 'animateurs' and providing continuous liaison between them and the media.

Training in the rôle of mass media in society, in their use for educational purposes, and in the methodology of adult education, should be made part of teacher training. These elements should also feature in programmes for agricultural extension workers, health personnel and other professions which require these media for the accomplishment of their tasks.

13. Research

The functionalism of the systems approach, its relatively high capital cost, and the 'blindness' of the media (they do not know who receives their messages, how, or with what response), make it essential to integrate research and evaluation into every stage of the process from the original diagnosis of major social need, through the decision to allocate the responsibility for meeting that need to a particular media-agency complex, down to programme making and field utilization. Fundamental and operational research is needed to maximize the educational efficiency of the undertaking, and to contrive its cost effectiveness.

All nations should explore new ways of using the media to stimulate action on community problems, and evaluate their effectiveness ; pilot applications of the new individualized technology in adult education programmes, should be undertaken in a controlled, experimental way, so that the results can be disseminated.

14. Finance

The reformed media and education systems should be properly funded for their efficient operation. It may be unsatisfactory, for example, to use only the regular finances of the broadcasting authorities for these major educational purposes. Governments will need to make special financial provision for the co-ordinated and systematic educational work of the mass media. In addition to the application of public funds, in some countries the use of private funds should also be explored. Development Banks should give priority to the supply of funds for the use of mass media in education, and to their application to social and economic development. Where possible existing technical resources under public or private ownership should be available for education at a non-commercial or preferential tariff.

15. Legislation

The effective use of mass media may call for appropriate legislation, regulation, or negotiation with interested parties to ensure for instance that manufacturers make radio receivers capable of receiving signals from educational stations, or that enough broadcast frequencies are reserved for educational users.

16. International collaboration

While the application of mass media to education is above all a matter of national concern and decision, international co-operation and assistance may make valuable contributions to such efforts.

Since progress depends upon governmental conviction and action, Unesco should, as a matter of some urgency, invite interdepartmental representatives of governments to an international conference on the systems approach to educational development and the mobilization of human resources. Such a conference would be more fruitful if it were preceded by national conferences in Member States and by regional conferences.

Lack of awareness of the technological possibilities available and of tested educational exploitation of these potentialities leads to the formulation of inadequate policies and to lost opportunities that no country can afford; therefore information should be made readily and continuously available.

Existing Clearing Houses - those of Unesco itself, the Educational Resources Information Centers (ERIC) in the United States, for example - might be strengthened or supported, to facilitate the dissemination of the information required. A centre created or supported by Unesco, could investigate, evaluate and display new technological developments. Unesco, and interested regional organizations (where appropriate in collaboration with other international organizations), could usefully provide conference and training opportunities for educational planners and others on the function and rôle of the new media in achieving educational objectives.

The operational effectiveness of what is proposed would be increased if there were similar regional conferences for those directly concerned with provision of adult education through the mass media and with its exploitation in the field. The value of such occasional encounters would be enhanced if regional associations of adult education enjoyed closer relations with regional mass media associations than they commonly now do. Such associations cannot be imposed, but where they do not yet exist Unesco and interested parties in Member States should encourage their formation. Unesco should initiate or support research in this domain, and existing fellowship schemes (operated by Unesco and by certain Member States) should be fully used to roster development in this field.

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ANEXO

LIST OF PARTICIPANTS
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LISTA DE PARTICIPANTES

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