

CONFERENCE SPEECHES AND PAPERS

OPENING SPEECHES

His Excellency Shridath Ramphal
Commonwealth Secretary-General

I wish to begin by welcoming most warmly all of you assembled today as delegates and observers to this conference whether you come from within or from outside the Commonwealth.

The happy advent of the independence of Papua New Guinea gave me an excuse for doing a number of things that were very close to my heart - principal among them, of course, being a visit to the South Pacific - and that circumstance gave me the very pleasant opportunity of being here with you at the opening of this important education conference. I am sure you would wish me, in the very first instance, in these early days of the independence of the 35th member state of the Commonwealth, to extend from this first formal meeting of Commonwealth countries that the State of Papua New Guinea will be participating in, the warmest congratulations to our colleagues from Papua New Guinea who are here with us, and through them to their countrymen and Government and the people of the region of which Papua New Guinea is a part.

This specialist conference on Materials for Learning and Teaching represents, I believe, the very essence of Commonwealth co-operation. There is a variety of fields in which Commonwealth consultation and co-operation and action proceeds. Some of them are at the wide international level, the great political and economic issues that concern all of mankind, that Commonwealth Presidents and Prime Ministers consult about when they meet at their annual and biennial meetings. But, beyond those wide issues there is a constant flow of co-operation between Commonwealth countries in a variety of functional fields and this represents the very life-blood of the Commonwealth association. Among these, work done in the field of education in the Commonwealth has always had a pre-eminent place.

You as educators within the Commonwealth will be familiar with the series of education conferences that have been held from time to time beginning with the Commonwealth Conference on Education at Oxford in 1959 and continuing thereafter at roughly three-yearly periods. There have been up to now six such Ministerial Conferences - at New Delhi in 1962, at Ottawa in 1964, at Lagos in 1968, at Canberra in 1971 and more recently at Jamaica in June of 1974. The details of the programmes which Commonwealth Ministers agree upon at their Ministerial Conferences are, of course, worked out by the Education Division of the Commonwealth Secretariat and are handled with the advice of the Commonwealth Education Liaison Committee, which as you know functions with the assistance of High Commissions in London, and all of this under the very able and distinguished leadership of my colleague Dr Cookey who is with us today.

Financial support for these programmes is an essential element of their functioning: it is what makes them possible at all. It comes very largely from the Commonwealth Fund for Technical Co-operation, a fund, I am sure you are all familiar with and which represents perhaps one of the most effective and least

controversial of all the programmes anywhere in the world. Certainly, as I think is now generally agreed, it is the best value for money anywhere in terms of co-operation in development. And this is a programme that is essentially a co-operative endeavour between Commonwealth countries. Developed and developing, rich and poor - all contribute to the fund in varying degrees according to their resources, and this pool of financial resources is then made the basis for the exchange of technical assistance and expertise and financial funding for programmes such as the present conference. It is very much to the work of the Commonwealth Fund that we owe the possibility of meetings of this kind.

There have been a number of them, and I think their variety is itself testimony to the practicality of the work that is done in this particular field of co-operation within the Commonwealth. There have been specialist conferences on the Teaching of English as a Second Language at Makerere, Uganda in 1961, on School Science Teaching in Peradeniya, Sri Lanka in 1963, on the Education and Training of Technicians at Huddersfield, England in 1966, on Mathematics at Port of Spain, Trinidad in 1968, on Education in Rural Areas at Accra, Ghana in 1970 and on Teacher Education in a Changing Society at Nairobi, Kenya in 1973. I don't suppose, given your own specialities, that many of you would have been at many of those earlier specialist conferences. But it does point to the range and the depth of the work that has been done within the Commonwealth through these processes of co-operation over the years. And these are, of course, not the only occasions on which Commonwealth educators meet and work together. The Secretariat has organized a series of regional seminars and workshops, some of which you will be familiar with. The two most recent have been the Commonwealth African Book Development Seminar held at Ibadan in February, 1975 and the Regional Seminar-Workshop in Educational Administration and Supervision held at Kuala Lumpur in May.

Those are some of the things that the Secretariat has been endeavouring to do in discharge of its responsibility to the people of the Commonwealth, but we cannot do it adequately - in some respects, we cannot do it at all - without the ongoing co-operation and assistance of Commonwealth countries. Our meeting here in New Zealand was made possible by the generosity of the Government of New Zealand in extending the invitation to have this conference held in Wellington. I am sure you would wish me, on your behalf and on behalf of the Secretariat, to extend to the Government and the people of New Zealand our gratitude and thanks for their generosity and for the care with which this conference has been prepared. I spent a few moments on my way in with the Minister looking at the exhibition of materials that has been mounted and displayed with such skill. But for this type of enlightened and dedicated help and assistance, conferences of this kind can never take place. I would like, Mr Minister, on behalf of the entire conference to invite you to convey our thanks and our gratitude to the Government of New Zealand.

May I take this opportunity to extend from all of us in the Commonwealth a very special word of welcome to Professor Dan Dicko, the Secretary-General of the Agence de Co-operation Culturelle et Technique. It is a great pleasure and privilege for us to have the distinguished Secretary-General participate and observe the proceedings of this meeting. His presence represents to us an important link between as essentially English-speaking Commonwealth and the organization which increasingly links the French-speaking peoples of the world. It is, I believe, an indication of the outward looking character of the Commonwealth and it is, I am sure, an area of co-operation with those outside the Commonwealth that we shall see more of in the years ahead.

And now, Mr Minister, it gives me the greatest pleasure to invite you as Minister of Education of New Zealand officially to declare open this conference of Commonwealth representatives.

Hon. P. A. Amos
Minister of Education, New Zealand Government

Without any doubt New Zealand is a committed Commonwealth country. Recognizing from the beginning the value a Commonwealth association would have, New Zealand, in fact, was a foundation member. The Commonwealth has advantages which no other international institution can match. At the simplest level it enables political leaders, government administrators, professional men and women, and technical experts to meet and talk together without inhibition and with the minimum of preliminaries.

There is the advantage of a common language and the common institutions of the law, government and administration. But perhaps the greatest value of Commonwealth membership stems from its diversity. We are a Commonwealth made up of countries at every stage of economic development, from all geographic regions and encompassing a variety of cultures.

Of course contact through the Commonwealth is of great value at the political level. It is of equal importance at the specialist and technician levels. But most important of all it provides a unique way of keeping in touch with people of other regions of the world. This contact is important not only to be aware of what is happening in other countries but to know what people are thinking and how they are reacting to changing circumstances.

The establishment in 1965 of the Commonwealth Secretariat greatly facilitated the development of a framework for expanded functional co-operation among all countries of the Commonwealth. It has been our experience in New Zealand that the Commonwealth's value has deepened and it has evolved over the years to become a most useful association in practical terms.

First of all, I should like to welcome Your Excellency Shridath Ramphal, Secretary-General of the Commonwealth, and in doing so I should like on behalf of the Government of New Zealand to congratulate you on your appointment and express the hope that the common bonds which unite the Commonwealth will be further developed during your term of office. I would also welcome Dr Cooke, the Conference Secretary who has been and will be responsible for a great deal of the organization and planning.

May I extend a warm welcome to the heads of delegations of the 30 countries represented here today. I would also like to congratulate the High Commissioner for Papua New Guinea as this is the first international conference at which Papua New Guinea is represented since gaining full independence. I warmly welcome, too, the distinguished visitors from overseas who have been invited to present papers to the conference as well as all the participants and guests.

As many of you will be aware, this conference has been organized because of the growing interest shown in successive Commonwealth Education Conferences to the investigation of the increasingly wide range of teaching aids being developed. The sophisticated educational media of radio and television were well known and publicized. But it was felt there was a whole range of educational materials, some of them more appropriate to the resources of the majority of users in developing countries, which should be examined more carefully as to their supply and use for learning and teaching. As you know, New Zealand offered to be the host country for this conference and to hold it so that it would immediately precede a complementary conference on educational broadcasting in Sydney. We hope these conferences together will provide a comprehensive review of the role of all media in the education process.

Our theme for this conference is "The Development, Supply, Use and Management of Educational Materials". Over the next nine days we will be meeting to

consider the current and potential use and methods by which educational materials can be most effectively developed to fulfil objectives. We hope also to determine ways of improving Commonwealth co-operation in the flow and use of these materials. You will be examining the role of teachers, instructors and community workers in the development and use of educational materials and considering the implications for teacher education of innovative strategies of teaching based upon new teaching materials.

The conference programme in general will include an exhibition displaying the variety and potential of educational materials. Included in this exhibition will be selected case studies illustrating the innovative application of educational materials to solve specific educational problems. In addition, there will be demonstrations conducted in a number of institutions representing all levels of education to show how educational materials in general are being used in New Zealand. There will be eleven plenary sessions when particular issues in the development, evaluation, supply, use and management of educational materials can be discussed. I understand also, innovative methods will be demonstrated at some of the conference sessions so that delegates can personally experience the relevance of the matters under consideration.

I know we will all gain through participating in this conference. One important aspect I would like to stress at the outset is that no matter how sophisticated or simple the media may be, all educational materials are based firmly on teachers and students. The materials directly serve the needs of these two groups, and we must not forget this relationship at a conference of this nature. While we would all agree to strive for high standards of presentation whatever the medium, we must not raise these standards so that they form barriers between the learners and their needs. The New Zealand experience in the use of visual materials leads us to an interesting point. While there must be a systematic approach to the supply of educational materials, equally there must be full opportunities for teachers and students to modify material for their own educational purposes. By personally carrying out these modifications, both students and teachers become directly involved with the materials they are using. The learning process is enhanced as their motivation increases and their personal satisfaction grows. These modifications come from the need for teachers and students to communicate with each other. As you will see, when they are doing this and looking for the most appropriate materials, they turn instinctively to bright colours, to a variety of forms and to a wide range of textures. By doing this their message become unselfconsciously direct and to the point. There are a number of factors involved in this - creativity - craftsmanship - and need. In need lies the motivation and through creativity and craftsmanship come joy and satisfaction. If there is no satisfaction and joy there has probably been no education.

It is to stimulate this satisfaction and joy in students of all ages and cultures that we are here for these two weeks. Indeed, it is the very basis of education which we are studying. The benefits we shall gain through participating in this conference will illustrate the value of the practical co-operation and consultation which our Commonwealth engenders.

Dr S. J. Cooley
Director, Education Division, Commonwealth Secretariat

I am honoured and pleased to reply to the opening address by the Honourable Minister of Education on behalf of the Commonwealth Secretary-General whom we are fortunate to have at this meeting and who is attending his first Commonwealth specialist conference. I am sure that representatives of other Commonwealth countries here present will share the pleasure of the Commonwealth Secretariat in learning from the Honourable Minister's speech that it has been the "experience in New Zealand that the Commonwealth's value has deepened as it has evolved over the years to become a most useful association in practical terms". This is certainly a great encouragement

to all of us who in our various ways are trying to promote Commonwealth co-operation in every field of endeavour. New Zealand continues to demonstrate this confidence in the Commonwealth through its commitment to Commonwealth programmes and projects.

A few days ago I was asked at a television interview whether the present conference was not going to be another international conference leading to nothing more significant than a report. I hope that I was successful in convincing the questioner by the various examples I gave that Commonwealth conferences endeavour to arrive at practical recommendations which result in national or regional or even international activities. In his report for 1975, the former Commonwealth Secretary-General, Mr Arnold Smith, pointed out that it was the policy of the Commonwealth Secretariat to ensure that the Secretariat's programmes of functional co-operation should above all be directed towards activities which enable member countries to make the best use of their own resources, whether natural, financial or human. This philosophy has guided the programmes of all divisions and sections of the Commonwealth Secretariat and has influenced the form and content of Commonwealth meetings organized by it.

Commonwealth countries have always welcomed opportunities for consultation and co-operation. Consultation takes various forms: it can take the form of visits to various Commonwealth countries, of exchange of personnel, or of conferences.

There are three main types of educational conferences organized by the Commonwealth Secretariat. At the highest level is what is known as the Commonwealth Education Conference, a meeting of Commonwealth Ministers of Education which reviews the educational programmes of the Commonwealth Secretariat and makes proposals for future activities. Another type of meeting is what is known as a "specialist conference". This kind of conference takes place between Ministers' conferences and involves specialists in a selected field of education. Thus, we have had specialist conferences on topics like technical education, education in rural areas and teacher education. The present conference is a specialist conference whose main aim is to examine the use of the media in education.

The Fifth Commonwealth Education Conference which took place in Canberra in 1971 set up a special committee on curriculum development and educational media, and I had the honour of being the Chairman of that committee. The committee considered the importance of curriculum development in ensuring relevance in education, the need to develop educational materials in supporting curriculum renewal projects, and the difficulties in the way of effective use of materials for education. It emphasized that Commonwealth co-operation in this area was necessary, especially in view of the high cost of introducing the use of the media. The conference supported the committee's recommendation that the Commonwealth Secretariat, in co-operation with the Centre for Educational Development Overseas, should conduct surveys in Commonwealth countries to obtain and widely disseminate information about the needs and facilities available for the use of educational media. That recommendation led to the joint publication of a book entitled "New Media in Education in the Commonwealth", copies of which have been widely distributed in Commonwealth countries.

The Sixth Commonwealth Education Conference, in obvious agreement with Canberra on the importance of this topic, recommended that a conference should be held on the use of the media. In order to ensure that every aspect of the media was examined, it was agreed that the specialist conference in New Zealand should consider in general terms the development, supply, use and management of educational materials and that a complementary conference following soon afterwards in Australia should consider specifically the use of radio and television in education.

All educationists will realize the importance of this conference. Nearly all countries, especially developing countries, have of late been engaged in the exercise of reviewing their education systems. Many developing countries are concerned about making their educational systems relevant to the needs of their society. Over the years they have tried to review their curricula but have not always been successful. Part of the reason for this lack of success is no doubt due to the absence of suitable teaching materials and the heavy reliance on imported textbooks and teaching materials, all of which are expensive and some of which do not bear relevance to the needs of the importing countries.

The working party which planned this conference was quite firm about not turning it into a forum for the display of available audio-visual equipment. Emphasis will be on general principles and guidelines for the development of teaching materials so that individual countries can start the local manufacture of as many items as possible, thus greatly reducing the number of items to be imported. This accounts for the highly practical content of this conference.

New Zealand has kindly mounted an exhibition to show the variety and range of teaching materials, and has produced a national paper, along with Canada and Britain, to indicate special areas of education in which these materials have proved useful. Various authors who have provided lead papers have tried to link their papers to practical experiences in their own countries and one of our consultants will present, not a learned paper on the use of educational materials, but a step by step approach to the design, manufacture and use of materials.

It is our hope that the contacts and discussions initiated in this conference will lead to exchanges of visits and personnel, and to training programmes. Thanks to the Commonwealth Fund for Technical Co-operation the Commonwealth Secretariat has been able to provide a grant to enable some participants who wish to do so to visit other Commonwealth countries on their way home to observe developments in various areas of education.

I should now like to end by thanking the Government of New Zealand for offering to play host to this conference. Playing host to a Commonwealth conference is a most exacting job. It engages a large number of people in many months of planning and work, apart from the expense involved. I should like to pay particular tribute to the Director-General of Education and his staff who have done such an excellent job of preparing for the conference at this end. We are very pleased to note the meticulous care that has gone into the planning. I have no doubt that with the support and co-operation of the large number of staff that the Department of Education has seconded to the Conference Secretariat we should have a really successful conference.

New Zealand is a truly lovely country with its beautiful mountains and lakes and beaches, the winds of Wellington notwithstanding. Its people are friendly, and a study of the programme of social events shows how wonderfully hospitable they can be. Some of us who arrived earlier have already sampled this friendliness and hospitality. Although we shall be very busy in the next ten days, I sincerely hope that as many delegates as possible will find time to enjoy the charms of Wellington and its environs.

Finally, on behalf of the Secretary-General, I wish to express our sincere and deep thanks to you, Honourable Minister, for coming to launch our conference. There will be an election in November, and the next few weeks will naturally be a busy time for Members of Parliament. But you have found the time to come and open our conference. I am particularly happy to note that you were at one time deeply involved yourself in education as a teacher, an involvement that is clearly reflected in the excellent opening address which we have had the pleasure of listening to. Thank you very much indeed.

SPEECHES BY OBSERVERS

Professor Dan Dicko
Secretary-General, Agence de Co-operation Culturelle et Technique

I apologise for having to address this august assembly in French but it certainly is the best way for me to make myself understood.

Mr Chairman, in the two years since I have been at the head of the Agence de Co-operation Culturelle et Technique (ACCT), I have been happy to be associated with the creation of links of co-operation and friendship with one of the greatest international organizations in cultural matters, namely the Commonwealth Secretariat. Hence it was with real pleasure that we have received in Paris a delegation of your organization having as its head Mr Arnold Smith. Taking into consideration our common objectives, ideals, and programmes, this visit laid the foundations for co-operation between the two organizations. A few months later, it was our turn to go to London at the invitation of the Commonwealth Secretariat, to propose concrete actions within the framework of our programmes. Two examples were the participation of the Commonwealth Secretariat in the "Benin Village" scheme by granting scholarships to teachers from Ghana, Liberia, the Gambia, Nigeria, and Sierra Leone, for either a refresher or training course in French at Lome (Republic of Togo), and the participation of the Secretariat in the creation of a bi-lingual institute in Port Louis, Mauritius.

This desire to co-operate, Mr Chairman is the basis of my presence at your conference. It is also for us the proof that culture does not know linguistic barriers. Culture in these circumstances is a universal fact, culture of man for man in his own future, in the future of mankind. This is why, Mr Chairman, we must go beyond the linguistic and political barriers and create a true cultural co-operation towards a mutual enrichment, in which everybody will participate while respecting his identity and his personality. At a time when economic co-operation becomes a dividing factor between the so-called rich countries and those which are not, between the so-called developed countries and those which are not, between the countries rich in raw materials and those which are not, co-operation in the field of culture can be a unifying factor to the extent that it is voluntarily accepted by everybody as an indispensable element for peace and mutual understanding among the peoples of the world.

Mr Chairman, allow me to take this opportunity to recall briefly the structure of our organization, its objectives and its means. The ACCT groups together the majority of francophone states. The French language is considered in these states as the mother tongue, the national language or official language or, in general, the language of communication. The supreme body of the ACCT is the General Conference which will hold its next meeting in November 1975 at Port Louis, Mauritius. The Commonwealth Secretariat has been cordially invited; every member state will be represented either by the Minister of Culture or of Education or by the Minister for Co-operation. The General Conference which meets every second year adopts the programmes and the budget of ACCT on the proposal of the Council of Administration. The latter meets once every year and controls both the execution of the programmes and the financial management of the General Secretariat. The General Secretariat, elected by the General Conference for a period of four years, is responsible for the execution of the programmes adopted by the General Conference. It is assisted in its task by the Committee of Programmes and by the Administration and Financial Committee. It can equally be aided by experts whom it brings together either in the form of meetings or seminars.

The essential objectives of ACCT can be summarized thus: development of cultures and national languages of member states; economic and social development; exchange of information and co-operation in the fields of science and technology; and

mutual understanding through the exchanges of young persons and technical assistance on a multi-lateral basis.

As regards the means at the disposal of ACCT, they are derived essentially from the contributions of member states and are fixed by the General Conference. So, although the structures of our two organizations differ somewhat, it is nonetheless true that the objectives are similar. It is for this reason that co-operation seems not only desirable but absolutely necessary, especially when we recall that some of us are also members of the Commonwealth and ACCT (Mauritius, Canada) or else bi-lingual (e.g. Cameroon, Libya). That is why I have stressed the importance of this "Benin Village" scheme, where we welcome every year 280-300 young students and French teachers from the neighbouring anglophone countries (Liberia, Sierra Leone, Nigeria, the Gambia) who come to perfect their French in the Republic of Togo. It is also why ACCT will not relax its efforts to get the participation of the Commonwealth Secretariat in the creation of the Bi-Lingual Institute which will soon be opened in Mauritius. These two examples, reviewed in such a brief manner, show how fruitful and beneficial our co-operation can be to the states of the Commonwealth as well as to those of ACCT, especially in cultural matters.

Mr Chairman, I should like to end by thanking the Government of New Zealand for the warm welcome which it has extended to us. At the same time I should like to convey to the Secretary-General of the Commonwealth Secretariat our brotherly and sincere thanks for having answered our desire to co-operate in the fields which are common to both of us. Finally, I should like to say that I have no doubt that your conference decisions will be important both for the Commonwealth and the ACCT.

Dr Yoichi Nishimoto
Specialist in Educational Technology, UNESCO Regional Office for
Education in Asia, Bangkok

In recent years there have been marked trends as to the use of educational media to improve educational practices to meet the need of national developmental goals. Many innovative attempts have been made both in formal and non-formal education to provide more economical means of achieving instructional objectives than were available 20 years ago. As many of you have already realized, the types of problems for which educational media are being sought to provide solutions are both quantitative and qualitative. Scarcity of resources in developing countries has created urgent quantitative problems both at the primary and secondary level. There are also qualitative problems which beset not only the developing countries but also the more developed countries, of making education more relevant to the changing needs of the society.

I will confine myself to some of the activities that UNESCO is carrying out in the field of educational media. I shall present to you some innovative approaches to the use of media in Africa, Asia and Europe. These are by no means the only examples but I would like to point out that there are scores of innovative uses of media now being practised all over the world.

Let me begin with the African Region. A striking example is the educational reform based on an educational television system currently underway in the Ivory Coast, with technical and financial assistance from the governments of France and Canada, and UNESCO. The problems facing this particular region are manifold - regional imbalance in the levels of school enrolment favouring the coastal areas, out-moded curriculum, low quality and insufficient numbers of teachers, and the high rate of drop-out being only a few. The Government of the Ivory Coast decided to launch a programme of educational television which would also include curriculum development and would provide materials for both pupils and teachers, and new teacher training institutions. This commenced in 1971 reaching more than 20,000

first grade pupils, and by 1974 the coverage was well over 100,000 pupils up to the third grade.

Another example of the application of educational media, this time in a developed country is the Open University in the United Kingdom. This nation-wide project has drawn more interest in higher educational circles, both in developed and developing countries, than perhaps any other single national endeavour during recent years. Here, UNESCO's role is essentially one of a clearing-house, of studying its system and making available relevant information to interested member states.

The third example I would like to present is to be seen in Asia. The Third Regional Conference of Ministers of Education in Asia, held in Singapore in June 1971, recommended the establishment of a regional network to stimulate innovative practices in the field of education in the Asian region. The proposal made here was a new type of technical assistance programme based on the provision of self-help and international co-operation. International co-operation should be a two-way traffic, giving and receiving on both sides. In this connection, I would like to point out that many assistance projects in the past did not take root in the environment for which they were designed precisely because they were not fully integrated in national developmental plans. Taking this thought a little further I should also like to say that a conventional approach to education can no longer provide the solutions needed to achieve a break-through in the qualitative and quantitative problems of education.

It is in this context that 17 member states of Asia, with the assistance of UNESCO, designed the co-operative Asian Programme Educational Innovation for Development (APEID) which became operational in 1974. In contrast to the traditional foreign aid approach, APEID is attempting to build on national and local innovation which is already taking place in the Asian region. More precisely the framework consists of a network of national institutions or local projects which have a clear and direct link with national or local socio-economic development. It is also the aim that the innovative projects identified with APEID should have some transferrable value between the countries in the region.

In order to carry out the activities of the Asian Programme a special unit has been created in UNESCO's Regional Office for Education in Asia, located in Bangkok. It is called the Asian Centre of Educational Innovation for Development (ACEID) and has six programme areas - new orientation and structures in education, educational management, educational technology, curriculum development, teacher education and science education. The unique feature of this innovation network project in education is to link national centres of various kinds located in countries in Asia. Through the network of national centres linked with ACEID, the exchange of experiences in regard to educational innovations is beginning to improve the quality of educational practices in Asia.

In summary, UNESCO's role in this particular programme falls into three categories: (a) to assist individual countries to develop programmes of educational innovation; (b) to pool information and experience; and (c) to foster co-operative action between countries.

The final project I would like to draw your attention to has direct relevance to the dissemination of information in the field of education. The International Educational Reporting Services (IERS) was created by UNESCO's International Bureau of Education in Geneva. The IERS came into being in July 1975 with financial assistance from a consortium of sponsors. It is intended to build a body of knowledge about educational innovation, covering methods and techniques, materials and evaluation. It should be mentioned that IERS is a network for international sharing of information on educational innovation through which any interested

individuals or parties have easy access to the kinds of information they would like to receive on educational innovation. Four UNESCO regional offices in Bangkok, Beirut, Dakar and Santiago, are to play an important role in collecting and disseminating necessary information on educational innovation at the regional level. The network links 60 documentation centres - 40 in developed countries and 20 in developing countries.

There are only a few projects in which UNESCO is actively involved in the field of educational media. I have not touched upon any projects going on in North and South America. However, I hope I have been able to indicate something of UNESCO's role in the use of media in education.

In conclusion I should like to emphasize UNESCO's interest in this Commonwealth Conference and I should like to assure you that its recommendations will receive the greatest attention of our organization. UNESCO wishes to maintain its collaboration with the Commonwealth Secretariat now and in the future.

Miss H. J. Anderson
World Confederation of Organizations of the Teaching Profession

WCOTP is a teacher's service organization with 4½ million members from 130 teacher organizations representing 90 countries. Twenty-five of these countries are members of the Commonwealth. WCOTP has its headquarters in Morges, Switzerland and is supported by a full-time secretariat. It has been accorded 'A' Class consultant status with UNESCO and it works in co-operation with a large number of international bodies, for example, ILO, OECD, EEC, the UN Environmental Programme and the International Union for Conservation of Nature and Natural Resources. Affiliations of this nature make WCOTP a teacher's service organization in the very widest sense of the word.

The following are the aims of the organization. First, to foster a concept of education directed towards promotion of international understanding with a view to safeguarding peace, freedom and human dignity. Second, to improve teaching methods, educational organization and the training of teachers, so as to equip them to better serve the needs of youth. Third, to define the rights and moral interests of the teaching profession; and fourth, to promote close relationships between teachers and teaching organizations on an international basis. WCOTP is funded by the subscriptions of member organizations and it reaches towards the objectives and works for the realization through a two-fold approach. It is concerned with: (a) the professional development of teachers; and (b) the promotion of their economic welfare, including better working conditions. The extent to which individual countries can concentrate their efforts, more particularly on teacher development, is influenced largely by the quality of economic welfare which pertains.

Each year WCOTP holds a world assembly. Such assemblies are conducted in four languages - English, French, Spanish and Japanese. The assemblies centre on a theme, and the recommendations which are the outcome of the plenary sessions are for action and implementation at whatever level is practical in individual member countries. Some of the more recent themes have been: the qualities of the professional teacher; equal opportunity through education; the articulation of primary, secondary and higher education; education for peace; pressures for educational change, and teachers and the political process. Representatives from member organizations base their discussions on papers contributed by a selection of representatives chosen to give a truly international viewpoint.

A second major phase of activity is the staging of regional seminars which are also held each year. These are attended by representatives from a particular region and concentrate on a theme, developing recommendations of particular

pertinence to the countries involved.

The Commonwealth Secretariat has given good support to teacher organizations in Commonwealth countries. The Secretariat has convened two conferences in conjunction with the WCOTP world assemblies to discuss matters of mutual concern. The first of these conferences was held in 1972 in Cambridge, England, and in 1974 a further conference was held in Kuala Lumpur.

The direction of the WCOTP's development is guided by an elected executive. Though there is no regional representation as such, the members of the executive have tended to reflect the international basis of WCOTP. Some of the present office holders are the President - Wilhelm Ebert of Germany and the two Vice Presidents - Mrs Fay Saunders of Jamaica and Mr Motofumi Makieda of Japan. The executive of WCOTP has four members from Commonwealth countries - Ambrose Adongo from Kenya, Murray Haines from Australia, James Killeen from Canada and John Smith from New Zealand.