

PART ONE

A survey by questionnaire in which Governments were invited to describe significant projects using new media for educational purposes.

Supported by brief background fact sheets for each Commonwealth country outlining the general situation against which new media usages have to be considered.

AUSTRALIA

GENERAL INFORMATION

AREA 2,967,909 sq.miles POPULATION 12,908,000 (1971) PER CAPITA INCOME \$A 1,822 (1971)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1972/73) = \$A1,864 million = 4.7% of GDP
(Currency: dollar; \$A1.57 = £1 sterling 4.12.73)

No schooling	Age 25+ = 1.0%
Completed primary	Age 25+ = 37.1%
Entered secondary	Age 25+ = 57.2%
Entered tertiary	Age 25+ = 4.7%

Teacher training (1971) Students 20,459
Students at university (1971) 119,085

Structure

Each of the six States of Australia is responsible for providing education within its boundaries. A common set of aims emerges from the statements which each State publishes from time to time;

'There should be a variety of courses of study. These should be designed to meet the differing abilities and needs of children on the one hand, and on the other to fit young people for the developing requirements of a society rapidly changing in its economic, industrial and scientific structure. It should give, therefore, a sound, diversified and flexible general education, combined with adequate opportunities for vocational preparation.'

Most children start school at about five years of age, when they enter primary schools. A small proportion attends pre-primary classes for up to two years. These classes are mostly conducted by voluntary organizations, some of which receive government grants. There are also a few pre-primary centres conducted by Departments of Education, and one group financed by the Australian Government.

Children remain in primary schools for a period of six to eight years, depending on the State and the organization of the school attended; then they pass on to secondary school. Up to 25% attend private schools at the primary level and a slightly higher proportion at the secondary level. Attendance at secondary school is possible for a period of up to five or six years.

In all States technical education is available following secondary education; in some it is also conducted parallel

with secondary education. In the first case the work has vocational aims, in the second it has a pre-vocational bias.

Teachers' colleges are conducted by the respective State Departments of Education. There are also non-government institutions.

There are fifteen universities and three university colleges in Australia, and seventy-nine colleges of advanced education.

Adult education of a non-vocational character is provided by various organizations, usually with some government assistance, including universities, colleges of advanced education, technical colleges, Education Departments or adult education councils and associations.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The programmes of the Australian National Broadcasting Service are the responsibility of the Australian Broadcasting Commission (ABC), which is responsible to Parliament through the Postmaster-General. There is full domestic coverage by ABC on medium and short wave through eight transmitting stations. There are also 116 commercial stations, associated in the Federation of Australian Commercial Broadcasters. There are 2,698,939 sets - 209 per 1,000 of population (1971 figures).

Television (1971)

There are forty-eight national television stations, controlled by ABC, and forty-six commercial stations, associated in the Federation of Australian Commercial Television Stations. In 1971, there were

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138 transmitters, including fifty-four auxiliary transmitters, serving 2,845,168 television sets (224 sets per 1,000 of population).

PROVISION FOR EDUCATIONAL INNOVATION

The Australian Department of Education has a Planning and Development Unit which has been in operation for twenty years. The six States also have such Units.

There is a National Curriculum Development Centre, still in the formative stage, which will become the national resource centre for the collection and dissemination of information. Each State Department of Education has its own Curriculum and Research Unit. There is also a National Committee on Social Science Teaching.

Each State has its own Audio-Visual Centre for the production and distribution of audio-visual teaching aids.

Research facilities are to be found within the eight university faculties/schools of education. In addition there are several bodies specifically concerned with research: Australian Council of Educational Research; Australian Advisory Committee on Research and Development in Education; the Teachers' Unions Research facilities; State Institutes for Educational Research.

The Australian Chapter of the World Education Fellowship and the Australian College of Education also contribute to educational innovation.

EDUCATIONAL BROADCASTING SERVICE

Purposes and Structure

The service provides educational radio and television programmes for schools in the six states of Australia and Papua New Guinea. The Australian Broadcasting Commission is responsible for the service, although advice about programme areas of content is provided by committees representing all forms of organized education within Australia, notably the Australian Department of Education, the State Education Departments and the independent schools.

The Schools Broadcasting Service is organized by the ABC's education department which is self-contained within the Programme Division. It is under the control of the Director of Education who has a section in each of the six states and another in Papua New Guinea. Policy is formulated by an advisory committee under the chairmanship of the ABC's Director of Education. This federal committee consists of the six Directors-General of Education in Australia, the Director of Education in Papua New Guinea and the

representative of the Australian Department of Education. In each state there is a similar advisory committee to deal with state policy and programmes. Various advisory committees, with subject specialists from schools and curriculum research branches, help with the formation of each separate series.

Educational radio programmes were transmitted as soon as the service began in 1932. Schools television programmes were first transmitted in pilot form in 1958 and established officially with the education departments in 1963. Radio and television services are now available for schools in all states, with a radio service only in Papua New Guinea.

Users

Radio: the most recent survey shows that of 10,708 schools, about 96% are equipped with radio sets and make some use of the ABC's programmes.

Television: similarly, of 8,299 schools, about 74% are equipped with television sets.

The numbers of radio and television programmes used by individual schools, the number of classes using them and the actual numbers of children listening and viewing have never been assessed with scientific accuracy.

Output

There are thirty-six weeks of broadcasting during the school year which runs in three terms from the beginning of February till mid-December. Radio and television programmes are transmitted for both primary and secondary schools. Of particular interest in educational radio is a daily 'Kindergarten of the Air' from Monday to Friday, and one session per week related to a primary correspondence school. Other programmes cover social studies, health, contemporary geography and music. Secondary radio programmes cover social studies, history, English, German, French, literature and fine arts, ancient history and the theatre and the history of Australian painting.

Television programmes for primary schools include a daily 'play school' session for younger children, science and maths, social studies, music and current affairs. There are special programmes twice a week for infants. Secondary television programmes cover history, science, Indonesian culture, careers, mathematics, German, French, English, current affairs, and special programmes to support the Physical Science Study Committee.

Staff and Training Provision

The Education Department, as part of the Australian Broadcasting Commission, can call upon its other service areas such as

radio and television studio facilities, film, technical services, transcriptions and records, to assist in making and transmitting programmes.

Within the Education Department itself there is a Director, and an Assistant Director of Education, with a head office staff of ten professional officers and fourteen clerical staff. In each of the six states there are branches with a total staff of six supervisors and two assistant supervisors, forty-two professional officers and fifty clerical staff. Papua New Guinea has a separate office with one supervisor, three professional officers, four clerical staff and three indigenous trainee officers.

Staff for the department are recruited by public advertisement. Basic prerequisites are a university degree, evidence of adequate teacher training by a recognized institution and a minimum of two years' practical classroom experience.

For many years officers of the Education Department of the Australian Broadcasting Commission have given practical assistance to other Commonwealth countries, setting up similar educational broadcasting services. The radio broadcasting services in Malawi and Malaysia are recent examples. Help has also been given to Malaysia to establish a schools television service. Surveys have been conducted to help determine educational broadcasting service requirements in the New Hebrides and the Gilbert and Ellice Islands. Advice has also been given to the South Pacific Commission on educational broadcasting services.

The Australian Broadcasting Commission, with the co-operation of the Department of Foreign Affairs, also conducts training courses in educational broadcasting for overseas broadcasters. Separate courses, open to all developing countries, are held for radio and television producers, although about half are usually from Commonwealth countries. All expenses, including travel to and from the home country, living allowances, travel within Australia and tuition are met by the Australian Government. Full information can be obtained from the Australian High Commissions throughout the Commonwealth.

On request the Australian Broadcasting Commission releases officers to assist other Commonwealth countries when this can be done without adversely affecting the output of the educational broadcast programmes within Australia.

Expenditure

As the Educational Service is part of the overall ABC operation, it is not possible to break down the capital expenditure involved in school broadcasting alone. However, the ABC operates eighty medium

wave radio transmitters, eight domestic short wave transmitters, fifty-two television transmitters and thirty-eight television translator stations, all of which are available to and used by its school broadcasting services. The annual recurrent expenditure for educational broadcasting is estimated at \$A1,489,540. This breaks down as follows:

Salaries	\$A773,520
Radio programme costs	\$A247,030
Television programme costs	\$A138,350
Administration	
(including local and overseas travel not involved with actual programme making)	\$A 19,340
Publications	\$A311,300

Plans for Development

One clearly defined area of development at present is the installation of audio and videotape recorders in schools to allow a more flexible use of radio and television programmes, which are increasingly used as source material in the teaching process.

Further Information

At all times the Australian Broadcasting Commission has been willing to co-operate with organizations of a similar nature in other countries of the Commonwealth. It is a founder member of the Commonwealth Broadcasting Conference and has been represented on all sub-committees set up by the Conference to promote educational broadcasting.

Address for Correspondence

Director of Education
Australian Broadcasting Commission
PO Box 487
145 Elizabeth Street
Sydney 2001
New South Wales
AUSTRALIA

New South Wales

SECONDARY SCHOOLS VIDEOTAPE RECORDING/ REPLAY INSTALLATION

Purposes and Structure

The service provides facilities in New South Wales Government secondary schools for recording educational television programmes broadcast by the Australian Broadcasting Commission for replay as required by the school timetable. It is the responsibility of the New South Wales Department of Education, which completed installations in December 1972. The items and installations were provided under Government contract after technical tests

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by the Government's Radio and Motion Picture Branch. The Audio-Visual Committee of the Education Department, under the chairmanship of the Director of Services, was responsible for reviewing tenders.

The use of the equipment is controlled by the school principal with operations generally undertaken by a library attendant or teacher-librarian. The school principal may augment the installation from local funds. Repairs and maintenance are conducted by the Government Radio and Motion Picture Branch.

A recording/distribution service is being arranged for schools unable to receive programmes directly.

Users

Equipment has been installed in 430 schools during 1972 and consists of a reel-to-reel videotape recorder, a television receiver, and blank videotapes totalling fifteen hours of playing time per school. The number of students thus served totals 280,000.

Output

All programmes broadcast in the ABC's educational television programmes may be recorded - totalling seven hours of original programming a week and covering current affairs, science, mathematics, geography, history, French, German, English and music.

Staff and Training Provision

The secondary school library staff normally comprises one teacher-librarian and one library attendant. The Government's In-Service Training Branch provided operational instruction courses for attendants in various centres and this has been backed up by instructional bulletins and detailed operation booklets with the equipment. A demonstration film is being broadcast for recording and replay by schools for training additional staff.

The teacher-librarians are qualified teachers who have undertaken various formal training courses in librarianship.

The Director of Services and the officer in charge of the Teaching Resources Centre would be pleased to make the benefit of their advice available to other Commonwealth countries. Their bulletins and films could be made available for copying.

Expenditure

The capital expenditure invested in the purchase of equipment is \$A500,000. The recurrent expenditure, which includes replacements, repairs and provision of additional tapes, will be absorbed in the normal departmental requisitions.

Plans for Development

This will depend on experience with the

present venture.

Further Information

The officer in charge of the Teaching Resources Centre mounted an exhibition on educational technology and wrote a handbook for the Fifth Commonwealth Conference on Education held in Canberra in 1971.

Address for Correspondence

The Officer-In-Charge
Teaching Resources Centre
N S W Department of Education
5 Conder Street
Burwood
Sydney
New South Wales 2134
AUSTRALIA

TEACHING RESOURCES CENTRE

Purposes and Structure

The Division of Professional Services of the Department of Education of New South Wales is responsible for the Centre which was set up in its present form in 1969, although a small film library and film-strip development section had been in existence since 1946. The Centre provides integrated development of teaching aid materials for bulk reproduction, demonstrations of available aids and equipment and a circulating film library for the use of teachers in primary and secondary schools in New South Wales. Liaison is maintained with similar agencies in other States and with the Australian Broadcasting Commission, particularly for providing master materials to be copied.

New teaching aids are developed under the guidance of specialist committees of senior teachers nominated by the Directors of Primary and Secondary Education, which advise on needs and priorities and oversee development. Expert teachers are commissioned to provide designs and technical development is provided by the staff of the Centre. Other supporting units include a Distribution Unit for reproduction and sale of aids, a Demonstration Unit for the examination of equipment and aids by teachers and a 16mm film library. A Liaison Unit provides communication between the schools, the Centre and the ABC.

Users

The Centre serves 1,500 primary schools and 430 secondary schools and departments, which include about 36,000 teachers and 993,000 students.

Output

The Centre covers infant, primary and secondary schools and deals with all kinds of equipment for reproducing pictures and sound since all are generally available in

schools. The format of aids to be developed is chosen according to educational desirability and includes still and motion pictures (8mm, 16mm, with videotape under development), audio-tapes, models and printed material including notes for teachers and students. About fifty new projects are developed each year. Regular newsletters regarding developments and information sheets about projects are available on request. The film library possesses some 33,000 reels of commercially produced film and issues 186,000 units on loan per year.

Staff and Training Provision

A Staff Inspector is the Officer in Charge and is responsible to the Director of Services of the Department of Education. The Aids Development Unit of the Centre has eighteen members of staff: seven teacher-editors, a reference librarian, four artists, three photographers, two typists and one clerk. The Liaison Unit has three teacher-advisers. The Display Unit, Film Library and Distribution Unit together employ twenty-two members of staff, fourteen of whom are engaged in packing, despatch and film rewinding. It also employs a teacher-librarian, two clerks, one typist and four booking office assistants. Total number of staff: forty-four.

Staff are selected by application and interview. The professional staff are recruited from the teaching service and technical staff by public advertisement. Further in-service training is given within the Teaching Resources Centre and individual members undertake university and other courses as appropriate.

The Officer in Charge would be pleased to give advice to other Commonwealth countries.

Expenditure

Capital expenditure is estimated as:

Buildings (assuming certain old buildings are replaced)	\$A600,000
Equipment	\$A4,500,000

Annual recurrent expenditure:

Salaries	\$A200,000
Materials and services	\$A200,000

Plans for Development

It is planned to integrate progressively all sections of the Division of Professional Services. This will become fully effective when a projected new building to accommodate the whole Division can be constructed.

It is also planned to set up Professional Services Centres in various administrative areas throughout the State. These

small branch units, to be accommodated in selected schools or similar buildings, will provide centralized displays, branch film libraries and other services appropriate to the Division.

Further Information

The Officer in Charge supervised the Exhibition of Teaching Technology and wrote its Handbook for the Fifth Commonwealth Education Conference, Canberra 1971. He also participated in an ASPAC Seminar on Audio-Visual Education Materials, Tokyo, 1972.

Address for Correspondence

Officer in Charge
Teaching Resources Centre
PO Box 439
North Sydney 2060
New South Wales
AUSTRALIA

Northern Territory

LANGUAGE LABORATORIES - NORTHERN TERRITORY

Purposes and Structure

The project has been in operation for about two years and is the responsibility of the Office of Aboriginal Affairs through UNISEARCH Pty Ltd of the Institute of Languages of the University of New South Wales. The project is carried out by the Director of the Institute. The purpose of the project is to install four language laboratories at Elcho Island, Maningrida, Yuendumu and Kormilda College, Darwin, for use by the local schools and to introduce the teaching staff to the methodology involved.

Equipment was installed at the chosen locations after consultations. Seminars were held at each location to introduce teachers to the techniques involved in the operation of a language laboratory. Methods of tape and script preparation based on the existing syllabus were also introduced. Emphasis was placed, for instance, on the drilling and exercise situations of English language patterns as presented in the classroom.

AWA Pty Ltd co-operated with the Institute of Languages on the design and construction of the equipment.

Users

Twenty booths were provided at each location for use by all classes at the schools.

Output

The laboratories were to be used as much as possible during the school day. Teachers in charge of the laboratory would interact with class teachers for preparation of

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programmes and timetables.

Staff and Training Provision

At each of the three schools and at Kormilda College one teacher was made responsible for the Language Laboratory, through the headmaster. The Director of the Institute of Languages is responsible for the project. The teachers responsible were trained on the spot through seminars. The Institute of Languages is available at any time for advice, training courses, design and installation of specialized equipment, etc. to other Commonwealth countries as well.

Expenditure

Capital expenditure is estimated as follows:

Buildings - no cost (existing rooms used)
Booths - approximately \$A100
 for twenty booths - built
 by Manual Class pupils \$A 400.00
Equipment - approximately \$A1,000.00

Recurrent annual expenditure is approximately \$A250 per location for repair and maintenance on tape recorders, etc.

Plans for Development

Due to vast changes in the organization of the educational system in the Northern Territory indicated by the Federal Government, the future of the project is an unknown factor. The local language will in future be used as a medium of instruction. This would seem to indicate a greater need for some sort of electronic facility in Northern Territory schools. More language laboratories had been planned and some suggestions made about the making of tape scripts and tapes but have not been implemented.

Further Information

The laboratories at Maningrida and Yuendumu had little success probably due to the resistance and apathy of staff. Kormilda College have many problems of space although the laboratory seems to be fairly well used. The laboratory at Elcho Island has been very successful and has been used as planned.

Address for Correspondence

Director
Institute of Languages
The University of New South Wales
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Kensington
New South Wales 2033
AUSTRALIA

Queensland

RADIO AND TELEVISION SERVICE

Purposes and Structure

The Service provides educational radio and television programmes for primary and secondary schools, and seeks to extend the use of radio and television programmes to remote schools, outside reception areas, by the use of other media, such as high quality cassette copies of school radio programmes. The Service is controlled by a Co-ordinator of Radio and Television Services who is responsible to the Director General of Education. The Australian Broadcasting Commission co-operates in this work, as does the Film Centre of the Department of Education.

Decisions on programme content are made by planning and appraisal committees with representatives of the various subject areas together with inspectors, research and curriculum branch officers and radio and television service officers. Radio and television programmes are produced by the ABC. Teachers' notes and wall-sheet timetables are organized by Radio and Television Services.

Programmes are recorded on videotape by the Film Centre. Multiple copies are made and distributed by rail and air to the twenty-six schools in the 'Remote School System'. When the circuits have been completed, videotapes are returned to the Film Centre where they are erased ready for re-use.

A cassette duplication system has recently been installed. Selected ABC school radio broadcasts have been recorded for use by teachers and students of the secondary Correspondence School.

The radio and television services began in 1967, the 'Remote School System' in 1969 and the cassette duplication service in 1972.

Users

Radio and television broadcasts are used by primary schools: 1,069; secondary schools: 110; Remote School Systems are used by three primary schools, twenty primary schools with secondary classes and three secondary schools.

Output

A full timetable of radio and television programmes for primary and secondary schools is broadcast with supporting notes for teachers.

On the Remote Schools System six circuits are employed involving approximately twenty-five tapes per week.

In the 'cassette duplication service' 156 half-hour programmes have been recorded for the Secondary Correspondence

School. In 1973 it is thought that these will be used by seventeen primary schools and seven primary and secondary schools in the Torres Strait Islands, by forty-five primary and five secondary schools lying outside the area of radio reception, and by lighthouse keepers.

Staff and Training Provision

Apart from the production staff provided by the ABC, and serving educationalists who assist on planning and appraisal committees, the service is managed by a Co-ordinator of radio and television services and his assistant with four seconded teachers, three office staff and a staff of two responsible for duplicating. The seconded staff are trained by experienced officers from the radio and television services.

Expenditure

Capital expenditure is indicated by:

Buildings - leasing of office space (annually)	\$A 1,000
Equipment - offset printing	\$A 5,000
Typesetting equipment, typewriters, etc.	\$A 3,000

Annual recurrent expenditure includes:

Salaries	\$A58,058
Other charges	\$A 5,000

Plans for Development

These include video cassette recording of educational television programmes and colour, ITFS television distribution in conjunction with satellites, high quality FM educational radio recordings distributed to all schools and the development of individual skill media centres.

Further Information

The Co-ordinator of Radio and Television Services has frequently served as an adviser and has given assistance to educators from Singapore, Malaysia, Fiji, Africa, and India.

Address for Correspondence

The Co-ordinator of Radio and Television Services
Department of Education
Brisbane
Queensland 4000
AUSTRALIA

South Australia

AUDIO VISUAL EDUCATION CENTRE

Purposes and Structure

The Centre provides information on Educational Media, both hardware and

software, as well as equipment evaluation and an Educational Technology Consultant and Advisory Service for primary and secondary schools in South Australia.

The Audio Visual Education Centre is a branch of the Education Department's Division of Educational Services and Resources, under the control of a Supervisor, who is directly responsible to the Director of the Division.

The Centre has a team of educational technologists headed by the Supervisor and in addition to advisory and consultant services it undertakes a preparation and distribution service of various types of educational media, such as programmed multi-media kits and filmstrips, as well as overhead projector transparencies. In addition it provides a videotape and audiotape duplicating service of school broadcasts.

The Centre was established in 1947.

Users

The Centre provides a direct service to the Heads and staffs of 800 schools with 250,000 students, as well as a service to other Divisions of the Education Department and other Government departments.

Output

The services of the Centre are provided throughout the school year at all levels and cover the entire curriculum.

Staff and Training Provision

There are forty-two members of staff including nine teachers seconded on a full-time basis and eight on a half-time basis. The Centre trains its own staff and also holds a number of in-service conferences each year to which members of the teaching service are invited. Key personnel could be available for advice and to assist in training courses overseas.

Expenditure

The Centre represents approximately \$A200,000 invested in buildings, with a further \$A85,000 worth of equipment. The annual recurrent expenditure totals \$A303,000 which breaks down as:

Salaries (including seconded staff)	\$A220,000
Equipment and materials	\$A 63,000
Sundry expenditure (rents, rates, postage, telephone, etc.)	\$A 20,000
	<u>\$A303,000</u>

Plans for Development

It is anticipated that the demand for media information and equipment evaluation and advice on the planning and organization of resource centres and the use of audio-visual media and application will become greater. More in-service

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conferences will be required and visits to schools by consultant teachers will greatly increase.

Further Information

The Director comments 'like so many other sections of education today, the number of specialist consultant and advisory teachers is far below that required to cope with the demand from schools. Shortage of staff for this purpose is a major obstacle which can be overcome only by a greater allocation of manpower and finance.'

Address for Correspondence

The Supervisor
Audio Visual Education Centre
Education Department of South Australia
221 Wakefield Street
Adelaide 5000
SOUTH AUSTRALIA

SOUTH AUSTRALIAN CORRESPONDENCE SCHOOL, EDUCATION DEPARTMENT

Purposes and Structure

The service provides correspondence education to primary and secondary school children in South Australia and the Northern Territory. This is supplemented by 'Schools of the Air' and audio-visual materials. The correspondence school also assists governesses and parent supervisors with advisory services. It is operated by the Ministry of Education and controlled by a Director. Day-to-day administration is under the control of the headmaster who is directly responsible to an Assistant Superintendent of primary education. Preparation of lessons, illustrations and notes to supervisors, various types of audio-visual materials such as tapes, slides and other reproductions are undertaken by the teaching staff. The South Australian Correspondence School was first established in 1920, but it is only in the last two years that tapes have been used on such a large scale as a supplement to the written word of the primary section of the school.

Users

The service provides approximately 1,900 students - 1,400 primary; 500 secondary - in any year, with audio-visual material. It also supplies advisory services to 300 supervisors of children's work (parents and governesses).

Output

Throughout the year correspondence lessons are despatched and marked and tapes are exchanged between teachers and correspondence students. These tapes are used for a variety of purposes - for establishing a link beyond the written word, for asking

questions and giving help with difficult aspects of the work, for giving advice to supervisors and for providing supplementary materials - eg. music, songs - mainly in the primary section. In the secondary section, tapes of plays and poems are used and 35mm slides help with secondary art and biology.

Staff and Training Provision

Of a total staff of seventy-eight, sixty-one are on the teaching side and sixteen on the production and despatch side. Teachers appointed to the school have had classroom experience and are then trained internally by senior staff. Subject to the approval of the Director-General of Education the staff of this project would be able to assist other Commonwealth countries in similar enterprises.

Expenditure

The capital invested in this project is represented by \$A80,000 for the buildings and \$A27,000 for other equipment, including furniture. The annual recurrent expenditure total is slightly in excess of \$A410,000 and includes the following:

Salaries	\$A374,000
Equipment and materials	\$A 21,000
Postage, carriage and telephone charges	\$A 11,000

Plans for Development

These are concerned with raising the quality of correspondence education.

Further Information

Factors which help to improve the service include an increase in the quality of audio-visual materials and equipment, more assistance to supervisors through conferences, the provision of more modern printing and photographic equipment, and increased opportunities for face-to-face tuition.

Address for Correspondence

The Director
South Australian Correspondence School
Education Department of South Australia
55 Pennington Terrace
North Adelaide
SOUTH AUSTRALIA

Tasmania

TEACHING AIDS CENTRE

Purposes and Structure

The Centre produces integrated teaching materials for the State's school needs and designs learning facilities to meet instructional needs. It selects and

maintains audio-visual equipment. It operates directly under the Tasmanian Education Department and operates with the Australian Broadcasting Commission in so far as radio and television programmes for schools are concerned. Policy is determined by a committee meeting monthly under the chairmanship of the Deputy Director-General of Education. The service has been operating for twenty years.

Users

All schools (291) are issued with a wide range of equipment as follows (assuming each class group contains thirty pupils); one television receiver for every five classes, one 16mm projector for eight classes, one radio per class, one tape recorder for three classes, one 35mm projector for four classes, one record player for five classes, and one overhead projector for twenty classes.

Output

Apart from offering a state-wide maintenance service for all audio-visual equipment, the Centre distributes 1,000 films, 1,000 audio and videotapes each week and designs, develops and produces support materials for curriculum and broadcasting needs.

Staff and Training Provision

Of a total staff of forty-eight, ten are concerned with administration, eleven with electronics and maintenance, nine with library services, five with graphic design, two with photography, six with printing, three with tape duplicating and two with broadcasting. All staff have had specialist training in their professional areas before appointment.

Expenditure

The capital investment is estimated at:

Buildings	\$A 200,000
Equipment (at the Centre)	\$A 250,000
Equipment in schools (centralized radio systems, videotape installations, television receivers, film projectors, tape recorders, etc.)	\$A1,750,000

Against this the annual recurrent expenditure is indicated by salaries \$A200,000, materials \$A100,000.

Plans for Development

The Centre intends to produce integrated teaching materials, to extend the central audio-taping services to include videotapes and to develop a continuing teacher education programme to build up media competencies as well as extension of mobile services.

Further Information

The Supervisor has acted as a consultant to overseas governments on matters such as the extension of educational television to primary and secondary schools and the development of radio services for schools.

Address for Correspondence

The Supervisor
Teaching Aids Centre
57 Brisbane Street
Hobart
Tasmania
AUSTRALIA

Victoria

AUDIO-VISUAL EDUCATION CENTRE

Purposes and Structure

This Centre provides audio-visual materials in the form of 16mm films, 35mm film strips, colour slides, audio and videotapes, charts, classroom pictures, study prints, overhead projector transparencies and study guides related to these materials to support the teachers at primary, secondary and technical levels. The service is operated by the Education Department of Victoria, which acknowledges the help of the Commonwealth Film Unit in making 16mm film and the Australian Broadcasting Commission for audio-tapes.

The Audio-Visual Committee, under the chairmanship of the Assistant Director-General of Education and advised by the Supervisor of the Audio-Visual Education Centre, is responsible for policy. Represented on the committee are representatives from each of the three divisions of education. Materials production is controlled by scripting staff working with special subject committees consisting of practising teachers, curriculum officers and representatives from subject associations. Similar personnel from appraisal committees preview, evaluate and recommend the acquisition of library materials.

Users

The materials are designed to assist 1,853 primary, 250 secondary and 106 technical schools. Apart from producing and acquiring materials, the Centre carries out research and assists teachers in the effective usage of audio-visual support materials. It also helps to establish and maintain chart, picture and film libraries for the use of state departmental schools.

Output

The Centre loans approximately 150,000 films a year from its library, to schools. Charts, colour slides and film strips

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are distributed widely and there is also considerable demand for study print sets, colour slide sets and a range of audio-cassettes.

Apart from the distribution of materials, the Centre has a vigorous production schedule ranging from charts to slide sets and overhead projector transparencies. Multi-media kits are produced and there is a considerable demand for information sheets and teaching notes published by the Centre.

Staff and Training Provision

The Centre employs 132 staff who are concerned with in-service training, testing equipment, maintenance and repair, maintaining libraries for film and other visual material, producing catalogues and guides, despatch, and operating a video-tape production unit. There is also a production section.

Expenditure

An indication of the capital expenditure investment is given by these figures:

Buildings	\$A1,000,000
Equipment	\$A 250,000
Materials	\$A1,600,000

The annual recurrent expenditure totals \$A249,000, divided between production, maintenance, training, and travel.

Plans for Development

Experimental work is being carried out on the provision of film, tapes and loops for individual learning, which will become part of the resource centre within the school library. The Centre also plans to help schools and colleges develop a closed-circuit capacity through training, the establishment of a videotape library, and the provision of technical support.

Further Information

The Director states 'in time, the school audio-visual co-ordinator or media specialist will become an essential member of staff, especially in coping with the increasing range of sophisticated electronic equipment and in software....' The first full-time teachers' training course for media specialists begins in 1973.

Address for Correspondence

The Supervisor
Audio-Visual Education Centre
Education Department of Victoria
234 Queensberry Street
Canton 3070
Victoria
AUSTRALIA

CORRESPONDENCE SCHOOL

Purposes and Structure

The service provides correspondence tuition for pupils in isolated areas, in hospitals or in other situations where no regular teacher is available. It is run by the State Education Department and has been in operation for more than thirty years. It links in with radio and television broadcasts from the Australian Broadcasting Commission and radio broadcasts from the Royal Melbourne Institute of Technology. The Principal of the school organizes the preparation, despatch, collection and correction of assignments and is responsible to the Director-General of Education.

Users

Subject enrolments total approximately 8,000. This figure represents several thousand students, most are at secondary level, but some are primary pupils.

Output

Subjects cover the usual range of primary and secondary schools.

Staff and Training Provision

The staff comprises ninety-eight trained teachers. Selection is carried out in the usual way, except that a teacher with a physical handicap may be offered a post at the correspondence school.

Expenditure

Details not available.

Plans for Development

These include provision for the normal extension and improvement of services.

Further Information

Overseas visitors have been to the school and have had discussions with the Principal and staff.

Address for Correspondence

The Principal
Correspondence School
262 Queen Street
Melbourne
Victoria
AUSTRALIA

PAPUA NEW GUINEA

GENERAL INFORMATION

AREA 178,260 sq. miles POPULATION 2,466,986 (1971)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$A25,853,000 (estimate 1972/73)
(Currency: Australian dollar; \$A1.57 = £1 sterling 4.12.73)

Less than primary	Age 24	88.2%
Completed primary		11.0%
Completed secondary		0.5%
Completed tertiary		0.3%

Teacher training (1973) all levels students 1,878 staff 221

Students at university in 1973 = 1,280 (estimated full-time places)

Structure

The Department of Education administers educational policy and is responsible for staffing and control. Non-government schools are run by missionary societies, though close liaison is maintained with the Department of Education.

At the district level there are primary, secondary and technical schools. At the national level there are technical colleges, teachers' colleges, agricultural colleges, the University of Papua and New Guinea and the University of Technology.

At present, education is not compulsory but if children do not attend school regularly they are excluded. Less than 50% of the population are able to get into primary schools. Fees are charged at all levels of education.

Children enter primary school at the age of seven years. The primary course lasts six years. Expatriate children attend schools which use the New South Wales syllabus but all Papua New Guinean children now attend schools using a Papua New Guinea syllabus designed for pupils for whom English is a second language.

Approximately one-third of the pupils who complete primary education are selected to go on to high school. A further 15% of pupils enter vocational centres and 'skulankas', which were started in 1973 and are para-secondary classes held at the primary schools to give selected students two more years of education to prepare them for life in the community.

High schools follow a specially designed syllabus in three two-year stages. About 40% leave after two years or enter technical schools and colleges. School

Certificate is awarded after the fourth year and selected students proceed to another two-year course, designed mainly to prepare students for entry to tertiary institutions. Most high schools are co-educational boarding schools although the policy is to increase, where possible, the number of day students. Multi-racial high schools follow the New South Wales syllabus and enrol Australian children and selected Papua New Guinean children on scholarships.

Technical education is provided at vocational training centres for students who have completed primary education and in technical schools and colleges and agricultural colleges for those with some secondary education.

Primary teacher training courses (two years) are offered at nine government and church institutions. Most colleges also run six- or twelve-month in-service courses.

The University of Papua New Guinea was started in 1966. By 1973 it provided degree and post-graduate degree courses in arts, law, science, education, economics and medicine as well as various diploma courses. The University of Technology, established in 1967, offers degrees in engineering, accountancy and business studies.

Specialized institutions such as the Dental College, Forestry College, Vudal Agricultural College, cater mainly for the needs of the public services.

Adult education is provided through correspondence courses in secondary school subjects.

BROADCAST COMMUNICATIONS FACILITIES

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Radio (1973)

The Australian Broadcasting Commission operates four medium wave and five short wave stations and the Administration Broadcasting Service, which is part of the Department of Information and Extension Services, operates eleven short wave stations throughout the country. Programmes are broadcast in vernacular languages, Pidgin and English.

The Papua New Guinea National Broadcasting Authority was to be set up before the end of 1973 along the same lines as the Australian Broadcasting Commission, to assume responsibility for all the broadcast services previously operated by ABC and by the local administration.

SCHOOL PAPERS SERVICE

Purposes and Structure

The Ministry of Education, in co-operation with the Government Printing Office runs the service to provide supplementary and support reading materials for children in primary schools in the fields of general reading and social studies. Upper and Lower Primary School Papers were first published in 1964 and 'Our World' was first published in 1968. The School Papers were renamed when the style and format was changed in January 1973. The School Papers Section of the Publications and Broadcasts Branch is part of the Education Services Division of the Department of Education. Policy is largely determined by the Principal Publications Officer in consultation with the heads of other divisions and the Director of Education. Assistance and guidance is also given by officers of the Curriculum Branch of the Education Services Division.

Users

1,800 primary schools with a total of 152,000 pupils receive the materials.

Output

'Kundu' and 'Garamut' are produced as support reading material for lower and upper primary schools respectively, and 'Our World' provides social studies material for upper primary schools. All three are published nine times a year.

Staff and Training Provision

The total number of staff is twenty-three, headed by the Principal Publications Officer. The staff includes editors, writers, illustrators, production assistants, photographer. There is no formal training for staff.

Expenditure

Details of capital expenditure are not available but annual recurrent expenditure is estimated as follows:

Salaries	\$A29,000
Printing, materials, etc.	\$A36,000

Plans for Development

Most of the eight writers and illustrators are expatriates and there is an urgent need to train more Papua New Guineans to take eventual control of the section. Training would be needed in the fields of controlled writing, general illustration, layout and design, editing and publishing in general.

Further Information

In 1970 advice was given to a school for deaf and dumb children in England. Copies of all magazines are sent to Nauru and the Northern Territory of Australia. The Principal and Senior Publications Officer would be available to assist other countries, specially where English is taught as a second language.

Address for Correspondence

Senior Publications Officer
Publications and Broadcasts Branch
Department of Education
Konedobu
PAPUA NEW GUINEA

BAHAMAS

GENERAL INFORMATION

AREA 5,380 sq.miles POPULATION 168,838 (1970) PER CAPITA INCOME \$US1880

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$B14,838,000 = 16.2% of national revenue
(Currency: dollar; \$B2.35 = £1 sterling 4.12.73)

No schooling)
Completed primary) No figures available
Entered secondary)
Entered tertiary)

Teacher training (1969) primary level students 166 staff 18
secondary level students 157 staff 17

Students at university in 1969 = 95

% Illiteracy = 4% of total population aged 10 years and over (1963)

Structure

The aims of education as stated in the Education Act 1962, are to promote the progressive development, in so far as the resources of the Minister permit, of schools and other educational establishments so as to enable the children of the Bahama Islands to understand their privileges and responsibilities as members of the community, to contribute to the progress and well being of the nation by the full development of their natural abilities and to earn an adequate livelihood as adults.

The central education authority is the Ministry for Education and Culture.

The statutory educational system is organized in three progressive stages - primary, secondary and further education.

In urban areas, the national system at present (1971) includes two-year infant schools, four-year junior schools, and three-year secondary schools (with provision for pupils to stay on beyond the age of fourteen). In rural areas, all-age schools offer a ten-year course with infant-junior and junior-senior sections in the larger schools; provision is made for pupils to stay on beyond the age of fourteen, though compulsory education is from 5 to 14. High school education comprises five-year courses to GCE 'O' level.

The teachers' college provides one-year and two-year courses of basic training for non-graduates and in-service training. Graduate and post-graduate studies are arranged at the University of the West Indies, to which the Bahamas is a contributing country. In respect of adult

education, evening institutions offer tuition for local examinations and GCE 'O' and 'A' levels.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1969)

The Bahamas Broadcasting and Television Commission controls two stations using six transmitters. It is government-owned. In 1969 there were 125,000 sets in use, or 641 per 1000 inhabitants.

Television (1970)

There is no direct television in the country, but there is a rediffusion service from the USA operated by Greater Freeport Services Limited, Grand Bahama Island. There are 27,000 TV sets in the island.

PROVISION FOR EDUCATIONAL INNOVATION

The Audio Visual Department of the Ministry of Education and Culture is responsible for educational radio programmes and provides a film library. It also provides a lending service for audio-visual materials.

EDUCATIONAL RADIO SERVICE

Purposes and Structure

The service is run by the Audio Visual Department of the Ministry of Education and Culture. Radio programmes are broadcast for pre-school children as well as children at school. Emphasis is on students taking the Bahamas Junior

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Certificate or GCE Ordinary Level Examinations. The Bahamas Broadcasting Corporation and the Ministry of Tourism cooperate with the Ministry of Education in providing the Service. Content of the programmes is determined in part by the Curriculum Division of the Ministry and the needs of other government departments. The programmes are all taped at the Bahamas Broadcasting Corporation and the Audio Visual Department provides a service whereby tapes are copied and sent to schools for re-play.

Users

There are 178 government-run schools in New Providence and the Family Islands and a number of private schools. The audience for pre-school and public information programmes is very difficult to estimate but the potential listening audience in the Bahamas lies between 75,000 and 90,000.

Output

The Ministry of Education and Culture is allowed about three-and-a-half hours per week for educational broadcasting. Two twenty-minute programmes for pre-school children are broadcast per week and one half-hour programme of public information is broadcast per week in prime evening time. The programmes for schools include

social studies and Bahamas Junior Certificate literature and music and movement.

Staff and Training Provision

Script writers and participants for the various programmes are drawn mainly from Ministry staff, teachers, amateur theatrical groups and radio station staff. The Audio Visual Department trains selected teachers in the use of audio-visual materials.

Expenditure

No details given.

Further Information

The Audio Visual Department is also responsible for a Film Library containing about 250 educational films on a variety of topics. It provides a lending service for films, projectors, film strips, slides, recordings and tapes, posters and pre-recorded cassettes. It holds periodic workshops and seminars at the Department, in schools, or at the teacher training colleges.

Address for Correspondence

Audio Visual Department
Ministry of Education and Culture
Nassau
BAHAMAS

BANGLADESH

GENERAL INFORMATION

AREA 55,126 sq. miles POPULATION 75,000,000 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = T437,200,000 = 5% of total government expenditure
(Currency: Taka; T18.69 = £1 sterling, 4.12.73)

Structure

Education was given top priority in Bangladesh's first full budget, 1972/73.

The present educational structure in Bangladesh is under examination by the National Commission of Education. A preliminary report has been submitted to the Government and the final report is expected in the middle of 1974.

Four aims of education, as indicated by the Education Minister are that: education should be people-orientated; it must be in accordance with the socialistic pattern of Bangladesh society; greater stress should be laid on vocational, professional and technical education; there should be equality of educational opportunity.

There are about 30,000 primary schools with six million pupils. All primary teachers are now employed by the government. Primary education is free and is controlled in each district by a District Inspector of Schools assisted by Education Officers. There is an Assistant Director of Public Instruction for primary education in the Education Directorate.

Only a few of the 6,000 junior secondary and high schools are controlled by the government. Non-government secondary schools are controlled in each district, and there is an Assistant Director for Secondary Education in the Education Directorate.

There are two levels of collegiate education in Bangladesh; the Higher Secondary Certificate level and the degree level. Pass degree courses last two years and honours degree courses three years. There are about 400 degree and intermediate colleges, about 10% being government controlled. The colleges are under the academic control of universities and managed administratively by the Director of Public Instruction.

There are four general universities and one Technological and Engineering University and one Agricultural University. They are autonomous but ultimate control rests with the Chancellor and the Ministry

of Education.

Polytechnics and engineering colleges are controlled by the Directorate for Technical Education. Medical education comes under the Minister of Health - there are six medical colleges and one post-graduate medical institution.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

Radio Bangladesh is controlled by the government. The main station is in Dacca, and there are four smaller radio stations.

Television (1972)

Bangladesh Television Corporation, also government-controlled, broadcasts from Dacca.

PROVISION FOR EDUCATIONAL INNOVATION

There is a Planning and Development Unit in the Education Directorate and one in the Ministry of Education.

The Audio-Visual Education Centre is part of the Education Directorate. It produces radio and television programmes and support materials for schools.

The Education Directorate also has a division devoted to research and evaluation.

AUDIO-VISUAL FILM PROJECT, BANGLADESH BATER (RADIO), BANGLADESH TELEVISION (EDUCATIONAL RADIO AND TELEVISION SERVICE)

Purposes and Structure

The project is the responsibility of the Ministry of Education and is run with the co-operation of Bangladesh Biter (Radio) and Bangladesh Television. It supports the teachers in higher secondary, secondary and primary schools with audio-visual materials, to assist teachers particularly in introducing new and improved techniques. It also provides radio and television programmes for

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secondary schools.

The Audio-Visual Education Centre was established in 1956 and became independent in 1968. Bangladesh Biter has been broadcasting to schools for several years. The Educational Media and Audio-Visual Aids Service is a division of the Directorate of Education. The Deputy Director of Public Instruction (Planning and Development) controls the policy of the service. Within the service there are four sections: Mass Media and Audio Aids; Training and Technical Services; Visual and Graphic Aids; Utilization and Library Section. A number of advisers and subject specialists help with the production of materials.

Users

Few schools have television receivers. At present students use their home television sets for educational programmes. The audience is estimated at 10,000 children. 1,200 schools have radio receivers supplied by the Ministry of Education. Most secondary schools have their own radios. The total potential listening audience is estimated at 1,000,000.

Output

Television programmes for secondary school children are produced from the Dacca Television station and cover mainly science and mathematics. Arrangements for the production of ETV is now in the hands of the Ministry of Education.

Bangladesh Biter, Dacca station, produces programmes for school children especially to support language teaching and social studies. One broadcast is given each day.

Support materials for classroom teaching in most of the major subjects from primary to higher secondary levels are produced. These include films, filmstrips, wall-charts, audio tapes and explanatory notes for pupils and teachers.

Staff and Training Provision

The total number of staff employed at the Audio-Visual Education Centre is eighteen. The Director, Deputy Director and the Audio-Visual Education Officer have responsibilities covering all four sections. Each section has a head of section and the following additional staff: Training and Technical Services - three technicians and two assistants; Graphic and Visual Aids - one graphic designer and one graphic assistant; Mass Media and Visual Aids - one mechanic and one assistant; Utilization and Library - one photographer and one photographer's assistant.

The Audio-Visual Education Centre undertakes its own technical training. The Centre organizes courses and workshops in the preparation, presentation and classroom utilization of materials and radio programmes. Some senior members of staff

have been trained in the United Kingdom in audio-visual media but none have received training in the production of radio and television programmes. It is hoped to have staff trained in radio and television production by bi-lateral aid arrangements. Staff are recruited by the Public Services Commission in consultation with the Director of Public Instruction. Staff are nominated for training by the Director on the basis of qualifications and experience.

The Head of the Media Services (Audio-Visual Film Project) would be available to advise other Commonwealth countries and to take part in training courses.

Expenditure

Capital expenditure is estimated as follows:

Buildings	T 160,000
Equipment	T1,000,000
Vehicles	T 70,000
Miscellaneous	T 100,000

Annual recurrent expenditure is estimated at T153,568 which is broken down as follows:

Salaries	T 101,568
Materials	T 50,000
Travel, etc.	T 2,000

Plans for Development

The coverage of the school broadcasts is to be increased and this will call for a further 1,000 transistor radio sets per year over the next four years. It is hoped to increase work in teacher training and evaluation. The schools will also be supplied with programmes and back-up materials. In order to increase the coverage of the ETV service a further 100 television sets a year for the next five years will be needed. For all these activities training courses are badly needed to train staff to handle radio and TV programmes.

Further Information

The Government of Bangladesh has taken steps to increase the number of primary, secondary and higher secondary schools in the country. Therefore, the introduction of new curricula and techniques of teaching, particularly in science and mathematics, created considerable difficulties due to the shortage of trained staff. Assistance from any Commonwealth country would be appreciated.

Address for Correspondence

Director of Public Instruction
Education Directorate
Government of Bangladesh
Dacca
BANGLADESH

BARBADOS

GENERAL INFORMATION

AREA 166 sq.miles POPULATION 243,757 (1971) PER CAPITA INCOME \$EC1,224

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = (1971-72) \$EC26,125,849 = 8.9% of GDP
(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

No schooling	Age 15 and over	0.7%	(1970)
Completed primary	11 and over	86%	
Completed secondary	15 and over	67%	
Completed tertiary	25 and over	0.4%	

Teacher training (1970) primary level students 199 staff 16
secondary level students 25

Students at Cave Hill Campus U.W.I. (1970) = 459

% Illiteracy (1946 - no recent data available) 10-14 = 0.9%; 15-19 = 1.8%; 20-24 = 2.5%

Structure

The legal school age is from 5 - 14 years but attendance is not compulsory except in five parishes where pilot projects were started in 1966 because of concern over declining attendances. Education is free to Barbadian nationals at government institutions but fees are charged by the private schools. The school system consists of infant schools (5 - 7 years), junior schools (7 - 11 years) and all-age primary schools (5 - 14 years). There are ten government grammar schools and nine comprehensive schools. Entry to the grammar schools is based on an examination. A bursary scheme exists by which part of the fees are paid for children going to approved independent secondary schools who did well in the entry examination but failed to get a place in a grammar school.

Higher education is provided at the Cave Hill campus of the University of the West Indies and at Codrington College for theological studies which is affiliated to the University of the West Indies and to Durham University.

Erdiston College has a two-year teacher training course for primary and non-graduate secondary school teachers. The Barbados Community College provides academic, commercial and technical courses. Technical and vocational courses are provided at the Samuel Jackson Prescod Polytechnic, the Housecraft Centre, the Hotel School, the Evening Institute and in the industrial arts wings of the secondary schools. Further education is also available through the Extra-Mural Department of the University.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Caribbean Broadcasting Corporation is run jointly by the government and a commercial interest. There are 79,000 radio sets on the island, including car radios. Barbados Rediffusion Service Limited is a public company serving 26,272 rented speakers.

Television (1972)

The Caribbean Broadcasting Corporation also runs a television station, with one transmitter serving 26,500 black and white television sets and 660 colour sets. A booster transmitter serves St. Lucia.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

Educational television was started in 1970, with programmes produced by the Education Department and transmitted by the Caribbean Broadcasting Corporation.

AUDIO-VISUAL AIDS DEPARTMENT

Purpose and Structure

The Ministry of Education is responsible for this Department which has been in operation since 1970. The Department develops the use of audio-visual aids in all primary and comprehensive schools. It

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develops the use of educational television as an aid to formal education and advises the Minister of Education on matters concerning audio-visual aids in education. The Barbados Telephone Company and the Barbados Rediffusion Service co-operate with the Department. The service is organised within the Department by the Chief Audio-Visual Aids Officer. Policy is controlled by the Minister of Education through the Chief Education Officer. The Educational Television Committee works closely with the Division of Planning and Research (Education) Curriculum Development and the Education Officers of the Ministry.

Users

Nine schools participate in the ETV service, eight having two television sets each and the ninth, one only. Other centres in the project are the Community College and the Teachers' Training College. Home listeners may also participate by tuning to commercial Channel 3.

Output

For the period 1st September 1970 - 31st August 1971:

Science - year 1	33 programmes, 48 telecasts
Science - year 2	32 programmes, 44 telecasts
Spanish - year 1	23 programmes, 36 telecasts
Spanish - year 2	20 programmes, 28 telecasts
Mathematics - year 3	10 programmes, 24 telecasts
Science enrichment	12 programmes, 12 telecasts
Mathematics enrichment	4 programmes, 4 telecasts
Spanish enrichment	9 programmes, 7 telecasts

Audio-visual material used in classrooms during this period included filmstrips, film, silkscreen charts, audiotapes and teachers' and pupils' notes to be used with broadcasts.

Staff and Training Provision

There are thirty-one members of staff. The Chief Audio-Visual Aids Officer heads three units: Educational Television, other Audio-Visual Services, and Schools Broadcasting. Staff in the Audio-Visual Aids unit receive overseas training while staff in the ETV and radio sections are trained on the job.

Nominations for training are made by the Chief Audio-Visual Aids Officer and approved by the Permanent Secretary, Education. They are processed by the Training Unit.

So far, no personnel from the present service have been involved in assisting other Commonwealth countries in similar enterprises. However, the audio-visual aids officers would be capable of assisting in the training of staff from other countries.

Expenditure

No figures are available for capital expenditure. Annual recurrent expenditure (1971-1972) was \$EC102,777.

Plans for Development

In September 1972 the project had just come to the end of a two-year pilot period. Plans were then made to separate the technical and professional services. A local commercial station will provide the technical services. The Ministry of Education through the A.V.A. Department will continue to provide the programme content. It is also planned to extend the service to include primary schools and student teachers. These developments can only be accomplished with adequate training of producer-directors and technical staff. It will also be necessary to provide maintenance facilities for television receivers in the schools.

Address for Correspondence

Chief Audio-Visual Aids Officer
Audio-Visual Aids Department
Ministry of Education
Jemmotts Lane
Bridgetown
BARBADOS

BOTSWANA

GENERAL INFORMATION

AREA 220,000 sq. miles POPULATION 629,000 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = 2,199,000 Rand (1968) = 13.4% of GDP
(Currency: South Africa Rand; R1.57 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 51.3%	Age 25+ = 72.7%
Completed primary	Age 15 - 24 = 45.0%	Age 25+ = 24.6%
Entered secondary	Age 15 - 24 = 1.75%	Age 25+ = 0.7%
Entered tertiary	Age 15 - 24 = 0.0%	Age 25+ = 0.2%

Teacher training (1970) primary level students 303 staff 32
Students abroad at university in 1968 = 39

Structure

'The aim of the Botswana Government is to reduce the school entrance age to seven years by 1980 and to provide primary education free of charge to all schoolchildren in order to ensure mastery of the basic skills of reading, writing and arithmetic in line with national needs and aspirations.'

Responsibility for primary, secondary and vocational education lies with the Ministry of Education, Health and Labour. Agricultural education is the responsibility of the Ministry of Agriculture, and the Ministry of Local Government sponsors literacy campaigns and self-help projects of different kinds.

Primary education is compulsory within the limits of the places available in the schools. The course lasts seven years and minimal fees are charged. Standard I age of entry is eight years, but at present children up to ten and eleven are also being admitted. Secondary education is selective and fees are charged at both government and private schools.

The Botswana Training Centre has three-year courses for craftsmen. There are four agricultural training centres, and three government training colleges for primary teachers, one of which (Francistown) concentrates on in-service training of teachers, while the others are pre-service.

The Gaborone campus of the University of Botswana, Lesotho and Swaziland opened in July 1971 with fifty-eight full-time students and fourteen teachers.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Radio Botswana, is government controlled. There are four transmitters, two short-wave, one medium wave and one VHF for the Gaborone area. There is one station, situated in Gaborone, serving some 20,000 radio sets throughout the country for which there are no radio licence fees. There are approximately thirty-two sets per 1,000 of population. The service is broadcast in English and Setswana and includes school programmes.

AGRICULTURAL INFORMATION SERVICE

Purposes and Structure

The Agricultural Information Service is part of the Division of Agricultural Extension of the Department of Agriculture and has been in existence since 1967 although it was not developed until 1970/71. It designs, produces and distributes extension aids and conducts agricultural extension campaigns. The Agricultural Officer (Information) heads the service which assists all divisions of the Ministry of Agriculture, particularly those in contact with farmers. It receives the co-operation of all other divisions of the Ministry and of Radio Botswana, the Government Information Service and the Government printer.

Users

The potential target is 50,000 farming families to be reached both directly through radio, publications, posters and campaigns and indirectly through Agricultural Extension field staff.

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Output

Seven twenty-minute programmes plus one repeat are broadcast per week.

A monthly English newsletter is published (2,700 copies). Eight or ten leaflets are produced per year, 1,000 copies of each in Setswana and 5,000 in English. English staff bulletins are also produced eight to ten times a year.

Five or six posters are produced per year by the Graphics Department as well as flip-charts, etc.

Five or six campaigns are mounted each year. Four teams each visit about twenty-five sites per campaign and attract an audience of fifty to eighty people at each daytime meeting with 100 - 200 for the evening film show.

In addition, photographs, slides, models, etc., are produced and the Service provides visual aids training courses.

Staff and Training Provision

The total number of staff employed is thirty-seven. Apart from the Agricultural Officer, fourteen other members of the staff have agricultural or veterinary training including the photographer and the four broadcasters. In addition there is a graphic artist and a trainee artist, seven drivers and thirteen staff of various types such as clerks, messengers, carpenters, painters, etc.

Training is mainly on the job for field staff after transfer to the Agricultural Information Service. Broadcasting and audio-visual aids staff take courses when available overseas, (Australia, Holland, Ghana, Germany and the UK). However training is not fully planned and co-ordinated and many more training courses are needed. Staff are selected for training on merit prior to transfer to the Service and also after they have gained experience on the job.

Expenditure

Capital expenditure is estimated as follows:

Buildings	R25,000
Equipment (including office furniture, audio-visual equipment)	R50,000
Vehicles	R12,000

Annual recurrent expenditure:

Staff	R25,000
Transport	R12,000
Materials, etc.	R10,000

However the present budget is not sufficient to sustain the present scale of operations.

Plans for Development

The following are priorities for both development and assistance: strengthening of administration, especially at lower levels; improvement of supervision and in-

service training on the job; provision of full-time training courses; expansion of output to meet demand.

The last three items should include an evaluation element.

The Service has expanded rapidly during 1970-73 and demand for its services has continued to increase, but the above weaknesses must be corrected before undertaking any further major development. Field Extension Service is being reorganized and developed and it is felt that this must take precedence over Agricultural Information.

Further Information

The present Agricultural Officer (Information) spent some nine years in charge of the Lesotho Agricultural Information Service. At present the staff could not undertake visits to other Commonwealth countries for assistance but would welcome requests for examples of materials and are very willing to correspond on the subject.

The Division of Agricultural Extension also operates three Rural Training Centres offering short residential courses for adults on various aspects of agriculture. At one of these Centres single concept lecture notes are being prepared which could have a far wider application. Agricultural extension films which are locally produced and relevant to the agricultural conditions of Botswana, are being considered.

Address for Correspondence

Agricultural Officer (Information)
Agricultural Information Service
Ministry of Agriculture
Private Bag 3
Gaborone
BOTSWANA

SCHOOLS BROADCASTING SERVICE

Purposes and Structure

The Ministry of Education is responsible for this service, which has been in operation since 1967. The service provides radio lessons to schools throughout the country, with emphasis on primary education. Radio Botswana co-operates in this service, allowing the unit use of part of its buildings. Policy is controlled by the Ministry of Education. Internal organization and programme production is the responsibility of the Education Officer (Broadcasting) who decides on programme content, using the Ministry's syllabus as the basis.

Users

Approximately 300 schools listen to the service, and there are about 500

transistor radio sets in use. Fifteen secondary schools use tape-recorded lessons as required.

Output

In September 1972, weekly broadcast time totalled 13 hours 20 minutes (including repeats) in the following subjects: English story (infants); health, gardening, religious knowledge, animal husbandry (primary); English (standards 2 - 7), science (standards 6 - 7), history (standard 7); current affairs, Setswana, English literature and language, quiz programme, careers (secondary) and news bulletin (all levels).

Teachers' pamphlets and lesson notes are also produced.

Staff and Training Provision

The staff consists of the Education Officer (Broadcasting) who is deputized by the Assistant Education Officer (Broadcasting) and one clerical assistant/announcer. The Education Officer is recruited from the United Kingdom under contract. The Assistant has undergone a short course in Australia on basic broadcasting techniques. Staff selected for training come from the ranks of Botswana teachers. It will be necessary to increase staff numbers in future, and this increase must be found from within the country itself.

So far, the staff have not been involved in assisting other Commonwealth countries in similar enterprises. However, the Education Officer would be available for advice and a certain amount of training.

Expenditure

As the service operates at present from Radio Botswana studios, capital expenditure on buildings cannot be estimated. Capital expenditure on equipment was approximately R2,000. Recurrent annual expenditure is approximately R2,000 which is divided between replacement of equipment, tapes, stationery and fees.

Plans for Development

The establishment of the Unit's own studio is planned during the next five years, and some increase in staff is envisaged. It is also hoped to strengthen the broadcast signal so that improved reception may be available in outlying districts.

Address for Correspondence

Schools Broadcasting
Ministry of Education
PO Box 52
Gaborone
BOTSWANA

NATIONAL EDUCATION CAMPAIGN ON THE NATIONAL DEVELOPMENT PLAN 1973-78

Purposes and Structure

In April 1972 the Government of Botswana requested the Division of Extra Mural Services of the University of Botswana, Lesotho and Swaziland to act as their agents in informing the nation of the contents of the National Development Plan for 1973-78. The Division had organized radio learning groups and broadcast programmes on the 1970-75 National Development Plan as a pilot project.

There are four main purposes of the project: to provide, within an organized framework, oral, written and visual materials which enable people to learn about the major policies and projects contained in the National Development Plan; to provide, for the Government and other interested bodies, a reliable indication of popular understanding of and reaction to the major policies and projects in the Plan; to establish radio learning groups in every district as a basis for the organization of future campaigns; to assist in the effort of development itself by directing people towards action which can be taken at the local level to improve living conditions.

The Director of Community Development has agreed that all field staff should be official organizers for the project. They will be known as 'District Organizers' and will co-ordinate fieldwork at district level. They will work through their own staff of Community Development Assistants supplemented by representatives of a range of organizations, known as 'Sub-Organizers'. The Director of Agricultural Extension has agreed that Agricultural Officers and Demonstrators may act as Sub-Organizers, particularly in areas not covered by Community Development staff. The Division of Extra Mural Studies of the UBLS provides information and publicity, field work, support for radio learning groups and training for the group leaders, production of educational materials including radio programmes and a full evaluative report on the campaign. Many other national organizations will also co-operate.

Users

The project is on a national scale. 1,000 radio learning groups are to be formed in villages throughout the country.

Output

The project consists of a popular version of the National Development Plan; a series of ten radio programmes in Setswana on the Plan; a study guide with chapters on each of the ten programmes; a series

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of illustrations to the programmes mounted on flip charts; the organization of up to 1,000 radio learning groups in every district who will use the above materials; 1,000 radios purchased by the Government and loaned to every group.

Daily radio spots from April to September 1973, were broadcast lasting one to five minutes. For five weeks in the period August/September two twenty-minute programmes a week, each repeated, were broadcast on the Plan. For the same period a thirty-minute answer programme was broadcast once a week.

Staff and Training Provision

No detailed analysis of the staff employed is available.

Each radio learning group will elect its own leader who will attend a training course on how to conduct group meetings, how to tune and look after the radio and the arrangements necessary for group meetings.

Expenditure

The Swedish International Development

Authority, through the Ministry of Finance and Development Planning, has financed the project. The Government purchased 1,000 radios. No payment will be made to any of the participants or organizers of the campaign. Group leaders will have their travel expenses reimbursed to and from the training centres where free accommodation will be provided.

Further Information

The importance of the campaign relates not only to its scale and the nature of the subject matter, but to the introduction and testing of a method of learning which can be used on future campaigns with different material, e.g. health.

Address for Correspondence

The University of Botswana, Lesotho and Swaziland
Office of the Division of Extra Mural Services
Private Bag 22
Gaborone
BOTSWANA

BRITAIN

GENERAL INFORMATION

AREA 94,217 sq. miles POPULATION 55,788,000 (1972 estimate) PER CAPITA INCOME £865 (1971)

EDUCATIONAL PROFILE (England, Northern Ireland, Scotland and Wales)

Statistics

Public expenditure on education = £2,646,800,000 (1970/71)
(Currency: sterling pound)

Teacher training (1970) students 130,679 staff 11,889

Students at university in 1970/71 = 192,436

Structure

In England and Wales, the Secretary of State for Education and Science is responsible to the UK Parliament for educational policy. Scotland has her own Secretary of State for Education and in Northern Ireland the final authority is the Minister of Education for that country. In all areas, responsibility for primary and secondary education is largely delegated to local authorities, within the state system. Education is compulsory and is free in state schools. Independent, fee-paying schools are subject to state inspection.

Nursery education is available on a limited scale, but the majority of children start school at five and enter the infant department of a primary or junior school. In the past, the type of secondary school which a child entered (between the ages of 10½ and 12) was often decided on the grounds of his academic ability in a written test. It is now the policy of the state system to abolish selective entry and to educate all children from a given area in one secondary school. Such schools are called comprehensives. The policy is not implemented in every area and different types of state secondary schools remain: grammar schools, which provide an academic education on a selective entry basis; 'modern' schools, which give a general education at least up to the minimum leaving age (16); technical schools of various kinds, and a number of 'sixth-form colleges' - a fairly recent innovation. Besides these, there are special schools for those children who differ widely from the educational norm.

Independent schools also cover the whole range. Fees are charged, though in the case of the 'direct-grant' grammar schools, which receive state assistance, the local authority sometimes pays the

fees for those who cannot otherwise pay.

There is a wide range of provision in the UK for further and higher education. Further education colleges, varying in size and level of courses, are administered by local authorities. They cater for both full- and part-time students and beside technical and commercial courses, they may continue the school syllabus and to some extent can be an alternative to the sixth form.

There are specialist colleges running advanced level courses in such subjects as art, music, agriculture, drama, domestic science. Colleges of education at present train teachers for both primary and secondary schools in three-year courses and a graduate can obtain a teaching qualification on completion of a year's course at a university institute of education. The whole teacher training system is currently under review.

The 'binary' system, as applied to higher education, refers to the two main types of institution where degree level courses are run: universities and polytechnics. There are over forty universities in the UK and twenty-nine polytechnics. Some of the latter have been made by the expansion and amalgamation of further education colleges and a concentration on advanced level (i.e. degree and sub-degree courses) and study can be full-time, sandwich or part-time. Universities are independent institutions, although their considerable financial dependence on the state restricts this freedom to some extent. Polytechnics are academically independent but they are run by local authorities.

Financial assistance is available to all students studying for a first degree and to considerable numbers of other students, according to their parents' means. Fees for those under eighteen years are often waived entirely.

The Open University provides degree

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courses through correspondence and radio and television programmes and caters mainly for students older than the normal school leaver. Adult education is also available at evening institutes run by local authorities and other independent institutions and extra-mural departments of universities. Educational radio and television programmes are also provided for adult education.

BROADCAST COMMUNICATIONS FACILITIES

Radio

In 1972 there were 375 transmitters and over thirty million sets, over 500 per thousand of population. The British Broadcasting Corporation serves the whole of the UK. The BBC is an independent body but the government has ultimate control. There is a service to schools. Local radio was started in 1967 and now serves twenty towns. Commercial radio was introduced in 1973 with two stations serving the London area and further stations are to be opened in the future in other areas. Commercial radio is under the control of the Independent Broadcasting Authority.

Television

There were 256 transmitters and about seventeen million sets in 1972: approximately 300 per thousand of population. The BBC runs two channels and the IBA controls several independent television companies serving the regions. Both the BBC and the independent companies produce schools programmes.

PROVISION FOR EDUCATIONAL INNOVATION

Professional associations of specialist teachers, colleges and university institutes of education, local education authorities and their teachers' centres, and the Council for Educational Technology are among the more obvious elements responsible for educational innovation. In all of this work the Schools Council for Curriculum and Examinations plays a central role. It is an independent body with a majority of teacher members, whose purpose is to co-ordinate the work of the examination boards and to act as an advisory body on curricula. It is financed by equal contributions from local education authorities and the Department of Education and Science.

The Educational Foundation for Visual Aids maintains an audio-visual aids library and a centre for display. The National Committee for Audio-Visual Aids in Education co-ordinates the work being done and develops the effective use of audio-visual material in schools and colleges in England and Wales.

BBC EDUCATIONAL BROADCASTING

Purposes and Structure

School Radio was started in 1924, and School Television began in 1957. The present Department was established in 1962. Further education television was officially inaugurated in October 1963 after an experimental series in 1961.

The British Broadcasting Corporation provides radio and television programmes for use as support material in schools and technical colleges and in institutions of higher and further education and provides for adult listeners and viewers at home series of programmes arranged to offer a progressive mastery of some skill or learning, either vocational or recreational.

The BBC is helped and guided in school broadcasting by the School Broadcasting Council, an autonomous body with representatives from professional associations of teachers, local educational authorities, the Department of Education and Science and other educational organizations. The Further Educational Advisory Council, which is representative of all branches of further and adult education assists in the further education field.

School Radio, School Television, Further Education Radio and Further Education Television are an integral part of the radio and television directorates of the BBC under the operational control of Controller, Educational Broadcasting.

Users

The potential audience is the pupils in the 37,485 schools in the United Kingdom, almost all of which are equipped to receive radio broadcasts and 85% of which are equipped to receive television. Also students in technical colleges, colleges of further education, colleges of education, evening institutes and other institutions of further education and adults in their own homes, use the programmes.

Output

School Broadcasting (1972/73): Radio - sixty-one series (thirty-five three-term, nine two-term, seventeen one-term): 468 hours in the year. Television - thirty series (fifteen three-term, eleven two-term, four one-term): 370 hours in the year.

Nearly all radio series and the majority of television series are broadcast weekly during the term, the rest fortnightly. Series are provided for all levels of primary and secondary education. The subjects range through special series for infants, English and drama, geography, history, mathematics, modern languages, music, religion, science, careers and humanities.

Special series for the national regions:

Scotland - eight radio, three television;
Wales - nine radio, four television;
Northern Ireland - four radio, one television.

Nearly all school broadcasts are accompanied by publications: teachers' notes, pupils' pamphlets, folders of resource material, filmstrips, books, wall pictures, etc.

Further Education (1972/73): radio - fifty series, (365 hours of broadcasting); television - fifty series, (300 hours of broadcasting).

The series (of from three to thirty programmes) covered the fields of music, the arts, social affairs, history, science and technology, lessons in French, German, Spanish, Italian and Arabic, world affairs, the family and the community, special series for teachers, vocational and professional education and training and special courses for colleges of further education.

Many series are supported by publications.

Staff and Training Provision

The total number of staff employed in Educational Broadcasting is approximately 268. These are divided into four departments. The Controller's Unit dealing with management and administration has four staff and four supporting staff. School Radio, School Television, Further Education Radio and Further Education Television each have between three and seven staff concerned with administration, production and support. In addition staff are based in the national regions; Scotland twenty-four, Wales nineteen, and Northern Ireland six.

All production departments draw on the BBC's wide range of staff and facilities: engineering staff, television studio crews, film cameramen, wardrobe and make-up, gramophone and reference libraries, copyright, contract and publications departments, etc.

Staff are invariably recruited with educational or professional skills. Their media training is partly undertaken by Staff Training Department and partly under the guidance of departmental heads and senior production staff. School Radio staff are usually experienced teachers with specialized knowledge, School Television staff often have teaching experience but may also come from the fields of journalism or film making or from other departments of the BBC. Further Education Radio and Television staff are drawn from other BBC departments, from the educational world, from journalism and from the professions. They are normally specialists in a particular subject.

Expenditure

The Educational Broadcasting operations of the BBC are an integrated part of the whole and it is not possible to give separate information on capital expenditure. Annual recurrent expenditure is estimated as follows:

School Radio	£ 900,000
School Television	£1,600,000
Further Education, Radio	£ 350,000
Further Education, Television	£1,600,000

Plans for Development

Future developments in Educational Broadcasting await the availability of added resources of air-time and programme monies. Of the two, the former is likely to prove the most difficult to obtain.

Further Information

At present more than twenty senior BBC staff are assisting the broadcasting services of developing countries and this level of concern has been maintained for many years past.

Address for Correspondence

Controller
Educational Broadcasting
British Broadcasting Corporation
Broadcasting House
London W1A 1AA
ENGLAND

BBC LOCAL RADIO

Purposes and Structure

BBC Local Radio is a department of the British Broadcasting Corporation. There are twenty stations operating from different parts of England and central policy is that each station should use the powers of broadcasting to promote a sense of community and identity in its operating area. The oldest station has just completed its sixth year and the youngest its third. Locally, programme policy is determined in accordance with the recommendations of a Radio Council made up of local people and an Educational Advisory Panel broadly representative of education in the area. This latter body receives its authority from the School Broadcasting Council of the United Kingdom. Final editorial control rests with the BBC.

Educational programmes are produced for children and adults as part of the local radio service, on a partnership basis with local educational organizations and with the community itself.

Countless local bodies concerned with education and other aspects of community awareness take an interest in, and co-operate with, the BBC local radio stations.

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Users

The twenty stations broadcast to local audiences, both institutional and home-based, with programmes ranging from those for the very young through all school age ranges to programmes for the elderly and retired.

Output

Many programmes are broadcast to the widest possible age range - from very young children and playgroups to programmes for the elderly and retired. In many of the programmes for school children and adults emphasis is placed on local history, events and personalities. There are general children's magazine programmes consisting of interviews, serials (often written by the children themselves) music, etc., often with the participation of children in the studio, as well as programmes on literature, drama, music, local history, language, etc. Programmes for adults cover a wide range of subjects and include programmes on subjects like bridge as well as literature, music, matters of community concern, local news, etc. There are also special programmes for immigrant communities in many areas and programmes on careers for school leavers.

Staff and Training Provision

Each station has a Station Manager and a Programme Organizer. In addition, there are a number of producers, one of whom is an education producer. The producers are supported by station assistants, and, of course, there are also engineers, secretaries and administrative staff. The average size of staff for a station is thirty and the total number employed in BBC Local Radio is 650. In 1973/74 it has been arranged that 134 teachers will be seconded by their employers for a period of time to work with their local station's education producer. Behind these formal secondments stands an army of other associates in local radio education.

BBC Local Radio has its own training section which looks after the requirements of new staff. Each station trains its own associates (teachers, etc.) and the Local Radio Education Organizer (based at Local Radio Headquarters in London) takes a part in this. Staff are selected in response to advertisements which appear in the press.

Staff would be available to assist other Commonwealth countries by arrangement.

Expenditure

Expenditure is difficult to assess as the educational aspect of the work is not separately funded. In general terms, since work is based on partnership with other educationists, the concept is more

important than large sums of money. Human connexions rather than financial ones have been sought. Standard recurrent items of expenditure are the salary of the producer and his secretary. Materials, etc. come from the general pool of material for a station's use. Staff are employed on the same basis as BBC network radio producers.

Further Information

It must be borne in mind that each station has its own local variations and it is very difficult to generalize about BBC Local Radio.

Address for Correspondence

British Broadcasting Corporation
Local Radio
Broadcasting House
London W1A 1AA
ENGLAND

COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM

Purposes and Structure

The Department of Education and Science, together with the Scottish Education Department and the Ministry of Education for Northern Ireland, are responsible for the Council which acts as the central organization for promoting the application and development of educational technology at all stages of education and training throughout the United Kingdom.

The present Council, established on 1 October, 1973, replaces and takes over the work of the former National Council for Educational Technology (NCET) which was formed in April 1967. The Council was set up by the Government in response to the recommendations of an official working party representing a wide range of educational and training interests. The Council is an autonomous body, deriving most of its financial resources from government departments. Most of the members of the Council are appointed as representatives of organizations, associations and authorities concerned with education or occupational and vocational training. Assessors are appointed to the Council by government departments with a similar interest in education and training, such as the Department of Employment, the Department of Trade and Industry, University Grants Committee, Schools Council and Civil Service Department.

Users

The whole of the educational and training community in the United Kingdom.

Output

The Council sets out to advise on co-ordinating and facilitating the work of

organizations providing specialist or regional services in educational technology; to act as a focal point for the collection and dissemination of information and advice; to assist in identifying the requirements of various sectors of education and training for services and materials in educational technology and to arrange for the satisfaction of those requirements; to initiate development programmes and studies of educational innovations; and to participate as may be necessary in the work of appropriate international organizations. The Council has taken over the working programme of the former National Council for Educational Technology. Amongst the projects currently in operation are: Primary Extension Programme; Continuing Mathematics; Colleges of Education Learning Programmes Project; Computer Service for Media Cataloguing Agencies; Working Group on Rights; Innovative Methods in Industrial Training; Innovation Development Project.

Staff and Training Provision

The staff consists of a Director, two Assistant Directors, an office manager, eight administrative assistants, and eight secretaries and junior staff. In addition some twenty more staff are employed on specific projects inaugurated by the Council. The Council is not involved in direct training of staff.

Expenditure

In the year 1973/74 estimated expenditure on administration will be £100,000 and on specified projects, £126,000.

Plans for Development

Future work of the Council is currently under discussion and details are not available.

Further Information

The Council has a small permanent staff, who are not available for extended visits overseas. However, the Council receives visitors from overseas countries (usually by arrangement with the British Council or Unesco) for discussions on the development of educational technology. The Council does not maintain any permanent displays at its offices.

Address for Correspondence

The Director,
Council for Educational Technology for
the United Kingdom
160 Great Portland Street,
London W1N 5TB
ENGLAND

GLASGOW EDUCATIONAL TELEVISION SERVICE

Purposes and Structure

The Glasgow Corporation Education Department has run this service since August 1965 and provides television programme material geared to the schools curricula to complement the day-to-day work in the classroom and also to provide some form of in-service training for teachers in the new methods and new ideas being introduced in many subjects.

The Glasgow ETV Service is a section of the Corporation Education Department through which policy is controlled. The scripting and presentation of programmes are in the hands of teachers and the technical requirements are handled by the ETV staff. The producers, who are all teachers and the Education Department advisers form panels which produce the scripts for programme series.

Users

A two channel 625-line standard underground cable system links the production and transmission centre to 352 primary and secondary schools and further education colleges. Two universities and two teacher training colleges are also linked into the system. Primary schools have an average of three receivers each and secondary schools an average of six receivers. All schools also have off-air receiving facilities for BBC and ITV.

Output

Infants' classes: one ten-minute programme, three times per week. Primary schools: fifteen-minute programmes in French and history and a twenty-minute programme in geography, each repeated four times a week. Secondary schools: twenty-minute programmes in history, statistics, geography, French, German, religious education, business studies and modern studies which are repeated between two and six times per week.

Teachers' notes are prepared by the producer and issued to the schools prior to the first transmission of each series. In the language programmes readers and workbooks are also supplied.

Staff and Training Provision

About thirty-eight members of staff are employed. The Director of Television heads the service and the rest of the staff consists of administrative and clerical assistants, engineers, graphic designers and artists, studio staff, production assistants, four teacher/producers and three teacher/administrators (for primary French courses).

Engineering and graphics staff are recruited by public advertisement from applicants with suitable qualifications

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are trained at the Centre. TV camera assistants are also recruited by advertisement from young men with some experience in photography, either still or cine. Training on television cameras is given at the Centre. Producers are recruited from the teaching profession also by public advertisement.

Expenditure

Capital expenditure consists of £129,417 for buildings. Expenditure for the rental/maintenance of studio equipment and cable network is of the order of £61,000 and £57,500 per annum respectively. Other equipment purchased has cost approximately £40,000.

Annual recurrent expenditure is estimated as follows:

Equipment (including rental charges)	£188,000
Salaries of staff	£ 70,500
Rates, rents, insurance	£ 9,000
Repairs and maintenance	£ 7,000
Heat, light and cleaning	£ 3,800
Minor direct expenses	£ 1,100
	<u>£279,400</u>

Plans for Development

The future of the service will be decided when the new regional development comes into being. At the present time the service is developing the use of video cassette recorders in secondary schools in an attempt to overcome the difficulties of timetabling and to give the teachers in the schools more control of play-back at their end. It is unlikely that there will be any extension of the cable network outside the existing municipal boundary because of the expense involved.

Further Information

In the past eight years the service has been visited by representatives from over eight overseas countries through the British Council, Scottish Information Office, CEDO, etc. The senior engineer spent one month in Jamaica as an adviser in 1972.

The Director and the specialists on the staff are available to give information and advice to overseas representatives seeking knowledge of the setting up and running of a local educational television service.

Address for Correspondence

Director of Television
Educational Television Service
Corporation of Glasgow Education Department
155 Bath Street
Glasgow C2
SCOTLAND

INNER LONDON EDUCATION AUTHORITY EDUCATIONAL TELEVISION SERVICE (ILEA-TV)

Purposes and Structure

The Service has been operating since 1966 and provides educational television programmes for schools, colleges and other establishments maintained or aided by the Authority. The Inner London Education Authority, which is a special and fairly autonomous committee of the Greater London Council, is responsible for the service, which forms a branch of the Education Officer's Department and is headed by the Director of Television.

Users

Almost one million full- or part-time pupils and students and their teachers in about 1,400 establishments ranging from infant schools to polytechnics, use this service. 4,000 television receivers on a cable network are in use. In addition $\frac{1}{2}$ " videotape recorders are increasingly being used in schools and colleges.

Output

About 300 new programmes are produced each year. Programmes are carried by cable to primary and secondary schools, further education colleges, teachers and special schools for handicapped children within the ILEA area. Subjects covered include the usual school subjects and general and local studies, careers, film making and film appreciation, and programmes on engineering, business studies and general subjects such as housing, money matters, etc. for adults and further education students.

The programmes are planned to complement those of the national broadcasts and two channels are reserved to carry the simultaneous re-transmission of BBC and ITV programmes, while three channels carry the ILEA-TV broadcasts. In addition a channel is provided for the dissemination of material in higher education produced in the participating universities, polytechnics and colleges. It operates to a 1" videotape standard (unlike the other three 2" videotape channels, at present transmitting ILEA-TV's own productions).

Teachers' support materials related to the television programmes are increasingly being produced by the ILEA Media Resources Centre which co-operates closely with the Television Service.

Staff and Training Provision

In October 1973 there were 116 permanent staff (administrative, production, engineering and operational, ancillary services, manual) together with sixty-four ILEA teachers seconded on both full- and part-time basis, from their schools and colleges to research/script/present/

direct/evaluate the programmes.

Operational staff are trained either internally or by secondment to external courses and are selected on the advice of the Chief Engineer of the Television Service. Seconded teachers (production) are trained internally through a variety of in-service courses or by ad hoc training arrangements, which are available only to ILEA teachers. They are selected jointly by the Television Service and the Inspectorate.

Expenditure

Capital expenditure in the period 1966/73 has been a little over one million pounds. The 1973/74 estimate for annual recurrent expenditure is £950,000 which covers accommodation, equipment, staff, production, internal wiring, miscellaneous charges and rental of the post office cables which distribute the programmes to all receivers (£260,000 per annum in June 1973). This figure includes £65,000 income.

Plans for Development

Programmes are at present produced in black and white, but a working party is investigating the possible introduction of colour.

Further Information

Staff have assisted other Commonwealth countries through visits and secondments arranged by the British Council, CEDO and the COI. The Deputy Director was attached to CEDO in Spring 1972 to visit Ethiopia and a teacher/programme director has organized a short course in Singapore through the British Council. In principle staff are able to assist other countries subject to availability.

Address for Correspondence

Director of Television
Education and Television Service
ILEA Educational Television Centre
Tennyson Street
London SW8 3TB
ENGLAND

INNER LONDON EDUCATION AUTHORITY MEDIA RESOURCES CENTRE

Purposes and Structure

The purpose of the Media Resources Centre is two-fold: firstly, to provide Inner London Education Authority (ILEA) teachers with information about the growing range of non-book learning materials available for use in schools; secondly, to provide new learning materials to support curriculum development in ILEA schools and colleges. The Information Service started in September 1971 and the Production

Service opened with its first range of materials ready in September 1972.

The Media Resources Centre is part of the ILEA. It is run by a Director who is responsible to the Assistant Education Officer in charge of the Development and Equipment Branch of the Authority, and through him to the Chief Education Officer. Other central resources provided by the ILEA and the ETV Centre, the Education Equipment Centre, the Education Library (books) are a large number of Teachers' Centres, part of whose concern is with resources for learning. The Centre receives requests for its services from the Authority's Inspectorate, the various Advisory Committees, and from individual teachers. There is close co-operation between the MRC and the ETV Centre.

Users

Approximately 1,200 ILEA schools and other institutions, which include primary and secondary schools, further education colleges and adult institutes, use the Centre.

Output

The Information Service is based on a large reference library of non-book learning materials which at present contains some 10,000 items. The output of the Information Service can be seen mainly from the number of visitors to the reference library and the number of requests for information in the form of lists of materials. During the summer of 1973 there were more than 1,500 individual visits, in addition to official visitors and groups from outside the Authority. The library has also serviced about 1,000 written and telephoned requests for information.

The Production Service operates as a small publisher producing a variety of packs of materials in quantities so that they are available to any of the ILEA schools who wish to have them. These packs may include a range of printed materials, colour slides, audio tapes, overhead projector transparencies, microscope slides, electronic components, and may possibly extend later to film loops and other forms of material. A number of the packs are intended to accompany series of programmes on the ILEA-ETV Service. Subjects covered at present include language, environmental and nature studies, mathematics, world history, home economics, social studies, poetry, music, film. There are also materials for adults and teachers, for example, on English for immigrants to accompany an ILEA television series and on resources in the classroom for teachers.

Staff and Training Provision

The Media Resources Centre is still in the stage of initial development and the final staffing has not yet been fixed. The

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present staff includes about forty people. They are organized into four main teams: editorial; design and production; library and information; administrative and clerical. The Director is in overall control of the Centre. The editorial section is headed by an Assistant Director and includes a senior editor, six seconded teacher/editors and a research assistant. The design and production section has a head of department, four designers, a printer, a photographer and three graphics assistants. The library and information section is headed by the Resources Librarian with a publicity/information officer, four librarians, a library assistant, two clerical officers and a typist. An administrative officer is in charge of the administrative section, assisted by a deputy, two production co-ordinators, five clerical officers, two typists and a storekeeper.

There is no formal procedure for training staff. The editorial staff are seconded teachers and are trained by the Director on the job. Design and library staff have had appropriate professional training before they are appointed. The seconded posts are advertised and candidates selected by the Director, with the help of the appropriate Inspectors.

Expenditure

Capital expenditure is difficult to estimate but about £20,000 has been spent on equipment. Approximate annual recurrent expenditure is estimated at £140,000 broken down as follows:

Salaries	£80,000
Library and information running costs	£20,000
Production service running costs	£30,000
General administrative running costs	£10,000

Plans for Development

The Centre is at an early stage of its development and the possibilities are numerous. The library and information service hopes to extend outwards from the reference library and to take displays and information about materials around the ILEA schools and teachers' centres. Later it may be possible to provide central support to school libraries in the form of processing centrally ordered material and providing catalogue cards, etc. It may be possible to integrate the Media Resources Centre for non-book materials with services already available for books.

Further Information

Many overseas visitors have been received at the Centre. The Director and the Assistant Director (new post) and possibly some of the seconded teachers could be

available to offer their advice to other Commonwealth countries and to take part in training courses.

Address for Correspondence

Director
ILEA Media Resources Centre
Highbury Station Road
Islington
London N1 1SB
ENGLAND

KENT MATHEMATICS PROJECT

Purposes and Structure

The Kent Education Authority is responsible for the Project which aims to design a mathematical material-bank from which teachers can extract individualized courses for children of all abilities from 9 to 16 years. The system offers a Mode 3 CSE examination assessment at 16 years and plans a similar 'O' level procedure in the near future.

The Project is in its eighth year, but its third as an official Kent-sponsored project. It started from one teacher's classroom research, extended to more teachers and classrooms in the same school for a year, and then was taken up by nine other schools. At this point the nucleus of an enthusiastic team of teachers was formed, which has developed and enlarged to its present state. The KMP was conceived in a classroom and is now essentially a teacher-developed and teacher-controlled Project under the guidance of the original teacher, who is now director of the Project.

Users

A total of fifty-nine Kent schools (two comprehensive, four medical, one grammar, eight high, eight secondary modern and thirty-six primary, take part in the Project. 14,000 students, 300 teachers and 200 workshops are involved.

Output

All material is mathematical. The material-bank comprised work sheets, programmed booklets and tapes. The target is a minimum of 1,500 separate tasks, of which just over 1,000 have been completed.

Students use the scheme for 33% to 100% of their mathematics time and the overall average is about 85%.

Programmed booklets and tapes occupy about a quarter of the total material.

Staff and Training Provision

The staff consists of a Director, a full-time administrator, a full-time material writer, a part-time teacher/adviser, and a part-time primary school co-ordinator. There are also three

part-time secretaries. Permission has been given for an additional full-time material writer. The Project trains its own staff - a chain reaction from the Director. Staff are selected by invitation to teachers of known ability. Classroom organization skills are learnt through one-day and two-day courses. Any of the existing staff would be able to assist other Commonwealth countries in similar enterprises through consultancy.

Expenditure

Expenditure involves about £12,000 spent per year for equipment over three years. Project staff are accommodated in teachers' centres. Annual expenditure on salaries amounts to about £11,000.

Plans for Development

The completion of the material-bank is the first priority, and should be accomplished in two or three years. A KMP package should then be made available to any one outside Kent who wishes to use the scheme.

The success of the system in mathematics suggests the feasibility of extension into other subject areas and the development of the integrated day in secondary schools, using a new concept of student assessment believed to be more objective than our present system of formal examinations.

Address for Correspondence

Director, Kent Mathematics Project
Kent Education Authority
Springfield
Maidstone, Kent
ENGLAND

MILLFIELD SCHOOL EDUCATIONAL RESOURCES FACULTY

Purposes and Structure

The Educational Resources Faculty of Millfield School which is a private fee-paying school outside the state system, has two main aims: to improve the quality of teaching throughout the school by the provision of educational technology equipment within each classroom, including overhead projector, slide/strip projection, tape and CCTV; to make learning more individual through the provision of learning systems within departments and in the Resources Centre.

The project was started seven years ago as a result of the report of a committee investigating modern teaching methods. It has been a planned investment over that period in response to the demands of teaching staff.

The Educational Resources Faculty is one of eight faculties within the school. It is controlled by a Director who decides policy, after consultation with the

Headmaster and Director of Studies. The Faculty is responsible for CCTV, audio-visual aids, learning systems, the resources centre, in-service training of staff, the library and photographic unit. There are two deputy directors - one for the resources centre and programmed learning and one for the library.

Production work is undertaken, after consultation with academic faculty directors/heads of departments, in conjunction with subject specialists.

Every term each member of the teaching staff receives three catalogues: the Television Library; Resources in the Resources Centre; Resources held by Departments. It is policy that only resources for individual learning should be held in the centre, those for teaching are held by departments.

Users

The Director is in charge of the entire Faculty. A Deputy Director (Resources Centre) and a Deputy Director (Library) assisted by a library committee, are responsible for two sections. In addition there are a media resources assistant/secretary, part-time library assistants, a senior engineer and two engineers.

The support service is provided for 200 teaching staff and 1,000 pupils. Twenty channel CCTV distribution from a central control room and the resources centre equipped with a variety of non-print media provide individual learning for thirty pupils.

Output

An 'on demand' service of television videotape replays is provided throughout the school. The only subject not taking advantage of the service is classics. A total of 170 replays are made each week, but because of the nature of the service, it is impossible to give a breakdown by level or subject. About twenty educational broadcast programmes are recorded each week and about eight new educational programmes are made within the school each week.

Individual study material is available in the Resources Centre in the following subjects: history; geography; business studies; engineering; drawing; physics; biology; mathematics; languages. Access to TV library is available on two channels to individual study monitors.

Audio-visual programmed learning material is produced for the following subjects: metalwork; woodwork; biology; history; remedial English and mathematics. The production of material for physics, engineering drawing and geography is under consideration.

The individual learning system in the metalwork department is based upon five non-print sources of skills teaching, (two

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television channels and three programmed audio-visual channels) in addition to the teacher. This pattern is being repeated in woodwork, art and, with modification, in music. It is also under consideration for physics. Subsidiary resource centres for individual learning are being developed in history, remedial English, modern languages and biology.

Supporting material for classrooms is obtained or produced on audio tape (including radio recordings), overhead projector, film, filmstrip, slide, etc.

Staff and Training Provision

Courses are held during the holiday period to teach television techniques to the teaching staff. Each course is five days in duration. Once a member of staff has attended a basic course he may be accepted for advanced training. This involves attending a further one-week course plus practical work as required.

One-day courses on the overhead projector and transparency production are also held for teaching staff. A photography course is held after school on one evening per week. Other short courses are arranged as required. Arrangements are also made for staff to attend courses outside the school. Staff are selected for training by direct application following publication of details to all staff.

Expenditure

At present the Faculty is housed in temporary wooden buildings, which cost about £7,000 but a new centre is planned at a likely cost of about £70,000. Capital expenditure on equipment (including classroom equipment) has been approximately £50,000 over seven years.

Annual recurrent expenditure is estimated as follows:

Maintenance	£2,000
Videotape	£1,500
Audio tape	£ 450
Film	£ 505
Rentals	£ 400
Materials	£ 80

Plans for Development

Building: the plans for the new Library/Resources Centre are being prepared and building should start in late 1974.

Production: the development of self-instructional material for science is planned and it is hoped to install learning systems based upon the metalwork system in each of the science areas.

Production of audio-visual programmed learning material for engineering drawing is planned and this will be published when completed.

The television distribution system is being converted to colour starting with

biology, chemistry, metalwork, English and geography. It is hoped to acquire at least one colour television camera. At present production is done in 16mm film and transferred to videotape.

Further Information

There have been many visitors to the Faculty from overseas and staff could be freed to provide advice to Commonwealth countries if required. It would also be possible to arrange for Commonwealth visitors to work with the Millfield unit for short periods.

Address for Correspondence

Director
Educational Resources Faculty
Millfield School
Street
Somerset
ENGLAND

THE NATIONAL ORGANIZATION FOR AUDIO-VISUAL AIDS

Purposes and Structure

The National Committee for Audio-Visual Aids in Education (NCAVAE), established by the local authority associations in 1946, is responsible for determining audio-visual aids policy at national level, promoting the use of audio-visual methods and providing an information service on audio-visual matters.

The Educational Foundation for Visual Aids (EFVA), set up in 1948 by the Ministry of Education in consultation with the local education authorities, has responsibilities for the production and distribution of audio-visual aids.

The two organizations are complementary, they work closely together and constitute the National Organization providing a comprehensive service to education in the field of audio-visual aids.

The National Committee consists of representatives of the local authority, of teachers' organizations and of the Department of Education and Science. It has, in addition, the Central Committee of Teachers' Visual Aids Groups which represents the many voluntary groups and societies of teachers throughout the country, and the Central Council of Advisers in Audio-Visual Education, on which local authorities are represented by their permanent audio-visual advisers.

The Educational Foundation has a small Council of Management - half appointed by the local authority associations and half by the National Committee.

The National Organization is financed by contributions from the local education authorities based on the number of pupils in the area.

The National Audio-Visual Aids Centre was established jointly by the National Committee and the Educational Foundation in 1964. It has become the focal point for educationists who wish to examine equipment, obtain technical advice and undertake specialized training. Early in 1969 the National Audio-Visual Aids Centre moved to new and larger premises. The National Audio-Visual Aids Library is the Library of the Educational Foundation.

The main departments and the services provided by the National Organization are:-

Secretariat - This is responsible for servicing the various committees, including the Central Committee of Teachers' Visual Aids Groups (and liaison with the 130 Teachers' Groups) and the Central Council of Advisers in Audio-Visual Education. It is also responsible for co-operation with overseas countries.

National Audio-Visual Aids Centre (see separate report) - This deals with a) information; b) training; c) testing and evaluation of equipment; d) repair and servicing of equipment.

National Audio-Visual Aids Library (see separate report) - The National Audio-Visual Aids Library is a comprehensive Library of teaching films and filmstrips (and other materials) providing (with the national catalogue) a library for reference and hire.

In 1972/73 a library for colleges and departments of education was established. This is the first of its kind and by the end of the year had over 100 colleges in membership.

Production - Produces films and other visual media specifically made for teaching purposes. All material is made with teacher advisers appointed by the National Committee.

Address for Correspondence

National Organization for Audio-Visual Aids
33 Queen Anne Street
London W1M 0AC
ENGLAND

NATIONAL AUDIO-VISUAL AIDS CENTRE

Purposes and Structure

The Centre provides educationalists with a centralized and authoritative source of information and advice on all practical problems associated with audio-visual methods in education. It was opened in South London in May 1964 and moved to its present premises in 1969.

The National Organization for Audio-Visual Aids is responsible for the Centre.

The National Audio-Visual Aids Centre consists of the following departments: The Technical and Equipment Department, which undertakes the supply of equipment with educational discount and provides a maintenance and technical advisory service; the Information Department which provides an extensive permanent display of all types of audio-visual equipment and materials and includes facilities for personal evaluation of materials; the Experimental Development Unit which tests audio-visual equipment and prepares technical reports, (items are often tested at the prototype stage and produces modifications in design by manufacturers); the Training Department which organizes a wide variety of short courses on the integration of audio-visual media into teaching and training.

Users

The services of the Centre are available to anybody with interests in the field.

Output

The Information Department: Demonstration Centre - 3,779 visitors 1972/73; Cataloguing and Materials Section - is concerned with building up a comprehensive stock of software and continual updating of the materials catalogue. (The work is closely related to that of the film library and EFVA/NCVAE publications department which produces numerous booklets); Book Library - large collection of books covering all aspects of educational technology.

The Training Department: held sixty-five courses in 1972/73, with a total of 1,133 students.

Experimental Development Unit: produced various reports including forty technical reports on visual aid equipment.

Staff and Training Provision

The total number of staff at the Centre is twenty. The Information Department employs six people, the Training Department seven, the Experimental Development Unit three, and the Technical Department four.

Some in-service training is given where necessary. Staff are selected on the basis of their previous experience in the education and audio-visual field.

Staff have shown many overseas visitors round the Centre and offered advice.

Expenditure

Details of expenditure are not available.

Plans for Development

The equipment display will continue to expand, especially on the video side, although the Centre is dependent on the manufacturers loaning or giving their latest models. It is hoped to let more teachers know of the Centre's existence and

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the services offered, possibly by more publicity in magazines and, ideally, the mass media.

Address for Correspondence

National Audio-Visual Aids Centre
254-6 Belsize Road
London NW6
ENGLAND

NATIONAL AUDIO-VISUAL AIDS LIBRARY

Purposes and Structure

The Educational Foundation for Visual Aids is responsible for the Library which was set up in 1948. The Library provides schools within the United Kingdom with a film loan service and acts as a central clearing establishment for the sale of films and filmstrips. The Association of Education Committees for England and Wales co-operates with the Library.

Policy is decided by a board of management, teaching representatives and the National Committee for Audio-Visual Aids in Education.

Users

All schools that possess a 16mm projector and a 35mm filmstrip projector can use the service.

Output

Films loaned per year	120,000
Films sold per year	600
Filmstrips sold per year	25,000

Staff and Training Provision

The Library Manager is in overall charge of the Library and there are thirty-four other members of staff. Dealing with the film library, there is a film librarian, seven film booking clerks, a typist, eight film examiners and six packers. For film sales there is a film sales clerk, a short-hand typist, an invoice clerk, and a typist/receptionist. Filmstrips are dealt with by a filmstrip librarian, three filmstrip clerks, a typist and two packers.

On-the-job training is given and staff are selected for training by individual aptitude and nomination by heads of departments.

Expenditure

Capital expenditure is estimated as follows:

Buildings	£25,000
Equipment	£ 8,000
New film and filmstrip stock	£160,000

Annual recurrent expenditure is estimated as £21,000 on salaries and £59,000 on new film and filmstrip stock.

Plans for Development

It is anticipated that over the next two or three years all services will be considerably expanded. A film library has recently been established, devoted entirely to teacher education. In the future activities will include the distribution of tapes, records, wallcharts, cassettes and transparencies in larger volume than at present.

Further Information

Over the years many Commonwealth counterparts have visited the Library for information as have many students attending British Council courses. Advice and information could be given to any country establishing a similar enterprise.

Address for Correspondence

Library Manager
National Audio-Visual Aids Library
Paxton Place
Gipsy Road
London SE27 9SR
ENGLAND

THE OPEN UNIVERSITY

Purposes and Structure

The Open University provides degree and post-experience courses for working adults to graduate and post-graduate levels through teaching at a distance by means of a combination of correspondence teaching, broadcasting and face-to-face tuition. It was set up as a full university by Royal Charter in 1969 and receives funds from the Department of Education and Science. The BBC co-operates.

The Governing Board of the University is a Council, consisting of an eminent lay membership drawn from other universities, industry and the public sector, with elected representatives from the Senate and the student body. Academic responsibility lies with the Senate, consisting of all full-time central and regional academic staff, and elected representatives of the BBC, part-time regional staff and students. The University is organized into six faculties, a regional tutorial service (with thirteen regions) and an Institute of Educational Technology.

Users

There were 45,000 registered students in 1973.

Output

The faculties are Arts, Science, Social Studies, Mathematics, Technology and Educational Studies. Courses are based on a credit system, each course being worth one credit or half a credit; six credits are needed for a BA General degree and

eight credits for a BA Honours degree. Thirty-two units of work make one credit and one unit of work is approximately ten hours' study a week. Each unit consists of a correspondence text and usually a radio and/or television programme, set book reading, supplementary material and, for science and technology courses, home experiments. In 1973 twenty-seven full credit equivalents were provided.

By the end of 1973, 1,236 correspondence texts had been specially written and published by the University and 800 television programmes and 800 radio programmes had been broadcast.

Staff and Training Provision

Full-time staff as at 1st January 1973:

	<u>Central</u>	<u>Regions</u>
Academic (including staff tutors)	224	85
Non-Academic	197	121
Technicians	85	-
Clerical/Secretarial	362	196
Auxiliary	81	5
Research/Course Assistants	101	1
Total	<u>1,050</u>	<u>408</u>

Part-time staff:

Counsellors	1,688
Course tutors (provisional)	4,231

BBC staff:

Production staff	90
Administration	31
Servicing staff (graphics, film, props, scene-hands, etc.)	66
Others (engineering, housemen, etc.) approximately	100

Academics are recruited from conventional universities, etc. The BBC train their own producers who are assigned to Open University production. There is no special training.

Expenditure

Capital expenditure up to the end of 1973 is estimated at £6m. A further £4.5m has been allocated for a broadcasting complex on site for 1977.

Annual expenses for 1973 are estimated at £11m, broken down as follows:

BBC	£2.0m
Faculties and Institute of Educational Technology	£2.2m
Tuition and Counselling	£2.5m
Administration (Central)	£1.6m
Administration (Regional Services)	£1.7m

Plans for Development

The Open University aims eventually to offer an undergraduate programme of

approximately 110 full credits. It is also able to offer post-experience courses, which must however, be self-financing, either through sponsorship, or through student fees. The University is also anxious to enter into joint course production with other universities or similar institutions. The most urgent need for assistance from outside is for funds to support research activities, particularly into the effectiveness of its own methods for teaching at a distance. Major areas in urgent need of support are research into the effectiveness of broadcasting, and textual communication, and support for an in-service training programme.

Further Information

Many people from the Commonwealth have visited the Open University and overseas consultancy work and British Council tours have been undertaken by members of staff of the University. A British Council seminar was held in November 1973 on the Open University.

The Open University is setting up a consultancy service, which will enable members of the University to travel and advise on Open University methods. Staff also have the opportunity to take sabbatical or study leave for such purposes. In addition, there are films, videotapes and papers available on many aspects of the Open University.

Address for Correspondence

The Open University
Walton Hall
Milton Keynes
Bucks.
ENGLAND

THE ASSOCIATION FOR PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY (APLET)

Purposes and Structure

APLET has been in existence for fourteen years and provides a service of information and experiment in the fields of programmed learning and educational technology. APLET is an independent body controlled by a Council, with an inner executive and a network of centres. Members subscribe both financially and directly by running courses.

Users

Members and anyone interested in problems of educational technology and programmed learning from the United Kingdom and overseas, including educationists, training officers and industrialists.

Output

A yearly international conference is held. Frequent regional courses and conferences

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are arranged. Instructional sessions are held at centres. A yearbook with a list of advisory officers and locations is published and a journal is produced six times a year covering new activities and experiments.

Staff and Training Provision

All offices are honorary. A team of some six executive officers and three publication officers function co-operatively. Staff are usually selected from professional teacher or training bodies. Training is given by courses in member institutions.

Expenditure

Accommodation is rented or loaned by universities, polytechnics or colleges. Capital expenditure on equipment depends on the course or project undertaken. Normally members are influentially placed to provide a full and advanced level of equipment. Annual expenditure is about £11,000 divided between courses and conferences (£7,000) and editorial and administrative work (£4,000).

Plans for Development

An Institute of Educational Technologists is to be set up with relevant awards.

Further Information

Many members have served overseas and about four were on secondment overseas in 1973. The availability of members to assist other Commonwealth countries would depend upon the requests and the availability of financial support.

Address for Correspondence

The Chairman
Association for Programmed Learning
and Educational Technology
33 Queen Anne Street
London W1M 0AL
ENGLAND

PROJECT ISITME (INVESTIGATION INTO SELF-INSTRUCTIONAL TECHNIQUES IN MEDICAL EDUCATION)

Purposes and Structure

The aim of Project ISITME (Investigation into Self-Instructional Techniques in Medical Education), which is the responsibility of the University Department of Medicine of the Western Infirmary in Glasgow, is to develop self-instructional materials for undergraduate medical students. The original project ran from 1968 to March 1973. The work is continuing, although without the previous financial assistance from the Department of Education and Science, the Carnegie Corporation and commercial firms.

The Department of Education of the University of Glasgow, the Department of Medical Illustration of the Western Infirmary and the University Television Service of the University of Glasgow, all assist the project. The Director of the Project is a professor of the Department of Medicine. The self-instructional materials are prepared by a lecturer in the Department of Medicine, known as a medical editor. A lecturer from the Department of Education and the Director of the Department of Medical Illustration (both in an advisory capacity) complete the team. Policy is decided by the team.

Users

The intended audience is the undergraduate medical students from their fourth year onwards - that is, the clinical part of the course.

Output

The team chose to use tape/slide presentations for the self-instructional materials, incorporating programmed learning techniques. The materials are updated as necessary. The output so far has been:

Endocrinology:

Diabetes Mellitus	- nine programmes
Thyroid Disease	- five programmes
Pituitary/Adrenal Disease	- eleven programmes

These twenty-five programmes total about twelve hours.

In addition eighteen programmes, totalling about nine hours, have been produced on Medical Renal Disease.

Staff and Training Provision

The full-time staff consists of one lecturer from the Department of Medicine, known as a medical editor. This post is, in fact, shared by two part-time women graduates. There is also a full-time graphic artist and a photographer, who is shared with a similar project in biology.

A lecturer from the Department of Education, the Director of the Department of Medical Illustration and various subject specialists are employed part time in an advisory capacity.

Training is informal. The medical editors have attended evening classes at the Department of Education in programmed learning and have tried to become familiar with educational theory etc. by reading and contact with members of the Department of Education. To date there has been no real selection procedure for staff - posts have been offered part-time to graduates who are interested in this type of work.

Expenditure

Expenditure on the Project cannot be estimated with any degree of accuracy.

Plans for Development

It is hoped to continue the development of self-instructional materials, although not necessarily in the form of tape/slide presentations and to continue work on the assessment of the materials and other aspects of the undergraduate curriculum. Assessment might be attempted with the help of a computer bank of questions and in this case the assistance of a statistician/computer programmer would be welcome.

Further Information

Materials have been sent to New Zealand and could, subject to arrangement, be sent to other interested Commonwealth countries.

Address for Correspondence

Project ISITME
Department of Medicine
Gardiner Institute
Western Infirmary
Glasgow G11 6NT
SCOTLAND

QUEEN ELIZABETH SCHOOL OF NURSING, BIRMINGHAM

Purposes and Structure

New media have been used for three years at the School of Nursing to provide a selection of material for use in training nurses. Television programmes and a variety of new media aids to learning are produced which are related to nursing skills and medical topics. The Birmingham Regional Hospital Board is responsible for the service.

Nurse tutors organize the materials through a Visual Aids Committee.

Users

Both student nurses and qualified nurses use the service.

Output

Two television programmes are given each week on medicine and related subjects and one on nursing skills. All are twenty minutes in length.

Other support materials in the form of wall charts, models, filmstrips and cine loops and tape/slide sequences are produced.

Staff and Training Provision

The staff concerned with this training are four nurse tutors and three nurse clinical teachers. All staff have the opportunity of appropriate training.

Expenditure

Capital expenditure is estimated at £2,000 on equipment and annual recurrent expenditure is estimated at £600 on materials.

Plans for Development

It is proposed to increase the material related to practical nursing and social skills.

Address for Correspondence

Principal Nursing Tutor
Queen Elizabeth Hospital
Hospitals Centre
Birmingham 15
ENGLAND

REGIONAL RESOURCES CENTRE

Purposes and Structure

Exeter University School of Education is responsible for the Regional Resources Centre which was set up to produce and make available 'software' educational material for schools in the region. By evaluating its successes and failures it is investigating the viability of such a project.

The initial project started in 1970 with a grant from the Calouste Gulbenkian Foundation and another grant was received in 1973 from a commercial firm which has extended the life of the project into a second experimental three-year phase.

The Centre is controlled by two co-directors. One is a senior lecturer in education and the other a librarian in charge of the School of Education library. Their roles are complementary in the experimental pilot project which seeks to determine the optimum way in which resources centres can be developed to serve the requirements of schools covering the 5 to 18 age range. The co-directors are guided by an Advisory Committee chaired by the Professor of the School of Education. The other twenty-three members are senior teachers, educational administrators, librarians, visual aids advisers, wardens of teachers' centres, etc., from the counties involved. Priorities are thus established and the work is executed by a small permanent staff assisted by practising teachers and art students. A number of fellowships are available to enable selected senior teachers to deal with 'editorial' and research problems. The local education authorities in the areas concerned, the libraries, museums, city archives office, the Council for Educational Technology, teacher training colleges, and the College of Art, all co-operate with the project.

Users

The twenty-four schools from six neighbouring local education authority areas, taking part at the start of the project, grew to about sixty which were using the materials at the end of the initial period (1973). A cross-section of schools

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involved in the 5 to 18 age range has been chosen.

Output

The Centre aims to respond to requests from schools within its catchment area. In the first two years of operation 661 separate requests were received, of which 479 were met. The others were either fulfilled later or proved impractical in operational terms. Some of the requests asked for materials, others for information on all aspects of education - not only hardware and software. Materials were either provided from the library, specially made or purchased from commercial sources. Consultancy work, in-service education and research are also undertaken.

Staff and Training Provision

The two co-directors are assisted by an administrative officer and a secretary. The rest of the staff fall into two categories: Design and Photography, with a senior designer and two designers; Technical and Printing Service with a chief technician, a printer and a technician.

Executive staff are selected by the usual advertisement and recruitment procedure. Editorial staff are selected by the co-directors and by the recommendation of the Advisory Committee.

Staff could give advice and assistance to other Commonwealth countries, subject to request and negotiation.

Expenditure

The buildings are provided by the University but other capital expenditure is estimated as follows:

Equipment (over three years of the initial project):

Reprographic	£1,270
Office	£ 586
Vehicle	£1,000

Annual recurrent expenditure is estimated as follows:

Materials	£1,000
Vehicle running costs	£ 150
Travel	£ 300
Salaries	£3,500

Plans for Development

The second phase of development is limited to four administrative counties. The aim is to explore relationships with teachers' centres and the possibility of a resources network. Also it is intended to look at the problems of creating relatively cheap hardware.

Address for Correspondence

The Director
Regional Resources Centre

University of Exeter School of Education
Gandy Street
Exeter EX4 3LZ
ENGLAND

ROYAL NAVAL SCHOOL OF EDUCATIONAL AND TRAINING TECHNOLOGY (RNSETT)

Purposes and Structure

The project has been operating since January 1971 and aims to promote the application of the most cost-effective techniques in the management and methods of training and education within the Royal Navy, the Royal Marines and the Women's Royal Navy Service.

The Commander-in-Chief, Naval Home Command, is responsible for the project, which is implemented through the Commodore of the Royal Naval Barracks in Portsmouth and the Officer-in-Charge of RNSETT. The Officer-in-Charge deals with Ministry of Defence (N), Commands, Establishments and non-service authorities directly on technical matters. The ultimate control lies with the Ministry of Defence (Navy).

Users

Service personnel from all RN, RM and WRNS training establishments.

Output

Five-day courses for junior officers/senior ratings are provided as follows: Instructional Technique (weekly); Training Analysis (monthly); CCTV Production Techniques (termly). There is a three-day course in Training Management given each term for senior officers and a monthly five-day course for junior officers in Course Management.

Advice and assistance are given in the areas of training management, analysis, design, assessment, methods and media.

Staff and Training Provision

Fourteen officers, twelve senior ratings and three junior ratings are employed on RNSETT. Heads of Groups are given a one-year postgraduate course in educational technology and advisory Staff Officers receive a one-term postgraduate course. Selection is by normal Service procedure.

Expenditure

This cannot be assessed.

Plans for Development

Any future developments will be dictated by Service requirements.

Address for Correspondence

Officer-in-Charge
RNSETT, Royal Naval Barracks
Portsmouth
ENGLAND

SECONDARY SCHOOLS CONSORTIUMPurposes and Structure

Chorley College, which is a Lancashire County Council college, is responsible for the Consortium which has now been operating for about a year and a half. It provides educational television programmes to support teachers in the secondary schools in the district, especially in relation to environmental studies, but also includes science.

Teachers from participating schools are trained in television production techniques. The teachers then plan, organize and produce their own programmes for use in the schools.

Users

About fifteen schools with their own video-tape recorders and television receivers use the service at present but an increasing number of schools are anxious to join. The schools are also equipped to record their own off-air broadcasts.

Output

One programme is produced per week. Each programme is produced in three hours of studio time which includes stagger-through, dry-run and final recording. Environmental programmes make up 40% of the output, science programmes 30%, language programmes 15% and other subjects 15%.

Staff and Training Provision

The staff employed are all concerned with production. They consist of: one film/graphics assistant; two engineering/technical assistants; one producer/script-writer; one secretary. Training in production consists of one session per week over a period of ten weeks totalling forty-five hours. Apart from studio training, work is done by participants in their own time and they also have access to studio equipment at prescribed times. Staff are selected by the head teacher of the school in consultation with the appropriate head of department.

Expenditure

Capital expenditure is very difficult to estimate as much of the work has been done within existing budgets, but in terms of replacement costs, approximately £25,000 is spent on buildings, £100,000 on equipment and £10,000 on miscellaneous materials. Annual recurrent expenditure cannot be estimated, as materials are supplied by participating schools or on a shared basis for such items as cannot come from schools.

Plans for Development

It is hoped that the studio will become a production centre in television, film and

programmed learning for all types of educational establishments in the area. Finance difficulties and the need for additional trained staff are the inhibiting factors.

Further Information

Many Commonwealth visitors have been to see the centre. If the occasion presents itself, it is likely that appropriate staff could be made available to assist other Commonwealth countries in similar enterprises. At present one member is on a two-year secondment to Kenya.

Address for Correspondence

The Principal
Chorley College of Education
Union Street
Chorley
Lancashire
ENGLAND

UNIVERSITY OF GLASGOW TELEVISION SERVICEPurposes and Structure

The Television Service has been run by the University of Glasgow since March 1965 and provides closed-circuit television as a central service available to all teaching departments within the University, on request. On a small scale it also provides film facilities and sound recording on the same basis. It also gives a general service of advice and assistance in the field of audio-visual aids in teaching. There is a close link with a similar service in the University of Strathclyde. Although the two services are separately staffed and financed, they work under the supervision of one Director of Audio-Visual Services, who ensures that their development is related and complementary.

Policy decisions are controlled by the Television Committee - a joint committee of the Senate (which supervises teaching and research) and of the Court (the governing and administrative body of the University). The Director of Audio-Visual Services, with head-of-department status, is responsible through the Television Committee to the Court. Requests for service are raised by teaching departments direct with the Television Service (usually through the Director of A-V Services, or his immediate deputy, Director of Television). On the operational side, the service has three elements: a central pool of cameras, etc. for simple visual aid work in laboratories and lecture theatres; a four-camera mobile unit to record material outside the University, e.g. in hospitals, schools, clinics, etc.; a studio with eight-channel radio frequency distribution system throughout the University.

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Users

Audiences involved are almost exclusively classes of undergraduates, but within that category they are very varied - for example, 600 students for relay/recording of a conventional lecture; eight or ten students watching explanatory videotape on monitor at the end of a laboratory bench; small medical groups watching bed-side teaching or recordings of specialized techniques; students and staff using recorded performances for self-assessment, etc.

Output

A wide variety of subjects are covered. There are more than fifty regular user departments in the University, approximately one-third of these in the Medical Faculty. The remainder include archaeology, biochemistry, chemistry, computing, drama, English, engineering, physics, psychology, social studies, town planning, zoology.

Most of the programmes are at undergraduate level, but the postgraduate level is also included, especially in education and medicine. The service is also used in specific research projects.

Output is mainly within the academic year of twenty-six to thirty weeks. Frequency in individual subjects varies a great deal, from daily to two or three times per term. There are no readily available statistics on live TV use (e.g. in many science-type laboratories) but approximately 1,000/1,100 pre-recorded programmes are transmitted in each academic year.

Staff and Training Provision

The total number of staff is twenty-six, although the Director of Audio-Visual Services, the administrative head, is shared with the University of Strathclyde. The rest of the staff is as follows: three producers, including the Director of Television; a technical supervisor; an operations assistant, who is responsible for scheduling, allocation of staff, equipment, etc.; three secretaries; eleven television technicians of various grades; one artist; one photographer; four manual staff.

Senior staff, both production and engineering, have usually been appointed after professional broadcasting experience. Most engineering staff, originally from manufacturing or TV-service background, have attended intensive BBC training courses. Junior technicians (three of the present eleven) attend day-release classes and receive on-the-job training from senior colleagues.

There is no selection or special training for academic staff. Where it is essential that they learn certain tech-

niques for studio performance, it is the responsibility of Television Service production staff to provide the necessary instruction.

The Director of Audio-Visual Services has made advisory visits to the University of the West Indies and to University of Kenangaan, Malaysia. Advisory visits of staff to other Commonwealth countries for periods of three/four weeks are normally quite easy to arrange.

Address for Correspondence

Director
Audio-Visual Service
University of Glasgow
Television Centre
Southpark House
The University
Glasgow G12 8CB
SCOTLAND

INDEPENDENT BROADCASTING AUTHORITY (IBA) EDUCATIONAL PROGRAMMES

Purposes and Structure

The Independent Broadcasting Authority controls all independent television and radio broadcasting in the United Kingdom. Its educational television services consist of school programmes, which are intended to establish or motivate learning in the classroom and adult educational programmes, which help viewers towards a mastery of a skill or understanding of a body of knowledge.

The IBA is the controlling authority but programmes are provided by fifteen programme companies, which are appointed by the IBA under contract. Programme plans for education must be recommended by IBA's Schools Committee and Adult Education Committee which are responsible to the Authority's Educational Advisory Council. There are also a number of committees advising the producing companies. The company plans are co-ordinated by a network of educational sub-committees which, with the IBA, liaises with the BBC to avoid overlaps or clashes of schedules.

Formal and informal contact is maintained with the Department of Education and Science, the Schools Council, the Council for Educational Technology and the National Committee for Audio-Visual Aids in Education.

Users

Programmes cover the whole range of school-children including further education. About 24,000 schools view some television (72% of all primary schools and 73% of all secondary schools). Adult education programmes are intended mainly for use by families at home, specialist or minority groups and classes or groups at residential

or week-end centres. About forty-nine million people, aged four and over, living in seventeen million homes, have sets able to receive ITV.

Output

Pre-school programmes are now made by four companies and this is an area which is developing rapidly.

Nine hours of programmes a week are broadcast to schools in term-time including about twenty-six networked series a year for schools and colleges, with local and partly networked series produced by the regional companies. Subjects include English, French, drama, music, visual arts, mass media, primary mathematics and science, history and geography. Important problems and issues in contemporary society are introduced as subjects for classroom discussion. Programmes last fifteen to twenty minutes.

Adult educational programmes have about three hours a week of broadcasts and about fourteen new series are produced a year, as well as many programmes in the general output, which have educational value.

Subjects have ranged widely from science, history, farming, even television itself, to personal health, cookery, leisure sports and hobbies. There have been programmes for teachers, farmers, gardeners, anglers, golfers, motorists, amateur astronomers, the consumer generally, the retailer in particular, and their own programme for the retired.

Publications to accompany programmes include wall charts, books and booklets.

Staff and Training Division

The IBA has an Educational Programmes Services Department, and the separate programme companies employ educational officers, who also liaise with schools in their areas.

The programmes are produced by teams combining teaching and television experts.

Expenditure

It is not possible to estimate expenditure on educational programmes as a separate item from the entire budget. The budgets of the fifteen programme companies differ greatly and the expenditure on educational programmes of the larger companies which make most of the networked programmes, would be considerable.

Plans for Development

Pre-school education is an expanding area and is likely to continue developing.

Further Information

Under the School Teacher Fellowship Scheme teachers and lecturers with some experience in the use of television or CCTV are eligible for fellowship of up to a year at a British university to increase the number of teachers with a knowledge of television, to help schools and to help the IBA assess its own services.

Address for Correspondence

Educational Programmes Services
Independent Broadcasting Authority
70 Brompton Road
London SW3 1EY
ENGLAND

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BELIZE

GENERAL INFORMATION

AREA 8,867 sq.miles POPULATION 130,000 (Est. 1973)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$B3,203,700 (1972) Recurrent
(Currency: dollar; \$B4.0 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 = 17.6%	Age 25+ = 28.7%	(1960)
Completed primary	Age 15 - 24 = 63.9%	Age 25+ = 60.9%	
Entered Secondary	Age 15 - 24 = 18.6%	Age 25+ = 9.2%	

Teacher training (1973) primary level students 118 staff 17
Students at university and other institutions abroad in 1972-73 = 220

% Illiteracy = 10 - 14 years 3.4%; 15 - 19 years 5.4%; 20 - 24 years 8.1% (1960)

Structure

School is compulsory from 6 to 14 years. Responsibility for education lies with the Ministry of Education. All but nine of the 171 primary schools are managed by the Churches, but most are grant-aided. Of the twenty-two secondary schools four are Government institutions, sixteen are Church schools and the remaining two are run by private individuals.

Primary education is free in all grant-aided and government schools. Secondary education is available.

The Unesco educational planning mission, after a visit in 1964, recommended the following reorganization: at the primary level a six- or seven-year course for children aged 5 to 12. Secondary education from 12 to 15 or 16, comprising a course of general studies including practical subjects, with the possibility of taking RSA and 'O' level examinations, with a two-year extension for 'A' level candidates. Unesco also recommended the setting up of an agricultural and engineering institute in the new capital.

Teacher training has been reorganized, following Unesco's recommendations, and now aims at accelerating the supply of trained teachers by in-service courses and two-year courses at Belize Training College.

Adult education is provided by various government and voluntary agencies.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Radio Belize is a government-owned station but it does some commercial broadcasting. There are 43,000 radio sets, or 302 per thousand of the population. Broadcasts

include regular programmes for schools.

PROVISION FOR EDUCATIONAL INNOVATION

There are two teachers' centres which have been functioning for five years and have developed courses of extra-mural studies for teachers in co-operation with the Belize Teachers' College. Other bodies responsible for educational innovation are the various professional associations, the National Council for Education and the University of the West Indies which concerns itself with regional development of education.

SCHOOLS BROADCASTING SERVICE

Purposes and Structure

The Schools Broadcasting Service, which is the responsibility of the Ministry of Broadcasting, has been in operation for eight years. Its purpose is to provide educational programmes in infant and primary schools to supplement the work of teachers, to combat the shortage of trained teachers and text-books, and also to point the way to new developments. The service is a unit within the broadcasting section, and is headed by the Schools Broadcast Officer with supporting clerical staff, but also draws on the expertise and experience of teachers.

Users

The service is used by all 171 primary schools in the country, which have a total of 31,116 pupils and 1,200 teachers.

Output

Every subject in the primary curriculum is covered. In addition, there is some broadcasting to secondary schools and teachers. Teachers' notes and support material for the pupils are produced.

Staff and Training Provision

The two members of staff are the Schools Broadcasting Officer and the Secretary, who are appointed by a committee and provided with opportunities to pursue courses in educational broadcasting.

There has been no involvement in assisting other Commonwealth countries in similar enterprises, and this is still not possible at present.

Expenditure

The actual expenditure of the service is estimated at \$B11,250 for buildings, and \$B3,500 for equipment. The annual recurrent expenditure is \$B5,200 on salaries, and \$B3,000 for other expenses.

Plans for Development

The Service at this stage requires an evaluation to produce recommendations on how it might best be developed and expanded.

Address for Correspondence

Schools Broadcasting Service
Albert Cattouse Building
Regent Street
Belize City
BELIZE

FARM RADIO PROGRAMMEPurposes and Structure

The Ministry of Agriculture, Lands and Co-operatives runs the programme, with the co-operation of Radio Belize, to keep farmers and rural housewives informed of current developments in agriculture, to dispense advisory notices and to encourage greater production. The programme has been broadcast since about 1964. The Agricultural Education Officer is directly responsible for the programme though policy is controlled by the Permanent Secretary through the Chief Agricultural Officer. Extension Officers and Specialist Staff contribute regularly and the AEO organises farmers' participation in the programme.

Users

The programme is aimed mainly at rural listeners but is also heard by many urban listeners. The estimated listening audience is 75,000, although there is a potential listening audience of about 250,000 at peak periods including listeners in neighbouring Republics.

Output

'Farming for Progress' - one broadcast per week of twenty or thirty minutes.

Staff and Training Provision

The Agricultural Education Officer produces the programme, writes and edits the scripts, interviews farmers etc. He is assisted in dubbing and recording the programme by technicians of Radio Belize. Extension Officers help the AEO to make contact with farmers. One member of the Department has attended a Seminar Workshop on Farm Radio Broadcasting but apart from this there has been no formal training. The officer in charge of the programme was recruited by the Chief Agricultural Officer in consultation with Heads of Divisions. Aptitude for the work is taken into consideration.

Expenditure

Capital expenditure is limited to a couple of tape recorders - \$B500 since the service does not have a separate building. Recurrent expenditure is about \$B2,900 per annum, with \$B1,200 on salaries (proportionate), \$B200 for materials and \$B1,500 for travel.

Plans for Development

It is hoped to increase the programme to two broadcasts per week. To make this possible it would be necessary to train at least one other member of staff apart from the AEO, who himself requires training in script-writing, presentation etc. Overseas training would be necessary for these two members of staff. The AEO with the help of technicians from Radio Belize could then train District Agricultural Officers in interviewing, script writing and recording so that he would not need to travel so much.

Address for Correspondence

Agricultural Education Officer
Ministry of Agriculture,
Lands and Co-operatives
Belize City
BELIZE

BERMUDA

GENERAL INFORMATION

AREA 20.59 sq.miles POPULATION 54,590 (1972) Estimated

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$B9,845,700 = 22.5% of total GDP (1972-73)

(Currency: dollar; \$B2.34 = £1 sterling 4.12.73)

Pre-primary 1,441

Primary 7,541

Secondary 4,483

Secondary vocational 387

Students at university abroad in 1972-73 = 218

% Illiteracy = 10 - 14 = 0.5%; 15 - 19 = 1.0%; 20 - 29 = 1.0%

Structure

The government aim is to provide first-rate primary and secondary education with a system of further education (academic and vocational training) specifically suited to the needs of the country.

The system of education is basically English with adaptations motivated by geographical proximity to the American continent. Schooling is compulsory and free between the ages of 5 and 16, and free Government nursery schools admit children at the age of 4. Primary education is seven years from age 5 to 12, while secondary education is normally four years with further education courses lasting another two years.

The further education complex (The Bermuda College) is a tripartite institution preparing students for higher education vocational and commercial education, and the hotel industry. The Department of Education operates university extension courses in conjunction with Queen's University, Canada, and the US Air Force offers islanders similar courses under the auspices of the University of Maryland, USA.

In 1972, sixty-five students were studying abroad on Bermuda Government Scholarships and University Awards, and \$B100,000 was appropriated for interest-free Student Loans to assist other students. Total amount of grants in aid disbursed during the year was \$B362,000. Although there is no teacher training institution in Bermuda, scholarships are provided annually to enable prospective teachers to study abroad. Fifty-three students were training as teachers on such scholarships in 1972-73.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Bermuda Broadcasting Company runs three of the Island's four commercial radio stations, the fourth being run by the Capital Broadcasting Co. Ltd. Bermuda has five transmitters (four medium wave, one short wave) for 29,000 radio sets: i.e., 558 sets per thousand head of population.

Television (1971-72)

The Bermuda Radio and Television Company Ltd., and the Capital Broadcasting Co. run one TV station each for 18,500 TV sets - 1,600 of these are colour sets. About one-fifth of the TV programmes are locally produced, the rest are imported from the USA or Britain.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies coordinates activities and is assisted by agencies such as Unesco and CEDO.

SCHOOLS EDUCATIONAL TELEVISION

Purposes and Structure

The service provides educational television to nursery and primary schools and to children at the pre-school level. The Department of Education is responsible for the service and the Bermuda Broadcasting Company Ltd. facilitates. Programmes are ordered from the Children's Television Workshop by the television station, and the Department of Education organizes the

utilization and evaluation within schools. Television receivers are rented from local firms and these carry out maintenance when required.

Users

Forty-three schools under Government control have television receivers. There are, in addition, a further nineteen sets in private schools. It is estimated that 1,750 children benefit from the service.

Output

Two series of programmes, both obtained from the Children's Television Workshop, are broadcast - 'Sesame Street' for one hour each day, Monday to Friday, and repeated on Saturday morning; and 'The Electric Company' for half an hour each day, Monday to Friday, with a late afternoon repeat on school days.

Staff and Training Provision

There are no separate ETV staff in the Department of Education. There is, however, one Education Officer within the Department of Education with special responsibilities for Audio Visual Communication. Among his duties is the prepar-

ation and production of graphics when local productions are planned. Such productions are limited and have been commercially sponsored with the approval from the Ministry of Education.

Expenditure

The rental of television receivers costs \$B5,805 per year, and the cost of buying programmes for transmission amounts to \$B30,000 per year. The proportion of salaries amounts to \$B10,000 per year (approximately).

Further Information

In 1971, the service produced a programme called 'Growth of a Nation', based on early American history. This, and an earlier programme series entitled, 'History at Home', prepared students for London University 'O' level exams.

Address for Correspondence

The Permanent Secretary
Ministry of Education
PO Box 1185
Hamilton 5
BERMUDA

BRITISH INDIAN OCEAN TERRITORY

GENERAL INFORMATION

AREA 87½ sq.miles POPULATION Diego Garcia and Solomon now have no civilian population, and Peros Banhos is to be evacuated

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = Nil (Responsibility of plantation owners)
(Currency: Seychelles Rupee; R13.37 = £1 sterling 4.12.73)

No further details available

Structure

In January 1969 there was one small school (30 to 40 pupils) on each of the islands of Diego Garcia, Solomon and Peros Banhos.

BROADCAST COMMUNICATIONS FACILITIES

Nil

PROVISION FOR EDUCATIONAL INNOVATION

No details available

BRITISH SOLOMON ISLANDS

GENERAL INFORMATION

AREA 11,500 sq.miles POPULATION 161,000 (1970) PER CAPITA INCOME Approximately £75

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1969) = \$A1,496,493 = 12.2% of total government expenditure (Currency: Australian dollar; \$A1.57 = £1 sterling 4.12.73)

No schooling	Age 25+	=	91.7%
Junior primary	Age 5 - 18	=	31.1%
Senior primary	Age 5 - 18	=	11.3%

Teacher training (1973) primary level students 90 staff 19

Structure

The principle is now accepted that education is a national responsibility. The educational framework consists of: Junior primary standards 1 to 4; senior primary standards 5 to 7; secondary forms 1 to 5. In addition, there is a small amount of adult education in the main government centres, some of which may be termed general, while some prepare for specific examinations. There are many boarding schools.

There is one teacher training college, the British Solomons Training College, which is government administered and trains primary teachers for all controlling authorities. A large part of the College's role is the in-service re-training of teachers in up-to-date methods. The College has places for about forty in-service teachers, as well as its full-time students. The dependence on expatriate teachers is steadily decreasing as localization proceeds through the training of school leavers and in-service training. At the primary level localization is very nearly complete.

Honiara Technical Institute provides a variety of training courses on a regional or sub-regional basis. The courses offered include marine, deck training and engine training, surveying, draughtsmanship, book-keeping, typewriting, carpentry, plumbing and electrical training. There is also a pre-technical class to help young people decide what form of training would suit them best. Block release and apprentice training, as well as full-time courses, are carried on with the help of the Institute. Tertiary education at degree and diploma level is provided in Fiji and in Papua New Guinea under funds made available by the Overseas Development Administration.

BROADCAST COMMUNICATIONS FACILITIES

Radio

The Solomon Islands Broadcasting Service in Honiara is run by the government. There is one station in Honiara which broadcasts on three frequencies. The total output is seventy-one hours of broadcasting per week excluding some twenty hours per week of schools broadcasts. Number of sets is 6,000 (or forty per 1,000 population).

PROVISION FOR EDUCATIONAL INNOVATION

The British Solomons Training College is closely concerned with curriculum development.

SCHOOLS BROADCASTING SECTION

Purposes and Structure

The Department of Education, with the co-operation of the Solomon Islands' Department of Information and Broadcasting, is responsible for the Service which provides educational radio programmes to support the teachers in primary schools, especially in English teaching, mathematics and social studies. The Service was set up in its present form in January 1968. Before that only one programme per week was broadcast. The schools broadcasting service is part of the British Solomons Training College for Teachers but has its office in the Solomon Islands Broadcasting Service and has the part-time use of one of the studios.

Users

The target audience is all 400 (approximately) primary schools in the Protectorate. However poor reception and shortage

of funds for purchase of radios and batteries means that the effective audience at the last survey taken in 1971 was some 350 schools.

Output

There are approximately ten hours of broadcasts per week covering programmes in English (standards 1 to 5), social studies (standards 3 to 5) and a weekly singing and current affairs programme. There are also three daily evening programmes for primary school teachers of mathematics and a weekly programme on constitutional development for teachers to pass on to adults in the village. Most of the programmes run for fifteen minutes. A daily thirty-minute record request programme is broadcast for teachers and children during the morning break period, when messages from the Department of Education are transmitted and messages from teachers are passed on to each other.

Six weeks before the start of term each school receives duplicated notes for the teachers with details of each programme and synopses, words for the blackboard, etc.

Staff and Training Provision

Two permanent staff are employed: an expatriate Schools Broadcasting Officer and an Assistant Schools Broadcasting Officer. Sometimes, as at present, a VSO or UNA Volunteer is attached to the service leaving the other two officers free to tour. The present Schools Broadcasting Officer is a former BBC educational producer. His Assistant holds a teacher's certificate from the local training college and has been trained at CEDO and has spent three months on attachment to the BBC. Most of his training is on the job and it is hoped that he will be able to take over as SBO when the post is localized in accordance with government policy.

Expenditure

There is no capital expenditure as the office, equipment and servicing of the equipment is provided by arrangement with the Solomon Islands Broadcasting Service.

Annual recurrent expenditure is estimated as follows:

Salaries	\$A9,000
Materials (paper and duplicating ink only as tapes were purchased from capital grant three years ago)	\$A 100
Travel	\$A 800

Plans for Development

Definite plans for the future cannot be made until the findings of the current Educational Review are known. It is hoped that a considerable expansion in the present schools broadcasting service will be recommended. In this case early localization of the post of Schools Broadcasting Officer would be unlikely and will only be possible in the near future if the present service levels out at its present output, and if the schools broadcasts are to consist largely of playing taped programmes.

Further Information

Some years ago a large quantity of radios was donated by the Foundation of the People of the South Pacific. However not all schools were covered and some now need replacement. An appeal to a benefactor is being contemplated.

Address for Correspondence

Schools Broadcasting Officer
P.O. Box 29
Department of Education
Honiara
BRITISH SOLOMON ISLANDS

BRITISH VIRGIN ISLANDS

GENERAL INFORMATION

AREA 59 sq.miles POPULATION 10,500 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$US770,818 (1972)

(Currency: United States dollar; \$US2.34 = £1 sterling 4.12.73)

Less than primary Age 15+) = 93.2% (1970)

Completed primary Age 15+)

Entered secondary Age 15+ = 6.8%

% Illiteracy 10 - 14 = 0.4%; 15 - 19 = 0.7%; 20 - 24 = 1.2% (1960)

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Structure

Educational policy is made by the Chief Minister in Executive Council advised by a Board of Education. The Government has responsibility for the educational programme in all schools, excluding the six private schools, and is helped by managers for schools which operate in church buildings.

Education is compulsory from age 5 to 15 with provision for free secondary education for pupils from about 11 to 19. Secondary education is provided at the British Virgin Islands Comprehensive High School where pupils are prepared for external examinations such as the GCE 'O' level. The Comprehensive School offers a variety of pre-vocational programmes in wood, metal, automobile engineering, general shop, electronics, technical drawing, home economics and commercial studies to pupils. A few scholarships and bursaries are offered by international bodies such as Canadian Aid, the British Development Division in the Caribbean and private benefactors. The local representative of the Extra Mural Department of the University of the West

Indies organizes afternoon classes (under the Further Education Programme of the Education Department) for which fees are paid. These classes usually attract those who wish to prepare for external examinations.

The BVI Red Cross is now operating a special school for handicapped children which depends almost entirely on funds raised by the local Red Cross.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

The Virgin Islands Broadcasting Ltd. is a commercial station which broadcasts in English.

Television (1973)

There is no local television station.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

BRUNEI

GENERAL INFORMATION

AREA 2,226 sq.miles POPULATION 116,000 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$B35,203,000 = 19% of total government expenditure (Currency: dollar; \$B5.74 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 = 58.8%	Age 25+ = 79.2%
Completed primary	Age 15 - 24 = 19.4%	Age 25+ = 9.4%
Entered secondary	Age 15 - 24 = 21.1%	Age 25+ = 10.4%
Entered tertiary	Age 15 - 24 = 0.7%	Age 25+ = 1.0%

Teacher training (1968) primary level students 540 staff 22

Students at university abroad in 1968 = 88

% Illiteracy = 10 - 14 years = 25.7%; 15 - 19 years = 38%; 20 - 24 years = 46.3% (1960)

Structure

The supreme policy-making body in the State is the Council of Ministers, of which the Minister of Education and the Assistant Minister of Education are members.

Free Malay-medium education is available for all children, in schools run by the government. English-medium education is provided by government and mission schools. Chinese schools are run privately, with financial assistance from the government.

Government scholarships for overseas studies are restricted to pupils who have reached a prescribed standard in Malay, and

are Brunei citizens. They are for university-level training.

New institutions planned or recently opened are an agricultural school, two trade schools and a vocational secondary school. The government teacher training college accepts students after three and five years at secondary school.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Government-controlled Radio Brunei has six stations, with four medium-wave trans-

mitters and two short-wave transmitters (for 14,000 radio sets or 121 per 1,000 in 1969). A VHF network links remote villages with Brunei Town and Kuala Belait. It broadcasts in Malay, Chinese and English.

Brunei Teachers' College. The full-time course lasts three years and trains teachers for both primary and secondary teaching in Malay and English medium schools.

PROVISION FOR EDUCATIONAL INNOVATION

The only teacher training institution is the co-educational government-administered

CAYMAN ISLANDS

GENERAL INFORMATION

AREA 100 sq.miles POPULATION 10,249 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £138,387 (1971)
(Currency: dollar; \$CI2.0 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 = 8.2%	Age 25+ = 17.5%
Completed primary	Age 15 - 24 = 78.5%	Age 25+ = 74.8%
Entered secondary	Age 15 - 24 = 13.4%	Age 25+ = 7.8%

Structure

Authority to formulate educational policy is vested in the Board of Education appointed annually by the Administrator.

Education is universal and compulsory from 5 to 15. In state primary schools it is free, but a small fee is charged in some cases in the secondary schools. In addition to the state schools, there are some (private) primary and secondary schools which charge fees, and are usually operated by the various churches. In 1966 there were nine state primary schools, five private primary schools, two state secondary schools and one private secondary school.

At the beginning of 1970 a survey was made of the school situation and plans were drawn up for making the system comprehensive. The site chosen for the new school was that of the secondary grammar school on Grand Cayman. Seven-form entry is proposed, and the new school will have better facilities than the old grammar school and the secondary modern. Up until now, the system has operated on a selective basis, with the Common Entrance Examination used as the means of deciding to which school the children should go at secondary stage.

Pupils are prepared for GCE 'O' and 'A' levels. The need is felt for more provision for the less academic child and for more examinations in the technical and commercial fields.

Government grants are available for students to attend overseas universities and colleges. The University of the West Indies has links with the Cayman Islands through its Extra-Mural Department. There is also an evening institute which runs courses in practical subjects and is attended by adults and school leavers.

There is provision for the in-service training of teachers on the islands, and refresher courses are held for those already trained. There is at present a shortage of trained teachers at the primary level.

BROADCAST COMMUNICATIONS FACILITIES

Radio

The government radio stations were closed in 1967.

PROVISION FOR EDUCATIONAL INNOVATION

There is a Cayman Islands Teachers' Association. Research is carried out by the University of the West Indies Institute of Education which benefits the Cayman Islands. There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

FALKLAND ISLANDS

GENERAL INFORMATION

AREA 6198 sq.miles POPULATION 2,109 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = f60,000 (1971) = 12.2% of GDP (1971)
(Currency: pound; f£1.0 = £1 sterling 4.12.73)

In 1970 there were 383 pupils in primary school with 41 teachers.

% Illiteracy = 0.5% of total population over 10 (1969)

Structure

The main aims are to provide a sound, basic education at primary level to fit children for their careers within the colony and to provide the incentive and background for further studies to those going overseas for education with a view to returning to the colony to take up employment.

The government controls all the schools on the islands, and attendance at school is compulsory from 5 to 15, in Stanley, where there are boarding or settlement schools, and where itinerant teachers call. Education is free, except at the Darwin Boarding School, where there is an annual f12 boarding fee. There is a service of broadcast lessons by radio for children in outlying districts.

Grants are made to children from the islands attending secondary schools overseas. Qualified teachers are recruited from or trained overseas, as there is no provision for teacher training on the islands.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Falkland Island Broadcasting Service is run by the government. There are two stations, served by a medium-wave and a short-wave transmitter and 1,000 radio sets. An educational broadcasting service is provided.

There is also a government radio station at King Edward Point, which maintains regular contact with Stanley, in the Falklands, and broadcasts weather bulletins for shipping.

FALKLAND ISLANDS EDUCATION DEPARTMENT

Purposes and Structure

The Education Department, with the

co-operation of the Falkland Islands Broadcasting Station, is developing a new approach to educational media in schools beginning in 1974. Until 1973 a twice weekly programme, of forty-five minutes, was broadcast, arranged in three fifteen-minute subjects. From 1974 the service will include taped lessons on cassette with link-up radio lessons and films and film strips, to cover fundamental English and number work for grades 1 to 4 (5 to 8 years). There is no television on the Islands and tuition by correspondence is almost useless since communications between the islands are poor.

The education system is under the control of the Superintendent who is a civil servant and responsible through the Chief Secretary to the Governor. There is an advisory Education Committee of members of the Legislative Council which decides general policy.

Users

The potential audience will be about 250 plus some 8 to 15 year olds in Stanley and in 'Camp' (all territory in the Islands outside the limits of Stanley) about 100, approximately twenty-five of whom will be between 8 and 15.

Output

The equipment target for 1974 is: five cassette tape recorders, one tape copying machine, one photo copier (for duplicating work cards) and sixty play-back cassette machines. As well as taped lessons there will be at least forty-five minutes of radio broadcasts on three days a week. 16 mm film and 35 mm film strips will also be used.

Staff and Training Provision

The exact staffing arrangements have yet to be determined but will probably consist of

the Superintendent with a radio programmer and a producer and copyist working centrally. The Superintendent will also liaise with the headmaster in Stanley and with the supervisor of the 'Camp' area and through them with the teachers. The Camp teachers are itinerant. In-service training will be undertaken by a expert from the United Kingdom.

Expenditure

Capital expenditure:	New board-	
	ing wing	£80,000+
	Transport	£ 3,800
	Equipment	£ 5,000
Recurrent expenditure:	Salaries	£44,078
	Other	
	charges	£33,233
Total 1973-74		<u>£77,311</u>

Plans for Development

The whole project is as yet in the development stage. The new equipment both in the schools and in the Education Department will necessitate training courses at several different levels.

Further Information

The greatest difficulty in the 'Camp' areas will be the basic requirements of beginners particularly where parental knowledge is limited and co-operation semi- to non-existent.

Address for Correspondence

Superintendent
Education Department
Stanley
FALKLAND ISLANDS

GIBRALTAR

GENERAL INFORMATION

AREA 2½ sq.miles POPULATION 26,833 (1970) PER CAPITA INCOME £502 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £521,000 (1970-71) = 8% of total government expenditure (Currency: pound; £G1.0 = £1 sterling 4.12.73)

Less than primary -
Completed primary 10.34%
Completed secondary 80.31%
Completed tertiary 9.35%

Illiteracy is negligible in all age groups

Structure

The Minister of Education is responsible for formulating policy, and is assisted by the Director of Education. Education is compulsory and free from 4 to 15 years. Secondary education is provided by the Government under a Comprehensive Education system introduced in September 1972. At present there is a Boys' Comprehensive School, largely run by the Christian Brothers, and a Girls' Comprehensive School run with the help of the Loreto Nuns. A new boys' comprehensive complex should be in operation early in 1974, and there are plans for a new girls' school. GCE Ordinary and Advanced level, CSE, Royal Society of Arts and City and Guilds examinations are taken. Private schools are financed from fees and run by the Christian Brothers and Loreto Nuns.

The Government, in conjunction with the Royal Navy, runs a Technical College which

will become a college of further education. There is no provision for teacher training or for higher education in Gibraltar but scholarships are provided by the government for students to attend colleges and universities in the United Kingdom. The opportunity to train in the UK attracts many teachers to the profession, but they tend to leave Gibraltar after a few years, attracted by higher salaries. Adult education is available in the form of evening classes.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Radio Gibraltar is part government, part commercially run. It has one station. Radio licences: 2,682 (1971) or 93 per 1,000 of population.

52 New Media in Education

Television (1971)

Gibraltar Television is a commercial service, with one station. There were 6,701 licences in 1971, or about 236 per 1,000, served by two transmitters.

PROVISION FOR EDUCATIONAL INNOVATION

At present neither radio nor television is used directly in education and the provision of visual/aural aids are the direct responsibility of the schools and there is no centralization of these media.

The main obstacle to the provision of a broadcasting service in Gibraltar is the cost. The school population is too small to make any form of 'broadcasting' cost effective. The normal service of the local television station starts in the evening and the provision of a television service

for schools would mean additional staff would be needed to man the station during school hours. In addition, the high cost of getting the (canned) programmes to Gibraltar and the provision and maintenance of sets in the schools means that it is not feasible. Moreover the programmes would be so limited in their application and appeal that it would be unrealistic to 'broadcast' when only one or two schools at any given time would receive them.

However a project has been designed and is in the process of implementation to provide an audio-visual support service combining flexibility with low recurrent and capital cost. It is based on a mobile cinema van which will eventually be equipped with a videotape recorder or a telecine machine.

GILBERT & ELLICE ISLANDS

GENERAL INFORMATION

AREA 324 sq.miles POPULATION 54,000 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$A521,596 (1972) = £298,055
(Currency: Australian dollar; \$A1.57 = £1 sterling 4.12.73)

At the age of five less than half of the children attend school. At the age of six and seven, this proportion increases and from age 8 to 13 more than nine out of every ten boys and girls attend school. The proportions begin to drop at the ages 14 and 15 and the decline becomes very marked at the age of sixteen. At no age is a hundred per cent school attendance reached for the total population, but the figures seem nevertheless encouraging, more than twenty-five per cent of the total population being reported as school-going.

Teacher training (1971)	primary level	students	99	staff	17
	secondary level	students	70	staff	10

Students at university abroad in 1971 = 69

Structure

Of the 144 primary schools, thirty-seven are government-run, thirty-one are grant-aided Roman Catholic schools, and the rest are mission schools. About sixty-one of all these are approved primary schools. These schools take pupils from 6 to 16 years old, and education between these ages is compulsory. A few pupils have secondary education: there are three mission schools and one co-educational government secondary school.

In-service technical and vocational training is carried out in Tarawa by the government's medical, marine, post and telecommunications, police and public works departments. The British Phosphate Commission operates an apprentice training scheme on Nauru.

The Tarawa Teacher Training College trains about thirty primary school teachers a year, and the Roman Catholic College in Manoku also runs pre-service training courses. Secondary school teachers are trained overseas.

The government provides scholarships for secondary and tertiary education and training in other Pacific territories.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Gilbert and Ellice Broadcasting Service is run from Betio, Tarawa. It has one station and one transmitter and broadcasts in the three main languages of the islands. There were about 14,000 sets in 1969 or 250 per 1,000 population.

PROVISION FOR EDUCATIONAL INNOVATION

The University of the South Pacific in Fiji actively fosters curriculum development and has an Audio-Visual Aids Support Unit.

SCHOOLS BROADCASTING SERVICEPurposes and Structure

This project, which will be controlled by the Education Department with co-operation and assistance from the Department of Agriculture and the Information and Broadcasting Departments is on the point of becoming fully established. The Service will provide radio broadcasts for primary schools to assist with the introduction of new curricula. Initially the Schools Broadcast Officer will be responsible to the Director of Education and will liaise closely with the Tarawa Teachers' College and the Curriculum Development Unit.

Users

Sixty schools have radios. Some larger schools will have more than one set. Ten thousand children will be involved initially.

Output

At the time of completing the questionnaire details of output of the service still had to be arranged.

Staff and Training Provisions

A Schools Broadcast Officer (recruited under ASPAP) will have two local assist-

ants chosen from the ranks of the best primary teachers, who have expressed an interest in this work. There will also be supporting and clerical staff. The initial training for local personnel will be provided by the Broadcasting Training Officer. It is planned to make use of further training facilities available in Australia, New Zealand, and the United Kingdom when required.

Expenditure

It is estimated that the capital expenditure for the service is as follows:

Buildings	\$A15,000
Equipment	\$A15,000
Others	\$A10,000

The annual recurrent expenditure is estimated at \$A5,000.

Plans for Development

In preparation for the launching of the service, funds are available, equipment on order, counterparts have been chosen and the arrival of the Schools Broadcast Officer is awaited.

Assistance with the provision of overseas training, and the preparation of primary teachers' notes are two areas which have been identified as being desirable.

Address for Correspondence

Schools Broadcasting Service
Schools Broadcasting Officer
Bairiki
GILBERT & ELLICE ISLANDS

HONG KONG

GENERAL INFORMATION

AREA 403.7 sq.miles POPULATION 4,185,800 (1973)

EDUCATIONAL PROFILEStatistics

Public expenditure on education = \$HK502,800,486
(Currency: dollar; \$HK11.87 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 = 14.5%	Age 25+ = 56.6%
Completed primary	Age 15 - 24 = 29.8%	Age 25+ = 19.9%
Entered secondary	Age 15 - 24 = 51.5%	Age 25+ = 18.9%
Entered tertiary	Age 15 - 24 = 4.2%	Age 25+ = 4.5%

Teacher training (1973) Graduate trainee teachers 315
Non-graduate trainee teachers 2,499

Students at universities, polytechnic and post-secondary colleges in 1973 = 27,492

% Illiteracy 10 and above = 17.4% (Estimated 1971)

54 New Media in Education

Structure

Free primary education was introduced in all government Chinese primary schools and the majority of aided primary schools in September 1971. The Director of Education is empowered to order parents to send their children to school where it appears to him that a parent is withholding a child between the age of 6 to 11 years from attending primary school without reasonable excuse. Pre-primary schools are not government-financed but non-profit-making ones are assisted by the government with accommodation in public housing estates. The six-year primary course (whether in English or Chinese) is normally begun at the age of six. On completion of the primary school course, suitable pupils are selected for places in government aided or assisted secondary schools on the results of the Secondary School Entrance Examination. In practice over 80% of primary school leavers take some form of secondary course.

Secondary education leading to a certificate of education is provided in secondary grammar and secondary technical schools. Non-academic subjects at this level are provided at secondary modern, technical, prevocational, commercial and tutorial schools. It is government's declared aim to provide at least three years of aided secondary education for all children of 12 to 14 age group seeking it. It is intended to achieve the first half of the goal by 1976. Within the provision of secondary places in government aided and assisted secondary schools for 50% of the 12 to 14 age group by 1976, 18% of the 12 to 16 age group will be provided with an aided secondary school place in a five-year course leading to a certificate of education.

Teacher training courses are provided at the three colleges of education, two Chinese medium and one English medium. The courses last two years, full-time, and there are also two-year part-time in-service courses and shorter refresher courses in the Evening Institute. Specialist third-year teacher training courses are also provided at the colleges of education. The University of Hong Kong runs post-graduate courses, two-year part-time and one-year full-time. The Chinese University runs parallel courses. There is one polytechnic and one technical institute. The Polytechnic offers a variety of full-time, part-time and evening courses up to the higher diploma level, concentrating on the training of technicians and technologists. The Technical Institute provides training of lower level technicians and for technical teachers. Part-time adult education is provided by the Evening Institute, the Evening School of Higher Chinese Studies, and the Extra-Mural Departments of the two universities, as well as at the Adult Education and Recreation Centres.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Radio Hong Kong, which is a government-financed station, has four channels, two in Chinese and two in English. The aim of the Government broadcasting is to provide a balanced programme with emphasis on information and public affairs.

The Hong Kong Commercial Broadcasting Company has three channels, two in Chinese and one in English. The Rediffusion (Hong Kong) Ltd. runs four broadcasting networks.

Television (1973)

Rediffusion (Hong Kong) Ltd. (RTV) has two channels which operate in English and Chinese, both on wired networks.

Television Broadcasts Limited (HK - TVB), which has some broadcasts in colour, runs two networks in wireless transmission.

It is estimated that about eighty per cent of the households possess television receivers, of which 550,000 received only TVB, 43,000 received only RTV and 83,000 received both.

PROVISION FOR EDUCATIONAL INNOVATION

(i) Research, Testing and Guidance Centre

Standardized attainment tests in Chinese, English and Mathematics were given to pupils of Primary 3 to 6 levels. A system for the personal educational guidance of individual pupils is introduced on the basis of records of standardized academic attainment and of scaled in-school estimates. This is supported by assessments of verbal and numerical ability made during the final primary school year as an aid to choice of future education, training or employment.

(ii) Curriculum Development Committee

The main task of the Curriculum Development Committee is to ensure that the curriculum of all schools is kept under constant review and that programmes of curriculum renewal and innovation are introduced. In any such renewal the criterion will be the need of students in contemporary society.

A pilot scheme to help bring about a more informal approach to teaching methods in primary schools was started. Syllabuses were revised on a number of secondary school subjects and were issued on a trial basis.

EDUCATIONAL TELEVISION SERVICE

Purpose and Structure

The Educational Television Service was introduced in 1971 to provide educational television programmes to complement and supplement classroom teaching in primary

schools, to improve the quality of education and to provide in-service training for teachers. The authority responsible for the Service is the Education Department of the Hong Kong Government. The Service is headed by an Assistant Director of Education (ETV) who is assisted by a number of teachers' committees in designing the programmes.

Users

In 1973 the audience was 220,000 third and fourth year primary school children.

Output

Thirty programmes based on the syllabuses of the primary school course are produced on each of the four subjects, namely Chinese language, English language, mathematics and social studies. Each programme lasts for fifteen minutes and is transmitted 13 to 15 times per week. With the exception of English language, other subjects are produced in Chinese. Supporting teachers' and pupils' notes are provided as guides to preparation and follow-up activities before and after the broadcasts.

Staff and Training Provision

There is a staff of forty-four including the Assistant Director who heads the division. There are twenty members of staff working in the engineering section, ten in the graphic and photographic sections, twelve producers and one senior education officer.

Before 1971 the staff were trained at CEDO, Thomson Foundation Television College and Indiana University, but now they are trained locally at the ETV Centre. Production staff are recruited from the teaching profession and transferred to ETV Division for training. The Head of the Service is available to advise other Commonwealth countries and to take part in training courses.

Expenditure

Capital Expenditure:	Buildings	\$HK3.2m
(Approximate)	Equipment	\$HK4.08m
	TV Receivers	\$HK4.5m
Annual Recurrent	Salaries	\$HK1.8m
Expenditure (Approx)	Materials etc.	\$HK0.7m

Plans for Development

By 1975 the Educational Television Service will also cover the fifth and sixth years of primary education. It is also planned to extend the service to secondary schools in the period 1975-78. This will increase the audience by approximately 200,000 and require over 700 additional TV receivers and 400 cassette video recorders. It will be necessary to train additional staff both at home and overseas as well as the continuous training of teachers in ETV utilization and evaluation.

Address for Correspondence

The Director
Educational Television Service
Education Department
HONG KONG

VISUAL EDUCATION CENTRE

Purposes and Structure

The Education Department is responsible for the Visual Education Centre which exists to provide teaching resource services to all schools. Up to 1957 most of the activity in visual aids, including a film library, was centred at Northcote Training College (now Northcote College of Education) and the move from the college to the Education Department marks the start of the Centre in its present form. The Visual Education Section of the Department is a division of the Advisory Inspectorate under the Assistant Director of Education (Chief Inspector of Schools), assisted by the Deputy Chief Inspector.

Users

The services of the Centre are extended to any schools (over 2,000 in all) and colleges that seek them.

Output

The instructional resources library contains approximately 870 films, 200 sets of slides, 3,200 filmstrips, 180 8mm film loops, 520 reels of recorded audio tapes, 607 overhead transparencies and 96 picture sets. Materials produced by the Centre for classroom use include filmstrips, slide sets, photographs, overhead projector transparencies and 8mm loop films. Organized visits to the Centre are arranged annually for final year student teachers of the three colleges of Education and Diploma in Education students from the two Universities including technical teacher-trainees from the Technical Institute. In-service courses are run at regular intervals. A quarterly A-V News Bulletin is issued to all schools, colleges and interested organizations. Instructional Resource Catalogues and supplements at primary and secondary level are issued from time to time.

Staff and Training Provision

Ten members of staff are employed: four Visual Education Officers including the Section head, two Technical Assistants, two Workshop Assistants, one Clerk and one Typist. Two of the Visual Education Officers were trained in the USA, one was trained in OVAC and one has been nominated for training at CEDO. They were all recruited from schools and transferred to the Centre. They were nominated for overseas training on the basis of merit, aptitude and job requirements.

56 New Media in Education

Expenditure

Existing equipment and resource materials are valued at \$HK1,000,000. Recurrent expenditure totals \$HK108,700 of which \$HK500 is for library books, \$HK200 for furniture and the rest for materials and equipment.

Plans for Development

Expansion of the Centre will concentrate on specific areas of activity of the Centre: the instructional materials library, in particular on streamlining the loan service; ensuring that the productions keep pace with curriculum development; the newly established media production unit for teachers to make their own teaching aids; the dissemination of information to schools through quarterly AV news bulletins, catalogues and supplements, visits to schools, organized visits to the Centre and in-service courses and demonstrations.

Address for Correspondence

Assistant Director of Education
Visual Education Centre
Lee Gardens 3/F
Hysan Avenue
Education Department
HONG KONG

AGRICULTURAL EXTENSION SERVICE

Purposes and Service

The Agricultural Extension Service is part of the Department of Agriculture and Fisheries, and as part of its work provides information to farmers through the "Farmers Weekly" radio programme, and a quarterly newsletter called "Hong Kong Farmer". The radio programme has been operating since 1959 and the newsletter since 1958.

Users

The potential targets are all farmers in Hong Kong of which there are over 32,000.

Output

The "Farmers Weekly" radio programme covers many aspects of technical farming information, such as crop husbandry and health, livestock husbandry and health, co-operative management, agricultural extension, etc.

The "Hong Kong Farmer" is published at quarterly intervals containing articles on wide-ranging agricultural topics such as crop husbandry, plant protection, livestock husbandry and diseases, co-operative management, agricultural extension, etc. The

material for both the programme and the newsletter is at post-primary and secondary level since they are intended for farmers.

Staff and Training Provision

The radio programme and the newsletter each have the part-time service of one senior field officer and one field officer Class II.

Expenditure

The only expenditure which can be estimated is the printing cost of the newsletter at about \$HK14,000 per annum.

Address for Correspondence

Senior Field Officer
Agricultural and Fisheries Department
HONG KONG

"FISHERMEN'S HALF-HOUR" RADIO PROGRAMME

Purposes and Service

The project provides an educational radio programme for local fishermen as part of the Fisheries Extension Service.

The project is organized and controlled by the Fisheries Extension Section of the Agriculture and Fisheries Department and has been in operation since 1961. It is run in co-operation with Radio Hong Kong.

Users

Potential target is 40,000 fishermen listeners. There are over 5,000 fishing vessels with radio receivers.

Output

Topics of the programme include technical and educational information on fishing at post-primary level. The thirty-minute programme is broadcast and repeated weekly.

Staff and Training Provision

Staff employed on the project are a Fisheries Supervisor, Class I, and a Fisheries Supervisor, Class II, both of whom are part-time workers.

Expenditure

Expenditure for this programme cannot be separated from the other work of the section.

Address for Correspondence

The Fisheries Supervisor
Fisheries Extension Service
Agriculture and Fisheries Department
HONG KONG

MONTserrat

GENERAL INFORMATION

AREA 39.5 sq.miles POPULATION 12,905 (1972 estimate) PER CAPITA INCOME \$EC1,100 (1971)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC808,210 (1972) = 6.1% of GDP (1967)
(Currency: East Caribbean dollar; \$EC4.80 = fl sterling 4.12.73)

Less than primary 22.1% (1970)
Completed primary 82.7%
Completed secondary) 8.3%
Completed tertiary)
Teacher training (1972) primary level students 9

% Illiteracy decreasing from 42.7% for 65+ to 17.5% for 25 - 46 age group to 3.1% for the 10 - 19 age group.

Structure

The aims of education in Montserrat are designed to meet the needs of the West Indian community and to foster a sense of good citizenship.

During the past twenty years a deeper interpretation of the functions of education has been incorporated in education. A more practical bias in the primary school programme is now being emphasized, and children are taught at an early age the use of their hands through light hand-craft, woodwork and metalwork. This is followed through in the secondary school where, in addition, commercial subjects are taught.

Primary education is compulsory for all children, and is free. At the secondary level, fees are charged but some scholarships are awarded. Supplies and equipment are distributed free to all schools. The Ministry of Social Services (Education) supplies film projectors to all schools.

The public examinations, apart from the School Leaving Certificate, are all set and marked overseas. The College of Preceptors Examination and the GCE 'O' level are both qualifications for teachers.

Fundamental changes are taking place in the system to ensure that at eleven plus all children will receive junior secondary education at least. The first of three junior secondary schools was opened in September 1972.

A new technical school is now operational and offers craft courses in a variety of trades - building, engineering and commercial.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Radio Montserrat is government-owned. There is one station, served by three medium wave transmitters. Radio Antilles is a private foreign-owned station.

Television (1971)

The Leeward Islands Television Services Ltd., which are run by joint government and commercial interests, have a relay station in Montserrat, but the main broadcasting studios are in Antigua.

PROVISION FOR EDUCATIONAL INNOVATION

Montserrat contributes to the University of the West Indies, whose Institute of Education organizes in-service training for teachers in Montserrat.

Educational planning and curriculum development are carried out by the education department officials in consultation with the teachers.

Educational research is carried out at the University of the West Indies, and results are communicated to the education officers. There is collaboration in regional development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

NEW HEBRIDES

GENERAL INFORMATION

AREA 5,700 sq.miles POPULATION 81,000 (1971) PER CAPITA INCOME £50 approximately.

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = frs NH142,892,000 (1968)

(Currency: New Hebridean Franc and Australian dollar; F170.18 and \$A1.57 = £1 sterling

Teacher training (1970) primary level students 100 staff 9 4.12.73)

Structure

Education is provided separately by the French National Service and the British National Service. The French National Service is entirely free, whereas fees are levied in the British schools - \$A6 per annum in day schools and \$A48 in boarding schools. Education is not compulsory.

The English medium primary schools provided eight years of education, in two 4-year stages, until 1968, when the second stage became three years in a boarding school. There is one government English medium secondary school, and a French lycee as well as three French mission schools. Scholarships for higher education overseas are provided from local and metropolitan funds.

There is one English medium teacher training college, which recruits half its intake from the primary schools (three-year course) and half from the secondary schools (two-year course of training). The college also provides one-week multiplier courses for trained teachers, who in turn organize courses in their own districts.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1968)

Radio Vila, the New Hebrides Broadcasting Service, has three stations and broadcasts in English, French and Pidgin. There were 9,000 sets (or 115 per 1,000).

SCHOOLS BROADCASTING SECTION

Purposes and Structure

The British Education Department will be responsible for the service which will start in 1974 and which aims to provide educational radio to support teachers in primary schools with special reference to the teaching of English and Current Affairs. The Schools Broadcasting Officer will be responsible for a small section

within the British Education Department in co-operation with the Senior Information Officer (British Residency), the Condominium Radio Department (responsible for Radio Vila) and the Primary School Curriculum Development Unit at Kawenu College.

The Australian Ministry of External Affairs is actively concerned in guiding the project through its formative years.

Users

There will be a potential audience of 140 schools with approximately 11,000 pupils.

Output

The Service will start with half an hour a day transmitting time, five days a week, on Radio Vila.

Staff and Training Provision

The initial planned staff consists of the Schools Broadcasting Officer, two New Hebridean Assistant Schools Broadcasting Officers (for training) and one secretary/typist.

The Schools Broadcasting Officer is expected to be appointed on ASPAP terms to initiate the scheme and to train staff. Australian authorities have indicated their willingness to provide courses in Australia for staff at appropriate times. The staff for training will be selected by the British Service Advisory Board Sub-Committee which will interview applicants from serving teachers or Assistant Education Officers.

Expenditure

Capital expenditure is estimated as just under \$A20,000 on buildings and equipment and the annual recurrent expenditure is likely to be about \$A17,000.

Address for Correspondence
 Chief Education Officer
 Schools Broadcasting Section
 British Education Service
 Vila
 NEW HEBRIDES

UNESCO LANGUAGE LABORATORY

Purposes and Structure

The Laboratory provides teaching in English and French to secondary schools, teachers' college students and adults. It has been in operation for one year and is the responsibility of the British Education Department with the co-operation of the French Education Department. The Language Laboratory is organized by a professional committee consisting of staff members from both British and French services.

Users

The Laboratory is situated in the British Secondary School and is used by approximately 200 pupils, seventy-five students and forty to fifty adults.

Output

The British secondary school uses the laboratory for seven periods per week. The French Lycee uses it for three periods per week, Kawenu College for seven periods per week, French adults for five periods per week and English adults for three periods per week.

Staff and Training Provision

An Education Officer of the British Education Department is in overall charge

of the project but the day to day use of the laboratory is organized by the principals of the three institutions involved and their language staff as well as the adult education staff. A Laboratory Supervisor with the help of one technician runs the actual laboratory.

The Laboratory Supervisor was trained on the job by a Unesco specialist who set up the project. Teaching staff were taught operation and procedures by the same specialist. Staff are recruited from the teaching profession by an Education Department selection board.

Expenditure

Capital:	Buildings	\$A 9,360
	Equipment	\$A 6,800
	Other	\$A 1,140
		\$A17,300

Annual Recurrent:	Maintenance	\$A 250
	(Laboratory Supervisor) Salary	\$A2,100
	Office expenses	\$A 100
		\$A2,450

Plans for Development

No further development is planned at present but educational expansion may result in the Language Laboratory being insufficient to meet all the needs.

Address for Correspondence

Chief Education Officer
 Unesco Language Laboratory
 British Education Service
 Vila
 NEW HEBRIDES

PITCAIRN

GENERAL INFORMATION

AREA 1½ sq.miles POPULATION 84 (31 December 1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$NZ14,453 = 43.04% of total Government expenditure.
 (Currency: pound sterling and New Zealand dollar; \$NZ1.62 = £1 sterling 4.12.73)

No details of educational attainment are available but all indigenous inhabitants born after 1943 have received at least primary education.

% Illiteracy = Nil

60 New Media in Education

Structure

Responsibility for education was formally assumed by the Administration in 1948. There is one school on the island under the control of a teacher (known as the Education Officer), appointed by the Governor in consultation with the New Zealand Department of Education which courteously makes available, on secondment, the services of qualified teachers for periods of two years. Education is free and attendance is compulsory for all children between the ages of 6 and 16. The school provides primary education based on the New Zealand syllabus and practical training is given in home studies, carpentry, farming, commercial practice and typewriting.

Correspondence courses in post-primary education were introduced in 1957, and

overseas secondary education is encouraged by the grant of bursaries. The timetable has to be approved by the Governor of Pitcairn. Examinations are conducted by the Education Officer, and the Governor may prescribe external examinations and arrange for inspection.

The school roll in 1972 consisted of eight girls and four boys.

BROADCAST COMMUNICATIONS FACILITIES

Radio

A radio station was set up by the Royal New Zealand Navy in 1940. This was rebuilt starting in 1962. Since April 1969 the schedules have been handled with Suva in Fiji on 21804 Kcs at 0200, 1855 and 2000 hours GMT daily except Saturdays.

ST. HELENA

GENERAL INFORMATION

AREA	St Helena	47 sq.miles	POPULATION	St Helena	5056	PER CAPITA INCOME	Not Available
	Ascension	34 sq.miles	(1971)	Ascension	1231		
	Tristan			Tristan			
	da Cunha	38 sq.miles		da Cunha	275		

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £37,000 (1966)
(Currency: pound sterling)

No schooling)
Completed primary) No figures available
Entered secondary)
Entered tertiary)

Teacher training (1970) primary level students 5 staff 2

% Illiteracy = 0.7% for the under 30 age group; c 2% for 30 - 60 age group; 6.3% for the 60+ age group.

Structure

The aims of the system have been largely unchanged since 1941 when an Education Ordinance was issued. All schools were placed under government control and a Board of Education was established. Provision was made for the appointment of an education officer to hold overall responsibility for the education in the colony.

In 1967 a new constitution came into being, but the aim remains to provide, from local sources, as far as possible, an education suited to the needs of children from 5 to 15 years of age, which will fit them for life in a small community while also preparing them for life outside the island, should they ever leave it.

The system comprises infant, junior, secondary and further education. Education is free and compulsory for children

between the ages of 5 and 15. Parents are encouraged to take an interest through parent-teacher associations.

Education at the primary level is carried out either in primary schools or in 'all age' schools. There were eight of the latter in 1965; and at the secondary level there were five lower secondary schools and one higher secondary school. There is one teacher training institution. In recent years the number of adult education courses has increased and there were thirty institutions in 1965.

The school on Ascension Island is run by the Cable and Wireless Company, though subject to final approval by the Colonial Government. The Government alone is responsible for the school on Tristan da Cunha. Schools are mixed. Higher education has to

be provided overseas since there is no provision for this at present on the islands.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1966)

One radio transmitter, broadcasting on long and medium wave.

PROVISION FOR EDUCATIONAL INNOVATION

The preparation and development of the curriculum is the responsibility of the Education Officer and his assistants.

Facilities do not exist for carrying out large scale research. Part of the Education Officer's job is to disseminate current educational thought and the results of relevant research, etc., carried out abroad.

A film society has recently been created.

A small population poses certain problems in education; for instance it is difficult to make provision for the very small number of handicapped children because it is not economic to have special buildings and facilities. It is hoped (World Survey of Education, 1971) to build a central secondary school which will bring together the existing scattered provision to some extent. At present it is felt that there are too many small or all-age schools in isolated districts. On the other hand, centralization imposes problems of transport.

ST HELENA GOVERNMENT BROADCASTING STATION

Purposes and Structure

The station has been operating for six years and is run by the Information Office of the Government with the co-operation of the Education Department. The service provides a local radio service of educational programmes as well as general information and entertainment.

Users

The general population of St Helena is 5,000 and the school population is approximately 1,200.

Output

The Education Department broadcasts approximately four hours per week to supplement

subjects taught in primary and secondary schools and a further two hours per week of basically adult education and entertainment.

The Information Services broadcast approximately sixteen hours per week of general information and entertainment consisting of music, news, interviews, talks etc., including some material supplied by BBC Transcription Services and tapes supplied by the Central Office of Information in London.

Staff and Training Provision

The only member of staff employed is the Broadcasting Officer. He is assisted by volunteer broadcasters. Technical maintenance is performed by personnel of the Diplomatic Wireless Service. The volunteers receive a very limited training depending on the amount of time the Broadcasting Officer and the volunteers themselves can make available.

Expenditure

Capital: Buildings £5,000. Most of the equipment was provided free by Diplomatic Wireless Service. Annual recurrent expenditure is estimated at £500 made up as follows:

Materials	£300
Maintenance	£180
Sundries	£ 20

Plans for Development

There is no large-scale development envisaged and the policy is to continue to expand the educational and general programmes in accordance with the requirements of an island community of 5,000 inhabitants. As the station develops consideration will be given to recruiting additional staff and improving training facilities.

Address for Correspondence

Broadcasting Officer
Information Office
Government of St Helena
ST HELENA

SEYCHELLES

GENERAL INFORMATION

AREA 107 sq.miles POPULATION 56,534 (1973) Estimated PER CAPITA INCOME Rs.1,600 Approx.

EDUCATIONAL PROFILEStatistics

Public expenditure on education = Rs.7,303,000 = 13.9% of Government expenditure
(Currency: Rupee; R13.37 = £1 sterling 4.12.73)

No schooling	Age 15 - 24	8.2%	Age 25+	28%
Completed primary	Age 15 - 24	38%	Age 25+	55.3%
Completed junior secondary	Age 15 - 24	35%	Age 25+	7.2%
Completed secondary grammar	Age 15 - 24	12.2%	Age 25+	5.3%
Entered tertiary	Age 15 - 24	1.5%	Age 25+	0.7%

Teacher training (1973) secondary level students 104 staff 8

% Illiteracy (1971 Census) 15 - 29 years = 26%; 30 - 44 years = 44%; 45 - 59 years = 54%;
60+ years = 62%

Structure

Pre-school education is provided in one government kindergarten and thirty-nine Creole-speaking Creches (1973). A combined project between Government, the local Children's Society and the British Save the Children Fund is resulting in a training creche to improve standards.

Primary education of six-year duration is free but not compulsory although over 90% of children of school age attend. The system is directed towards using English as the medium of instruction with French as a second language in the fourth year of school. The mother tongue is Creole and is used also in religious instruction. Schools, with the exception of four government schools, are under the management of the Roman Catholics, Anglicans and Seventh Day Adventists, although all expenses except for the fabric are borne by Government.

Secondary education, grammar and junior secondary is fee-paying but bursaries are awarded to a third of the pupils. Secondary education is open to all pupils for two years and is followed by vocational training in technical subjects, domestic science, pre-nursing, secretarial and pre-teaching courses which are filled by selection and last two years. Entry to the secondary grammar schools which lead to 'O' and 'A' level standards (Cambridge Overseas) is by selection from primary six.

Adult education focuses upon the improvement of literacy in English through the use of a modern language course. Adequate opportunities for higher education overseas exist through Commonwealth and French Government awards.

Pre-service teacher education is provided by a two-year course leading to the award of a local certificate. The increased output of trained teachers since 1971 has resulted in a decrease of unqualified teachers in service from over 50% to 24% of the total teaching force. A co-ordinated programme of in-service training complements the efforts being made in pre-service training to new approaches to teaching, specifically in language and the introduction of new mathematics.

The Director of Education is responsible for promoting the effective direction, development and co-ordination of all educational activities in the Colony. There are no local authorities and good consultation and co-operation between the administration and the teaching staff is assisted by the size of Seychelles. A team of advisory teachers working in close harmony with the administration and Training College staff in the ratio of one to six schools provides in-service assistance and advice in administrative and professional matters.

BROADCAST COMMUNICATIONS FACILITIES

Radio Seychelles, a government-owned station opened in 1965, broadcasting on 225m at a power of 10kw, for eight hours daily, of which three hours are school programmes. Estimated number of sets in 1968: 11,000 (200 per 1,000 of population)

PROVISION FOR EDUCATIONAL INNOVATION

Changes in curricula, introducing

integrated English and modern linguistic approaches in English and French have operated since 1970, together with new maths, all working through in-service courses, with the aid of handbooks and visual aids. A new science project is under way and an intensified reading programme is operating.

ADULT EDUCATION

Purposes and Structure

The project is run by the Education Department with the co-operation of the Carnegie Library and is intended to give courses in Oral English, allied to literacy for adults and school leavers, French audio-visual teaching to those wishing to learn and 'O' level classes in English, maths and French to adults. English 901 was started in September 1970 and the French 'Voix et Images' started in July 1971. The 'O' level classes do not yet use audio-visual material but are formal classes.

The service is controlled by the French and English Language Advisers under the Director of Education. They make use of part-time tutors and there are two full-time Adult Education tutors. Allied Rural Reading Rooms have been organized and financed but they lack supervision and are falling into disuse.

Users

1,700 students are using the English course and fifty using French. Approximately sixty students are studying for 'O' levels. Numbers vary considerably. French and 'O' level courses are based on Victoria while English 901 covers the whole country.

Output

901 English: forty-two classes altogether - twice weekly covering Books I-V and using records and tapes.

Voix et Images: ten classes - twice-weekly using tapes and film.

Staff and Training Provision

The English Language Adviser is assisted by two full-time tutors, one specializing in police literacy and the other in 'O' levels, and thirty-eight part-time tutors. The French Language Adviser has four part-time tutors. There are also eleven part-time assistant librarians. English 901 tutors are given individual briefing and each term there is a training session and demonstration lessons. Voix et Images tutors receive individual briefing and demonstration lessons. Recruiting is by word of mouth. Local teachers for English are selected on a geographical basis outside the town and expatriate tutors on

interview and initial observation of classes.

The English Language Adviser is willing to assist other Commonwealth countries with problems of literacy and adult education especially at the pre-literacy levels.

Expenditure

Capital: Approximately £2,000 on equipment - fourteen tape recorders and textbooks and work-books for English 901, twenty record players and equipment for Voix et Images. Annual recurrent: Approximately £3,000.

Plans for Development

No further development is possible until staff are appointed to consolidate and extend the work done since 1970. A full-time fully qualified European Adult Education Officer is needed with appropriate assistance. The regional reading rooms should be expanded since they are not working efficiently at present.

Further Information

The recognition that English is needed for contact with people who visit the islands has just begun to be understood, as the first impacts of tourism are felt, but it is in conflict with a confused growth of nationalism and a desire to use Creole or French which have political and religious connotations respectively. Adult education therefore fluctuates and needs an injection of experienced staff if it is to survive and then to expand its operations.

Address for Correspondence

Director of Education
Education Department
SEYCHELLES

FRENCH LANGUAGE TEACHING

Purposes and Structure

The purpose of the project which is run by the Seychelles Department of Education and Radio Seychelles, is to provide a linguistically based all-through radio course in French starting in the fourth year of primary schooling in accordance with declared government policy. The project was started in January 1971 and was organized by the French Language Adviser and the Education Officer (Broadcasting) until April 1973 and since January 1973 with the co-operation of five French Government teachers.

Users

The target audience is approximately 7,000 primary/secondary school children with an estimated casual audience of about 10,000.

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Output

Primary year 4 - 10 minutes daily
Primary year 5 - 10 minutes three times weekly
Primary year 6 - 10 minutes twice weekly

Secondary year 1 -) 10 minutes three
Secondary year 2 -) times weekly

Support materials such as teachers' handbooks and reading cards are provided.

Staff and Training Provision

No staff are totally committed to the project. The programme is serviced by the French Language Adviser, the Education Officer (Broadcasting) and the five French Government teachers as part of their duties. Contributory efforts are made by Teacher Training College staff, advisory teachers, radio staff and departmental clerical staff. The organizing staff are trained purely by involvement. Teachers are trained by means of in-service courses.

The French Language Adviser has spent five years in West Africa. Staff would be available to advise and assist other Commonwealth countries to the extent that contractual commitments allow.

Expenditure

Expenditure is only in terms of time, stationery and tapes. Apart from the United Kingdom based Adviser it is not possible to separate function and isolate expenditure.

Plans for Development

Future development will include the completion of an all-through locally based course and the continual raising of standards among teachers of French. The possible introduction of tape recorders and projectors would create the opportunity of developing a filmed visual stimulus but there are doubts as to whether this would be better than the flannelgraph which is used at present.

Address for Correspondence

Director of Education
Education Department
SEYCHELLES

MODERN LINGUISTIC METHODS IN ENGLISH

Purposes and Structure

The project, run by the Department of Education, aims to establish English as the medium of instruction in primary and junior secondary schools by using radio and intensive oral English supported by integrated handbooks and demonstration teaching and in-service training. A pilot programme was broadcast in September 1970

but regular broadcasting started in January 1971. Seychelles Radio co-operates with the Department in producing the programmes.

The project is under the direction of the Director of Education. The English Language Adviser prepares and produces local scripts, selects BBC scripts and produces integrated handbooks and visual aids with assistance from five local advisory teachers and a committee representing schools and the Teacher Training College. In 1970/71 technical assistance was provided by Radio Seychelles but from 1972 this has been provided by the Schools Broadcasting Officer.

Users

1,200 primary and junior secondary school children and 614 teachers with a total of some 400 radio receivers (200 in use and 200 in reserve). There is also an unknown number of adult listeners to the programmes.

Output

Over ten hours of English programmes are broadcast per week to all levels of the primary and junior secondary schools. In addition about one and a half hours of broadcasts are devoted to enrichment programmes. All the English programmes are accompanied by handbooks.

Supporting material includes reading books prepared and printed for Seychelles, work cards in language, mathematics, arts and crafts, handwriting. Six schools have copies of BBC discs.

Staff and Training Provision

The Director of Education is in overall charge of the project. The English Language Adviser is assisted by five Advisory Teachers and the Schools Broadcasting Officer. Two continuity staff are employed part-time and one typist and one clerk are employed.

All the Advisory Teachers have received one year of general training in Britain including some language theory. One of the Advisory Teachers will be attending a short course in the United Kingdom in 1973 on English Medium Work. Attempts to train them in creative script writing and hand-book production proceed more slowly. The staff were selected by the Director of Education from the teaching profession.

Expenditure

Capital expenditure: approximately £5,000.
Annual recurrent expenditure: approximately £10,000 but the size of Department and the dual role of staff and equipment make it difficult to assess accurately.

Plans for Development

Future plans include a more theoretical

and intellectual approach to selected teachers. It is planned to support the locally prepared material with textbooks by Ridout. A leader of experience in the field of English medium and reading would be welcome. Money now needs to be spent on equipping the schools.

Further Information

The English Language Adviser has contributed to Oxford Peak Course, New Hebrides English Medium Course and has worked with the South Pacific Commission Course. He would be available to advise other Commonwealth countries and to take part in

training courses. Two Advisory Teachers would be able to assist although they are not easily available for travel.

After initial suspicion of 'new ideas' there is acceptance, and co-operation but the habitual use of Creole in the classroom still operates against the complete success of the programme.

Address for Correspondence

Director of Education
Education Department
SEYCHELLES

TURKS & CAICOS

GENERAL INFORMATION

AREA 166 sq.miles POPULATION 5,675 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £59,000
(Currency: United States dollar; \$US2.34 = £1 sterling 4.12.73)

Less than primary Age 15+ = 13.4%

Completed primary Age 15+ = 78.3%

Entered secondary Age 15+ = 8.2%

Teacher training (1972) Outside the islands primary and secondary level students 19

Students at university abroad in 1972 = 2

% Illiteracy (1970 - no illiteracy)

Structure

One aim is to provide each individual with the type of education calculated to bring about a desirable behavioural pattern in his way of life, another is to create and protect an atmosphere of learning where students are free to acquire knowledge and to use that knowledge.

The Board of Education is the controlling body. All education is free and paid for by the State. Elementary education is compulsory.

The system consists of primary education for infants, juniors and seniors, and secondary education, from 11 to 17 or 18. There are no pre-school classes.

There are two secondary schools, a government secondary school on G. Turk and Pierson High School (operated by the Seventh Day Adventists' Mission) on South Caicos. Both schools prepare pupils for GCE 'O' level examinations.

The government sends suitable students for professional studies to overseas centres for courses.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

Radio Station VS18 is operated by Cable and Wireless Co. Ltd (West Indies). There are about twenty minutes per day of news and announcements, but no other programmes.

PROVISION FOR EDUCATIONAL INNOVATION

A programme of educational development has been running for the past three years. Schools are being equipped with textbooks and visual aid apparatus. There is also an ambitious school building programme. Educational aids used in schools include slide and film projectors but these are restricted at present to those schools with an electricity supply.

A full-time teacher trainer operates an in-service teacher training programme designed to upgrade existing primary school teachers and to prepare teachers for entry to teachers' college overseas. A teachers' centre operates on G. Turk. The school curriculum is being reviewed.

Plans are in hand to introduce Schools Broadcasting once the Government has established its own broadcasting system.

CANADA

GENERAL INFORMATION

AREA 3,851,809 sq. miles POPULATION 21,568,315 (1971) PER CAPITA INCOME \$C3,265 (1971)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1969) = \$C6,959,394,000 = 8.9% of GNP
(Currency: dollar; \$C2.34 = £1 sterling 4.12.73)

Teacher training (1971) university level: students 14,906 staff 1027
Students at university in 1970 = 218,584

Structure

Because each of the ten provinces has the authority and responsibility for organizing its educational system, organization, policies and practices differ from province to province. But each has a Minister who is a member of the Cabinet. Ontario has, in addition, a Department of University Affairs under the Minister of Education. Each department is administered by a deputy minister who is a professional educationist and a public servant.

Canada's educational administrators are deeply conscious of the fact that the young people of the country must be fitted to face the years ahead secure in the realization that they have been trained to meet all the challenges that may arise in their future careers. It is essential that no young person in Canada be hindered from following the career of his or her choice by colour, race, creed, sex, social standing or financial limitations. Thus Canada's requirements have in recent years become increasingly demanding and diverse.

Courses offered in Canadian schools now seem almost limitless, from the elementary and secondary level where, in addition to the basic subjects, instruction is available in such cultural areas as music, drama and fine arts, and from community colleges and vocational institutions where a widening range of advanced technological courses is given, to universities with numerous faculties and provisions for graduate study in many fields.

The Federal Government is responsible for the education of Indian and Eskimo children and other children in the Yukon and the North West Territories and adult education.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

The Canadian Broadcasting Corporation is a publicly owned body and runs the national

service working with private stations, of which there are 249. These are AM stations, there are also seventy-seven FM stations of which six are operated by CBC and seventy-one are privately operated. CBC runs twenty-seven English-speaking stations and seven stations which broadcast in French, for domestic coverage, as well as an International Service, broadcasting in eleven languages to Europe, United States, Africa, the Caribbean, Latin America and the South Pacific. Included in the International Service is the Northern Canada Service, which broadcasts in English, French and Eskimo to the sparsely populated areas. There are 14,740,000 radio sets (about 699 per 1,000 of population)

Television (1973)

CBC has twelve television stations for its English network and eighty-three relay and rebroadcasting stations. There are also 153 privately owned, affiliated and rebroadcasting stations, fifteen relay stations and forty-two private stations. There are also seventy-one private commercial stations, and Ontario Department of Education has its own TV service.

80-90% of peak viewing is in colour. There is also CTV (English) with sixteen privately owned stations and thirty affiliated and cable systems (CATV) numbering 317.

PROVISION FOR EDUCATIONAL INNOVATION

This is the responsibility of individual provinces.

Alberta

AUDIO VISUAL SERVICES BRANCH

The Audio Visual Services Branch of the Department of Education provides media services to provincial schools, through production, identification and evaluation projects and through the services of the Learning Resources Library. The three sections, Curriculum Resources, Learning Resources and School Broadcasts have responsibilities covering both materials and in-service training of teachers. In 1973 an Alberta Educational Communications Authority was established.

CURRICULUM RESOURCES SECTION

Purposes and Structure

This service has been in operation for over two years. The service disseminates curriculum development information via 'quick and dirty' videotape productions illustrating the objectives of curricular change. Other media presentations are produced when appropriate. The videotape format is $\frac{1}{2}$ " EIAJ to allow flexible playback on school VTR. The project is organized by two professional educators with ETV production experience in consultation with curriculum development personnel. There is also one technician and a secretary. The University of Alberta and the University of Calgary allow mutual exchange of videotapes.

Users

The service is aimed at teachers interested in curricular change, and is used by about 20,000 at all grades and in all subject areas.

Output

Typical output for a single year:
100 16mm films, audio cassettes and other media items purchased
50 small format videotape productions
15 sundry sound/slide productions, printed monographs, etc.

A catalogue is produced for users' convenience.

Staff and Training Provision

Four people are employed in the Section: a co-ordinator and an assistant, and a technician and a clerk. On-the-job training is usual, although staff are expected to have appropriate qualifications also. Staff are appointed by public competition.

So far very little communication has taken place between the section and other Commonwealth countries involved in similar projects. However, the section is ready and willing to be of help, and this could

be negotiated through the Alberta Department of Education.

Expenditure

The section's equipment comprises three 1" master VTRs; four $\frac{1}{2}$ " VTRs; three small format TV cameras; lighting; switcher, etc. amounting to about \$C10,000. Annual recurrent expenditure is estimated as follows:

Salaries	\$C29,000
Production	\$C15,000
Travel	\$C 3,000
Administration	\$C10,000
Materials	\$C 8,000

Plans for Development

This project is still somewhat experimental in nature, and it is not certain in what direction expansion will lie. Possibly, similar activity will be encouraged among the local education authorities.

Further Information

More information about educational media in Alberta is contained in Section 2 of this report.

Address for Correspondence

Curriculum Resources Section
Audio Visual Services Branch
200 Devonian Building
11160 Jasper Avenue
Edmonton
Alberta
CANADA

ALBERTA SCHOOL BROADCASTS SECTION

Purposes and Structure

The Alberta School Broadcasts, Audio Visual Services Branch, Department of Education, is responsible for this service. Radio broadcasts were in operation prior to 1940 and the TV service began in 1956. It produces radio and television programmes to be broadcast to the schools of Alberta, makes the resulting tapes available through audio and visual dubbing services, provides resource materials for needy areas, introduces new curricula and methods. In television the Canadian Broadcasting Corporation co-operates. In radio CBC co-operates in some of the productions and others are produced in the studios of CKUA, Edmonton. The four western Provinces of Canada through their Departments of Education co-operate on some joint television and radio planning and production. All ten provinces of Canada through a sub-committee of the Council of Ministers of Education co-operate in some programme planning in co-operation with the CBC. Programme planning, hiring of performers, writers, etc., is done by Alberta School Broadcasts (Dept. of Ed); production facilities, personnel and air time are contributed by CBC. It is a direct

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(Alberta School Broadcasts) and indirect (CBC) cost arrangement. In all joint planning with other provinces, content decisions rest with the Department of Education (Curriculum Division). In the case of CKUA radio production, all authority rests with Alberta School Broadcasts. Some TV films are contracted out entirely to private companies.

Users

The service is aimed at the total Alberta school audience, approximately 430,000, grades 1 to 12; programme series are produced for all grades in a number of subject areas.

Output

Two radio programmes and one half hour of television per day are broadcast; all are accompanied by support publications. Broadcasts can be obtained on audio or videotape. Evaluation booklets, cards, tapes, catalogues and 'Signpost' are also published.

Staff and Training Provision

A Co-ordinator, an Assistant Co-ordinator (who in effect are the producers of all materials) and two secretaries are the basic staff; clerical, graphic, editorial and other assistance is available from Audio Visual Services Branch staff. Freelance writers and performers are hired for radio and television productions. Producers and film directors may also be hired on a freelance basis, except when CBC crews are directly involved in television and film productions. No separate staff training is required.

Mr Dan Adjivon, Commonwealth Visiting Fellow, Producer of School Broadcasting, Ministry of Education, Sierra Leone, spent two months with the Audio Visual Services Branch in Alberta, in the fall of 1972. He observed radio and television production and studied the operations of the tape library service. There have been occasional visitors from Commonwealth countries, such as Australia and Africa.

Expenditure

No building or production equipment is owned.

Estimated annual recurrent expenditure:

Production	\$C98,500
Publications	\$C35,000
Rights, travel, etc.	\$C18,550
Salaries	\$C41,000

Plans for Development

A new larger broadcast service under the Alberta Educational Communications Authority is in the developmental stages. Production of programmes remains top priority.

Address for Correspondence

Alberta School Broadcasts
Department of Education
200 Devonian Building
11160 Jasper Avenue
Edmonton
Alberta
CANADA

LEARNING RESOURCES SECTION

Purposes and Structure

The Alberta Department of Education is responsible for this service, which began in its original form twenty-five years ago. 'Visual Education' gives consultative advice to schools in organizing media centres and distribution systems. In addition, educational films, audio-tapes and videotapes are provided for classroom use. In-service instruction on the uses of film is given to teachers. The service is organized through the Audio Visual Services Branch of the Department of Education.

Users

400,000 students and 20,000 teachers make use of the service.

Output

The material covers all grades, 1 through 12, and all areas of the curriculum. There is a stock of 4,000 films, borrowed 28,000 times by 644 schools; 2,000 videotape masters (unlimited video copying); 2,400 audio-tape masters (unlimited audio copying). Catalogues of film, audio-tape and videotape are produced. Monographs detailing the results of evaluation studies are distributed to schools along with pertinent information related to current needs.

Staff and Training Provision

The staff establishment is as follows:

Professional staff	- 2
(Teacher - Media Generalists)	
Secretary	- 1
Booking staff	- 3
Film technicians and shippers	- 5
Audio-tape technicians	- 2
Videotape dubbing technicians	- 2

Support staff:

- a) Branch Administrator (shared)
- b) Graphic artist - 1 (shared)
- c) Publications editor - 1 (shared)

Senior members of staff are responsible for the training of new members. Staff are selected by open competition, and professional staff must have a teaching qualification and a high degree of specialization in media. Technicians also must

have appropriate training and/or experience.

Through bodies such as the Canadian International Development Agency, staff are able to assist other countries in similar enterprises; they could also be seconded to other organizations.

Expenditure

Capital expenditure on equipment is estimated at \$C85,000. Annual recurrent expenditure on materials is estimated as follows: film \$C100,000; film rights \$C30,000; audio and videotape \$C18,000.

Plans for Development

It is intended to explore the educational value of student-made visual aids and to make wider use of these and of teachers' own innovations. The service may become more regionalized. At present, a multimedia cross-reference catalogue is being produced, combining the resources of the old film, tape and videotape catalogues. A collection of 35mm slides is also being incorporated.

Address for Correspondence

Learning Resources Section
Audio Visual Services Branch
Alberta Department of Education
200 Devonian Building
11160 Jasper Avenue
Edmonton
Alberta
CANADA

FILMSTRIP EVALUATION SERVICE

Purposes and Structure

Responsibility for this service, in operation since 1971, falls on the Alberta Department of Education Audio Visual Services Branch. It provides a filmstrip preview service to Alberta teachers, compiles and distributes to schools a source list of filmstrips, evaluated by teachers and recommended for use in Alberta classrooms; the list will also assist teachers to select suitable filmstrips for purchase. Filmstrip distributors and publishers co-operate with the Department by depositing representative selections with them for a two-year period. The filmstrips are packaged into classified 'kits', in particular subject areas, according to grade level. A master list of all kits is distributed to schools on request (by letter) for a period of two weeks. Teachers are requested to preview and evaluate the appropriate items, and return them to the Department with completed evaluation cards. These cards are kept on file at the Department of Education for inclusion in an annual report. Distributions are once only to any one school, and evaluation cards must be

completed by the teacher, or the service is discontinued. Full purchasing information (suppliers, addresses and prices) are included in each kit. The Department pays all mailing charges and reimburses suppliers for items lost or damaged.

Users

There are 1,200 schools, approximately 20,000 teachers and 40,000 students in the Department's area. Approximately 300 schools have registered for the service.

Output

Approximately 26,000 items relating to all subject areas and grade levels were despatched in the school year 1971/72; 14,000 in school year 1970/71. A recommended filmstrip list, a detailed kit content list, terms of service and evaluation cards are produced.

Staff and Training Provision

One administrator (30% of her time) and one full-time clerk are employed, plus part-time clerical help, as required. On-the-job training under supervision of experienced staff is given to staff who must have had high school or office training and some clerical aptitude.

The service has not been involved in similar enterprises in other Commonwealth countries, but could provide written articles and evaluations of its services.

Expenditure

Capital expenditure includes the cost of sharing office space (150 square feet at \$C2.50 = \$C375 per year), desks, shelves, typewriter, packaging materials, filing cabinets, stationery and office supplies. Recurrent annual expenditure is estimated at:

Salaries: Full-time clerk	\$C5,200
Part-time administrator	\$C3,000
Replacement of shipping materials, stationery, etc.	\$C 500
Mailing	\$C 300

Plans for Development

The service intends to continue as at present with periodic revision of its published lists.

Address for Correspondence

Alberta Department of Education
506 IBM Building
10808 99th Avenue
Edmonton
Alberta
CANADA

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RESOURCE EVALUATION PROGRAM

Purposes and Structure

This program developed from the need for schools to have accurate information about the various commercially available multi-media packages.

Each year about one hundred learning packages and multi-media kits which have apparent relevance to the Alberta curriculum are brought in and evaluated in classrooms. At the conclusion of the classroom teaching phase, the co-operating teachers make a careful analysis of the materials in terms of quality, relevance and student involvement. The packages are re-evaluated by members of the Learning Resources Section and the combined evaluations are published annually in monograph form.

Users

There are about 1,200 schools, 20,000 teachers and 40,000 students in the Department's area. Approximately 400 schools have requested permission to participate in the evaluation. The results of the study are received by all schools.

Output

(Annually) One Elementary (Grades 1 - 6)

Plans for Development

The project will continue while the need exists. Other media evaluation studies will be developed as need arises.

Address for Correspondence

Learning Resources Section
Audio Visual Services Branch
Alberta Department of Education
200 Devonian Building
11160 Jasper Avenue
Edmonton
Alberta, T5J 2V2
CANADA

British Columbia

AUDIO-VISUAL SERVICES BRANCH FILM LIBRARY

Purposes and Structure

The Audio-Visual Services Branch Film Library has been in operation since the late 1940s and is the responsibility of the Department of Education. It distributes films and other audio-visual materials to all schools in the province. Films are previewed, selected and purchased by the Audio-Visual Services Branch on advice from teachers and curriculum committees. Distribution is by request.

Users

1,500 schools, representing 500,000 students.

Output

The Library contains 5,000 films and 12,000 filmstrips. 275,000 requests were fulfilled in the 1971/72 school year. The Library produces film catalogues.

Staff and Training Provision

There is a staff of twelve: a part-time Director, an Assistant Director, two distributors, two revisers (checkers), five clerical staff, one photographer and one supervisor. The staff, having been selected according to their previous experience, receive on-the-job training.

There is no involvement with other Commonwealth countries engaged in similar enterprises.

Expenditure

Capital expenditure: equipment \$C75,000
Estimated annual recurrent expenditure and building rental:

Staff	\$C75,000
Materials	\$C75,000
Mailing	\$C30,000

Address for Correspondence

Audio-Visual Services Branch
British Columbia Department of Education
1726 West Broadway
Vancouver 8
British Columbia
CANADA

EDUCATIONAL MEDIA CENTRE

Purposes and Structure

The British Columbia Department of Education Audio-Visual Services Branch is responsible for this service which began in September 1972. The Centre duplicates and distributes videotapes of television programmes which are prepared by a variety of agencies, including the Department of Education. The tapes are distributed on request.

Users

All public and post-secondary educational institutions are able to use the service.

Output

The studio is expected to produce 2 - 3 units per week in the first year of operation. All subjects and levels are potential areas of production. Initial plans are for science and social studies programmes at five different levels and a yet-to-be determined college course. (This was the situation in the summer of 1972.)

Staff and Training Provision

Eleven staff, recruited from professional production agencies, are employed in the Centre, as follows:

a producer; a technician supervisor; an administrative assistant; two cameramen; an audio technician; a studio technician; a graphic artist; two programme organizers; a secretary.

Expenditure

Capital expenditure was as follows:

Buildings	\$C500,000
Equipment	\$C150,000

Annual recurrent expenditure is estimated at \$C100,000, divided equally between salaries and materials.

Plans for Development

In order to build up its stock, the Centre would welcome materials from other countries.

Address for Correspondence

Provincial Educational Media Centre
Audio-Visual Services Branch
1726 West Broadway
Vancouver 8
British Columbia
CANADA

SCHOOLS BROADCASTS

Purposes and Structure

This service, which has been in operation since the early 1950s, is the responsibility of the British Columbia Department of Education Audio-Visual Services Branch, and broadcasts radio and television programmes to schools in British Columbia. The Department of Education determines subject areas. Programmes are planned and prepared by the Department's Audio-Visual Services Branch. Production and transmission are carried out by the Canadian Broadcasting Corporation.

Users

The service is aimed at grades 1 - 12 in all schools in British Columbia. The intended audience is 500,000 students in 1500 schools; actual audience (total cumulative) is 250,000.

Output

A half hour each of both radio and television programmes are broadcast per school day, totalling 150 hours for each per year. All subjects and all grades are more or less equally distributed. A School Broadcast Teachers' Bulletin is published and 'First French', 'Chantez', and 'A Propos'.

Staff and Training Provision

One director, two assistant directors, one programme organizer, two secretaries, together with freelance, writers and performers make up the Audio-Visual Services Branch. CBC normal production crew consists of a producer, two assistants, three

cameramen, a sound engineer, a graphics designer, two floor managers, two lighting engineers, a director and a vision mixer. Staff receive on-the-job training, having been selected by normal Civil Service procedures.

The service has not been involved with similar projects in other Commonwealth countries.

Expenditure

CBC buildings and equipment are used only partially for ETV.

Estimated annual recurrent expenditure:

CBC	\$C200,000
Department of Education	\$C 50,000
Salaries	3 x \$C 10,000

Plans for Development

There is a possibility of broadcast schedule hours being expanded.

Address for Correspondence

Audio-Visual Services Branch
British Columbia Department of Education
1726 West Broadway
Vancouver 8
British Columbia
CANADA

Manitoba

MANITOBA SCHOOL BROADCAST BRANCH

Purposes and Structure

The Manitoba Department of Education is responsible for this service, which has been providing radio broadcasts since 1945, and television broadcasts since 1956. The purpose of the programmes is mainly to supplement class teaching, though a few give 'direct' teaching. The Canadian Broadcasting Corporation co-operates in the production of programmes. Policy is directed by the Minister of Education, and programmes are planned by specialists in school broadcasting.

Users

Primary, elementary and secondary school pupils use the service, using either broadcast programmes or recordings on audio and videotape. There are approximately 172,000 viewers and 97,000 listeners. (Figures based on a 76.9% return on information).

Output

Television programmes are produced on several subjects: social studies, science, mathematics, language arts, art and music. There are approximately twelve hours of television broadcasting per week. Radio

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programmes are produced on the same range of subjects, excluding mathematics. There are approximately ten hours of radio broadcasting per week. Beside the broadcast programmes, there is a wide range of audio and videotapes available for school use. A tape dubbing service is available free to teachers on request. Numerous handbooks, leaflets and calendars are produced to accompany broadcasts and to give information.

Staff and Training Provision

A Supervisor controls the work of two programme organizers, two audio-visual technicians and a cinematographer. One secretary and two stenographers are employed, and there are also freelance scriptwriters and programme consultants. Staff receive training on the job. Programme organizers and planners require teaching experience as well as broadcasting experience. Professional actors are engaged for dramatic programmes. Positions in the Broadcast Branch are advertised through the Civil Service, and sometimes in newspapers and broadcasting publications across Canada.

Students from other countries who have been in Canada studying educational broadcasting have had the opportunity to visit the Broadcast Branch, to observe production and to visit schools. It is the policy of the Branch staff to be as helpful as possible to these visitors. To date, no member of staff has visited a Commonwealth country to assist in broadcasting, though the Supervisor has visited a number of African countries to observe educational broadcasting practices and to discuss the developments in Western Canada.

Expenditure

Capital expenditure on building cannot be estimated, as the Branch operates within the Education building. Annual recurrent expenditure is estimated at \$C270,000. In 1972, \$C30,000 were set aside for equipment.

Plans for Development

It is hoped to expand the service, working towards the provision of three hours per day of television. The studios will need to be expanded, and more staff employed.

Further Information

It has been found that the increased number of videotape recorders in schools has brought about a considerable increase in the number of viewers, not all of whom have found the broadcast times convenient.

Address for Correspondence

Manitoba School Broadcast Branch
Robert Fletcher Building
1181 Portage Street

Winnipeg,
Manitoba
CANADA

New Brunswick

AUDIO-VISUAL SERVICES FILM DISTRIBUTION

Purposes and Structure

The Department of Education through its Audio-Visual Services Branch is responsible for the service, which began in 1940. The service is organized by the Audio-Visual Services Branch, to provide support for instructional programmes by means of an educational films distribution service.

Users

All schools in the province of New Brunswick - approximately 550. There was an audience of 2,000,000 for the school year 1971/72.

Output

15,655 bookings for school year 1971/72.
70,000 film screenings for school year 1971/72.

Staff and Training Provision

Eight persons are employed, Director, Supervisor, a film distributor, two film inspectors, a shorthand typist, two clerk/typists, and a part-time clerk. These people work at other projects concurrently, but most of their time is occupied with film distribution. The Director and Supervisor are university-trained, other staff are trained on-the-job, having been selected according to job specifications.

There is no involvement with services in other Commonwealth countries, but possibly leave of absence could be arranged for professional personnel to assist other countries.

Expenditure

Capital expenditure:

Two classrooms in teachers' college, film inspection equipment etc. \$C 7,000

Estimated annual recurrent expenditure:

Mailing expenses and related costs \$C17,000
Cost of new film materials \$C14,000
Salaries \$C40,000

Plans for Development

The plans include (subject to fiscal approval) production of materials of local interest and needs in simple formats, i.e. slides and/or filmstrips, with or without tapes, also some videotape productions. Duplications will be made in whatever quantity are required. Audience demands

for the film service always exceed the capability to satisfy them.

Address for Correspondence

Director
Audio-Visual Service
PO Box 784
Frederickton
New Brunswick
CANADA

Newfoundland

EDUCATIONAL TELEVISION CENTRE, MEMORIAL UNIVERSITY OF NEWFOUNDLAND OFF-CAMPUS COURSES FOR CREDIT

Purposes and Structure

Responsibility for this project is shared by the Educational Television Centre and the Extramural Studies Department of the Memorial University of Newfoundland.

The purpose of the project, which is in its fifth year, is to make university credit courses available to the province, particularly to school teachers. It is an attempt to extend the university beyond the campus and to upgrade the competencies of the citizens as far as can be accomplished through higher education.

All media production is the responsibility of the ETV Centre. Administrative concerns of utilization fall under Extramural Studies, who maintain both local and field liaison, co-ordinators and tutors. University faculties administer the academic standards of their courses on a contract basis. Ultimate university policy for the project rests with the Faculty Senate.

The off-campus project occupies nearly 60% of the workload of the ETV Centre, the remainder reserved for on-campus projects and broadcasting general information programmes.

Users

Registered students off-campus each year vary from 3,000 to 4,000 (two semesters). All students have gained matriculation to university and just over 85% are teachers. Students are drawn from the remote areas of Newfoundland and Labrador.

Output

Four semester courses are produced each year for offering via closed-circuit television. Many courses have been offered, constituting the regular university offerings in psychology, educational psychology, geography, geology, educational foundations, history and others. Each course is offered in twenty-eight centres twice in three years, sometimes more often. These courses are in every way equivalent

to what could be obtained on campus by live instructors and have ranged from first to third-year standard. No graduate courses have been attempted.

Once the great majority of potential students has been served, the course is retired and replaced by another of benefit. The aim is to upgrade areas of weakness in the province; once this has been accomplished, other needs are identified and attacked.

Staff and Training Provision

The ETV Centre employs twenty-two members of staff, divided between Administration, Secretarial, Production, Graphics, Photography and Technical duties, the Extramural Studies Department employs 104 members of staff altogether. Six of these are campus staff concerned with administration and accounting. Eight are full-time field staff, and the rest are part-time field staff consisting of co-ordinators and tutors for the most part.

Trained staff are hired and versed in the particular needs of the operation on the job. Staff are selected on a personal basis from applicants.

Expenditure

Portions of existing campus buildings are used, perhaps costing \$C500,000 if separately assessed. Off-campus, schools are available in the evening.

The capital expenditure for media equipment and supplies approaches \$C750,000, but is employed for many more uses than the off-campus programme. The television equipment in the field and the necessary videotape for twenty-eight locations comprises approximately \$C70,000 of this total.

Because the off-campus project is one of many uses to which the personnel and facilities are put, and because more than one administering department is involved, exact figures for annual recurrent expenditure are difficult. An estimate of maximum annual cash input is \$C200,000, which includes the field operation.

Plans for Development

The future development of the project will be to expand into in-service teacher training, more general adult education and non-credit courses of varying lengths for the general public. The basic manner of approach has been proven and it is now possible to apply it to other educational problems in the province.

Address for Correspondence

Director
Educational Television Centre
Memorial University of Newfoundland
St. John's
Newfoundland, CANADA

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DIVISION OF INSTRUCTIONAL MATERIALS

Purposes and Structure

The Division of Instructional Materials is part of the Department of Education of the Government of Newfoundland and Labrador and provides audio-visual materials to all schools from grade K-11 throughout the province. The service has been operating for approximately twenty years. The Canadian Broadcasting Corporation co-operates with the Department of Education over the radio and television broadcasts.

The Instructional Materials Service is a section of the Division of Instruction and controlled by an Assistant Director of Instruction. There are three units within the section: School Broadcasts; Audio-Visual Distribution Library; School Libraries. Advisory committees of subject area specialists assist with selection and production of materials.

Users

Approximately 800 schools use radio and television receivers, 16mm projectors etc. A total of 160,000 children are served. Exact statistics are not available for each type of equipment but approximately 150 schools have television sets.

Output

Radio and television programmes are broadcast to all levels covering a wide range of subjects including drama, science, geography, history, current events, French, biology, physical education, and literature. The programmes include Canadian School Radio Broadcasts and the Atlantic School Broadcasts as well as Newfoundland School Broadcasts.

A tape service is provided whereby recorded tapes of any radio programme, past or present, can be made available to any school on request.

16mm films, filmstrips, multi-media kits and audio-tapes are supplied to all schools on a loan basis by mail order or over-counter service to teachers in the St. John's area.

Staff and Training Provision

The Assistant Director of Instruction (Instructional Materials) heads the service. There is a Secretary and each of the three units is headed by a Supervisor. In addition the School Broadcast section has an Assistant Supervisor and a production assistant and a secretary. The Instructional Media section employs a librarian, a library clerk, a library technician, a film technician and four film and tape assistants as well as a secretary who also works for the School Libraries section. In addition there is another technician not attached to any section.

Where possible experienced staff are

recruited, otherwise on-the-job training is given.

Expenditure

Capital expenditure is estimated as follows:

Buildings (Rental)	\$C50,000
Equipment	\$C35,000
Films	\$C300,000

Annual recurrent expenditure is estimated as follows:

Salaries	\$C65,000
Materials	\$C200,000
Production	\$C48,000
Travel	\$C 4,000
Equipment subsidy to schools	\$C32,000

Plans for Development

Proposals have been made for a Provincial TV Production Centre and it is hoped that an improved network for distribution will be forthcoming.

Address for Correspondence

Director
Division of Instructional Materials
Department of Education
St. John's
Newfoundland
CANADA

Nova Scotia

AUDIO-VISUAL INSTRUCTION - NOVA SCOTIA SCHOOL TELEVISION

Purposes and Structure

The Nova Scotia Department of Education is responsible for this television service which began in 1962. The project recommends, advises, promotes and supervises activities by which information and resources can be made available to community recipients and schools using mixed media such as television, radio, language laboratories, films, recorded tapes and the telephone. The Canadian Broadcasting Corporation, the Nova Scotia Teachers' Union, the Nova Scotia School Boards Association, ad hoc community representatives, the Council of Ministers of Education and the Atlantic School Broadcast Media Committee all co-operate with this service. The service is under an advisory committee of the Ministry of Education, which is chaired by the Deputy Minister of Education. The policy planning and organization is carried out by sub-committees of the advisory committee on which teachers, broadcasters and curriculum personnel are represented. A supervisor of Audio-Visual Instruction

runs the service in co-operation with departmental personnel, including those concerned with teacher education, youth education, planning and research, building and programme planning. The supervisor also maintains liaison with inter-provincial and Canadian instructional media groups, and is at present Chairman of the Committee for Media Programming (French and English) of the Canadian Council of Ministers of Education.

Users

Approximately 800 schools, with 1500 television receivers and monitors, use this service and some 210,000 children and young people are the potential viewing and using audience. Many schools have radios for the reception of open broadcasts, other use the tape services provided by the Audio-Visual Service.

Output

The television programmes which go out to schools include science, communications, mathematics, French, English language, art and social studies, and there are some programmes for each level from primary to grade twelve, with about sixteen programmes weekly. The radio broadcasts for Atlantic schools include programmes on Canadian history, French, music, folk tales, play-time, adventures in listening, elementary language and natural history for ages 5 to 15, and about eight weekly programmes. In addition, Canadian schools television and radio provide a variety of thirty-minute programmes for all grades and the audio-visual section provides support materials including maps, manuals, films, wall-charts, audio-tapes, video-tapes, teachers' guides, and pupils' manuals to assist classroom teachers in using all programmes.

Staff and Training Provision

There is a chairman and a supervisor of audio-visual instruction, together with three radio teachers and producers, six television teachers, an executive producer/supervisor, and a technical supervisor with two producers and a script assistant, as well as nineteen studio and design staff. Television broadcasting for schools is a co-operative activity between the Nova Scotia Department of Education and the Canadian Broadcasting Corporation. As such, the Corporation shares the responsibility of training studio crews to work in educational broadcasting. At least one television teacher has had training in the U.K., and all television teachers have been provided with extensive on-the-job and travel experience. All have ample opportunities to attend training sessions, conferences and meetings and are called upon frequently to participate

in such programmes. The supervisor has had extensive experience in teaching and supervision, and has been sent to several closed-circuit and other training courses for experience. The supervisor, in consultation with the director of youth education, advertises for staff who have academic ability, professional training and experience in teaching. The Canadian Broadcasting Corporation auditions appropriate applicants and recommends final appointments to an advisory council. All personnel have at one time or another contributed articles, lectures and audio-visual presentations at Canadian education conferences and exhibitions, International Council of Educational Media, Division of Audio-Visual Instruction (USA), Paris, London, and in many USA states.

The Chairman of the advisory council, the supervisor of audio-visual instruction, and several television teachers are available to offer their services for training programmes to assist other Commonwealth countries in similar enterprises.

Expenditure

The capital expenditure involved is estimated at \$C100,000 in equipment and the annual recurrent expenditure is estimated as follows:

Recurrent expenditure	\$C210,770
Salaries	\$C117,550
Production	\$C 87,230
Travel	\$C 6,000

Plans for Development

The establishment of a steering committee to advise the Department of Education in the task of guiding and co-ordinating the preparatory steps to setting up resource centres in the province; the arrangement and equipping of temporary quarters and facilities and recruitment and hire of staff for resource centres; maintenance and augmentation of production and distribution of Nova Scotia school television and Atlantic and Canadian school broadcasts; the preparation of support materials including video-cassette recordings and audio-tapes, and the establishment of courses in the broadcasting arts are all planned.

Address for Correspondence

Audio-Visual Instruction (Nova Scotia
School Television)
Department of Education
Province House
Halifax
Nova Scotia
CANADA

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HERITAGE - NOVA SCOTIA (MULTI-MEDIA RESOURCE KIT)

Purposes and Structure

The Dartmouth City School Board of Nova Scotia is responsible for the project which provides curriculum support materials in the form of multi-media resource kits for the Nova Scotia history programme at the upper elementary level. The current project was developed for use in the 1973-74 school year, and started in 1972. Two years is required from starting date until use in schools. The Nova Scotia museum and the Communications and Information Centre co-operate with the School Board in the project which is under the direction of the Director of Research for the Dartmouth City School Board. Development, use and evaluation are monitored by an advisory committee of teachers working through the Director of Research. Evaluation is made by teachers using the kit and by school principals.

Users

The teachers and pupils of the upper elementary level. At present this involves fifty-five classes of pupils (about thirty-five per class). Over thirty specialist history teachers will use the kit, and approximately 2,000 children will be involved initially.

Output

There are fifteen classroom kits and ten reference kits. Classroom kits are in regular use in the schools for a period of time up to one term. Reference kits are borrowed from the central office as required. Each kit contains: print material, documents, maps/sail plans, projectuals, slides, audio-tapes, photos, realia, models and artefacts.

Staff and Training Provision

The Director of Research does much of the technical production himself, or obtains service on a free-lance and often voluntary basis.

In-service training for teachers and principals who will use the kit is carried out with the help of the Advisory Committee, through seminars and demonstrations. All teachers wishing to use the kits are eligible.

Expenditure

Capital expenditure for equipment was \$C3,000 including overhead projector, tape recorder, screen, slide projector, projectual/photocopy equipment and thermal machine. Other expenditure was \$C500 for software.

Annual recurrent expenditure, mainly for materials was \$C200.

Plans for Development

Liaison has been established to exchange information with the Director of the PACE (Pioneer Arts & Crafts Education), Stark County, Department of Education, Ohio, USA. It is planned to extend the use of the project kits throughout Nova Scotia (and possibly throughout Canada).

Priorities are additional personnel to provide duplication service (one to two people) and funds for duplication material.

Address for Correspondence

Heritage Nova Scotia
Department of Education
Trade Mart Building
P.O. Box 578
Halifax
Nova Scotia
CANADA

Ontario

THE ONTARIO EDUCATIONAL COMMUNICATIONS AUTHORITY

Purposes and Structure

The Authority is an Ontario Crown Corporation, formed by an Act of the Ontario Legislature in 1970. The service began in 1966 as the Educational Television Branch of the Ministry of Education, producing programmes for schools only. Since 1971, when the OECA acquired its own transmitter CICA-TV, Channel 19 Toronto, the audience has widened.

The purposes of the Authority are as follows: to initiate, acquire, produce, distribute, exhibit or otherwise deal in programmes and materials in the educational broadcasting and communications field; to engage in research in relevant fields; to undertake other duties relating to educational broadcasting and communications incidental or conducive to the attainment of the above aims.

The Authority is controlled by a Board of Directors, whose Chairman is also the Chief Executive Officer. Principal corporate divisions are: Research and Planning; Corporate Affairs; Educational Media; Engineering and Operations; Finance, Administration and Personnel; Special Projects.

Users

The Authority is concerned with the following categories, pre-school children; elementary school children; secondary school students; college and university students; adults and teachers.

OECA's programming is used in 56% of Ontario's elementary schools, and 30% of the secondary schools.

OECA's CICA-TV, Channel 19 Toronto, has a weekly audience of 370,500.

Telecast breakdown:

Pre-school and Primary	20% (of current schedules of programming)
School and Youth	29.5%
Teacher Education	9%
Adult, University and College	32%
French	9.5%

Staff and Training Provision

333 staff are employed as follows: nine executive posts; ten Research and Planning; twenty-one Corporate Affairs; seventy-four Engineering and Operations; 133 Educational Media; seventy-four Finance, Administration and Personnel; ten Special Projects; two Communications Satellite Technology posts.

The programme production staff hold subject qualifications through post-secondary degrees or teacher certification and have practical experience as film or television producers or as education writers. Technical staff hold appropriate qualifications and administrative staff are trained on the job.

Through services supplied for Unesco, OECA staff have contributed to the development of communications planning and educational research. One major conference held by the OECA involved Commonwealth delegates. In principle, staff would be willing to assist other Commonwealth countries in similar enterprises, though this would depend upon current commitments.

Expenditure

Total operating expenses for the year beginning 1 April, 1971 and ending March 31, 1972 were \$C10,341,378.

Plans for Development

Extension of the service is a priority. The possibility of five additional television channels throughout Ontario, and the extension of videotape distribution will carry OECA programming to a wider Ontario audience. In addition, co-operation with other countries could take place in the design of relay systems for television broadcasting and the design of responsive systems of instruction for adults.

Address for Correspondence

The Ontario Educational Communications Authority
Canada Square
2180 Yonge Street
Toronto, Ontario
M4S 2C1
CANADA

ONTARIO EDUCATIONAL RADIO BROADCASTS

Purposes and Structure

The Educational Radio Broadcasting Service, responsible to the Ministry of Education, Ontario, has been in operation since the early 1950s. The Canadian Broadcasting Corporation co-operates with the Service. Educational radio programmes are jointly planned by education officers and radio producers. The direct costs of production and printing are paid by Education and all indirect production costs are paid by Broadcasting.

Users

Schoolchildren, aged 6 to 17.

Output

Daily from October to May there is a half hour of broadcasting aimed at the integration of subject disciplines e.g., language, arts, drama, sociology. A different age level is covered each day. These include one programme per week when five students (aged 10 - 14) take part in a telephone conference with a special personality on a topic of concern to the students. The students and the guest personality change each week. Programmes are available free through a tape dubbing service to any teacher.

Staff and Training Provision

Eight senior education officers and four radio producers are directly employed in the Service. Printing services staff, broadcast network staff, teachers and principals are indirectly employed in the Service. Production staff receive regular CBC broadcast training; educators, who are selected for their interest in media and their ability to think creatively and appreciate good programming, receive no special training.

Members of staff, subject to personal wishes and the availability of replacement personnel in Ontario, could be called on to assist other Commonwealth countries.

Expenditure

Estimated annual recurrent expenditure:

Print materials	\$C20,000
Direct production costs	\$C70,000

Plans for Development

No detailed plans given, but outside assistance has not been requested.

Further Information

The Education Co-ordinator spent two years in Kenya in a Canadian Government-sponsored Teacher Education by Radio project.

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Address for Correspondence

Ontario Department of Education
Mowat Block
900 Bay Street
Toronto 182
Ontario
CANADA

FILM SERVICE

Purposes and Structure

The Boards of Education in the province are responsible for the service, which was started by the Ministry of Education in 1946. However, the various Boards have been initiating their own services since the early 1950s and the Ministry is now phasing out its active part in the project. The service provides 16mm films on a wide spectrum of topics to elementary and secondary schools in the province. The public libraries, the National Film Board, and various film societies co-operate in the service. The way in which the service is operated varies from one school jurisdiction to another.

Users

The service is provided for the benefit of elementary and secondary school students. No statistics are kept on their numbers.

Output

Catalogues of material available can be obtained from the School Boards.

Staff and Training Provision

There are no figures on the number of employees. The procedure for staff selection and training depends entirely on local jurisdiction. On-the-job training and attendance at Community College is usual for technical staff.

There is no information available on whether personnel from the present service have been involved in assisting other Commonwealth countries in similar enterprises, but it is felt that a considerable number of individuals now has the knowledge and experience to be of assistance in such situations.

Expenditure

No figures are available.

Plans for Development

Plans for the future vary with jurisdiction, but many areas have financial problems in common.

Address for Correspondence

Department of Education
Mowat Block
900 Bay Street
Toronto 182, Ontario
CANADA

Prince Edward Island

EDUCATIONAL MEDIA SERVICE

Purposes and Structure

The Prince Edward Island Department of Education is responsible for this service. The Educational Media Division was formed in 1969, though radio for schools has been operating in Prince Edward Island since 1940 and television since 1964. The Service provides programmes to support the curriculum in elementary and secondary schools, and to provide other audio-visual matter to the same end. The Canadian Broadcasting Corporation and the Atlantic School Broadcasts Committee are also involved in the Service. The Media Division is controlled by a Director, acting under the Provisional Director of Library Services. Educational Media in this province is a term used to cover both the new media and conventional school libraries.

Users

A total of sixty-five television sets serve 13,500 children. Forty-five schools have one set each, and ten schools have two or more. There are seventy-five schools with radio receivers; radio programmes are available to 20,000 children from grades 1 to 12.

Output

Television programmes originate from the Nova Scotia Department of Education, and are transmitted by local CBC-TV. The province also uses national CBC television programmes. Radio programmes are provided in co-operation with other Atlantic provinces; they do not originate from Prince Edward Island. The Atlantic School Broadcast Manual is published each year and gives details of forthcoming programmes. Individual subject manuals are produced to be used in conjunction with television programmes.

Staff and Training Provision

The staff establishment comprises the Director of Library Services, the Director of Educational Media, the School Resource Centre Consultant, an audio-visual technologist, an audio-visual technician, a film librarian, and six clerical/technician employees. There is no formal staff training, but advantage is taken of all available seminars, summer courses and area workshops.

At present, the staff is not large nor experienced enough to provide assistance to other Commonwealth countries in similar enterprises.

Expenditure

There was no capital expenditure on buildings in this Service. Capital expenditure on equipment was \$C100,000. Annual recurrent expenditure is estimated as follows:

Salaries	\$C48,000
Materials	\$C65,000
Other	\$C10,000

Plans for Development

New schools in the province will be provided with more radio and television receivers. Radio and television programmes will be taped more often to ease the problem of class schedules. Wider use of film and filmstrip material is expected.

Address for Correspondence

Department of Education
Province House
Charlottetown
Prince Edward Island
CANADA

QuebecINSTRUCTIONAL MEDIA SERVICE, DEPARTMENT OF EDUCATIONPurposes and Structure

The Instructional Media Service which is part of the Ministry of Education, Government of Quebec, determines the needs and priorities in the area of the production of educational materials, produces or is responsible for the production of materials and monitors development in the utilization of teaching materials in all educational institutions. Radio-Quebec, Office du Film du Quebec and the Canadian Broadcasting Corporation assist the service.

The Instructional Media Service was created in 1971 and is a reorganization of Services which formerly were independently responsible for different forms of educational materials: The Technological Media Service (1968), (TV and radio programmes had been initiated as early as 1963 but were the responsibility of numerous bodies); the School Libraries' Service (1964) and the Ministry of Education. The Service is under a Director-General, assisted in his administrative duties by two Assistant Director-Generals (one for administration and one for planning and development), and a Secretary-General. It also has a policy committee containing the above-mentioned personnel, plus the Director of Production (Technological Service), the Director of the School Libraries' Service and the Director of the Service for Correspondence Courses.

Users

There are approximately 2,100 elementary and secondary schools serving a total of 1,626,187 students (1971-72 statistics). Ninety per cent of these institutions are equipped with: more than one television set, (total of 6,083 sets), and more than one radio set (total of 4,094 sets).

Adults, collegiate and university institutions are also well equipped with radio and television sets and have a large range of programmes available.

Output

A typical audio-visual production output for a single year (1971-72) consisted of:

Audio-visual documents	- 44 (12 series)
Slides	- (3 series)
Records	- 64 (9 series)
Films	- 32 (10 series)
Photographs	- 1 set
Radio programmes	- 52 (Approximately 13 hours)
Television programmes	- 290 (Approximately 56 hours)

Production covers all levels of primary and secondary education, as well as teacher training and adult education. Programmes include language, technical and commercial subjects.

Staff and Training Provision

Permanent personnel totals 137, which includes seven administrators, fifty-three professional staff, and seventy-seven clerical and technical staff. Non-permanent personnel employed on a yearly basis consist of 110 professional staff, and fifteen clerical and technical workers.

Many media specialists were trained (and still are) through governmental and non-governmental agencies. The educational advisers are mostly trained in education departments of universities. The technological advisers are generally trained in technical schools, in industry and in broadcasting corporations. The Instructional Media Service also offers training facilities to educational and technological advisers and teachers, through its 'Ateliers' division. This division is equipped for complete training in the various educational media. Its staff is composed of a director, two professional assistants, and a secretary, all on a permanent basis.

Staff are selected by open competition, and the educational advisers must have teaching qualifications and a good degree of specialization in the media. Very diversified trainings are however considered valuable for the admission of technicians; the basic criteria being appropriate training and/or experience.

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Expenditure

Capital expenditure is limited to \$C93,000 on equipment since the buildings are rented by the Quebec Department of Education.

Annual recurrent expenditure is estimated as follows:

Salaries	\$C2,490,200
Transportation and communication	\$C 148,600
Professional, clerical and other services (including production in the proportion of \$C3,713,600)	\$C5,062,100
Maintenance and repair	\$C 12,000
Rent (machinery: industrial and communication)	\$C 45,000
Non-capitalized expenditure (paper, film and audio-visual supplies)	\$C 288,700
Miscellaneous	\$C 9,900

Plans for Development

The first priority for development is the rational and measured introduction of audio-visual equipment at all levels according to the priorities established by the different educational communities.

The second priority is the development of national co-operation (through the Council of Ministers of Education, Canada) and international co-operation through various competent international agencies.

The third is the investment of competent and creative personnel in the fields of production and utilization of audio-visual services.

Further Information

No data is available on the nature and extent of the involvement of the present service's personnel in assisting other Commonwealth countries. Such enterprises are normally dealt with through such bodies as the Service de la Co-opération avec L'Exterieur, the Ministry of Education, the Agence Canadienne de Developpement International and the Agence de Co-opération Culturelle et Technique des Pays Francophones. However, a good number of the educational advisers, administrators and technical advisers would have sufficient knowledge and experience to assist other countries.

In a long term view, the Instructional Media Service favours a policy allowing the accessibility of all audio-visual services and means to the entire population with an aim of expressing and comprehending their own educational, social and cultural interests. Therefore, it considers it of prime importance to establish availability of all audio-visual equipment within the reach of every individual or group.

Address for Correspondence

Instructional Media Service
Government of Quebec
Department of Education
Hôtel du Gouvernement
Quebec
CANADA

Saskatchewan

DEPARTMENT OF EDUCATION FILM LIBRARY

Purposes and Structure

The Department of Education is responsible for this service, which has been in operation since 1947. The purpose is to provide 16mm educational films to Saskatchewan schools, and to circulate to adult borrowers film stock of Government departments (other than the Department of Education). The Programme Consultant, Audio-Visual Education, is responsible for the following aspects: annual budgeting, pre-selection of films and the establishment of evaluation committees for these decisions on purchasing, technical processing of new films, and reference assistance to patrons. The Principal of the Government Correspondence School, who is also the Manager of the Auxiliary Services Section, is responsible for film circulation and the finalizing of purchase orders.

Users

In the year 1971-72, 1,040 schools used the service, between them making use of 59,169 films. Individual adults using the film stock of other Government Departments numbered 890.

Output

The service provides films on all subjects covered in Saskatchewan schools. There is also a small collection available for teachers' professional needs. The general collection of films covers all school grades. It is available as required during the school year, and during the vacation months for seminar work.

Staff and Training Provision

Apart from the Programme Consultant and the Principal of the Government Correspondence School, fourteen people are employed. There are five booking room clerks, five film inspection clerks, and four shipping clerks. Training takes place on the job, and the more senior clerks assume responsibility for this. Those with business or industrial experience are considered suitable for employment.

Occasional discussions with Commonwealth visitors has taken place in connexion with similar enterprises abroad, and staff from the Film Library would be able to offer assistance to such countries through correspondence.

Expenditure

Capital expenditure on equipment amounts to about \$C1,046,000. Annual recurrent expenditure is estimated at \$C70,000 for films and \$C60,000 for salaries.

Plans for Development

The following, though not to be regarded as official plans, may be seen as possibilities: the regionalization of the film service to schools and the development of urban centres; the relinquishing of film circulation for other departments; the development of an adequate professional collection for both the Department of Education and the Department of Continuing Education, and the establishment of a preview library for the regions and the urban centres. It is also possible that information on films which have been evaluated during the school year will be more widely released.

Address for Correspondence

Program Consultant (Visual Education)
Department of Education
Midtown Centre Building
Hamilton Street and 11th Avenue
Regina
Saskatchewan
CANADA

INSTRUCTIONAL RESOURCES SECTION OF PROGRAMME DEVELOPMENT BRANCH (GENERAL EDUCATION) DEPARTMENT OF EDUCATION

Purposes and Structure

The Instructional Resources Section is a section of the Programme Development Branch under the leadership of the Director of Programme Development. The Section provides a regular schedule of radio and television programming prepared by the Section and jointly produced by the Section and the Canadian Broadcasting Corporation. Programming began in 1945. The Section combines school libraries, visual education, radio and television programming, tape (audio and video) services and the operation of a tape library. (The actual film library distribution service is in Auxiliary Services; but the Consultant for Visual Education carries out the professional duties and film evaluation, selection and purchases for the film library).

Materials of all kinds are evaluated and selected as appropriate resources to support curricular development. Others are

produced as tapes, broadcasts, telecasts, filmstrips and slide sets to support curricula also. A number of teacher committees work with the Section in planning programmes, evaluating and selecting.

Users

There are 238,869 students in the province in 1049 schools, of which 98% are equipped with radios, 90% with TV sets, and 75% with tape recorders.

Output

A half hour each of both radio and television programmes are broadcast each day from mid-October to the end of May. There is a consultative service and workshops in areas where schools are developing closed-circuit television centres. All schools receive radio and TV manuals providing information on all programming. Music booklets to support music series and other support material as required are available.

Staff and Training Provision

The following are Departmental employees and explain the structure of the Section. The Chief, Instructional Resources, heads the Section which includes: programme consultant (educational television), programme consultant (radio and tape), programme consultant (school libraries), programme consultant (visual education), tape librarian, librarian II.

Freelance writers prepare most scripts, which are edited and prepared for production by radio and TV consultants. Photographic and art services are obtained from another branch of the government, the Information Service. The production services for radio and TV are supported by CBC for all programmes going out over the CBC network; use is made of its studio and production staff. Section staff who are hired through the Public Service Commission and who must submit an application which is approved by the Director and Chief, are expected to have specialized training; summer courses and short courses giving special training in audio-visual techniques are often held on the University campus.

The Chief spent a year with the Canadian International Development Agency - working as a Consultant in Audio-Visual Aids to the Ministry of Education in Ghana (1967-68). A member of the Ministry of Education from Ghana was attached to the section for eight months (1970-71). The Chief would be available for further advice, should this be requested by other Commonwealth countries.

Expenditure

Buildings are owned by the Government; capital expenditure on studio equipment shared by the Section and other government

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branches was \$C60,000.

Estimated annual recurrent expenditure:

Salaries (Chief and T.V. Consultant)	\$C24,000
Production costs	\$C30,000
Film costs (film and videotape)	\$C19,300
Printing costs	\$C18,500
Equipment	\$C 6,000

Plans for Development

The educational television service is expected to expand when, and if, cable service is extended across the province. This would enable television programming to expand to periods of four to five hours a day for elementary and secondary education. A videotape service to back up television as audio-tape service backs up radio has just been initiated. At present about 25% of the schools have colour video-tape recording and playback equipment and a compatible system based on 1", $\frac{1}{2}$ " and $\frac{3}{4}$ " video-cassettes has been established in the province.

Address for Correspondence

Instructional Resources Section
Department of Education
Midtown Centre Building
Hamilton Street and 11th Avenue
Regina
Saskatchewan
CANADA

SASKATCHEWAN SCHOOL BROADCASTS

Purposes and Structure

The Instructional Resources Section of the Saskatchewan Department of Education is responsible for this service, which has been in operation since 1945. The service provides all school age students with supporting programmes in various subjects by radio. The Canadian Broadcasting Corporation prepares the productions for broadcast, and the Instructional Resources Section provides scripts and on-air personnel.

Users

All 238,869 students from grade 1 to grade 12 are included in the intended audience. Provision is made for teachers to make their views known on the value of the programmes.

Output

Programmes are broadcast on all subjects taught in elementary and secondary schools, and are aimed at children from about 6 to 18 years of age. Broadcasts are daily, each afternoon from the end of October to the end of May, apart from Christmas and Spring vacations.

Publications connected with the service are varied; each year a series of general information programme manuals 'Young Saskatchewan Looks and Listens' are prepared and distributed to all schools. Filmstrips are produced for two or three radio-visual series prepared each year. There are written manuals for the filmstrips and schools are encouraged to place filmstrips, booklets and tapes of these broadcasts in their resource centres. A yearly booklet 'The Story Tower' is compiled, made up of children's creative writing inspired by a radio series. Music booklets and other types of resource material are also prepared and distributed.

There is an audio and videotape catalogue prepared for distribution to schools that make use of the tape services.

Staff and Training Provision

There are three members of staff (excluding employees of the CBC) involved in production. There is a radio and tape programme consultant, and the services of the tape librarian and a clerk-stenographer are also used. Personnel with appropriate qualifications fill these posts. Any training necessary is done on the job.

The Chief of the Instructional Resources Section has been involved in assisting Commonwealth countries in setting up radio and tape operations. At the present time though, this help is not being sought.

Expenditure

The Saskatchewan Government provides rented space for offices, and space for studios at no cost to the service. Capital expenditure on equipment is estimated at \$C60,000. Annual recurrent expenditure is estimated as follows:

Personal services	\$C17,300
Contractual services	\$C23,940
Material and supplies	\$C 6,220
Total	\$C47,460

Plans for Development

Future plans involve the expansion of the broadcasts, depending upon arrangements which may be made with the Canadian Broadcasting Corporation.

Address for Correspondence

Instructional Resources Section
Department of Education
Midtown Building
Hamilton Street and 11th Avenue
Regina
Saskatchewan
CANADA

SASKATCHEWAN SCHOOL LIBRARY DEMONSTRATION PROJECT

Purposes and Structure

This project, which has been operating since 1965, is financed by the Department of Education and promotes the development of better school resource centres in Saskatchewan by sponsoring demonstration schools which can be visited by the staff of other schools, or other interested people. When a school is chosen for demonstration, the local school jurisdiction accepts the responsibility for keeping up the duties involved there for a minimum of two years. Financial assistance is offered for this purpose by the Department of Education for the first year. Various bodies are involved in the project in addition to the schools and the Department, and members of these organizations go to make up the Advisory Committee which controls the project and appoints the Evaluation Committee whose job it is to assess the applicant schools. The organizations represented by the Advisory Committee are as follows: Canadian Association of School Administrators (Saskatchewan Branch), the Provincial Library, Saskatchewan Association of Educational Media Specialists, Saskatchewan Department of Education, Saskatchewan Council of Educational Administrators, Saskatchewan Federation of Home and School Associations, Saskatchewan Library Trustees Association, Saskatchewan School Trustees Association, Saskatchewan Teachers' Federation, and the Regina and Saskatoon Campuses of the University of Saskatchewan.

Users

Besides the students in the demonstration schools, visitors from within the province and elsewhere in Canada are able to benefit from seeing the way in which the selected schools meet the quantitative standards for print and audio-visual materials and, through their integration, maintain the standard of quality of the educational programme. All grade levels are served, and the staff also aim to meet the individual student's need.

Staff and Training Provision

The minimum staff for a demonstration school is two: a librarian and a library clerk, the latter preferably also trained as a library technician. Additional staff are appointed in proportion to school enrolment, as set out in 'Standards of Library Service in Canadian Schools'. The librarian will have good teaching experience and a professional library training. The library clerk will have been trained in business methods. If there is a library technician he will have had the

appropriate recognized training.

Personnel from the present service have held occasional discussions with visiting educators from Commonwealth countries concerning similar projects, and would be able to assist also by correspondence.

Expenditure

Capital expenditure in an early demonstration school was as follows:

Building (library space)	\$C28,000
Equipment	\$C 7,000
Furnishing	\$C 8,000
Materials	\$C20,000
	<u>\$C63,000</u>

Annual recurrent expenditure was divided between staff salaries, (\$C12,000) and materials (\$C10 per head per student).

Plans for Development

Demonstration schools might be chosen for pilot educational or innovative projects.

Address for Correspondence

Programme Consultant (School Libraries)
Department of Education
Midtown Centre Building
Hamilton Street and 11th Avenue
Regina
Saskatchewan
CANADA

TAPE LIBRARY SERVICE

Purposes and Structure

The Saskatchewan Education Department is responsible for this service, which is part of the Instructional Resources Section. It has been in operation since 1957, and provides educational audio-tapes in all subject areas for Saskatchewan schools. Tapes are both dubbed and loaned. In 1973 a videotape dubbing service and videotape section were added to the library. This service is available to all schools equipped with VTR equipment.

Users

So far a total of 794 schools have made use of the service. The Tape Exchange Project between Saskatchewan schools and schools all over the world has been in operation since 1959.

Output

During 1971-1972, 787 shipments of 3,811 dubbed and loan tapes were made to Saskatchewan schools.

Staff and Training Provision

The tape librarian is in charge of the day-to-day work, and the service is supervised by a Chief, and also the Radio and Tape Programme Consultant of the

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Instructional Resources Section.

Expenditure

No detailed information is available (see under Instructional Resources Branch)

Plans for Development

The videotape dubbing service has been the most recent development. A small library of tapes is available now and the studio has been equipped to offer a dubbing service.

In the near future it is hoped that preliminary discussions on the establish-

ment of a Communications Corporation will result in the adoption of the report to form 'The Saskatchewan Media Corporation'.

Address for Correspondence

The Tape Librarian

Instructional Resources Section

Department of Education

Midtown Centre Building

Hamilton Street and 11th Avenue

Regina

Saskatchewan

CANADA

CYPRUS

GENERAL INFORMATION

AREA 3,572 sq. miles POPULATION 645,000 (1972) PER CAPITA INCOME £456 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £7,089,200 (1971) = 3.0% of GDP
(Currency: pound; £C0.83 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 15%	Age 25+ = 51.9%
Completed primary	Age 15 - 24 = 45.9%	Age 25+ = 33.8%
Entered secondary	Age 15 - 24 = 38.4%	Age 25+ = 13.0%
Entered tertiary	Age 15 - 24 = 0.7%	Age 25+ = 1.4%

Teacher training (1973) primary level students 267 staff 17

Students at tertiary (non-university) level in 1973 = 921

Cypriot students abroad in 1970/71 = 11,450

% illiteracy = 10 - 14 years = 0.8%; 15 - 19 years = 2.3%; 20 - 24 years = 5.0% in (1960)

Structure

The Ministry of Education provides schools for the Greek-speaking community (82% of the population), but education for the Turkish-Cypriot community is organized separately by the Turkish Communal Chamber.

Primary education is compulsory for every child aged 6 to 12 years. There are nine 'eight-grade' schools in large rural centres, which comprise the seventh and eighth post-primary classes, in which among other subjects of general education, girls take domestic science and boys agriculture and technical subjects. In practice about 86% of primary school pupils enrol in the secondary schools. The first two years are free and by 1974 the third year will also be free, but the other grades are fee-paying, though grants covering up to 30% of students are available. Academic secondary education lasts six years. There are also technical schools, which give training in mechanical and electrical engineering and other vocational subjects. The government also provides courses for the training of nurses, policemen, forest rangers, and tourist guides.

The only institution of higher education under the Ministry of Education is the Pedagogical Academy of Cyprus in Nicosia, which gives three-year teacher training courses, for primary teachers.

Further education is provided by the Ministry of Education in its Evening

Cultural Centres, in the rural areas, and in its Foreign Language Institutes and Technical Schools, which provide afternoon and evening courses, in the towns.

The Ministry of Labour has established a Higher Technical Institute and a Hotel and Catering Institute in Nicosia, with Unesco and ILO support, and some of the teachers and students come from the Turkish sector.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Cyprus Broadcasting Corporation is an independent statutory body, using six stations for 175,000 radio sets (271 per 1,000 of population).

Television (1971)

CBC has two television stations and two transmitters, for over 71,000 TV sets. The service covers the whole island.

PROVISION FOR EDUCATIONAL INNOVATION

An Educational Institute is currently under establishment and is expected to open its doors in 1974 for the in-service training of teachers. It will incorporate units concerned with educational documentation and dissemination of information, curriculum development, educational research and an audio-visual service.

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EDUCATIONAL BROADCASTING SERVICE (RADIO AND TELEVISION)

Purposes and Structure

The Ministry of Education is responsible for both educational radio and television which have been in existence since 1968 and 1966 respectively. The Service provides programmes and support material for pupils in elementary and secondary schools during the morning school hours. It also provides radio broadcasts and support material to help with the in-service training of teachers. Programmes are produced in co-operation with the Cyprus Broadcasting Service. Educational broadcasting is run by an Organizer. Policy is controlled by a committee composed of the heads of departments of both the Ministry of Education and the Cyprus Broadcasting Service, representatives of the three teachers' unions, the principal of the teachers' training college, and the Organizer.

Users

All the elementary schools, totalling 63,068 pupils, are provided with radio sets; all secondary schools, which have 36,585 pupils, are provided with TV sets. In addition 2,000 elementary school teachers receive the radio programme.

Output

Radio programmes for elementary school children include local history, Greek history, the history of the Church, rhythm and music, totalling fifty-four fifteen-minute broadcasts for grades 1 to 6. The teachers' radio programmes include a series of thirteen broadcasts on modern mathematics and ten programmes on language. The television programmes addressed to secondary school children cover subjects of geography, biology, physiology, and English for grades 1 to 5.

Staff and Training Provision

The Ministry of Education provides an Organizer and four teachers who are seconded to the Service on a year-by-year basis. The Cyprus Broadcasting Service provides a producer and an assistant to co-operate with the other staff when scripts reach the stage of production and recording. Staff are trained by vacation courses and workshops which are jointly organized by the Ministry and the Broadcasting Service. In addition, some of the staff now employed have received training in the UK.

The Organizer participates in seminars, workshops, and study groups organized or sponsored by the Council of Europe and he would be available to offer his services and to participate in training courses to assist other Commonwealth countries.

Expenditure

£5,000 per year is allocated to cover payments to the Cyprus Broadcasting Service, scriptwriting, visual material, etc. Staff salaries and travelling come under separate heads of expenditure within the Ministry of Education and the Cyprus Broadcasting Service.

Plans for Development

It is hoped to improve and extend the services rendered so far and to offer opportunities and assistance for the training of staff abroad.

Address for Correspondence

The Organizer

Educational Broadcasting Service (Radio and Television)
C/O Ministry of Education
Nicosia
CYPRUS

MASS MEDIA IN EXTENSION

Purposes and Structure

The Ministry of Agriculture and Natural Resources set up the service to provide educational, advisory and enlightening radio and television programmes within the framework of the Agricultural Extension Programme of the Ministry of Agriculture and Natural Resources. Home economics aspects are also covered in these programmes. In addition to the radio and TV programmes a periodical and a number of educational and technical leaflets and bulletins are issued according to the needs of the farming Community.

The radio programmes were started in 1955 and television programmes in 1964. Publicity and Publications - Mass Media, are part of the Extension Service of the Department of Agriculture.

Technical preparation and presentation of the radio and television programmes as well as of the leaflets and bulletins, including the scientific side, is done by the staff of the Ministry, while the structure and the form of the television and radio programmes is decided in co-operation with Cyprus Broadcasting Corporation (CBC). In the case of leaflets and bulletins, the Public Information Office (PIO) co-operates with regard to the printing procedure required.

Users

The programmes are intended mainly for the rural community - farmers, housewives, and youth. However, they are also followed by members of the urban population.

Output

Radio agricultural programmes are

broadcast twice a week, each Thursday and Sunday for forty-five and twenty-five minutes respectively. The TV programme is a weekly programme every Friday afternoon, for twenty minutes. They generally cover agricultural subjects of interest to the farming community. Home Economics are included as well. In planning for the programmes seasonal needs of the community are taken into consideration, as well as the priority development targets of the Department.

Staff and Training Provision

Four members of the Extension Service are involved in this work. They are in close co-operation with a large number of the technical staff of the Ministry and with the relevant staff of CBC and PIO. One senior officer has been trained at CEDO in television production. Another has received overseas training in photography and cine-filming.

Staff also occasionally participate in in-service training courses, and seminars. Staff are selected for training on the grounds of the service's requirements and the trainee's needs. Assistance may be provided to other Commonwealth countries if personnel visit Cyprus.

Expenditure

The Ministry provides the office buildings and the CBC the receiving and studio equipment, the PIO also provides office buildings for their staff. In addition to CBC equipment, the Ministry has a capital investment in equipment amounting to £C5,000.

Recurrent expenditure: (£C9,500)

Ministry staff salaries	- £C6,500
Ministry staff materials	- £C2,000
Travelling expenses	- £C1,000

CBC's and PIO's recurrent expenditure is not included in the above figures. PIO's expenditure for 1973, for the printing of the periodical, the bulletins and the leaflets will amount to £C9,000.

Plans for Development

The main task is to strengthen the service so as to meet the increasing demand and needs of the community.

Address for Correspondence

Director General
Ministry of Agriculture and Natural
Resources
Nicosia
CYPRUS

FIJI

GENERAL INFORMATION

AREA 7,055 sq.miles POPULATION 541,000 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$F10,751,153 (1972)
(Currency: dollar; \$F1.88 = £1 sterling 4.12.73)

Less than primary	34.9%
Completed primary	63.8%

Teacher training (1973)	primary level	students 426
	secondary level	students 312

Structure

'To produce a literate and alert people, capable of controlling their own personal and national affairs' - from the aims of the pre-independence government quoted in Unesco World Survey of Education. The Minister for Education, Youth and Sport is responsible for the formulation and execution of educational policy.

Hitherto the pattern has been eight years of primary education and four years of secondary education for selected pupils. It is hoped to replace this with six years of primary education followed by four years of secondary education, the primary years being free and compulsory, and the secondary being available to all, with two years' upper secondary for selected pupils.

There are three teacher training colleges, the main one being the government-run Nasinu Training College. The other two are small, taking only about twenty students each, and are run by the Roman Catholic Church and the Seventh Day Adventists.

The University of the South Pacific, established in 1969, is in the capital of Fiji, Suva. Its School of Education is involved in curriculum development for the whole region.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Fiji Broadcasting Commission is an independent statutory body. There are eleven stations, all on medium wave bands situated in five centres. World news services are rebroadcast from Britain and Australia, and there is also a local news service. There are school broadcasts during term-time. 45,000 sets were licensed in 1969 (87 per 1,000 of population).

PROVISION FOR EDUCATIONAL INNOVATION

Curriculum development is being actively fostered by the University of the South Pacific which also includes an Audio-Visual Aids Support Unit. The South Pacific Commission has a broadcasting and television officer in Suva.

SCHOOLS BROADCAST UNIT

Purposes and Structure

The Ministry of Education, Youth and Sport is responsible for this service, which has been in operation since 1969. The programmes are intended mainly as a support to teachers in primary schools and the lower forms of secondary schools. Emphasis is given to the teaching of English as a second language. The Unit is an integral part of the Research and Development Section of the Ministry and is responsible directly to the Chief Education Officer, Research and Development. An advisory committee assists the Permanent Secretary for Education, Youth and Sport on policy matters. The Fiji Broadcasting Commission Radio Bureau, Suva, and the University of the South Pacific are also involved in the Unit's activities.

Users

About two-thirds of the schools in Fiji have radio receivers. The potential audience is 130,440 in primary schools and 18,000 in junior secondary schools. There are no programmes as yet for older secondary pupils.

Output

Much of the programme time is taken up with English studies - reinforcement of

language teaching, dictation, comprehension and literature. Programmes are also made on current affairs, social studies, science and music. There is also a programme for teachers. Most programmes last for fifteen minutes and there is a total of four hours' broadcasting a week. Teachers' notes and an annual handbook are provided in conjunction with the broadcasts.

Staff and Training Provision

The Unit Supervisor (Senior Education Officer) is engaged in administrative matters and performs most of the production work. When new staff are recruited, they will be given on-the-job training and it is planned to make full use of further training facilities available overseas.

The Assistant Supervisor is engaged in some administrative matters, as well as some programme production and organization. A full-time script writer is employed and a presentation assistant attends the Fiji Broadcasting Commission studios each day to present the prerecorded programmes, combining this with other duties. A typist and a part-time language specialist complete the staff; but there are plans for expansion. Staff are drawn from the teaching profession.

Expenditure

Capital expenditure is estimated at Fiji \$F30,000 for buildings, furniture and studio equipment. Through the generosity of the Government of New Zealand a new operational centre with two well equipped studios and other facilities, together with offices for members of the staff is now under construction and should be ready for full use toward the middle of 1974.

Annual recurrent expenditure:

Salaries	\$F16,794
Materials	\$F 2,385
Travel and sundry items	\$F 1,000
	\$F20,179

Plans for Development

Replacement radios are needed for schools to improve reception. Tape recorders would also be invaluable.

It is hoped to add a technician, another script writer and two editor/producers to the programme section. Due to shortage of staff there have been considerable difficulties.

Address for Correspondence

The Unit Supervisor
Schools Broadcast Unit
Ministry of Education, Youth and Sport
Suva
FIJI

THE GAMBIA

GENERAL INFORMATION

AREA 4,003 sq. miles POPULATION 494,279 (1973)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = D2,639,260 (1973)
(Currency: Dalasi; D4.0 = £1 sterling 4.12.73)

Teacher training (1973) primary level students 165 staff 16

Structure

The aim is to provide basic schooling for the greatest possible number of children that the slender resources of the country can allow. Primary education aims to develop sound standards of individual conduct and behaviour, an understanding of the community and of the contribution which the individual can make, the development of a lively curiosity leading to a desire for knowledge about the immediate environment and the world outside, permanent literacy, the acquisition of some manual skill and recognition of the value of manual work. A necessary emphasis at the secondary level will be to create an interest and the right attitude towards participation in agriculture and vocational skills.

Pre-primary education is provided in private, fee-paying schools in Banjul, and in a few mission schools, but the government does not contribute towards them. Primary education for most children is from 6 - 12 years of age, and is provided in government schools, local agreement schools and mission schools. Pupils who complete the six-year primary course may take the entrance examination for secondary education. At the secondary level, there are four-year junior secondary schools, and six-year senior secondary schools, which prepare for the GCE 'O' level examination. The senior secondary schools admit some pupils to sixth form-level classes after 'O' level. Fees are charged at every stage. Post-secondary education is available at the teacher training college and at two vocational training centres.

The government awards scholarships for higher education overseas, as there are no higher education institutions in The Gambia.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

Radio Gambia is a government-run service. It has one station, and broadcasts in English, Wolof, Mandingo, Fula, Jola and Sarahule.

Radio Syd is a commercial radio station, broadcasting from a ship anchored on the coast at Banjul.

In 1965 there were 44,000 sets, or 133 per 1,000 of population.

PROVISION FOR EDUCATIONAL INNOVATION

There is a Curriculum Research and Development Unit which has been operating for two years mainly through Peace Corps voluntary effort. UNDP and Unicef have promised assistance for future development.

A Teachers' Centre, an Audio-Visual Centre and an educational research facility are all planned for the future.

It is hoped to introduce educational broadcasting in the next three years. At present there is only an informal approach at the adult level, to the question of educational broadcasting. Both Radio Gambia and the Information Office Film Unit do broadcast adult education material in support of Government development policies.

Yundum College is shortly to undertake a large development plan which will change it into something more like a polytechnic with a teacher training department. Within the new college it is hoped to set up a Resources Centre to serve the needs, not only of students, but also of teachers throughout the country.

GHANA

GENERAL INFORMATION

AREA 92,100 sq.miles POPULATION 8,600,000 (1969) PER CAPITA INCOME £65

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = 79,993 New Cedi = 3.9% of GDP
(Currency: Cedi; ₵2.69 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 64.2%	Age 25+ = 86.2%
Completed primary	Age 15 - 24 = 32.3%	Age 25+ = 12.1%
Entered secondary	Age 15 - 24 = 2.9%	Age 25+ = 1.1%
Entered tertiary	Age 15 - 24 = 0.6%	Age 25+ = 0.7%

Teacher training (1970) primary level students 16,478 staff 1,324
secondary level students 1,557 staff 77

Students at university in 1970 = 4,729

Structure

It is the policy of the government to give emphasis to the teaching of science, mathematics and English to reflect the changing scientific, technological and cultural needs of Ghana.

Responsibility for the provision and control of education in Ghana lies with the Ministry of Education, which has two divisions: the Division of Pre-university Education and the Division of Higher Education. Adult literacy campaigns fall under the Ministry of Labour and Social Welfare.

An eight-year primary course is followed by either five years' secondary education, two years of 'continuation' (or post-primary) education, or secondary technical school for a very few. The Common Entrance Examination is taken in the eighth year of the primary school; unsuccessful pupils go to continuation schools, where they receive pre-vocational training.

Teacher training courses lasting four years are provided in eighty-three colleges for students with the Middle School Leaving Certificate, while students with the School Certificate (taken after five years at secondary school), follow two-year courses.

There are three universities in Ghana, as well as an Institute of African Studies and an Institute of Adult Education.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Ghana Broadcasting Corporation is an autonomous statutory body. It operates sixteen stations, all on short wave. The Corporation's school broadcasting unit serves schools and teacher training col-

leges. There were 700,000 radio sets in 1969, or 81 per 1,000.

Television (1971)

The service has four transmitters and there are about 12,000 television sets in Ghana (or 1.4 per 1,000). The service is primarily educational.

PROVISION FOR EDUCATIONAL INNOVATION

Details of the provision for educational research and development, the Curriculum Development Unit and other provision to speed the process of educational innovation are awaited.

CORRESPONDENCE EDUCATION UNIT

Purposes and Structure

The Institute of Adult Education at the University of Ghana is responsible for this project which began with a trial run in 1970, and took 200 students in that same year. The project provides further education facilities for the general public, especially those who need additional qualifications for advancement in their jobs. The Ghana Broadcasting Corporation has consented to co-operate with the Institute by making radio and television facilities available to them to supplement the programme. The Correspondence Unit is an integral part of the Institute of Adult Education, and there is a small committee under the chairmanship of the Director which formulates policy and is also responsible for reviewing courses. The Institute has commissioned a team of writers whose work is modified and later

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reviewed by either full-time or part-time staff before the course is finally offered to the students.

Users

The number of registered students at the end of July 1972 was 1,188. The service is aiming at student registration of 5,000 by 1973.

Output

The courses include the following subjects at Ordinary level: English language, English literature, economics, mathematics, additional mathematics, commercial arithmetic, commerce, principles of accounts, history, Bible knowledge, government, geography. In addition, government is offered at Advanced level. The courses have also been commissioned in Twi for ordinary level history, economics and geography. The Unit uses the Institute's printing section.

Staff and Training Provision

The Head of the Unit is a senior lecturer who is responsible to the Director. He is assisted by a resident tutor and one senior organizer, and seven clerical staff. The staff are trained by attachment programmes to well-established overseas correspondence institutions as well as by local training. In addition, they attend overseas conferences and seminars. The full-time staff are appointed by the University, and part-time tutors are appointed in consultation with the regional heads of the Institute.

Personnel from this project have not so far been involved in assisting other Commonwealth countries in the field of correspondence education, but they are now able to assist through attachment programmes for interested parties, the distribution of an evaluation report, and short orientation courses.

Expenditure

The capital expenditure involved in the project is £44,400 for building, and £15,400 for equipment. The annual recurrent expenditure is estimated as follows:

Salaries	£27,300
Moderators' fees	£ 3,500
Materials	£ 3,100
Travel, etc	£ 2,000

Plans for Development

It is hoped to supplement the programme with the use of radio and television, and to offer students all courses, both examination and non-examination, by correspondence. The present growth rate demands the mechanization of some of the operations of the Unit. The assistance mainly required would therefore be that of additional equipment, such as Addressographs, electric typewriters and a printing machine.

Address for Correspondence

Institute of Adult Education
(Correspondence Education Unit)
University of Ghana
Box 25, Legon
Accra
GHANA

THE EDUCATIONAL SERVICE OF THE GHANA BROADCASTING CORPORATION

Purposes and Structure

The Ghana Broadcasting Corporation is responsible for this service. School radio began in 1957 and school television programmes were first transmitted in pilot form in 1965. Educational radio and television programmes are aimed to supplement class teaching in the primary and secondary schools, and training colleges. The Ministry of Education and the Friedrich Ebert Stiftung Foundation co-operate with the service, which is controlled by a Director-General, and comprises both the sound radio and the schools television section of the Ghana Broadcasting Corporation. The Governing Body is a school broadcasting advisory committee with representatives from the Ministry of Education, Ghana Broadcasting Corporation Television, and schoolteachers.

Users

280 schools and colleges have television receivers serving a total potential viewing audience of about 40,000 children. Some 1,200 schools in the country have radio receivers with a potential audience of 80,000.

Output

The television programmes are all in English and are designed for primary, middle and secondary schools, training colleges, as well as the general public. The radio programmes cover English, drama and music for primary schools and French for secondary schools.

Staff and Training Provision

Under the guidance of the Director-General, the television section is headed by a television schools supervisor/producer, and has also a producer/director and three production assistants. The radio section is headed by the Head of Schools Radio, with two programme organizers and five producers, but many of the staff have other duties in addition to schools broadcasting. Staff are trained both locally and by attachment to organizations such as the British and Canadian Broadcasting Corporations. All staff are primarily selected by the Director-General in consultation with heads of departments and are mainly recruited from the teaching profession. Some are selected for further training

overseas, after working with the service for some time.

Personnel have not been involved in assisting other Commonwealth countries in educational broadcasting, but interested parties could be considered for attachment programmes.

Expenditure

There are no specific estimates for the broadcasting service in respect of buildings and equipment, as this belongs to the Ghana Broadcasting Corporation. The Ghana Broadcasting Corporation radio schools received ₵19,000 in the 1970-71 academic year as a subsidy from the Ministry of Education for printing and materials. The recurrent expenditure on radio for educational purposes is:

Salaries	₵21,500
Materials	₵75,130
Travel	₵ 6,002

Plans for Development

The coverage of the schools broadcast service is to be increased and this calls for more television sets, together with spare parts and over 2,000 radio boxes and transistor sets.

Address for Correspondence

Educational Service
Ghana Broadcasting Corporation
Radio Ghana
Accra
GHANA

LANGUAGE TUITION BY THE INSTITUTE OF LANGUAGES

Purposes and Structure

This project was begun in its present form in 1961 and the language laboratories were installed under commission in 1964. The Institute provides guided oral practice to students pursuing language courses in French, German, English, Russian, Arabic, Spanish, Italian and Swahili. The respective embassies in Ghana help the Institute with documentary and cultural films, and in some cases the Institute is provided with language tutors under Technical Assistance agreements. The Institute is a corporate body under the Ministry of Education, established by legislative instrument. The control and formulation of policy are vested in the management board and the Director is responsible for general documentation and acts as chief executive of the board of management. The School of Translators is a department of the Institute.

Users

Enrolment at the Institute is unlimited. All literate persons wishing to study any of the languages offered, and particularly

those who are interested in language as a means of communication either for advancement of their profession or as a social need, may be enrolled.

Output

The average enrolment for each term is 350. In addition there are vacation courses for students in secondary schools and the general public. The 1971-72 vacation course for which 717 students were enrolled, had 374 for French, 275 for English and 68 for German.

Staff and Training Provision

The Director is assisted by a deputy and there are also two senior tutors, four tutors, twenty-three assistant tutors (School of Languages) and four assistant tutors (School of Translators). There is no specific training for the staff. Selection for training will be processed by the board of governors.

Opportunities for sharing experiences in modern language laboratory techniques through the attendance of seminars, conferences and workshops will be welcomed.

Expenditure

The main building and its equipment is provided by the government for use by the Institute. Three language laboratories with a total of sixty-four booths, three monitorial desks and tapes were installed in the building at a cost of ₵30,487. Annual recurrent expenditure is estimated as follows:

Personal emoluments:	
Established posts	₵85,230
Other posts	₵ 6,480
Misc. allowances	₵19,490
Travelling	₵16,600
General expenditure	₵31,500
Maintenance, repairs, renewals	₵ 3,600
Other current expenditure	₵ 500
Plant, equipment and furniture	₵ 4,600

Plans for Development

It is intended to increase the number of booths to meet the increasing enrolment for the courses offered at the Institute. A laboratory specially designed to train a limited number of interpreters will be necessary as the work of the School of Translators expands. There is need for a research department and for overseas leave for staff to further their training in special fields related to their work, and this is at present being considered.

Address for Correspondence

Institute of Languages
Box M 114
Accra
GHANA

GUYANA

GENERAL INFORMATION

AREA 83,000 sq.miles POPULATION 740,196 (1970) PER CAPITA INCOME \$G682

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$G25,660,617 (1971) = 5.08% of GDP
(Currency: dollar; \$G5.21 = £1 sterling 4.12.73)

Less than primary	16%	
Completed primary	84%	(1970)
Completed secondary	45%	
Completed tertiary	.06%	

Teacher training (1970) primary level students 656 staff 61
secondary level students 53

Students at university in 1970-71 = 1,495

% Illiteracy = 14% in 1971

Structure

Policy is the responsibility of the Minister of Education. Free, compulsory education is provided for all children between the ages of 5 years 9 months and 14 years. First level education lasts six to eight years. Pupils take the secondary schools entrance examination. Those who are not admitted may be able to transfer to secondary school at the end of Form I by means of the Preliminary Certificate of Education (which is also the first leaving exam), or the College of Preceptors Examination at the end of Form III. Secondary school pupils take GCE 'O' and 'A' levels.

Vocational education is carried on at two Technical Institutes, one school of Home Economics and an Industrial Training Centre under the Ministry of Education as well as the Guyana School of Agriculture which comes under the Ministry of Agriculture. Almost every primary and secondary school has some vocational education on its programme. The latest policy is to expand programmes in agriculture, Home Economics and Industrial Arts at all levels of the educational system.

The Government Training College for primary school teachers provides two-year training. The teachers' college for secondary education runs a three-year course. An in-service training course of two years' duration is offered. Higher education is provided by the University of Guyana.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Guyana Broadcasting Co. Ltd. is a commer-

cial enterprise. There is one medium wave transmitter and one short wave, serving 80,000 receivers (1965 figure) or 124 per 1,000. Schools broadcasts are provided locally.

PROVISION FOR EDUCATIONAL INNOVATION

There is an educational planning unit and a curriculum research and development unit. Workshops are held for teachers as required and an educational research facility is centred on the University.

BROADCASTS TO SCHOOLS SERVICE

Purposes and Structure

The Service began in 1954 to supplement by radio the work of teachers in schools, especially in remote and riverain areas; to present direct teaching in music, science, and social studies and to stimulate the imagination of the child in the classroom situation. Latterly, it has helped to create an awareness of events leading to the realization of national goals including Caribbean regional integration.

From 1954 to 1964, policy was controlled by a broadly based Committee under the Chairmanship of the Deputy Chief Education Officer. Since 1964, when the Division was transferred from the Information Ministry to the Education Ministry, the Division has worked directly to the Deputy CEO.

The policy of the Division is to make use of the expertise of personnel in the Uni-

versity of Guyana, government departments and public corporations as well as from secondary schools.

Users

Nearly 400 schools possess radio receivers, larger schools having more than one set.

The potential listening audience is in the order of 150,000. There is also a large home listening audience of parents and other adults.

Output

Programmes are transmitted to primary and secondary schools from Standard I through to Form 4 and include social studies, music, literature, Spanish language and agriculture. Programmes are about ten or twelve minutes long and the programmes are supported with timetables, children's booklets and notes for teachers.

Staff and Training Provision

There are eight members of staff at producer level under the direction of the Schools Broadcast Organizer. There are about twenty-five specialist part-time scriptwriters, drawn from University and secondary school staff and about thirty freelance narrators and contributors to programmes.

The Schools Broadcast Organizer recruits staff from the teaching profession and from the public services in consultation with the Ministry of Education and the Public Services Ministry. After a period of in-service training members of staff are then nominated for overseas training on a scholarship basis. There are also seminars

and workshops on the utilization of the programme material for classroom teachers.

The Schools Broadcast Organizer has participated in a considerable number of regional conferences and seminars and would be available to participate in training courses and to offer advice on the setting up of similar broadcasting services in the Caribbean area.

Expenditure

Capital expenditure:

Recording Studio presented by the Friedrich Ebert Stiftung, Bonn	\$G500,000
Other equipment	\$G 10,000
Vehicle (FES)	\$G 3,000

Annual recurrent expenditure:

Salaries	\$G 12,000
Printing	\$G 42,000
Other services (clerical staff, scriptwriters' fees)	\$G 25,000

Plans for Development

The Service hopes to acquire a permanent building with a recording studio and office accommodation. The development of utilization courses is under consideration.

Address for Correspondence

The Schools Broadcast Organizer
The Broadcasts to Schools Service
Ministry of Education
88 Carmichael Street
Georgetown
GUYANA

INDIA

GENERAL INFORMATION

AREA 1,267,043 sq. miles POPULATION 547,949,809 (1971) PER CAPITA INCOME 577 Rupees

EDUCATIONAL PROFILE

Statistics

Public Expenditure on education = Rs 10,000,000,000 (1971) = 3.1% GDP
(Currency: Rupee; Rs 18.71 = £1 sterling 4.12.73)

Attending primary	Age 6 - 11	80.5%
Attending middle	Age 11 - 14	34.2%
Attending secondary	Age 14 - 17	20.7%
Attending tertiary	Age 17 - 23	4.0%

Teacher training (1971)	primary level	students 136,362
	Secondary level	students 51,200

Students at university in 1971 = 2,505,713

% illiteracy 10 - 14 years = 50.3%; 15 - 19 = 49.2%; 20 - 24 = 56.2%

Structure

The obstacles which have so far hindered the provision of free and compulsory education for all children up to fourteen years of age include the large increase in population, resistance to the education of girls, illiteracy and apathy of parents, etc.

The States of India are each responsible for administering education in their own territories, for recruiting, training and paying teachers. The central authorities of the Ministry of Education are responsible for the co-ordination of educational facilities, determination of standards of higher education, scientific and technical education and research. They are also responsible for running five central universities and such other institutions of national importance as Parliament may declare by law.

Primary schooling lasts four or five years, middle or higher primary courses last three years, secondary school may last three to five years. Technical and vocational schools accept students after middle school. Post-secondary technical and vocational education is provided at the polytechnics and rural institutes.

Teacher training courses vary as to their length.

There are ninety universities. In addition to these there are nine institutions of national importance and nine deemed to be universities. Post-graduate teacher training is given in colleges affiliated to the universities, and lasts one year leading to a B.Ed. degree.

Specialized education is the joint

responsibility of the Ministry of Education and the other Ministry concerned.

The examinations which are taken at the end of the secondary schooling are set by examination boards in the separate states.

BROADCAST COMMUNICATIONS FACILITIES

Radio

Broadcasting in India is a national service developed and operated by the Government of India. All India Radio, which is also known as Akashvani, operates this service over a network of broadcasting stations located all over the country. In 1947, when India attained Independence, AIR's network consisted of only six radio stations. At present, the sound broadcasting network of AIR consists of forty-three principal stations, twenty-six auxiliary centres, two Vividh Bharati centres and four auxiliary studio centres. In March 1973, 80.3% of the population was covered by 106 medium-wave and thirty-two short-wave transmitters.

The number of radio sets in the country as on December 31, 1972, stood at 12,894,535 (provisional). There are 27,800 radio rural forums operating in the country.

Television

There are three television stations: Delhi (60 km range); Bombay (95 km range) and Srinagar (60 km range) and two relay centres: Amritsar (65 km range) and Poona (80 km range). There are about 80,000 television sets in the service area of Delhi Television Centre.

The television service is primarily intended for educational service to schools, teacher training institutions and education centres apart from giving a rich fare of Indian social and cultural affairs through a variety of entertainment.

PROVISION FOR EDUCATIONAL INNOVATION

Bodies concerned with educational innovation include the following:

The National Institute of Education of the National Council of Educational Research and Training in New Delhi - the Institute has various Departments such as the Department of Teaching Aids, Department of Science Education and several other Departments which are also engaged on experimentation and innovation in education;

The National Staff College for Educational Planners and Administrators in New Delhi;

The Educational Technology Unit within the Ministry of Education and Social Welfare in New Delhi;

The Centre for Educational Technology, which has been set up under the National Council of Educational Research and Training in New Delhi;

Educational Technology Cells, which are being set up in all the States in a phased manner. Such Cells have already been sanctioned for Maharashtra, Panjab, Jammu, Kashmir and Kerala;

A Direct Distribution Satellite Project is being developed and should be operating by 1975.

The Ministry of Information and Broadcasting plan to extend radio and television services on the ground.

Allied to these proposals is the development of a Television Production and Technical Operators Training School at Poona where it moved after starting in New Delhi.

Delhi University runs correspondence courses for teacher upgrading at graduate level.

EDUCATIONAL TECHNOLOGY PROJECT

Purposes and Structure

The Central and State Governments are jointly responsible for the implementation of the project which was started in 1973/74. It aims to develop educational technology in India by making full use of films, radio broadcasts, the expanded television coverage of the country and the new educational techniques such as video/audio recorders, programmed learning, etc. It is intended to stimulate education at all levels and to bring about qualitative improvement. It is also expected to contribute towards the reduction of wastage at schools, particularly the primary level, by making primary school

instruction more interesting and effective by supplying audio-visual materials and by training personnel.

Other agencies co-operating are: UNDP; Unesco; National Council of Educational Research and Training (NCERT); State Departments of Education, the State Council of Educational Research and Training and similar organizations; the Ministry of Information and Broadcasting and other Ministries of the Government of India and their various organizations like All India Radio, Film and Television Institute, Indian Space Research Organization; University Grants Commission and education departments of various universities.

To administer the project, an Educational Technology Unit has been established in the Central Ministry of Education. It will deal with policy matters and will co-ordinate the activities of NCERT, the ministries/departments of the Central Government and the State Governments and various international agencies.

Users

A wide variety of personnel will be trained who will be responsible for promoting, organizing and raising the quality of educational media utilization at national and state level.

Output

At the national level the new Centre for Educational Technology, which has been set up under NCERT, will undertake the various training programmes of key personnel required by the State Governments for the implementation of the project. It will be assisted by the Department of Teaching Aids of NCERT, which already runs regular courses in audio-visual education. The Centre will also prepare proto-type instructional materials such as outline models, teachers' guides, films, video-tapes and other aids. It will also carry out experimental work to develop innovative educational uses of the various media and build up an information bank on educational technology and programmed learning.

At the State level, the Educational Technology Cells, which are being set up in each State, will develop plans to use all audio-visual and other modern techniques to improve education. The Cells will undertake training of the teachers in giving pre-broadcast instructions and conducting post-broadcast discussions in the classroom. They will also assist AIR in training scriptwriters, presenters and other personnel needed to produce school broadcasts and they will prepare printed material needed for the broadcasts.

Staff and Training Provision

When the project is fully implemented the

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various sections will employ the following staff: Educational Technology Unit - one deputy secretary, an under-secretary and three other staff; Centre for Educational Technology - a chief and five deputies, four programme and scriptwriters, twenty-seven technical officers and twenty-one other staff; Educational Technology Cells in States - each Cell will have one officer-in-charge, two programme and scriptwriters and five other staff.

The key personnel being sponsored by the organizations concerned are being trained at the Centre for Educational Technology with the help of foreign experts and other resource personnel from NCERT, Film and Television Institute, AIR, State Departments of Audio-Visual Education and other similar organizations. These trained personnel will then organize training for various categories of staff for the various States and for teachers.

Recommendations were invited from the organizations concerned as to suitable staff to be trained. They are then assessed through specially arranged workshops.

The personnel would not yet be in a position to assist other Commonwealth countries since the project has only just begun. The time for such assistance will come when the project has been operating for some time and has developed the necessary expertise.

Expenditure

Capital expenditure is estimated as follows:

Buildings	Rs 3,000,000
Equipment (from UNDP)	Rs 3,400,000
Other	Rs 700,000

Annual recurrent expenditure is estimated as follows:

Foreign experts (to be provided by UNDP)	Rs 825,000
Fellowships (UNDP)	Rs 97,000
Indian staff and other expenses	Rs 378,000
Total	Rs 1,300,000

Plans for Development

UNDP's assistance is mainly for setting up the Educational Technology Centre in New Delhi and will end after three years. Considering the scope of the project, foreign assistance will be needed for strengthening the Educational Technology Centre in Delhi, for developing educational technology in the States and for equipping teacher training institutions in the country with modern instructional aids.

Address for Correspondence

Deputy Secretary
Ministry of Education and Social Welfare
Department of Education
New Delhi
INDIA

EDUCATIONAL BROADCASTS FOR SCHOOLS AND UNIVERSITY STUDENTS

Purposes and Structure

All India Radio (AIR), which is part of the Ministry of Information and Broadcasting of the Union Government, is responsible for the broadcasts which have been in operation since 1938. They provide teachers and pupils with assistance in using new techniques and methods of presentation (beyond the reach of the average school), and provide updated information and ideas, and the participation of specialists.

AIR is assisted in providing the service by the education departments of the States, consultative panels from the various States and universities in planning the programmes and organizing utilization, and feedback. Evaluation is made through subject-committees, school broadcast study groups, inspectorates and audio-visual education associations. The National Council for Educational Research and Training (NCERT) and the Institutes of English and Science also co-operate with AIR.

Users

Twenty-seven stations broadcast to about 16,000 schools, each with 500 - 1,000 pupils. Three stations broadcast to 30,000 university students and twenty-three stations broadcast general enrichment programmes to an unknown audience.

Output

About 3,400 school programmes of twenty minutes are broadcast each year in fourteen languages. The subjects covered include regional languages and literature, English language and literature, history, geography, social studies, physical and natural sciences, current affairs, music, civics and vocational guidance. Frequency of broadcasts varies from four to twenty programmes a week from the different radio stations.

Sixteen stations also provide weekly broadcasts for teachers on educational methodology and practices.

Each year there are about 1,450 broadcasts for universities covering regional and English language and literature, history, politics, economics, physics, chemistry and biology, commerce, arts and current affairs. There are also student participation programmes.

New recruits are trained at the Staff Training School of AIR at New Delhi and by the senior staff at the stations. Most of the producers have also had training at the BBC (United Kingdom), NHK (Japan) or ABC (Australia). Educational broadcast producers are selected from teachers with experience in broadcasting and writing. Candidates for training abroad are selected from those already trained in India.

Expenditure

Annual recurrent expenditure is taken from the funds placed at the disposal of the local station directors.

Plans for Development

It is proposed to extend educational broadcasts, (in the fifth Five-Year Plan), to cover the vast audience of 500,000 lower primary schools and the secondary schools in the States so far not covered.

Address for Correspondence

Address for Correspondence
Educational Broadcasts
Directorate General
All India Radio
New Delhi
INDIA

SCHOOL TELEVISION

Purposes and Structure

All India Radio (AIR) in New Delhi is responsible for the service and receives the co-operation of the Directorate of Education of the Delhi Administration. The service started in October 1961. It is designed to supplement school teaching and is based on the school syllabuses. Special weekly programmes are broadcast for teachers which aim to improve the teaching standard in Delhi schools.

School television is a branch of the Television Centre, AIR, New Delhi and operates under the Director of the Television Centre. Programming policy is controlled

by a consultative panel whose membership constitutes educationists, subject experts and a representative from AIR. The Director-General of AIR is the Chairman, and the Director of Education, Delhi State is the ex-officio member.

Users

391 schools in the Delhi area use the service. Many schools have more than one television set. Approximately 250,000 students take advantage of the service.

Output

Twenty-minute programmes are broadcast once a week on biology (grades IX - XI), physics (grades IX and X), chemistry (grades IX and X), junior science (grades VI - VIII) and modern mathematics (grades VI - VIII). Altogether over four hours of broadcasts are provided per week.

In addition there is a weekly programme for teachers.

Staff and Training Provision

The Director of the Television Centre and the Assistant Director do not look after the school television service exclusively. In the Programme Section about fifty-four members of staff are employed. This figure includes about thirty casual teachers as well as a programme executive, four visual artists, three producers, five television officers, two production assistants, five laboratory assistants, a general assistant, a floor manager and two floor assistants. The Technical Section consists of an assistant station engineer, an assistant engineer, four engineering assistants, three cameramen, three dollymen and two mechanics.

New recruits are sent to the television Training Centre, New Delhi. Some staff members are also sent abroad for training in educational television.

Producers with their training and long experience would be able to assist other Commonwealth countries in similar enterprises.

Expenditure

Since School Television is part of the Television Centre of AIR it is not possible to give details of capital expenditure.

Annual recurrent expenditure is estimated as follows:

Salary - programme staff	Rs 180,000
technical staff	Rs 89,000
Purchase of science material	Rs 9,000
Fees to casual teachers, subject supervisors, etc.	Rs 18,000
	<u>Rs 296,000</u>

Plans for Development

Educational television will be an integral

part of the television stations in India. The Satellite Project, which should be operative in 1975, is primarily meant as an experiment with educational television in six specially selected rural areas where augmented direct reception receivers will be installed.

Address for Correspondence

Director
School Television
Television Centre
All India Radio
New Delhi
INDIA

FARM AND HOME BROADCASTING

Purposes and Structure

The Directorate General, All India Radio in New Delhi is responsible for Farm and Home Broadcasting which aims to educate the rural people of India generally towards a better rural life, and more particularly, to provide farmers with agricultural information to assist them in increasing farm production.

The service is controlled by the Directorate General, All India Radio through its different stations. General policy and implementation is directed by the Directorate while the programming and broadcasting is the responsibility of the different stations. Co-operation is given by all the ministries of both the central and state governments which are concerned with rural development, such as agriculture, health, co-operation, family planning etc.

Rural programmes have been broadcast for over twenty-five years but Farm and Home cells started to be established in 1966.

Users

The rural programmes of All India Radio (AIR) are broadcast from all the major stations and are relayed by auxiliary stations so as to cover the rural population within listening range. Specialized Farm and Home broadcasting cells have been set up in twenty-nine stations and forty-six such stations are the target for 1974.

Output

Farm and Home programmes are broadcast daily for an hour to an hour-and-a-half from the different stations. Where Farm and Home cells have been set up half an hour is devoted to farming information on local experimentation and experience to assist the farmer and to help him adopt improved practices and to solve his farming problems. The remaining time is devoted to other subjects concerned with rural living and includes entertainment as well as folk culture.

Some stations broadcast a five-minute morning bulletin providing topical hints on farming and other announcements. In addition, several stations also broadcast a ten-minute programme in the afternoon to explain in some detail a recommended technique or to help with farming problems. Time is also allotted to answering questions from rural listeners. Periodic programmes are also broadcast on nutrition and rural and small industries.

The Farm and Home broadcasts support government programmes. All programmes are broadcast in the language or dialect of the area.

Staff and Training Provision

Three members of staff at the AIR headquarters are concerned with Farm and Home Broadcasts: Director, Farm and Home; Joint Director, Farm and Home; Farm Radio Officer (Home). The various AIR stations have five members of staff who make up the staff of the Farm and Home cell if there is one: farm radio officer; farm radio reporter; field assistant; scriptwriter; copyist. In addition there is a rural producer/assistant producer and a compere.

Staff selected for rural programmes are given training at the stations to which they are posted and after a brief period of service receive short-term training by the Staff Training School of AIR. Staff for the Farm and Home cells are given training by being sent to other stations where the programmes are broadcast before they are put in charge at their stations. Later they are given an induction course in Farm and Home Broadcasting and they also receive periodical training. Some categories of staff are selected by open competition, others by deputation from other departments.

Headquarters personnel have participated in international seminars on farm broadcasting and some personnel from the stations have received training in Australia and other countries in rural broadcasting. AIR also arranges for the training of personnel from other Asian countries in India.

Expenditure

Capital expenditure is estimated as follows:

Buildings	Rs 6,200,000
Equipment (through UNDP)	\$US 127,000
Staff, vehicles and other miscellaneous charges	Rs 4,500,000

Estimated annual recurrent expenditure for 1973/74 is Rs 1,197,000.

Plans for Development

In the fifth Five-Year Plan of India, due to start in April 1974, it is proposed to extend the Farm and Home service to all

AIR stations and also reinforce it further to provide for an intensive broadcasting service to the women and youth of the rural community.

Further Information

Farm and Home broadcasts have had a strong impact on the rural community and have given credibility to radio as a source of authentic information.

Address for Correspondence

Farm and Home Broadcasting
Directorate General
All India Radio
New Delhi
INDIA

SUPPLY OF AUDIO-VISUAL TEACHING/LEARNING MATERIALS

Purposes and Structure

The Central and State Ministries and Departments of Education are responsible for the project which aims to provide 16mm projectors, 35mm film-strip projectors and other audio-visual teaching/learning materials to support the teacher training programmes conducted by the various primary and secondary teacher training institutions and to supplement the classroom instruction in schools.

The project has been in operation for several decades. It made considerable progress in the 1940s when post-war educational plans were drawn up after the Second World War. It then received some setbacks because of curtailment of funds but recently has recovered and is increasing rapidly.

Policy is decided by the Central and State Education Ministries and Departments. The project is actually implemented by the National Council of Educational Research and Training (NCERT), the State Institute of Audio-Visual Education, the State Institutes of Education, the State Institute of Science Education and the teacher training institutions. Assistance is also given, when necessary, by various expert committees consisting of top educationists and media experts in the formulation of policy as well as in its implementation.

Users

Sample surveys have been made in different parts of the country on the extent to which educational institutions are equipped with projective aids. The results, in projected form, were as follows: primary schools - 10% or less with any form of projector; secondary schools - 35% to 70% have slide projectors but under 30% have any other form of projector; primary teacher training institutions - 10% or

less have any form of projector; secondary teacher training institutions - 31% to 70% have slide projectors, 16mm projectors, 35mm filmstrip projectors and super 8mm projectors but 10% or less have overhead projectors.

Output

Good film libraries are available in the country for the supply of educational films both to the schools and the teacher training institutions. The Department of Teaching Aids of the NCERT maintains a Central Film Library in Delhi with four regional libraries at Bhubaneswar, Bhopal, Ajmer and Mysore. There are more than 7,000 films and 2,500 filmstrips in the library. The number of educational institutions benefiting from the library is of the order of 3,000. The majority of States have also developed their own State film libraries. The number of films in these varies from thirty-three in Arunachal Pradesh to 1,560 in Maharashtra.

Staff and Training Provision

The staffing pattern differs from organization to organization. Besides the academic staff consisting of professors, readers and lecturers, technical staff of various categories, such as photographers, artists, research assistants, evaluation assistants, production assistants, laboratory assistants, projectionists, film librarians, etc. are employed to run the different units of the organization such as the Training Unit, the Photographic Unit, etc. The number of staff employed ranges from three in Jammu and Kashmir to more than thirty in Uttar Pradesh. The Department of Teaching Aids of NCERT, which is the biggest organization at the national level, employs more than 100 officers and staff.

Training is given by the regular staff of the teacher training institutions, State institutes of education, State institutes of science education, NCERT and other training bodies. Assistance is also received from Unesco, the British Council and other interested bodies.

The staff for training are sponsored by the various training institutions, State Governments and other organizations after proper selection by appropriate authorities. Since training is given mainly to serving staff, past performance is the guiding factor in selection.

Expenditure

Statistics for capital expenditure for the country as a whole are not available. Efforts are made however to supply as much equipment as possible to schools and teacher training institutions from within the budgetary allocations made by the Central and the State Governments for audio-visual

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education from year to year.

In the case of major States, the annual budget of State Audio-Visual Units ranges from Rs 7,000 (Andhra Pradesh) to Rs 300,000 (Uttar Pradesh). The Department of Teaching Aids of the NCERT has a much larger budget which is of the order of Rs 1,000,000 or more per annum.

Plans for Development

Plans for the future include the provision of facilities for the production of slides, filmstrips and films indigenously to meet the needs of the Indian students. The plans also provide for exploring the possibility of developing super 8mm technology in the country. The development of 16mm and super 8mm technologies for

educational purposes will require assistance from outside sources.

Further Information

The staff of the various institutions have gained sufficient experience to offer their services in giving training in various aspects of audio-visual education in developing countries of the Commonwealth.

Address for Correspondence

Secretary
Ministry of Education and Social Welfare
Government of India
New Delhi
INDIA

JAMAICA

GENERAL INFORMATION

AREA 4,411 sq.miles POPULATION 1,861,300 (1970) PER CAPITA INCOME \$J431 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$J30,894,000 (1969-70) = 4.1% of GDP
(Currency: dollar; \$J2.127 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 = 9.4%	Age 25+ = 18.8%
Completed primary	Age 15 - 24 = 81%	Age 25+ = 75.3%
Entered secondary	Age 15 - 24 = 9.5%	Age 25+ = 5.5%
Entered tertiary	Age 15 - 24 = 0.1%	Age 25+ = 0.5%

Teacher training (1968) primary level students 321 staff 7
(1960) secondary level students 683 staff 63

Students at university in 1970 = 4,590

% Illiteracy = 10 - 14 = 5%; 15 - 19 = 9.3%; 20 - 24 = 12.4% (1960)

Structure

Education is free in all public primary schools, junior secondary schools and in the two comprehensive schools. In other secondary schools entry is by selection. About 87% of the primary age group (6 - 11) are enrolled in school, but there is an attendance problem.

At the junior secondary level (ages 12 - 14), enrolment is about 80%. Only about 10% of the 16 - 18 year olds receive secondary education. There are six teachers' colleges which give three-year courses. A seventh college gives orientation and correspondence courses. Teacher training is free.

The University of the West Indies is an autonomous institution, partly financed by the Jamaica government. Teacher training is also undertaken by the University.

Other ministries responsible for education and training are: the Labour Ministry (apprenticeship scheme and industrial training centres), Ministry of Youth and Community Development (Jamaica youth corps camps, community centres and craft workshops, the art school and music school, adult literacy programmes and the approved schools), Ministry of Trade and Industry (hotel schools), Ministry of Agriculture (the agricultural school), Health Ministry (nursing school, dental school and public health school) and Ministry of Finance (which is setting up a public service training school).

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Jamaica Broadcasting Corporation and Radio Jamaica Ltd are both commercial companies. Each has four stations. There were 469,000 radio sets in use in Jamaica in 1969, or 239 per 1,000.

Television (1971)

Jamaica Broadcasting Corporation also runs the television service. There were 59,000 television sets in Jamaica in 1969, or approximately thirty-two per 1,000.

PROVISION FOR EDUCATIONAL INNOVATION

The Ministry of Education has established an Educational Planning Unit. There is a National Curriculum Committee and an Audio Visual Centre is to be established.

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

EDUCATIONAL MATERIALS AND AIDS PROJECT

Purposes and Structure

The project comprises the Educational Broadcasting Service, the Publications Branch and the Correspondence Courses Section of the Ministry of Education. The purpose is to develop a national production organization for the preparation of material for direct use in schools, with a multi-media approach to curriculum innovation goals. The service began in 1968 although the components had come into

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being independently several years previously.

The Educational Materials and Aids Section of the Ministry is under the supervision of a Senior Education Officer and consists of three branches:-

The Educational Broadcasting Service (EBS) produces radio and television programmes for primary and junior secondary schools, in collaboration with the Jamaican Broadcasting Corporation.

The Publications Branch produces and distributes textbooks and supplementary books for use in primary and junior secondary schools.

The Correspondence Courses Section prepares candidates by means of printed lesson material for a number of subjects taken in the Jamaican School Certificate Examination. It co-operates with the EBS in the preparation of television lessons based on some of these courses.

There is also a production centre which provides teachers' printed guides for ETV and radio, together with pupils' workbooks and worksheets of support materials. There is a television maintenance workshop responsible for the repair of school receivers.

Users

The publications are sent to 428,000 pupils in infant, primary and all-age schools. ETV and radio programmes are designed for a total audience of 120,000 pupils in primary and junior secondary schools. The correspondence course is aimed at 8,000 students preparing for the Jamaican School Certificate Examination.

Output

300 radio and well over 400 television programmes go out to schools every year, including special programmes for teachers.

Textbooks are distributed at the rate of one book for three students and exercise books at the rate of three per pupil per year.

Staff and Training Provision

The Educational Broadcasting Service employs twenty-five staff - a Senior Education Officer is in charge assisted by two education officers and ancillary staff.

The Correspondence Courses Branch employs twelve staff. Again there is a Senior Education Officer in charge, assisted by two education officers with supporting clerical staff.

Expenditure

Figures for capital expenditure are not available, but the annual recurrent expenditure of the materials and aids section totals \$J527,000.

The Educational Broadcasting Service \$J201,000

Publications Branch \$J258,000
Correspondence Courses Branch \$J 68,000

Plans for Development

It is planned to expand media facilities into the wider field of instructional materials and related research and evaluation operations.

Further Information

The Ministry of Education has arranged observation tours by international media personnel to view the Educational Broadcasting Service in Jamaica. Staff of the E.B.S. are also available (by request through the Government of Jamaica) to participate in training courses arranged internationally.

Address for Correspondence

Officer in Charge
Educational Materials and Aids
(Radio and Television)
Educational Broadcasting Service
49 Riverside Drive
Kingston 17
JAMAICA

CASSETTE PROGRAMME IN MATHEMATICS

PILOT PROJECT

Purposes and Structure

The Ministry of Education is responsible for the project which has been running as a pilot project for two years. It provides in-service training for teachers of mathematics to help give them the confidence to tackle the teaching of new mathematics. The School of Education of the University of the West Indies and the Central Connecticut State College co-operate with the Ministry in running the project and financial support is received from commercial concerns operating in Jamaica. The project is being tested under the following conditions: as review material for teachers who have already had in-service training; for the in-service training of teachers from schools in a small area under the leadership of an external counsellor; for the in-service training of teachers of a school under the leadership of a member of staff of the school; and for in-service training of teachers in a school where there is no counsellor.

Users

All teachers in twenty primary and all-age schools and students in a teachers' college are using the material.

Output

A series of audio cassettes are provided to accompany booklets containing materials to

be used in the teaching of new mathematics. The project is confined to mathematics and at present is only for teachers of grades 1 to 6.

Staff and Training Provision

A member of the School of Education of the UWI organizes and supervises the twenty schools. There is a consultant from the Central Connecticut State College and two Senior Education Officers of the Ministry of Education write the scripts and do the recordings. Another member of the School of Education of the UWI is responsible for the audio-visual materials.

The local scriptwriters have worked under the direction of the consultant from Connecticut. The officer who makes the recordings has had acting and radio experience. Both Ministry of Education Officers on the project work in mathematics education.

Expenditure

Capital expenditure on equipment and material was \$J15,000. No details are

available for annual recurrent expenditure.

Plans for Development

It is hoped that eventually on completion of the pilot project every primary and all-age school will have a complete set of notes and tapes as in-service material for staff.

It is expected that a similar programme will be developed for teachers of grades 7 to 9 and assurance of additional financial backing for this has been given.

Further Information

The ability of the staff to assist other Commonwealth countries in similar enterprises would depend upon the Ministry of Education's willingness.

Address for Correspondence

Ministry of Education
Kingston
JAMAICA

KENYA

GENERAL INFORMATION

AREA 224,960 sq.miles POPULATION 10,890,000 (1969) PER CAPITA INCOME K42

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = K19,585,000 (1967) = 4.5% of GDP
(Currency: shilling; Sh 16.16 or K0.83 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 77.5%	Age 25+ = 87.8% (1969)
Completed primary	Age 15 - 24 = 16.0%	Age 25+ = 8.6%
Entered secondary	Age 15 - 24 = 2.9%	Age 25+ = 1.55%
Entered tertiary	Age 15 - 24 = 0.6%	Age 25+ = 0.5%

Teacher training (1970) primary level	students 8,017	staff 575
(1965) secondary level	students 2,060	staff 147

Students at university in 1971-72 = 3,450

Structure

Overall responsibility for education lies with the Ministry for Education which is responsible for educational policy, planning, teacher training and curriculum content. It also has (since 1969) direct control and administration of primary education, including recruitment and payment of teachers. At secondary level, schools are managed by boards of governors.

Primary education is not compulsory and a nominal fee is charged. In 1970 an estimated 64% of the 6 to 12 age group were in school. The primary course lasts seven years, ending with the Kenya Preliminary Examination, which serves as a leaving certificate and a selection examination for secondary education. There are over 300 secondary schools maintained or assisted by the government, though some of these are mission run. There are also approximately 600 Harambee schools which are run on a self-help basis with little or no government help. Fees are paid at all secondary schools, where the course lasts six years.

Technical education is provided at the Mombasa Technical Institute, the secondary technical schools, rural training centres, technical and trade schools and government training institutions. Those who have the East African Certificate of Education examination, taken in secondary Form IV, may take courses at Egerton College (three-year diploma in agriculture and forestry), Kenya Polytechnic, the Nairobi Medical Training Centre, and Kenya Government Secretarial College. Most of these also provide part-time courses.

Teacher training courses for primary teachers last two years. A three-year course

for secondary teachers is provided at the Kenya Science Teachers' College and at Kenyatta College, part of the university. Teachers of agriculture and technical subjects are trained at Egerton College and the Kenya Polytechnic. The Kenya Institute of Education arranges in-service training courses.

The University of Nairobi (formerly University College, part of the University of East Africa), now has ten faculties, with about 3,500 students. Attached to the University are the Institute of Adult Studies and the Institute for Development Studies.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Voice of Kenya is a nationalized corporation and forms part of the Ministry of Information and Broadcasting. There is full coverage of the country by fourteen transmitters and over 750,000 sets. There are school broadcasts to 5,000 out of 6,120 primary schools in term time.

Television (1970)

Voice of Kenya has studios and a transmitter in Nairobi with relay stations in Kisumu, Nyeri and Mombasa. An ETV project for primary teachers was scheduled for September 1972.

PROVISION FOR EDUCATIONAL INNOVATION

Curriculum research and development is carried out at the Kenya Institute of Education. Schools radio broadcasting is well developed.

The Board of Adult Education are in the process of establishing a National Extension Centre which will be an administrative, documentation and research centre to support the training programmes of other institutions both in urban and rural areas. Although it will not be a training centre, short seminars and colloquies will be held regularly to coach teachers in new teaching methods and the use of the new media in adult education.

CORRESPONDENCE COURSE UNIT

Purposes and Structure

The University of Nairobi is responsible for the Unit, in operation since 1968, which provides radio and correspondence courses for upgrading primary teachers and for other adults wishing to pursue secondary level and higher courses on their own. The Ministries of Education, Information and Broadcasting, and Co-operatives and Social Services all co-operate to provide the service. The Unit is a Department of the Institute of Adult Studies of the University of Nairobi and is headed by an Assistant Director. Policy is controlled by the Board of Adult Studies under the chairmanship of the Director of the Institute and with representatives from the Voice of Kenya, the Ministry of Education and the Government's Board of Adult Education.

Users

The target for correspondence courses is 18,000 primary III teachers and 12,000 unqualified teachers. The potential audience for the radio programmes is about half a million adults. The aggregate enrolment up to April 1973 was 9,649 students.

Output

Correspondence courses are given in English Kiswahili, history, geography, new mathematics, biology and physical sciences at Forms I and II level: a total of seventy-two lessons per subject. There are two fifteen-minute radio programmes per lesson per week.

Staff and Training Provision

The Assistant Director heads the Unit and the rest of the staff are divided into academic staff and administrative staff. The administrative staff consist of an administrative assistant, records clerks, stores clerks, and editor, proofreaders, part-time artist, typists and clerks in the Production Section and an accountant and clerks. The academic staff consist of

lecturers for the different subjects, part-time tutors, a radio tutor and a part-time studio assistant.

On-the-job training in correspondence course writing and radio scripting and production is carried out in the CCU. There is co-operation over training with Voice of Kenya and the Kenya Institute of Mass Communication. Short-term training has been received from the University of Wisconsin and CEDO. Staff are selected for training by the head of the CCU in consultation with section heads. Study leave is granted regularly to academic staff by the University.

Expenditure

Capital:	Buildings	£K85,000
	Equipment	£K10,000
	Others	£K 5,000
Annual recurrent:		
	Salaries	£K66,600
	Materials and Supplies	£K33,000
	Travel	£K 4,400
		£K104,000

Plans for Development

It is planned to introduce business and technical courses which would eventually be upgraded to the East African Certificate of Education level. It is hoped to use correspondence courses in schools as part of the normal school programme. More staff would be needed in the CCU if these plans go ahead. The University of Nairobi has planned to establish First Degree Courses by External Studies in 1975. Consultations and exchange materials are being sought from bodies such as the Open University in the United Kingdom.

Further Information

The Head of the CCU took part in the Commonwealth Broadcasting Conference in Kenya in 1972 and has made study visits to Zambia, Malawi and Mauritius. The staff of the CCU have helped to train correspondence course writers from Uganda and Tanzania. The staff are able and ready to offer advice to other countries and take part in the training of radio/correspondence course writing, administration and evaluation.

The CCU has been accepted as an integral and important part of Kenya's educational system and will expand considerably. The newly-formed African Association for Correspondence Education will be seeking assistance in the training of personnel engaged or about to be engaged in correspondence education.

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Address for Correspondence
Assistant Director
Correspondence Course Unit
Institute of Adult Studies
University of Nairobi
P.O. Box 30688
Nairobi
KENYA

SCHOOLS BROADCASTING DIVISION

Purposes and Structure

The service provides support to primary and secondary teachers through educational radio programmes designed for use in the classroom and for the teachers' personal listening. It also conducts experiments in the provision of support material through other media systems. The Ministry of Education is responsible for the service which is run with the assistance of the Voice of Kenya. The Schools Broadcasting Division was set up in 1963 as part of the then Kenya Broadcasting Corporation and in 1965 the Division became part of the Ministry of Education. Pilot projects in educational television and tape/slide were started in 1972.

Policy is directly controlled by the Chief Inspector of Schools. The production staff of the Division under the direction of the Head of Schools Broadcasting works on series of programmes with selected scriptwriters drawn from the Inspectorate, the Kenya Institute of Education, the University of Nairobi and schools. These scriptwriters are paid freelance fees. No formal advisory committees exist but advice on new series is sought from inspectors and the Kenya Institute of Education subject panels.

Users

5,000 primary schools, 570 secondary schools and 25 teachers' colleges are registered as listening institutions. The average estimated audience for individual primary programmes is 150,000 and for secondary programmes 9,000.

Output

During the three eight-week radio terms per year the division broadcasts programmes from 09.30 - 12 noon and 2 p.m. - 4 p.m. Mondays to Thursdays and 09.30 - 12 noon Fridays. The programmes mostly of twenty minutes include: Kiswahili, English, science, geography and history for both primary and secondary schools; health education, music and general knowledge for primary schools; agriculture, careers, topic of the week, guest forum and religious education for secondary schools. In addition there are about two-and-a-half hours of programmes for teachers per week on

Primary English, methods and health and a programme for headmasters. There are also two ten-minute programmes for clubs.

Staff and Training Provision

Under the Head of the Division there is a Programme and Training Officer and an Administrative and Publications Officer. There are also six radio producers. Technical services are provided by the Voice of Kenya.

The production staff of the division has grown up in a haphazard fashion with recruits originally from general broadcasting but latterly from the teaching service. Recruits now entering the division are given basic theory and technical training by the Programmes and Training Officer. They then do operational production under supervision. Finally they go abroad for short intensive training courses to CEDO, the BBC or the ABC. It is hoped that the Kenya Institute of Mass Communication will eventually be able to provide full-time training courses for the Division. Voice of Kenya train the technical staff. It is hoped to send all recruits who are trained within the division on a full-time training course as soon as possible after their basic on-the-job training. These courses are offered as they become available on the basis of aptitude and need.

Expenditure

Capital expenditure:- Buildings: The division is housed in Broadcasting House belonging to the Voice of Kenya. A CD & W grant of £K24,000 was originally given for extra building and equipment for the Schools Broadcasting Division. Receivers - £K60,000 and vehicles - £K2,000. Annual recurrent expenditure:

Staff salaries	£K15,000
Scriptwriters and artists	£K 5,000
Publications	£K 4,000
Travel & office expenses	£K 2,000
	£K26,000

Plans for Development

It is planned to amalgamate the Schools Broadcasting Division and the Correspondence Course Unit and expand their operations into a variety of educational technology fields. A complex is to be built and equipped and a considerable staff expansion is planned. Both formal and informal education will be covered, but schools in particular will require to be equipped with the hardware to receive and use the produced materials. Assistance will be needed in building and equipping the centre, training of staff and equipping the schools.

Further Information

Two former members of the Schools Broadcasting Division are now in the Broadcasting Division of CEDO. The staff participated in the Unesco Regional Workshop in 1970. The Head participated in the Commonwealth Broadcasting Conference in 1970 and 1972. Programmes have been supplied to Uganda, Zambia, Nigeria and Seychelles. The staff would be available to offer

advice and information to other countries and assist in training courses subject to the approval of the Ministry of Education.

Address for Correspondence
Schools Broadcasting Division
Ministry of Education
Nairobi
KENYA

LESOTHO

GENERAL INFORMATION

AREA 11,716 sq.miles POPULATION 1,130,550 (1973 estimate) PER CAPITA INCOME R60

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = 2,654,900 Rand = 5.4% of National Budget
(Currency: South African Rand; R1.57 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 18.3%	Age 25+ = 41.1%
Completed primary	Age 15 - 24 = 80.4%	Age 25+ = 57.2%
Entered secondary	Age 15 - 24 = 1.3%	Age 25+ = 1.6%
Entered tertiary	Age 15 - 24 = 0.0%	Age 25+ = 0.1%

Teacher training (1973)	primary level	students	372	staff	65
	secondary level	students	153	staff	16

Students at university in 1973 = 342

% Illiteracy 10 - 14 years = 53%; 15 - 19 years = 26.8%; 20 - 24 years = 22.2%

Structure

Primary education lasts seven years at the end of which an examination is taken. The entry age is six years. At the secondary level, junior secondary schools provide three-year courses to the junior secondary examination, and high schools provide an additional two-year course leading to the Cambridge Overseas School Certificate and the GCE examination.

The Leloaleng Trade School run by one of the missions provides training in trades and crafts to students on completion of primary education. A number of vocational secondary schools have just been established mainly by the missions.

Primary teachers are trained at seven mission teacher training colleges. It is hoped that these will be amalgamated in 1975 to form one government-controlled National Teachers' College in Maseru. The Lesotho Agricultural College and the University of Botswana, Lesotho and Swaziland provide training in agriculture and related fields. The Lerotholi Technical Institute provides industrial and technical training.

Further education is provided at the Lesotho Institute of Further Education in the form of evening classes for the Junior Certificate and GCE, making use of some correspondence material.

The University of Botswana, Lesotho and Swaziland offers seven first degrees, four diplomas and seven certificate courses. The University, through its Division of Extra-Mural Services, offers programmes in further education. Emphasis is placed on a functional approach and the activities

fall into three categories: social development, adult studies, and training. The work is achieved through, for example, meetings, broadcasts, weekend study conferences, short courses and study clubs. Its activities are closely related to the government's development programme.

Missionaries play an important part in education in Lesotho as most schools are under mission management. The three main churches are represented on the Central and District Advisory Boards with the Teachers' Association. The Central Board advises the Minister of Education on the implementation of policy.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Radio Lesotho is government-controlled. It has one station and broadcasts in Sesotho and English on medium and short-wave bands. In 1972 there were 36,948 radio sets in Lesotho, or about thirty-two per 1,000 of population. There is need for new Radio Lesotho studios and more powerful technical equipment which will overcome the problem of poor reception in mountainous areas.

PROVISION FOR EDUCATIONAL INNOVATION

There is an Educational Planning and Development Unit, a Curriculum Development Unit, an Educational Statistics Unit and a Mathematics and Science Centre in the Ministry of Education. The Curriculum Development Unit is mainly concerned with improvement of curriculum content and gets

assistance from external agencies.

The Mathematics and Science Centre runs in-service courses for primary school teachers in New Mathematics and also runs a correspondence course to supplement these in-service courses.

UBLS operates an Audio-Visual, Media and Communication Centre which is used mainly

by the School of Education for audio-visual education.

A well organized system of schools broadcasting and a Correspondence College are planned for the very near future.

MALAWI

GENERAL INFORMATION

AREA 48,779 sq.miles POPULATION 4,398,000 (1969) PER CAPITA INCOME K60 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £3,903,000 = 4.1% of GDP

(Currency: Kwacha; K1.97 = £1 sterling 4.12.73)

No schooling Age 25 - 34 = 62.4%

Entered primary Age 25 - 34 = 36.8%

Entered secondary Age 25 - 34 = 0.9%

Entered tertiary Age 25 - 34 = 0.0%

Teacher training (1970) primary level students 991 staff 119
secondary level students 92 staff 18

Students at university in 1969 = 929

% Illiteracy = (1966) 10 - 14 years = 76.2%; 15 - 19 years = 60.8%; 20 - 24 years = 66.5%

Structure

The Ministry of Education is responsible for primary, secondary, technical and vocational education, and for teacher training; the Ministry of Local Government for adult education and adult literacy.

Education at the primary level is fee-paying, non-compulsory. The course lasts eight years, culminating in the Primary School Leaving Certificate. About 35% of the age group are enrolled.

Approximately 11% of those who successfully complete primary school go on to secondary school. The secondary schools offer mainly four-year courses.

Technical education is provided at government and mission technical schools, as well as in twelve secondary schools. A Correspondence College provides for some of those who do not have access to ordinary schools. There are also in-service courses in specialized subjects for teachers. There is an English Language Centre.

Primary teacher training courses are provided at present in twelve colleges but these are shortly to be centralized into three National Colleges in Blantyre, Lilongwe and Mzuzu. Soche Hill College provides secondary teacher training and is part of the University of Malawi. However Soche Hill College will become part of the new University campus in Zomba and will become the School of Education. Chancellor College, also part of the new campus, provides degree courses in science, arts and social studies. The Institute of Public Administration will also become part of the new campus. Malawi Polytechnic offers courses in engineering and commerce, Agri-

culture courses are available at the Bunda College of Agriculture.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Malawi Broadcasting Corporation is an independent statutory body, operating from a station in Blantyre and six regional stations. There are ten transmitters and 105,000 receivers (about twenty-four per 1,000 of population). Broadcasts are in English and Chichewa. There is a schools broadcasting service.

PROVISION FOR EDUCATIONAL INNOVATION

Curriculum research and development is carried out by the Inspectorate, who also provide audio-visual support.

MALAWI CORRESPONDENCE COLLEGE

Purposes and Structure

The service provides secondary education for students who failed to obtain places in secondary schools. It is responsible to the Ministry of Education which enjoys the co-operation of the Schools Broadcasting Unit which prepares a daily broadcast for students. The College has been in operation since 1965.

Users

Approximately 3,500 children who have completed primary education but have not been selected to continue their education in conventional schools are recruited each

year. The total cumulative roll since the service started is now approximately 28,000.

Output

Assistance is given in the usual school subjects for the Primary School Leaving Certificate (twelve lessons in each subject over a one-year course); the Junior Certificate (twenty-four - twenty-five lessons over a two-year course); and the University of London GCE 'O' level (twenty-four - twenty-five lessons over a two-year course). The GCE course will soon be replaced by the Malawi Certificate of Education. Fees are charged for all courses.

Staff and Training Provision

A total of seventy-two staff are employed. The Principal is in charge of the College. There are four professional officers who direct the various courses, five executive staff dealing with liaison with students and centres, accounts, office work and publication. In addition there are forty clerical and technical staff to deal with enrolment, despatch, registry, typists etc with an additional twenty-one staff employed as messengers, press workers etc. All marking of students' work is done by external markers.

Training is given on the job. Selection is by normal government procedure.

Expenditure

Annual recurrent expenditure is given as:-

Salaries and wages	K48,517
Transport	K 1,800
Service charges	K 3,500
Tuition (including textbooks, printing, external markers etc)	K82,500

Further Information

This service received considerable assistance in its formative stages from the New Zealand Correspondence School.

Address for Correspondence

The Principal
Malawi Correspondence College
Private Bag 302
Chichiri
Blantyre 3
MALAWI

EXTENSION AIDS BRANCH OF THE DEPARTMENT OF EXTENSION AND TRAINING

Purposes and Structure

The Branch is part of the Ministry of Agriculture and Natural Resources and supports the Extension Department of the Ministry in improving village agriculture and gives limited simple education in health and hygiene subjects, making use of all poss-

ible audio-visual techniques. The service has been in operation for fifteen years and receives the co-operation of the Ministries of Health, Education, Information and Broadcasting, and Community Development.

The Extension Aids Officer, who is in charge of the Service, is responsible to the Director of Extension and Training. Two conferences are held each year where senior officers, including the Regional Agricultural Officers and their Extension Officers, discuss implementation of policy as laid down by the Government.

Users

All village people throughout the country including schoolchildren. In 1972 over a million people were shown films by the Mobile Units.

Output

A forty-minute radio programme is broadcast each weekday. These programmes include a radio farm forum once a week with a repeat and a fifteen-minute family serial programme as well as a farmers' request programme and a programme on modern farming. Agricultural plugs lasting two to three minutes are also broadcast each weekday.

The Service produces its own 16mm films with 'Auricon'. In 1972 fifty-seven agricultural films, between twelve and twenty minutes in length, were shot. Ten Mobile Units tour the country on campaigns showing films in the evening and giving puppet shows during the day. Black and white photographs and series of slides on agricultural subjects are available. A bi-monthly magazine is distributed free to farmers, schools, training colleges etc. Textbooks, booklets, handouts etc are also produced.

Staff and Training Provision

Approximately seventy members of staff are employed. The Extension Aids Officer heads the Branch with the Chief Technical Officer as his deputy. There is an Evaluation and Training Officer and eleven administrative posts. The section dealing with publications includes a publications officer, printers, graphic artists, typesetters, photo assistants, collating girls. The radio section has nine staff; editorial - four; cine film - five; photographs and slides - two. The Mobile Units section consists of an officer in charge, a senior field assistant, an audio-visual aids assistant, two maintenance assistants and drivers/operators, puppeteers.

All agricultural staff have been to one of the agricultural colleges. Specialized staff have received training in radio, printing, graphics and extension overseas in the United Kingdom, USA (AID) and Australia. The cine team received training

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in Malawi from an officer attached to AID. Staff are selected by reports received from colleges on students with special aptitudes and general ability. Final selection from a short list is made at interviews with the Public Service Commission.

Expenditure

Capital - Buildings	K175,000
Equipment	K 75,000

Annual recurrent -

Plant and vehicles	K 10,000
Travelling - Mobile Units	K 20,000
Office expenses	K 10,000
Maintenance of machinery	K 2,000
Other	K 5,000

Plans for Development

New printing equipment is to be purchased. Replacements will be made of Mobile Units, cameras, tape recorders. The Branch has recently moved into a modern building at the new capital in Lilongwe which has been specially designed for the work and therefore future work should be more effective.

Further Information

The cine section is training an officer from a non-Commonwealth country (Ethiopia). The Branch receives visitors from many countries. The staff would be available to assist other countries especially the cine, printing and graphics sections.

Address for Correspondence

Extension Aids Officer
Extension Aids Branch
Ministry of Agriculture and Natural Resources
P.O. Box 594
Lilongwe
MALAWI

HEALTH EXTENSION SERVICE

Purposes and Structure

The Health Extension Service is the responsibility of the Ministry of Health and has four main aims: to educate those in a position to educate others; to co-ordinate health education throughout the country; to educate the public directly through mass media channels (radio and cinema vans); to produce audio-visual aids. The present service dates from 1969. It started as part of the Health Inspectorate and in 1973 was attached to the Maternal and Child Health Section. The Department of Information and the Extension Aids section of the Ministry of Agriculture co-operate.

The Health Extension Service is a division of the Ministry of Health controlled by an Assistant Chief Medical Officer.

Policy is controlled by the Secretary for Health. Within the Health Extension Service there are four sections dealing with publications, photography, radio programmes and mobile units.

Users

Mothers at 351 under-five clinics and at ante-natal clinics, students at the National School of Nursing, Zomba School of Hygiene and the Training School for Medical Assistants, and all radio listeners in Malawi, are the potential targets.

Output

Four weekly radio programmes are broadcast in Chichewa: Ophiri; Radio Doctor; Za Umoyo; Pamtondo. In addition there is a daily five-minute broadcast in Chichewa.

Supporting material for under-five and ante-natal clinics includes film strips, wall charts, posters and handouts.

'Moyo Magazine' is published quarterly and a series called "Let's Teach Health" is published as well as health talks for the ante-natal clinics in both English and Chichewa and nutrition notes.

Staff and Training Provision

The Assistant Chief Medical Officer directs the Service. The Head of Publications, Utilization and Training section is assisted by one publications officer, a part-time stenographer and a copy typist. The Head of the Audio-Visual Aids section has a graphics assistant and a photographer, the Head of Mobile Van Units Section is assisted by a driver and a puppeteer. The Head of Radio Programmes works alone in his section.

The majority of the staff are health assistants recruited from the Health Inspectorate. The senior staff have been trained in the United Kingdom, the University of Rhodesia, Malawi Broadcasting Corporation and the Polytechnic University of Malawi. Selection is through secondment from other government departments. Other posts are advertised and candidates selected by the Malawi Public Service Commission.

Expenditure

Capital expenditure is estimated as follows:

Buildings	K30,000
Equipment	K70,000
Vehicles	K 4,000
Other equipment	K10,000

Annual recurrent expenditure is estimated at MK19,000 broken down as follows:

Salaries	K 3,000
Materials	K 5,000
Travel etc.	K11,000

Plans for Development

Plans include the appointment of an expatriate health education specialist to work with a Malawian counterpart for two years, to act as a co-ordinator between the Ministries of Agriculture, Education, Community Development and Health. Training courses at different levels will be needed.

Address for Correspondence

Secretary for Health
Ministry of Health
PO Box 351
Blantyre
MALAWI

MALAWI SCHOOLS BROADCASTING UNIT

Purposes and Structure

The service provides educational radio programmes to support teaching in primary and secondary schools and correspondence education. The Ministry of Education is responsible and enjoys the co-operation of the Malawi Broadcasting Corporation. The Unit is under the Inspectorate Division of the Ministry of Education. Policy is decided by the Secretary for Education with the help of an advisory committee drawn from the University, the Broadcasting Corporation, the Ministry of Education and the Schools Broadcasting Unit itself.

Users

1,300 primary schools, fifty-eight secondary schools, sixty-seven correspondence college centres, twenty-two night schools and thirteen training colleges.

Output

Primary level programmes in Chichewa, English, agriculture, science, civics, health, music are broadcast twice weekly. There are also special talks for primary teachers.

At secondary level programmes assist with English, French, agriculture, history and health.

Support for correspondence education is given in Chichewa, English, history, Bible knowledge, geography, biology and mathematics.

All programmes are fifteen minutes long. Teachers' notes are sent to primary and secondary schools.

Staff and Training Provision

The Head of Schools Broadcasting is assisted by an Education Officer, two assistant Education Officers with secretarial support. In-service training is offered, supplemented where possible by overseas courses or courses in radio production by the Malawi Broadcasting Corporation.

Expenditure

No estimates are available of the capital investment in this service but the annual recurrent expenditure is quoted as follows:

Salaries and wages	K 2,800
Transport, etc.	K 2,000

Address for Correspondence

Head of Schools Broadcasting
Ministry of Education
PO Box 283
Blantyre
MALAWI

MALAYSIA

GENERAL INFORMATION

AREA 128,553 sq.miles POPULATION 10,434,034 (1970) PER CAPITA INCOME \$M1,080

EDUCATIONAL PROFILE

Statistics - West Malaysia

Public expenditure on education (1969) = \$M530,000,000 = 17% of national budget
(Currency: dollar; \$M5.66 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 31.3%	Age 25+ = 58.5% (1957)
Completed primary	Age 15 - 24 = 51.1%	Age 25+ = 32.7%
Entered secondary	Age 15 - 24 = 16.2%	Age 25+ = 7.2%
Entered tertiary	Age 15 - 24 = 1.4%	Age 25+ = 1.5%

Teacher training (1969) primary level students 1,425
(1970) secondary level students 2,927 staff 306

Students at university in 1970 = 8,230

% Illiteracy = (1960) 10 - 14 years = 60.9%; 15 - 19 years = 61.9%; 20 - 24 years = 68.2%

Statistics - Sarawak

Public expenditure on education (1969) = \$M26,662,790

No schooling	Age 15 - 24 = 74.9%	Age 25+ = 90.7% (1960)
Completed primary	Age 15 - 24 = 13.5%	Age 25+ = 4.8%
Entered secondary	Age 15 - 24 = 11.4%	Age 25+ = 4.2%
Entered tertiary	Age 15 - 24 = 0.1%	Age 25+ = 0.3%

Teacher training (1971) primary level students 206 staff 52
Students at university in 1968 = 291

Statistics - Sabah

Public expenditure on education = \$M16,195,000 (1967)

No schooling	Age 15 - 24 = 77.5%	Age 25+ = 89.8%
Completed primary	Age 15 - 24 = 14.5%	Age 25+ = 5.9%
Entered secondary	Age 15 - 24 = 7.9%	Age 25+ = 4.1%
Entered tertiary	Age 15 - 24 = 0.2%	Age 25+ = 0.3%

Teacher training (1969) primary level students 730 staff 50

Structure

The Federation's educational policy is to establish a national system of education which will satisfy the needs of the nation and promote its cultural, social, economic and political development. One of the major objectives is the progressive development of an educational system in which the national language is the main medium of instruction.

Primary education is free in the country's main languages - Malay, Chinese, English and Tamil with Malay and English being compulsory subjects. The primary course lasts six years.

Secondary education in Malay (free) and English is for three years to the age of fifteen. There is examination selection to upper secondary and the remainder, which is the majority, receive vocational education or leave school. After two

years at upper secondary school, pupils may take the Malaysian Certificate of Education. Selected pupils take a two-year pre-university course.

Sabah and Sarawak are each administratively autonomous in education, but the pattern is broadly the same as that of West Malaysia.

There are forty-four teacher training colleges in West Malaysia, two in Sabah and three in Sarawak, including one teacher training school. The Islamic College trains Koranic teachers. There are three universities in Malaysia. Higher education is also provided at the Serdang College of Agriculture, the Technical College, the Mara Institute of Technology, the Ongku Omar Polytechnic and Tunku Abdul Rahman College.

Early school leavers are served by further education classes and correspond-

ence schools. The Ministry of National and Rural Development runs literacy courses for adults. The government runs training schools for auxiliary medical professions, and the University of Malaya produces about sixty trained doctors a year.

BROADCAST COMMUNICATIONS FACILITIES

Radio

Radio Malaysia is government controlled. There are 21 medium wave and 16 short wave stations. School broadcasts are run in the main media of instruction with local programmes in Sabah and Sarawak. There is a wired broadcasting service in Kuala Lumpur and Penang. In 1971 480,000 radio sets were licensed (46 per 1,000 of population).

Television

Television Malaysia is government controlled. There were twelve transmitters which covered nearly all West Malaysia and Sabah at the end of 1971. Two networks broadcast in W. Malaysia with fifty-four hours per week on Network One and thirty-five hours on Network Two. There are an estimated 165,000 sets. Schools broadcasting is part of the Educational Media Service.

PROVISION FOR EDUCATIONAL INNOVATION

There is an Educational Planning and Development Unit, a Curriculum Research and Development Centre, Teachers' Centres, an Audio-Visual Centre at State level and educational research facilities in the Universities and with the Ministry of Education.

EDUCATIONAL MEDIA SERVICE

Purposes and Structure

The Malaysian Ministry of Education is responsible for this service, which has been in operation since 1958, though radio programmes were not started till 1966 and television till 1972. The service develops ETV and radio for primary and secondary schools, with the objective of improving the quality of education and keeping the teachers abreast of educational advance. The Department of Broadcasting, Ministry of Information, and the Telecommunications Department of the Ministry of Communications co-operate in the service. Policy is controlled by a central Advisory Committee under the chairmanship of the Director-General of Education. There are three major sections within the services: ETV, Radio and Audio-Visual Aids. Each of these has a Head, and the whole service is controlled by the Director and his Deputy.

Users

In 1972, 500 schools with TV sets made up an audience of above 125,000 (secondary pupils only). Most of the 700 secondary schools and 4,000 primary schools have radio sets. Schools also make use of the eleven State and 302 regional Audio-Visual Aids Centres.

Output

When TV began in 1972 programmes were produced for secondary schools only. Series were produced in mathematics, science and civics, and also a programme for teachers. There were eight hours of TV programmes per week. Radio programmes were far more extensive, and directed separately at the different language groups: Malay, English, Chinese and Indian. Programmes were produced for Standards 1 - 6, and Forms 1 - 6. The subjects covered, though not at every level, were story telling, religious studies, singing, health education, civics, history, English, Malay literature, vocational guidance, music appreciation, economics and Islamic studies. (These programmes constitute the Malay service.) The English service consists of civics, story time, history, primary English, health education, singing and music. The Indian and Chinese services follow a similar pattern, including a programme on Tamil literature in the Indian service. There are also some programmes of professional interest to teachers. Approximately thirty-six hours per week last year were given to radio broadcasting.

The Audio-Visual Aids section produces wallcharts, filmstrips and other materials for primary and secondary schools. There is a lending library for film, filmstrips and tapes.

Teachers' programme guides are issued, also a bi-annual audio-visual aid bulletin.

Staff and Training Provision

Thirty-eight people are employed in the ETV section, thirty-five in Radio (not including freelance scriptwriters and actors), and seventeen in the Audio-Visual Aids section. There are nine other administrative staff, two publications staff, two utilization and evaluations staff and nine Educational Media Officers.

There are various methods of training. Selected teachers have been sent abroad for courses in educational radio and TV. Audio-visual specialist teachers have undergone local courses. On-the-job training has been given to other members of staff. The Audio-Visual Aids library also provides in-service training for teachers in media usage. The Director,

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Heads of Sections and other specialist staff are willing to offer advice, guidance and help in training courses if desired.

Expenditure

Capital expenditure for 1972:

Building:	
ETV	\$M 750,000
Radio	\$M 333,000
AVA	\$M 50,000
Equipment	
ETV	\$M4,408,000
Radio	\$M 500,000
AVA	\$M 200,000
Other (ETV)	
Receivers	\$M3,300,000
Videotape recorders	\$M 940,000
Film equipment	\$M 150,000

Annual recurrent expenditure totals \$M1,410,890 for all three sections, divided as follows:

Salaries	\$M 710,700
Transport	\$M 32,000
Communication	\$M 18,000
Water, electricity, etc.	\$M 25,000
Rent	\$M 210,000
Printing	\$M 50,000
Supplies	\$M 310,000
Mix service	\$M 35,000
Furniture & equipment	\$M 20,190

Plans for Development

In 1973 it is planned that an additional 5,000 TV receivers will be established in primary schools to allow for the extension of ETV service. There are also plans to introduce ETV into teacher training colleges. The State Educational Media Centres are still in the planning stage and will require much attention, especially on the problem of the maintenance of TV sets. With the overall expansion of the Educational Media Service and the recruitment of more staff, specialist training, both local and overseas, will be required.

Further Information

The Malaysian Educational Media Service feels that there is a lack of prominence given to educational media in Commonwealth Education Conferences.

Address for Correspondence

Director
Educational Media Service
Ministry of Education
Kementerian Pelajaran Malaysia
Rumah Persekuthan
Kuala Lumpur
MALAYSIA

AGRICULTURAL INFORMATION SERVICE: SABAH

Purposes and Structure

The Service is run by the Department of Agriculture to disseminate agricultural information, research findings and new technologies to farmers and extension workers, to conduct publicity and information work through the mass media, especially rural broadcasting on radio, and to prepare audio-visual aids for use at training centres and in extension work. Radio Malaysia co-operates with the Service, which was established early in 1971 as a result of expansion of the former Visual Aids section which had been in existence since 1964.

The Agricultural Information Division is part of the Extension Branch of the Ministry which is controlled by an Assistant Director of Agriculture. Within the Division there are three sections dealing with publications, rural broadcasting and audio-visual aids. The Division is supervised by an Agricultural Officer.

Users

The population of Sabah is approximately 744,000, of which about 27% are engaged in agriculture.

Output

Short rural programmes on Agriculture, Agriculture News and Home Economics are broadcast in both the national language (Bahasa Malaysia) and Kadazan. The total broadcasting time per week is about one and a half hours but this is divided into short programmes of between five and fifteen minutes.

Audio-visual materials, including posters, flipcharts, flannelgraphs, slides, tapes, etc. are produced for extension and publicity work.

Technical booklets and information sheets are printed for extension staff and for training, and advisory pamphlets and bulletins are printed and published for farmers and the general public. So far fifty-two such pamphlets have been produced.

Staff and Training Provision

The Agricultural Officer supervises the Division. The Publications Section has thirteen members of staff: an assistant agricultural officer; one graphic artist; two assistant artists; one translator; one compositor and seven machine operators and assistants. Rural broadcasting: two agricultural assistants and five home demonstrators. Audio-visual: one graphic artist; one photographer; two assistants. The Mobile Publicity Unit employs a senior agricultural assistant and one assistant

driver. The total number of staff is twenty-seven.

Most of the staff were locally trained on the job. There is no special training course. The officer-in-charge was trained in Australia and UK. Extension staff and new recruits are selected to carry out information work on the basis of aptitude, talent and ability.

Expenditure

Capital expenditure is estimated as:
Equipment - \$M20,000; Materials and other charges - \$M35,000. The Division is accommodated in the Ministry headquarters building.

Annual recurrent expenditure: \$M195,000

Salaries	\$M150,000
Materials and stores	\$M 40,000
Travel, etc.	\$M 5,000

Plans for Development

Future development will concentrate on the improvement of existing services. To achieve this, there will be a need for training courses at different levels, locally, or overseas. The mobile publicity vans will be operating on a trial basis in 1973. If they are successful they may be used to cover more districts. This again depends on the availability of funds.

Address for Correspondence

Director of Agriculture
Agricultural Information Service
Department of Agriculture
Kota Kinabalu
Sabah
MALAYSIA

MALTA

GENERAL INFORMATION

AREA 121.85 sq. miles POPULATION 319,460 (June 1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1971/72) £M6,039,760
(Currency: pound; £MO.89 = £1 sterling 4.12.73)

Less than primary	-	% of those who had left school at 1967 census
Completed primary	75.0%	
Completed secondary	22.5%	
Completed tertiary	2.5%	

Teacher training (1972) primary level students 95

Students at university in 1972 = 356

% illiteracy (estimate based on 1967 census) = 10 - 14 years = 0.12%; 15 - 19 years = 0.12%; 20 - 24 years = 0.65%

Structure

Overall responsibility for education lies with the Minister of Education and Culture. The Minister determines the syllabus and textbooks to be used in all government schools, but private schools are autonomous.

About 20% of the age-group are in pre-primary schools, all private and fee-paying, many run by religious agencies. Primary schools are single-sex, offering free education to children aged 5 to 11.

Secondary education for all was introduced in 1970. There are two types of secondary schools, the government schools and private schools. Both types offer courses to GCE 'O' level, and some schools have sixth forms. Education is compulsory up to the age of fourteen years. The Junior College, which is administered by the University, offers sixth form courses, leading to 'A' level.

There are two primary teachers' colleges.

In addition to the Royal University of Malta which was founded in 1592, there is the College of Arts, Science and Technology which provides university engineering courses. The Paola Technical Institute provides full- and part-time courses for technicians at the post secondary level.

BROADCAST COMMUNICATIONS FACILITIES

Radio

Radio Malta which was inaugurated in January 1973, is run by the Broadcasting Authority. All programmes are in Maltese. Rediffusion (Malta) Limited has a two

channel wired network servicing 54,000 loudspeakers (1972). It relays seventeen hours a day of locally originated programmes in Maltese. The International Network broadcasts local programmes in English as well as BBC World Service programmes.

Television (1972)

The Malta Television Service Ltd. is financed by advertising. There is one transmitter serving 52,857 sets which covers the whole Island. Programmes are in English and Maltese.

PROVISION FOR EDUCATIONAL INNOVATION

Educational television and radio are run by the Broadcasting Authority's School Broadcasting Unit and serve primary and secondary schools.

The Audio-Visual Aids Centre promotes the better use of audio-visual aids by producing aids suited to local conditions and needs and by providing information on all aspects of audio-visual educational media. It co-operates with the Malta colleges of education in providing instruction and training in the theory and practice of educational technology and with the School Broadcasting Unit to help ensure that proper use is made of educational broadcasts.

THE BROADCASTING AUTHORITY: SCHOOL BROADCASTING UNIT

Purposes and Structure

The service provides educational radio

and television at primary and secondary level, devised as complementary material to the usual school curriculum. It is the responsibility of the Broadcasting Authority and enjoys the co-operation of the Ministry of Education and Culture, together with the Malta Television Service and Rediffusion (Malta) Limited. There is a School Broadcasts Advisory Committee and various subject advisory committees to assist the unit. Sound (wired) broadcasts to schools began in 1949 and school television broadcasts were first transmitted in 1966.

Users

Thirty-eight secondary schools have 103 television sets, providing an audience of 11,938 at first- and second-year level. There are 100 television sets in primary schools, with a potential audience of 5,837. 107 primary schools have 1,735 wired radio sets, providing an audience of 37,717.

Output

There are five radio broadcasts each week to primary schools and one weekly television programme at the same level. Secondary schools receive one radio programme weekly and three television programmes. Radio programmes cover religion, English, science, Maltese, social studies and civics. Television programmes are produced on English and science as well as general culture.

Staff and Training Provision

Within the Malta Broadcasting Authority there is a school broadcasting organizer who is supported by a television officer, a sound officer and three school broadcasting officers. These staff have been selected from (graduate) teachers after a call for application which is followed by a written exam and interview. All educational television staff have been trained at CEDO. They are assisted by the technical and supporting staff of the Malta Broadcasting Authority.

Expenditure

Since technical facilities are shared with the broadcasting service it is only necessary to consider the annual recurrent expenditure which, for sound radio and television, amounts to £M18,000.

Plans for Development

It is hoped to be able to expand the television service at all levels, but this requires separate studios for the educational service.

Further Information

The Chief Executive, Broadcasting

Authority has offered to provide copies of the television scripts in English and science to any interested people and has also made an offer to take a limited number of personnel on attachment.

They wish to promote the idea of a catalogue of films and other audio-visual aids which Commonwealth countries can make available either free or at low-cost to other Commonwealth countries.

They also wish to encourage the holding of conferences on educational broadcasting in the Commonwealth.

Address for Correspondence

The Chief Executive
(Att. School Broadcasting Organizer)
Broadcasting Authority
National Road
Blata l-Bajda
MALTA

DEPARTMENT OF AGRICULTURE - INFORMATION AND PUBLICITY SECTION

Purposes and Structure

The Information and Publicity Section of the Department of Agriculture, with the help of the Extension Service and the Agricultural School, provides agricultural and fishing information through radio and the press to Malta's farmers and fishermen. The Malta Broadcasting Authority and the Departments of Education and Information also co-operate in this service. The radio broadcasts have been in operation since 1945 and the bi-monthly agricultural paper has been published since 1942.

Users

The broadcasts are aimed at all farmers and fishermen in Malta and Gozo and are received on about 30,000 sets. 5,000 copies of the paper are distributed to farmers, gardeners, livestock breeders, agricultural importers and exporters and fishermen.

Output

A Sunday half-hour programme is broadcast weekly on Rediffusion. A bi-monthly eight page agricultural paper called L-Agrikoltura is published and distributed free of charge.

Staff and Training Provision

A Senior Information Officer and Information Officer are employed by the Information and Publicity Section. The Extension Service has a staff of one Senior Agricultural Officer, three Agricultural Officers, and one Agricultural Inspector. The Agricultural School has a staff of two teachers who receive help from

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various technical officers. The junior staff of the Information Section are trained by the senior officials, while Extension Service officials are trained in foreign agricultural colleges. Selection of staff is made on the basis of an interview taking into account qualifications already acquired.

Expenditure

All expenditure falls under Recurrent Expenditure and is estimated as follows:

Salaries	£M 9,800
Other charges (including materials etc)	<u>5,650</u>
	<u>£M15,450</u>

Plans for Development

The advisory service is to be re-organized with the emphasis more on production units

at the Government Experimental Farm, Ghammieri, with a view to teaching farmers actual ways and means to increase production and to run efficient units.

Further Information

Heads of Sections of the Department of Agriculture and Fisheries would be available to offer their advice to other Commonwealth countries and to take part in training courses.

Address for Correspondence

Director
Department of Agriculture and Fisheries
14 Scots Street
Valletta
MALTA

MAURITIUS

GENERAL INFORMATION

AREA 720 sq.miles POPULATION 834,000 (1972 est.) PER CAPITA INCOME Rs 1,448 (provisional)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1972) = 44,946,737 Rupees = 3.7% of GDP
(Currency: Rupee; R13.33 = £1 sterling 4.12.73)

No schooling	Age 13 - 24 = 58.3%	Age 25+ = 81.7%
Completed primary	Age 13 - 24 = 12.1%	Age 25+ = 10.3%
Entered secondary	Age 13 - 24 = 9.5%	Age 25+ = 6.7%
Entered tertiary	Age 13 - 24 = 0.1%	Age 25+ = 1.3%

Teacher training (1972) primary level students 639 staff 29 full-time
Students at university in 1972 = 1,353

In 1972 % scolarity rate 6 - 12 years: 92% 13 - 19 years: 33%

Structure

Policy-making and approval for primary and secondary education lie with the Minister of Education.

About 90% of the school age population (ages 5 to 11+) attend 179 government primary schools or fifty aided primary schools. Education is free, but not compulsory.

About 50% of primary school leavers obtain places in secondary school. There are a very few free places in government secondary schools, and in 1972, 9,740 candidates took the Junior Scholarship Examination in the hope of winning one of the 200 scholarships.

Four senior primary schools offer three-year, non-academic, technical education to 12 to 15 year olds. There are also five government vocational (craft) centres for primary school leavers. The Industrial Trade Training Centre was set up by ILO to train employer-sponsored students.

There is one primary teacher training college which offers a two-year post-School Certificate course for about 600 students.

Higher education is provided at the University of Mauritius.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

Mauritius Broadcasting Corporation covers the island and its dependencies. There were nearly 85,000 radio sets in 1972. MBC is a commercial enterprise, but is also a public corporation.

Television (1971)

MBC started operating a one-channel television service in 1965 and now has one transmitter and three repeaters. There are school broadcasts in the evenings. About 24,000 sets are owned.

PROVISION FOR EDUCATIONAL INNOVATION

There are active programmes of curriculum change by professional associations of teachers, encouraged by the Ministry of Education. An Audio-Visual Unit of the Ministry of Education also produces radio and television programmes for schools.

AUDIO VISUAL CENTRE

Purposes and Structure

The Centre provides educational radio and television programmes at primary and upper secondary level. The Centre is also responsible for the repair and maintenance of audio-visual equipment for all Ministries and runs a national advisory service about new text books. The Ministry of Education and Culture is responsible and enjoys the co-operation of the Mauritius Broadcasting Corporation and the Ministry of Information and Broadcasting in producing and broadcasting the programmes. Advisory committees with representatives from appropriate bodies control educational radio and television. Ad hoc committees with subject specialists help with the production of each separate series. Educational radio was started in 1951 and the ETV Service was officially inaugurated in 1969.

Users

200 primary schools have been equipped with radio sets and extension loud speakers and provide a potential listening audience of 100,000. Television programmes are transmitted to students at home in the late evening. It is estimated that 20,000 television sets are in operation, and that the potential viewing audience is about 20,000.

Output

Radio programmes for primary schools cover English, French, geography, elementary science and special programmes in English language are produced for secondary school teachers.

Television programmes are designed to assist pupils studying for their Cambridge Schools Certificate and Higher Schools Certificate examinations in maths, physics, chemistry, biology, history, geography, manual arts and public affairs. Other programmes assist with English language and literature, French language and literature. Special programmes are produced to assist primary school teachers in geography, new maths and elementary science.

Staff and Training Provision

The Organizer of the Audio Visual Centre has three ETV producers, a production assistant and calls upon fifty-five teachers who are freelance script writers and presenters. The radio service has two producers, four full-time script writers and again calls upon freelance script writers. There is a graphic designer with four assistants, a photographer and an assistant photographer. Inspectors assist with evaluation and liaison and the service is supported by clerical staff and technicians. Training has been offered in radio and television by ORTF (France) and CEDO (London). Staff are selected for training on the basis of aptitude and are seconded to the Centre from schools after selection by a Ministerial committee.

Expenditure

Capital expenditure including buildings and equipment amounts to about 276,000 rupees.

Recurrent expenditure:

Salaries	Rs 175,000
Materials	Rs 55,000
Travel	Rs 10,000

Plans for development

The Service is concerned with the acquisition of videotape facilities. It is also planned to introduce a tape copying service for cassette players and development of a tape library. Attention is also being paid to the production of a greater variety of teachers' notes, posters, and

other supporting materials.

Address for correspondence

The Organizer
Audio Visual Centre
Rose Hill
MAURITIUS

EXTENSION SERVICEPurposes and Structure

The main work of the Extension Service of the Ministry of Agriculture and Natural Resources is to prepare advisory publications for planters and agricultural youths and to use audio-visual teaching aids in support of talks during group meetings. Occasional radio and television talks are also arranged. The Extension Service started to use new media some thirteen years ago. The Mauritius Broadcasting Corporation assists with the radio and television broadcasts.

Users

In 1972 about 5,000 planters and Agricultural Youths attended group meetings. The radio and television talks aim to reach the maximum number of the 30,000 planters.

Output

In 1972 there were about 220 group meetings at which about 150 sessions of slide projections and film shows were held. Each session lasts about thirty minutes. During 1973 a weekly television talk on agriculture will be broadcast, and this is expected to become a regular feature. Booklets, leaflets and information sheets are prepared on agricultural problems and topics. A Farming News Bulletin is produced monthly and a bulletin is also produced for the Agricultural Youth Clubs.

Staff and Training Provision

The Service is headed by a Senior Agricultural Officer. All thirteen Extension Officers regularly use audio-visual teaching aids. In addition there are fourteen Field assistants, two drivers and one A/V operator. No staff have been specially trained to date.

Expenditure

Capital:	Rs 50,000
Buildings	Rs 30,000
Equipment	Rs 30,000 (projection
Others (Vehicles)	Rs 40,000 equipment
	and supplies)

Annual recurrent expenditure is estimated at Rs 15,000

Plans for Development

Use of audio-visual teaching aids is integrated in the routine agricultural exten-

sion work. In future it is intended to increase the use of such aids. A district A/V section will be created and manned by an Agricultural Officer assisted by an Assistant Agricultural Officer. The two officers when posted will be sent for training in audio-visual education etc.

Address for Correspondence

Extension Service

Ministry of Agriculture and Natural Resources
MAURITIUS

HEALTH EDUCATION AND NUTRITION SERVICE

Purposes and Structure

The service is run by the Ministry of Health to improve the knowledge of health among the general public and to create in them an awareness of their role in promoting and maintaining good health. The Ministry of Information and the Mauritius Broadcasting Corporation and Television Service co-operate in providing this service which has been in operation since April 1971. The Health Education and Nutrition Division is one of the divisions of the Preventive Medical Service. Programmes on MBC/TV are arranged when the officer-in-charge requires them. There is a Health Education Advisory Committee with representatives from the divisions of the Ministry of Health concerned in prevention and from other Ministries concerned.

Users

The operation is directed at the whole population of some 850,000. There are about 79,000 radio sets and 16,000 television sets on the island.

Output

Weekly programmes on MBC/TV are broadcast lasting for fifteen minutes on relevant topics concerning existing health problems and conditions. Talks are in the local

language. Talks are given on a voluntary basis by medical and para-medical officers of the Ministry. Visual aids to supplement these talks are prepared by a local artist for a very nominal fee.

Staff and Training Provision

Two members of staff are employed. One Senior Medical Officer (in charge of Health Education and Nutrition Division) and one Health Educator. The only training programme is a course in health education organized for students in the Teachers' Training College.

The Senior Medical Officer has participated in international conferences and seminars on health, nutrition and family planning. The personnel of the Ministry are willing to offer their advice to other Commonwealth countries and to take part in training courses.

Expenditure

Details of capital expenditure are not available. Equipment was donated by UNICEF. The annual recurrent expenditure is estimated as follows:

Salaries	£ 3,600	
Materials)		
Travel)	£ 350	Total: £ 3,950

Plans for Development

It is hoped to have personnel from UNDP/WHO to assist in the implementation of the five-year plan for Health Education and Nutrition. Radio programmes will be broadcast on a regular basis. In-service training for various categories is being planned. There will also be a need for training courses at various levels both in Mauritius and overseas.

Address for Correspondence

Health Education and Nutrition Service
Ministry of Health
MAURITIUS

NAURU

GENERAL INFORMATION

AREA 8.2 sq. miles POPULATION 7,000 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$A559,000 (1965)

(Currency: Australian dollar; \$A1.57 = £1 sterling 4.12.73)

Teacher training (1967) primary level students 18 staff 1

Structure

The long-term aims of the educational policy of Nauru are to raise the educational level of the Nauruans to enable them to meet their needs for professional and vocational skills from within their own community. The immediate aims are to maintain efficient teaching and school organization on Nauru itself up to the Intermediate Certificate standard of the University of Melbourne, Australia.

Education is compulsory for all children between 6 and 15 years (Australian) and 6 and 16 years (Nauruans). Education is provided free in six infant schools, two

primary schools and one secondary school.

There is a fee-paying mission school.

Instruction is in English, on the Australian pattern (the State of Victoria), with necessary modifications to suit local conditions.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Nauru Broadcasting Service is a government-run enterprise, with one station and one transmitter. There are about 1,400 radio sets or 200 per 1,000 of population.

NEW ZEALAND

GENERAL INFORMATION

AREA 103,736 sq. miles POPULATION 2,909,916 (1972) PER CAPITA INCOME £835 approx.

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$NZ337,800,000 = 5.4% of GDP
(Currency: dollar; \$NZ1.62 = £1 sterling 4.12.73)

Teacher training (1971) primary level students 6,389
secondary level students 1,402

Students at university in 1971 = 35,037

Illiteracy: nil

Structure

Pre-primary education receives substantial financial support from the Government.

Between the ages of 6 and 15, education is compulsory, and in state schools it is provided free between a pupil's 5th and 20th year. Private schools, which account for 9% of primary and 12% of secondary pupils, have to be open to inspection by the Department of Education. Most children start school at 5.

A primary school is organized into three departments: the junior, middle and senior, catering for children up to the age of 13. In the larger centres, senior pupils attend intermediate schools between the ages of 11 and 12. The usual age for transfer to secondary school is 13.

The larger secondary schools are usually streamed according to ability and organized on five levels (third, fourth, fifth, sixth and seventh forms). 'Composite schools' take children from the ages of 11 - 17, cutting across the normal primary/secondary system. District High and Area schools take pupils from the ages of 5 to 15. For those children in extremely isolated areas, where there are less than nine children of primary age, or for those unable to attend school because of lengthy illness or other causes, correspondence school is provided. If there are over nine children of primary age in a given area, a primary school with a qualified teacher must be set up.

Tertiary technical education is provided at the local level in classes attached to the secondary schools, at the regional level in institutes and polytechnics situated in the larger urban areas, and at the national level in two institutes, one of which caters for correspondence courses.

There are nine teacher training colleges

and six universities. Adult education, mainly of a non-vocational nature, is state-assisted through schools and universities and is supplemented by the work of voluntary agencies such as the Workers' Educational Association.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

The New Zealand Broadcasting Corporation is a statutory body, operating forty-nine medium-wave radio stations. There are also six private radio stations.

Television (1972)

The NZBC has four stations transmitting via nine high-powered, seven medium-powered, and seventy-eight low-powered transmitters owned by the Corporation and 238 small privately-owned low-powered translators operated under licence from the Corporation. There are 710,367 television receivers representing 86% of households.

PROVISION FOR EDUCATIONAL INNOVATION

The Department of Education is responsible for planning and development and has a Curriculum Development Unit. There is an audio-visual lending service to schools via libraries in ten school districts. There is also the National Film Library. Teachers' residential centres were started first in 1961 and refresher courses are held on a residential basis during the school holidays. There are in addition, fifteen in-service centres (non-residential) throughout the country.

Research is carried out in at least three different places: the New Zealand Council for Educational Research (independent, with government support), the

Department of Education and the Universities.

CORRESPONDENCE SCHOOL

Purposes and Structure

The Correspondence School was established in 1922 and provides educational opportunity for children and adults who are unable to attend ordinary schools and educational institutions. The Correspondence School is a state school and a part of the New Zealand educational system. It is controlled directly by the Head Office of the Department of Education and it enrolls students from all parts of New Zealand.

Students follow the same syllabuses and sit the same examinations as students of other state schools.

'Correspondence' does not adequately describe the type of work done by the School. It is a multi-media school making use of the following facilities:

Radio: the School broadcasts for twenty minutes every day of the school year over the National Programme of the New Zealand Broadcasting Corporation. These broadcasts are also relayed overseas by short-wave on Radio New Zealand. Broadcasts are prepared and presented by teachers of the School in conjunction with NZBC. All subjects of the curriculum are included.

Tape recordings: these are being used more and more as a supplement to printed assignments. They are particularly valuable in all language lessons but are used in a much wider field, and add a vitally important element to correspondence teaching.

Residential courses: these are held in various places throughout the year, as are seminars.

Visiting teachers: there are five permanent visiting teachers who visit full-time pupils. Teachers also go out from the School to visit their own pupils.

A basic assignment represents two weeks' work. Kits are sent with practical subjects: woodwork, needlework, art and the sciences.

Co-operating organizations are the New Zealand Broadcasting Corporation, New Zealand Government Printer, Department of Social Welfare, Department of Health and the Post Office.

Users

Full-time primary school pupils	1,200
Full-time secondary school pupils	800
Pupils of other secondary schools enrolled for special courses	1,500
Adult part-time students	3,500
Teachers	1,550
	8,550

Output

The School provides courses at all levels from first year primers (aged 5) through the primary grades for Form 2 (aged 12+) and into the secondary division from Form 3 (aged 13) to Form 7 (aged 17+). In addition, there are courses for both physically and intellectually handicapped children. There are also courses for teacher training and for further in-service training of qualified teachers. The subjects and syllabuses are the same as in normal schools and the courses lead to the same examinations.

Adults unable to attend evening classes may enrol for most of these courses.

Staff and Training Provision

There are 250 members of staff of the following types:

Administration	50
Secondary school teachers	135
Primary school teachers	35
Part-time tutors or teachers	25
Visiting teachers	5

The teachers are already trained and certificated. They have followed a three-year teacher training programme at teachers' colleges. In addition most are university graduates. They therefore do not need to be trained as teachers, but in-service training is given to adapt them to the particular requirements of correspondence teaching.

All new members of staff are given in-service training during the first year of their appointment. Senior teachers and heads of departments are responsible for the work of their groups and for the continued counselling and further training of their teachers.

Since 1964 senior staff from the Correspondence School have been involved in advisory work in establishing National Correspondence Schools in Malawi and Uganda and the development of in-service teacher training by correspondence in Botswana. The Correspondence School has provided training to personnel from overseas and supplies information in response to enquiries. The Principal and senior staff are able to offer advice and take part in training courses. In addition, they would be available for course writing and for adapting existing courses for specific purposes.

Expenditure

It is not possible to give an estimate of the capital expenditure. Due to urban development, the School is now housed in temporary accommodation. A new multi-storeyed building is being planned and the estimated cost at present is \$NZ22,000,000.

It is not possible to separate the cost of running the Correspondence School as it is an integral part of the educational

service of the country and is a branch of the Head Office of the Department of Education.

Plans for Development

These will include a wider offering of courses for the continuing education of adults.

Tape recordings will be more widely used and integrated into courses.

Educational television programmes will greatly assist pupils working in isolation because of remoteness or ill health. If approved, it is likely that these would be provided by the Department of Education and the Broadcasting Corporation.

Further Information

The New Zealand Correspondence School is well established and accepted as an integral part of the educational system of the country. It has wide experience and is very willing to make this available to other Commonwealth countries which may seek it.

Address for Correspondence

The Principal
The Correspondence School
Department of Education
(Private Bag)
Government Building
Wellington
NEW ZEALAND

NATIONAL FILM LIBRARY

Purposes and Structure

The National Film Library, which is a Division of the Department of Education, was established in 1942 to provide a 16mm film and gramophone record library service and tape-duplicating service to primary and post-primary schools. This has been extended to tertiary institutions in the case of the 16mm films library service. In addition there is a wide community service for films to organizations such as universities, WEA, government departments and farming groups.

The policy of the Library is controlled by a committee under the Chairmanship of the Curriculum Development Officer for Audio-Visual Media. The representatives on this committee are drawn from the Head Office Inspectorate of the Department of Education, the local regional inspectorates of the Department, curriculum development officers and the Manager of the National Film Library. This Committee decides general policy while the Curriculum Unit officers recommend purchases of individual educational films. Administration and finance of the National Film Library is controlled by the Manager of the National Film Library who links directly with

administrative, accounts and stores officers of the Head Office of the Department of Education. -

The community functions of the Library are carried out by wide-ranging contacts throughout the country. These are maintained by the Manager of the Film Library.

Liaison is maintained with the National Film Unit, the New Zealand Broadcasting Corporation and the National Archives of the Department of Internal Affairs.

Users

The Library caters for the needs of 640,000 students and a large range of tertiary and service organizations. In 1971 a total of 6,230 institutions (2,621 educational and 3,609 other organizations) made use of the Film Library. In the same year, 2,603 educational institutions made use of the gramophone library.

Output

Issued made from the National Film Library
(Units = 1,400' reel film):

1967 - 251,689	79.4% to schools
1968 - 236,864	80.0% to schools
1969 - 278,730	80.0% to schools
1970 - 282,999	81.0% to schools
1971 - 304,892	80.0% to schools
	Titles Prints
1967	7,649 30,741
1968	7,785 31,153
1969	8,126 31,553
1970	8,486 32,761
1971	8,909 34,027

Staff and Training Provision

The National Film Library has a staff of forty-four with twenty-two in the main Library and fourteen and eight in the branches of Auckland and Christchurch respectively. Film booking duties occupy twelve members of staff and despatch and examination a further twenty. Most training is provided on the job and personnel usually have training and practical experience in teaching.

In addition to receiving visitors from Colombo Plan countries, the present Manager of the National Film Library could assist in an advisory capacity with the establishment of a similar service.

Expenditure

The capital expenditure on the specialist equipment necessary is estimated at \$NZ80,000.

The recurrent expenditure is estimated as follows:

Annual vote (1971)	\$NZ300,000
Salaries	\$NZ145,000
Rent	\$NZ 27,000

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Plans for Development

The following are planned: cassette duplication service to schools; investigation of videotape copying services to schools; electronic film booking systems.

Address for Correspondence

The Manager
The National Film Library
Department of Education
Government Building
Wellington
NEW ZEALAND

SCHOOLS BROADCASTING SERVICE

Purposes and Structure

In 1932 the Schools Broadcasting Service opened under the control of the New Zealand Department of Education, but in 1943 was transferred to the New Zealand Broadcasting Corporation. The Service provides educational radio and television programmes for pre-school children and radio programmes for primary and secondary school audiences to support teachers of literature, science, social studies, language, music, liberal studies and careers.

The Schools Broadcast section is a division of the New Zealand Broadcasting Corporation headed by a Supervisor. Policy is controlled jointly by the NZBC and an Advisory Committee under the Chairmanship of the NZBC Controller of Programme Services. Department of Education representatives from the Inspectorate, Curriculum Development Section, Correspondence School, Advisory Services, Publications and the teaching service sit on the committee.

Users

There are approximately 3,000 schools equipped with radio receivers. The potential audience is:

Pre-school	80,000
Primary	462,000
Secondary	158,300

Output

Radio: there are sixteen series each lasting 15 - 20 minutes for primary and secondary schools and five twenty-minute series for pre-school audiences.

Television: there are four pre-school transmissions per week - two of 'Sesame Street' and two of 'Playschool'.

Staff and Training Provision

The Service employs a Supervisor and six producers, most of whom have received on-the-job training. Sequence of training is determined largely by the recognized abilities of individual staff members, but includes writing teachers' guides, studio

production of speech and music programmes, scriptwriting, editing of scripts for publications and broadcast presentation, audience research and personal visits to schools.

Broadcasting training is supplemented by attendance at NZBC in-service courses wherever applicable.

All producers are expected to maintain strong links with curriculum development officers, and to attend teacher in-service training courses conducted by the Department of Education.

Most of the staff are trained teachers with particular interest in the use of mass media in education and development of curriculum. They must be able to write well both for print and broadcasting.

Expenditure

Capital expenditure: there is no assessment of capital expenditure other than on schools radios at a cost of \$NZ450,000.

Annual recurrent expenditure: \$NZ158,890 broken down as follows:

Programme expenditure (including scripts, artists, copyright, miscellaneous expenses)	\$NZ59,650
Staff (including super- annuation subsidies)	\$NZ58,480
Administration charges	\$NZ 9,460
Printing and distribu- tion of ancillary materials	\$NZ31,300

Plans for Development

The Committee of Inquiry report on the Uses of Television is currently being considered by an Educational Priorities Conference. Development of radio and television services for education will depend largely on recommendations in 1973. Presumably training courses at different levels will be needed if it is decided to develop these services, particularly in training teachers to use the mass media.

Further Information

The Supervisor of the Service and his staff have provided training ranging from one week to six months' duration for various education and broadcasting staff from Western Samoa, Tonga, Fiji, Cook Islands and Sarawak during the period of 1962/71.

Address for Correspondence

The Supervisor
New Zealand Broadcasting Corporation
PO Box 98
Wellington
NEW ZEALAND

VISUAL PRODUCTION UNITPurposes and Structure

The Visual Production Unit of the Department of Education was set up in 1968 as support for primary and secondary schools in the New Zealand Education system. The policy of the Unit is controlled by a committee under the chairmanship of the Curriculum Development Officer for Audio-Visual Media. The representatives on this committee are drawn from the Head Office of the Department of Education, the local regional officers of the Department, and Curriculum Development Unit officers. This committee decides general policy while the Curriculum Development Unit Officers recommend purchases of visual aid material from overseas, and initiate New Zealand projects. Administration and finance are controlled by the Chief Production Officer in consultation with the Curriculum Development Unit Officer for Audio-Visual Media.

Users

A total of 2,887 schools with a total student population of 640,000.

Output (1971)

Filmstrips	23,519
Notes	12,376
Sound filmstrips	4,481
Sets	287
Overhead projector transparencies	757
Charts	3,270
Records	5,044
Tapes	11

Staff and Training Provision

There is a staff of six under overall control of the Chief Production Officer, most of whom have received on-the-job training. The staff have co-operated in the exchange of material between New Zealand and Australia. The officers of the Unit would be willing to make their expertise available to others, should it be required.

Expenditure

Capital expenditure:	
Buildings	\$NZ200,000
Equipment	\$NZ 20,000
Head office library	\$NZ 6,000
Regional libraries	\$NZ120,000

Annual recurrent expenditure:

Annual vote (1972-73)	\$NZ180,000
Materials	\$NZ 20,000
Purchases - overseas	\$NZ 90,000
- local	\$NZ 30,000
Salaries	\$NZ 12,000

Plans for Development

It is planned that the Unit will: expand

the variety of NZ originated material; assist with in-service training of teachers in the use of audio-visual equipment; develop multi-media kits to assist curriculum change; purchase and/or produce super 8mm single concept films; and assist with planning for introduction of broadcast television into school systems.

Address for Correspondence

The Production Officer
Visual Production Unit
Saywell Building
115 Lambton Quay
Wellington 1
NEW ZEALAND

NEW ZEALAND WORKERS' EDUCATIONAL ASSOCIATION-TRADE UNION POSTAL EDUCATION SERVICEPurposes and Structure

The New Zealand Workers' Educational Association has been operating this service since 1968 to encourage trade unionists to develop their basic skills and to acquire wider knowledge so that they can participate more effectively and confidently in union and community activities. Financial support is received from the New Zealand State Services Commission, the Employers' Federation Inc. and the Manufacturers' Federation Inc. Co-operation is given by the New Zealand National Council of Adult Education which planned and introduced the scheme by setting up a Special Committee with representatives from the WEA and the New Zealand Federation of Labour. The scheme is now controlled by the WEA but the Special Committee continues to operate in an advisory and directive capacity.

Users

The courses are for New Zealand trade unionists only. To qualify for free tuition unions must affiliate to the Postal Education Service. To date over fifty unions with a total membership of 150,000 members are affiliated. Other trade union members are eligible for tuition, but on an individual paying basis. About 500 students are enrolled for the courses.

Output

Three categories of courses are offered: basic courses of English, arithmetic and statistics; courses of specific trade union interest which include history of trade unionism in New Zealand, industrial and trade union law, industrial negotiation and relations and the work of trade union branch officials; subjects of social and economic interest to unionists - pay packets, prices and profits, standards of

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living, science and industry, world affairs, sociology, home ownership and its rights and responsibilities, etc.

The courses are presented in the form of study books (6 - 12 for each course), each book being regarded as representing one month's spare-time study for the average student. Tutors adapt the instruction and guidance to the capacity of the students. Test questions are included in each study book but there are no final examinations although students are expected to maintain reasonable regularity.

Staff and Training Provision

The staff consists of one part-time secretary/director, one full-time clerical officer/typist and three part-time tutors engaged extra-murally as required. New courses are written by outside authorities under contract. There is no special staff training.

Expenditure

There is no capital expenditure as accommodation and services are provided by the National Council of Adult Education.

Annual recurrent expenditure consists of approximately \$NZ4,500 for honorarium of the secretary/director and clerical officer and \$NZ500 for tutors' marking fees. Authors are paid \$NZ25 per study book as a fee for writing new courses.

Plans for Development

It is proposed to extend the number of subjects offered. District seminars could be held in co-operation with University Extension and Industrial Relations Departments and Polytechnic Institutes.

Address for Correspondence

Secretary
Postal Education Service
New Zealand Workers' Educational
Association
PO Box 12.114
Wellington North
NEW ZEALAND

NIGERIA

GENERAL INFORMATION

AREA 356,370 sq. miles POPULATION 60,000,000 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = ₦38,214,000 = 2.3% of GDP
(Currency: Naira; ₦1.59 = £1 sterling 4.12.73)

Teacher training (1970) primary level students 32,866 staff 1,857
(1968) secondary level students 1,158 staff 114

Students at university in 1970 = 14,402

% illiteracy = total c. 60% in 1971

Structure

The structure of the educational system in Nigeria is complex: many agencies are involved. There is no 'state' system as such, although the Federal Government has greatly increased its interest in recent years.

The Ministry of Education of the Federal Government is responsible for education within the Federal territory of Lagos. The governments of the other States also have been responsible ministries. Responsibility for higher education is shared between the Federal and State Government.

Provision for education varies between the regions but the system is basically the same. The most usual age of entry for primary schools is six. Primary education is free in some states but attendance varies from region to region. Most states have, or will soon have, a six-grade primary course. Entrance to the fee-paying secondary schools is highly competitive. Secondary schools are either grammar, commercial, modern or comprehensive types. Selection is also exercised before entry to the School Certificate classes and to the sixth form. Aiyetoro School (Western State) is an example of an experiment in comprehensive education and offers a wide variety of courses including a high proportion of practical subjects. Many primary and secondary schools are government or government-aided, but there are also private institutions.

Junior technical, commercial and craft schools are available for those leaving primary school. Technical colleges and colleges of technology provide courses in engineering and commercial subjects. Part-time courses are usually available. There are six polytechnics and plans are being made for more. There is also one Law

School and a School of Forestry and four Schools of Agriculture.

Primary teacher training is given by Grade II Teacher Colleges and the basic course is 4 - 5 years for primary school leavers. Secondary teacher training is undertaken by the five University Departments and the Advanced Teachers' Colleges. Teachers of technical and commercial subjects are trained at the National Technical Teachers' College in Yaba.

There are five well established universities and other universities are emerging.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1970)

The Nigerian Broadcasting Corporation is a statutory body. There are seventeen long and medium-wave transmitters, fifteen short-wave and four ultra short-wave. There are 1,265,000 receivers, twenty per thousand.

Television (1968)

There are three television transmitters and three stations - the Nigerian Broadcasting Corporation, Radio Kaduna Television and Western Nigeria Radiovision Service. There are 53,000 sets, 0.8 per thousand. There are educational radio and television services on NBC as well as in some of the states.

PROVISION FOR EDUCATIONAL INNOVATION

The Federal Ministry in Lagos co-ordinates policy in the joint interests of all the states through the National Council on Education (NCE) which is composed of the State Commissioners of Education. The NCE is under the chairmanship of the

Federal Commissioner for Education. The Joint Consultative Committee on Education is the professional advisory committee of the NCE and is composed of the Chief Inspectors of each state and the directors of the five university Institutes of Education. The JCC has four reference committees, on primary, secondary, teacher and technical education.

The National Education Research Council (NERC), the Comparative Education Study and Adaptive Centre (CESAC) and the Nsukka Curriculum Development and Resources Centre are all studying and implementing curriculum reform. The Federal Inspectorate, which is now being set up, will also be concerned with curriculum reform.

Increased provision is now being made for trained teachers to take advanced courses or in-service training. There are two British Council Centres for the in-service education of teachers.

FEDERAL SCHOOLS BROADCASTS, KADUNA

Purposes and Structure

The Federal Ministry of Education runs the service to provide educational radio and television programmes to enrich and complement traditional classroom teaching in primary, secondary schools and teacher training colleges in the six Northern States in an effort to combat the problem of qualified teacher shortage and to provide qualitative as well as quantitative education. The local education authorities and the ministries of education in the six Northern States co-operate in providing the service which was transferred to the Federal Ministry of Education in 1969, having previously been run by the Northern Nigeria Ministry of Education.

The service is controlled by the Head of Schools Broadcasts. Until 1970 the programme policy was determined by an Advisory Committee but this has been dissolved.

Users

There are a total of 135 schools and colleges with television receivers in Kaduna, Zaria and Kano areas only, with a potential viewing audience of about 100,000 students at various levels. In addition there are twenty-five Community Viewing Centres with a potential audience of 50,000.

There are about 1,975 radio sets in schools and colleges in the six Northern States, of which about 1,700 are in primary schools. The potential listening audience at all levels is about 600,000.

Output

Television programmes for upper primary children include science, history, English and French, and subjects for secondary

schools are science, geography and French. The programmes last twenty minutes and there are two or three per week on each subject. Total broadcast time is about five hours.

Radio programmes are broadcast to all levels in primary and secondary schools and to teacher training colleges. English is the main subject covered - there are seven courses at different levels, with at least two broadcasts per week and five for Primary Class I. Science and history programmes are provided for secondary schools and teacher training colleges and there is a programme on method for teacher training. Each programme lasts fifteen minutes. Support materials provided for most programmes include teachers' notes, students' work books, wall-charts and pictures.

Staff and Training Provision

The total number of staff is thirty-nine. The service is headed by the Head of Schools Broadcasts. There are five sections: Administration - fourteen staff consisting of executive and clerical officers, typists, messengers etc.; Production - twelve staff, an executive officer, education and assistant education officers and two grade II teachers; Liaison - one education officer; Technical - eight staff of technical officers and assistants and workshop assistants; Graphics/Photographic - three staff consisting of an education officer, an assistant education officer and a senior photographic assistant.

Recruits to the Schools Broadcasts are usually well-trained experienced teachers, preferably specialist teachers. Training is given on the job but depending on the technical aid awards available, overseas training in educational broadcasting is given. Six of the staff have been trained in the US and four at CEDO. A training schedule has now been drawn up for systematic training of all of the staff of the Unit, varying from courses lasting 3 - 4 months up to a year.

Expenditure

Capital expenditure is estimated as follows:

Buildings	₦ 51,660
Equipment	₦ 400,000
Radio/TV receivers	₦ 40,000
Vehicles	₦ 10,000

Annual recurrent expenditure:

Salaries	₦ 74,420
Materials	₦ 24,600
Travelling and transport	₦ 6,000

Plans for Development

Proposals are in hand for converting Federal Schools Broadcasts into a Modern Aids

to Education (MATE) Centre. The main functions of the Centre would be to develop, produce and evaluate locally, curriculum materials such as visual aids for schools and to design and develop suitable instructional systems applicable to Nigeria's educational needs and system. It will operate under five main units: Productions Unit; Support Services Unit; Research and Curriculum Development Unit; Visual Aids Unit; Technical Unit. This plan will involve an enormous capital expenditure, technical facilities and high quality personnel. Therefore outside assistance is likely to be needed in the form of monetary assistance, technical assistance and overseas training for staff. This new Centre should do much to improve the educational system of Nigeria.

Further Information

The Head of Schools Broadcasts attended a convention of the Association for Educational Communication and Technology in the US in 1972 and the Acting Head represented Nigeria at the UN Panel Meeting on Satellite Instructional Television Systems in India in 1972. The Section has also made its publications and evaluation reports and data available to several international bodies. The Head of Schools Broadcasts and his trained staff would be ready to offer on-the-job training and training courses to those countries wishing to establish similar services, and to offer advice.

Address for Correspondence

Broadcasting Unit
Federal Ministry of Education
Kaduna
NIGERIA

MASS COMMUNICATION UNIT - UNIVERSITY OF IBADAN

Purposes and Structure

The Unit was set up in 1968 to conduct research and experiments in educational development. It is administered as part of the Department of Adult Education of the University of Ibadan. The Western Nigerian Broadcasting Service co-operates.

Users

Five Departments in the University. Namely, Departments of: Adult Education, Education, Nursing, Theatre Arts, and Library Studies. There is an average number of twenty-five students at each lesson given in the Unit.

Output

The subjects covered include: community development; adult education; biology; geography; French; Yoruba; English;

psychology; history; drama and speech; nursing education; and use of the library.

Staff and Training Provision

Four members of staff are employed. These consist of a full-time producer, a part-time technician (Studio-Engineer) and two full-time cameramen.

The producer was trained at the former CETO in educational television production. He has also been on attachment to the Educational Units of the Norwegian Broadcasting Corporation and the Voice of Kenya.

Expenditure

The Unit is housed in the Faculty buildings and the only capital expenditure is ₦30,000 on equipment. Annual recurrent expenditure is estimated at about ₦2,000 for maintenance of equipment.

Plans for Development

It is planned to provide standard equipment in the CCTV Studio in order that better services can be rendered to the increasing number of Departments that are anxious to make use of the studio facilities for improved teaching.

It is also hoped to link the studio with teaching laboratories, selected lecture rooms and viewing centres so that lectures can be relayed on request to students and important announcements can be made, for example, by the Vice-Chancellor to the students in particular and the university community in general.

In view of the proposed activities, there would be a need for more trained staff in the field of mass communications with special reference to Educational Radio and Television Production.

Further Information

Staff would be available to assist other Commonwealth countries for short periods of up to one month.

If the Unit succeeds in upgrading the facilities in the studio and recruiting trained staff, there is evidence that it will be able to generate adequate interest in the other Departments which co-operate with the Faculty of Education in teacher training, and also in the Faculty of Medicine where CCTV facilities can considerably enhance training programmes.

The long-term plan may well be the establishment of a unit of Educational Technology within the Faculty for the use of radio and television in educational development.

Address for Correspondence

Director Mass Communication Unit
Department of Adult Education
University of Ibadan
Ibadan
NIGERIA

SIERRA LEONE

GENERAL INFORMATION

AREA 27,925 sq. miles POPULATION 2,630,000 (1972) estimate PER CAPITA INCOME Le122.4

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = Le11,228,777 = 3.3% of Government expenditure
(Currency: Leone; Le2.0 = f1 sterling 4.12.73)

Less than primary	96.40% (year 1963)
Completed primary	2.89%
Completed secondary	0.66%
Completed tertiary	0.05%

Teacher training (1971/72)	primary level	students 887	staff 80
	secondary level	students 327	staff 41

Students at university in 1971/72 = 1,197

% illiteracy (1963) 85% in 10 - 19 age group; 95% in 20 - 45 age group; 91% in 45+ age group

Structure

The stated aim of national educational policy is to provide opportunity for the full development of the individual according to his aptitude and ability, and to enable him to be of service to the community and to find fulfilment in such service.

Primary education is seen as a time when the child acquires the basic skills, knowledge and attitudes necessary to live as a contributing member of society. It is considered important that the child should learn to speak English fluently as this is the official language of the country. Secondary education is seen as a time when the pupil is prepared for higher education or for employment on leaving school, and also a time when he is encouraged to understand his civic and social responsibilities in the future.

One of the main aims of higher education at present is to produce more teachers in order to combat the present lack which has led to the high rate of illiteracy.

The Ministry of Education is the official body responsible for the control of the system, though other ministries are also involved with education. (For example, the Ministry of Social Welfare, which is partially responsible for schemes in adult education and literacy).

Pre-primary education is available to some children, and is regarded as part of the system although it is on a small scale at present. Responsibility for

primary education is delegated to local authorities. There are also various private and missionary organizations running primary schools. Fees are charged for primary schooling, but it is the long term aim of the government that primary education should be universal and free. At the moment, the attendance rate among all children of school age is about 30%. For those who do attend, the usual entrance age is five, and the primary course lasts for seven years. Not all children complete the course.

Secondary schools have a varied curriculum with greater emphasis now being placed on science and technology, home crafts, agriculture, trade and commerce. In addition to the technical classes available in secondary schools, there are two technical institutes, two trade centres and a farm school. A school for nurses has been open since 1969.

Teacher training is carried on in six colleges.

The University of Sierra Leone is an independent institution, composed of two constituent colleges. It offers courses in the arts, economic and social studies, pure and applied science, agriculture, education and engineering.

Special education for handicapped children is provided at primary level only.

Adult education programmes are run for adults who have missed formal education. These include extension services and the Extra-Mural Department of the University.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

The Sierra Leone Broadcasting Service is government controlled. There are two transmitters, one on long and medium wave and one on short wave. About 140,000 sets are owned; 56 per thousand population. 8½ hours per week are given to educational broadcasts.

Television (1972)

Television programmes are produced by the SLBS also. About 28 hours per week are devoted to TV transmissions. At present, it is only available to those in the Free-town area. There is one transmitter. About 3,500 sets are owned: 1.4 per thousand population. Work is in progress on the re-equipping and rehousing of radio and television service.

PROVISION FOR EDUCATIONAL INNOVATION

The Institute of Education at the University of Sierra Leone has responsibility for teacher education, curriculum development and educational research.

There is a Schools Broadcasting Service.

There is a Planning and Development Unit in the Ministry of Education.

There is a Publications Unit in the Ministry of Education.

EDUCATIONAL MEDIA SERVICEPurposes and Structure

The service provides educational radio programmes to support teachers in primary and secondary schools: particularly in the introduction of new curricula in English, science, health, French, history and music. It is the responsibility of the Ministry of Education, assisted by the Sierra Leone Broadcasting Service (SLBS) under the Ministry of Information. The service began in 1962 as the Schools Broadcasting Unit and was linked with the Teaching Aids Unit in 1965 to form the Educational Media Service.

The Educational Media Service is a division of the Ministry of Education controlled by the Principal Education Officer (Teaching Aids). Policy is controlled by a Schools Broadcasting Advisory Committee under the chairmanship of the Chief Education Officer, and on which are also represented the Director of Broadcasting, the Sierra Leone Teachers' Union, the Principal of Fourah Bay College, the British Council Representative, the Inspectorate, the Conference of Principals of Secondary Schools and a Member of Parliament.

Users

Ninety primary schools and fifty secondary schools with a potential audience of 9,200.

Output

Programmes last for twenty minutes. Each week there are at primary level three in health, two in music and two in science. At secondary level three in English, three in literature, three in French and two in history. The health, French and history programmes are repeated.

Staff and Training Provision

Within the Service there are three divisions, concerned with audio-visual aids, school broadcasting and publications.

The Audio-Visual Unit has an education officer, two artists and an assistant artist, a photographer, a demonstrator and clerks.

The School Broadcasting Unit has an education officer, a senior teacher, an operations manager, two producers and a clerk.

The Publications Unit has an education officer, a librarian and clerks.

The Ministry of Education has organized courses and workshops in scriptwriting, presentation and classroom utilization. Selected staff have been trained in London by CEDO and the BBC. Such scholarships/awards are advertised by the Ministry of Education and nominations are made by the scholarships committee. Any interested staff can submit their applications.

Expenditure

The capital expenditure involved in the project is represented by:

Buildings	Le 6,000
Equipment	Le15,740
Other charges	Le 4,580

The annual recurrent expenditure totals Le33,284, of which Le27,284 are consumed by salaries, Le3,000 by acquisition of materials.

Plans for Development

Radio programmes are being taped for use in schools by the transcription service. (Twenty-seven schools already have tape recorders.) Pamphlets are supplied to schools for follow-up work and an offset printing press is required for this. The Principal Education Officer (Teaching Aids) states that 'with all these activities there will be a need for training courses at many different levels at home and overseas'.

Further Information

It is realized that the introduction of new curricula, particularly in science and

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mathematics, has created considerable difficulties due to shortage of qualified staff, particularly with the establishment of a large number of secondary schools.

Address for Correspondence

Principal Education Officer (Teaching Aids)
Ministry of Education
New England
Freetown
SIERRA LEONE

SINGAPORE

GENERAL INFORMATION

AREA 224.5 sq. miles POPULATION 2,147,000 (1972) PER CAPITA INCOME £564 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$S229,992,000 = 10.5% of public expenditure
(Currency: dollar; \$S5.74 = £1 sterling 4.12.73)

(1972 estimate)

No schooling	Age 10 and over -	25%
Completed primary		35%
Completed secondary		20%
Completed tertiary		22.5%

Teacher training (1972) primary and secondary level:

Students 547 full-time plus 1,577 in-service staff 174

Students at university in 1972 = 7,822

% illiteracy = 10 years and above = 25%, but close to zero for the 10 - 14 age group

Structure

There are three main stages of education: six years' primary, four years' secondary, and two years' pre-university. Children who are not promoted to the four-year secondary course have a two-year course in a vocational school. The minimum school-leaving age is sixteen in all cases. Education is provided in the four official languages: Malay, Chinese, Tamil and English. Parents may choose the medium of instruction.

Pre-school education is also available, but is administered by independent bodies. Private kindergartens are subject to some state control, and have to be registered.

Primary education which is free leads up to the primary school leaving examination. Successful children take a four-year course at secondary school at which a nominal fee is charged. After two years they are streamed according to aptitude. Courses are available in academic, scientific, technical, vocational and commercial subjects. Some children complete their secondary school course in these streams, others leave and go to vocational institutions. In secondary schools and the National Junior College, pupils can take a two-year course as a preparation for university entrance. Admission to these classes depends on examination results.

The Institute of Education in Singapore gives training for both primary and secondary level and also runs a course for graduates. Regular re-training programmes

are held.

Industrial and technical training at post-secondary level is provided at three institutions: the Singapore Polytechnic, Ngee Ann Technical College and the Singapore Technical Institute.

University education is provided at the University of Singapore, and the Nanyang University. The former uses English as the main medium of instruction, the latter Chinese. Subjects offered at the two institutions are in the fields of arts and social sciences, law, medicine, dentistry, engineering, architecture, education, business studies, Asian studies, natural sciences and mathematics.

Adult education is mainly the responsibility of the Adult Education Board. There are courses to meet all levels of need, including recreational subjects. The University of Singapore runs Extra-mural courses.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1969)

Radio Singapore is a government-controlled body. There are sixteen radio transmitters in the country, five long and medium wave, seven short and four ultra-short. The total number of receivers is 102,000 (50 per thousand population).

Television (1968)

Television Singapore is also government-controlled. There are two transmitters,

and 131,000 sets - sixty-five per thousand population.

PROVISION FOR EDUCATIONAL INNOVATION

In the Ministry of Education, there is a Development Division which consists of three sections: Planning, Curriculum and Textbooks. This Division is mainly concerned with educational planning, curriculum development and evaluation, and textbook writing and publications.

The Educational Television Service started in 1967 and has widened its activities to include the production and distribution of educational media.

Research is also carried out by the Institute of Education.

EDUCATIONAL MEDIA SERVICE

Purposes and Structure

An Educational Television Service was established by the Ministry of Education in 1967 to provide television programmes in support of the school curriculum, initially at the lower secondary level, but now also in primary schools.

The general policy is formulated by a committee composed of members nominated by the Minister of Education on the advice of the Director of Education. The Chairman of the committee is usually the Deputy Director of Education (Professional) and the Secretary, the Head of Singapore ETV Service. Among the members will be the Director of Broadcasting (or his representative), Ministry of Culture, to advise on transmission facilities and times. The rest of the members will be drawn from officials of the Ministry of Education, Teachers' Training College, Secondary School Principals, and the Adult Education Board. Their term of office will be for two years.

The Advisory Committee will advise the Minister for Education through the Director of Education, on the following: level; subject areas; frequency; medium of instruction of the school broadcasts; the convening of sub-committees and working parties to discuss syllabuses; evaluation, etc.

Users

Television:

- Primary schools - 130,000 students
- Secondary schools - 70,000 students

Media:

- All schools - 500,000 students

Output

Primary schools: in one year, seventeen series of programmes each lasting fifteen minutes (and each programme broadcast six times weekly), were produced. The subjects

covered included general activities, mathematics, science, social studies, English language, music, health education and art. Programmes were produced in Chinese, English and Malay languages.

Secondary schools: ten series of programmes (each lasting twenty minutes and each programme being repeated either seven or eight times per week) were produced. The subjects covered included science, mathematics, English, Chinese, Technical drawing and geography. These programmes are produced in either English or Chinese language.

There is one general series of forty-five minute programmes for pre-university students which is broadcast four times per week.

Staff and Training Provision

There is a staff of fifty-one including a Head and Deputy Head. There are sixteen production staff, eleven in engineering, nine in graphics and photographic services and the remainder in administration and support services.

At the inception of the service, rigid selection criteria were observed. Original ETV staff members had good educational backgrounds and other qualifications and skills closely related to ETV production. These officers were trained locally. In time, after gaining sufficient experience in ETV production work, they were sent to the USA, UK, Japan, and Germany for further studies. Selection for training in ETV at overseas centres and institutions was made by the Public Service Commission.

To maintain a high level of performance amongst its production staff, seminars, workshop sessions and discussions are conducted annually. In addition, in order to develop interest and provide a ready supply of ETV skills, the Service conducts two ETV/media courses annually for teachers and educators.

The Service has provided training attachments for ETV producers, graphics artists and cameramen, from seven countries. Further training attachments could be arranged.

Expenditure

It is estimated that the capital cost of the Service is \$546,000 and the cost of the buildings is \$200,000.

It is estimated that the annual recurrent expenditure is \$571,572 which is broken down as follows:

Salaries	\$374,792
Administration	\$43,690
Maintenance of motor vehicles	\$500
Programme fees	\$20,000
Programme production expenses	\$65,000
Teaching materials	\$12,000
Transport and travelling	\$2,000

Printing \$S40,000
Stationery and office supplies \$S 2,350
Special expenditure \$S11,240

Plans for Development

The Ministry of Education plans to develop the Educational Media Service to service all sectors of the educational system, based upon an expansion of the existing Educational Television Service.

Address for Correspondence

Head of Educational Media Service
Teacher Training College
Paterson Road
SINGAPORE 9

PROGRAMMED LEARNING

Purposes and Structure

The project is run by the Language Studies section of the Adult Education Board to provide programmed language materials which incorporate built-in checking devices aimed at increasing the quality of person to person communication as well as stimulating better productivity in the working environment. The project has been operating since 1970. Co-operation is received from the Staff Training Institute, the Economic Development Board, the Ministry of Health and Social Welfare and private commercial and industrial organizations.

The Language Studies service is organized by the Assistant Director/Language Studies, who is administratively and professionally responsible for the running of the programmes planned and implemented by the Department.

Users

All adult students who attend the language classes organized by the Adult Education Board/Language Studies - 12,200 in 1973.

Output

At the twenty-nine language centres courses at five different levels in local languages (Malay, Chinese, Tamil and English) are given. Each course lasts 120 hours (forty weeks) at two sessions per week. At one language centre courses are given in foreign languages (French, German, Japanese, Russian, Thai) for beginners, intermediate and advanced levels lasting 10-12 weeks with two sessions per week. There are two language laboratories which give courses in local and foreign languages lasting twenty weeks. Evaluation is done on the basis of an AEB Annual Language Examination in October (3,100 in October 1972). Special taped programmes are prepared for use in the two laboratories and co-ordinating 'learning' materials are prepared for books to be used in conjunction with the

taped programmes. Materials make as full use of local conditions as possible.

Staff and Training Provision

At the twenty-nine language centres the staff consists of twenty-nine supervisors, fifteen assistant supervisors and 500 teachers. They are all part-time employees. The two language laboratories: two laboratory technicians, thirty part-time teachers. Headquarters: assistant director, organizer, clerical officer and two assistant clerical officers.

All teachers recommended for part-time teaching at the twenty-nine centres do a week's workshop/seminar every year. During the sessions systems to update/upgrade teaching techniques, materials, etc. All teachers at the language laboratories undergo tutorials on 'Applied Linguistics' and 'The teaching of a Second Language' both before and during their teaching. They are conducted by the Assistant Director. The aim is to update teaching and learning methods relevant to the audio-visual aspects of the various courses. Teaching staff selected must be qualified teachers with at least six years' service and each applicant is screened by the AD/LS.

Expenditure

Capital expenditure is estimated at \$S150,000. Annual recurrent expenditure is broken down as follows:

Salaries of full-time staff	\$S 30,600
Salaries of part-time staff	\$S327,000
Materials, etc.	\$S 4,400
	<u>\$S362,000</u>

Plans for Development

It is aimed to integrate languages and vocational/technical/academic materials as specially packaged programmed courses where the language laboratory when, converted into a multi-purpose laboratory, will function with visual aids as one compact teaching aid. Assistance in the form of equipment such as videotape equipment, language laboratories and film projectors would be needed.

Further Information

The Assistant Director/Language Studies is at present in the UK at Lancaster University taking an MA course. When he returns he will be able to provide advice on staff training and adult education relevant to literacy campaigns and tape programmed learning, to other Commonwealth countries.

Address for Correspondence

Assistant Director
Language Studies, Adult Education Board
126 Cairnhill Road
SINGAPORE 9

SRI LANKA

GENERAL INFORMATION

AREA 25,332 sq. miles POPULATION 12,700,000 (1971) PER CAPITA INCOME approximately \$US128

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = 563,000,000 Rupees = 4.7% of GDP
(Currency: Rupee; R15.57 = £1 sterling 4.12.73)

No schooling	Age 15 - 24 = 15.5%	Age 25+ = 23.4%
Incompleted primary	Age 15 - 24 = 37.0%	Age 25+ = 41.3%
Entered secondary	Age 15 - 24 = 40.0%	Age 25+ = 27.6%
Entered tertiary	Age 15 - 24 = 0.1%	Age 25+ = 0.6%

Teacher training (1972) primary level students 5,725 staff) 659
secondary level students 2,316 staff)

Students at university in 1970 = 14,480

% illiteracy = 10 - 14, 9.6%; 15 - 24, 8.3%

Structure

The Republic of Sri Lanka is responsible for the provision of educational facilities to all children of school age. Education is free from grade 1 right up to university level. The traditional academic form of education is being gradually supplemented by education of a practical nature with greater emphasis on science and technology. The national languages (Sinhala/Tamil) have been adopted to serve as the media of instruction while English has been maintained as a second language.

Under the reformed system first implemented at the beginning of 1972 the age of admission to grade 1 has been raised to six. All children will be provided with a broad-based general education programme of nine years' duration. Teacher education courses are provided in twenty-six teacher education institutes, some of which have facilities for the training of specialist teachers in science, mathematics, aesthetic studies, English, agriculture, commerce, etc.

Technical vocational education courses are organized in thirteen technical institutes at the technician and craftsman level. The Republic has one university with five campuses. Courses include arts, science, medicine, law, public administration, engineering and agriculture.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

The Sri Lanka Broadcasting Corporation is publicly controlled. It provides services in Sinhala, Tamil and English for the whole island using ten medium wave and

fifteen short-wave stations. It also provides a South-East Asia service. It is responsible for an educational broadcasting service.

PROVISION FOR EDUCATIONAL INNOVATION

There is an educational planning and development unit which is responsible for the production and co-ordination of the five-year educational development plan. It has a research facility.

A Curriculum Development and Research Centre has been established to prepare the necessary curricular material and evaluation material for the reforms under implementation. It also organizes in-service teacher education programmes for the teachers concerned. It works in close collaboration with the field supervisory staff and teacher educators in training colleges.

There is also an Audio-Visual Aids Centre which supplies equipment to schools and teachers' colleges.

CORRESPONDENCE TEACHER EDUCATION PROGRAMME

Purposes and Structure

This service provides correspondence teacher training to primary level teachers in-service. Aged 35 - 45 they have been unable, for various reasons, to receive professional training in a teachers' college. The service is the responsibility of the Ministry of Education, assisted by the Sri Lanka Broadcasting Corporation and Unicef. The Ministry of Education has created a correspondence teacher education

unit to run the programme which includes posting printed lesson materials, radio broadcasts once a week and short-term residential courses during the school vacations at eighteen teachers' colleges. The service has been running since 1972.

Users

The course which began in 1972 will run for three years and is followed by 2,467 teachers. It was hoped to recruit a further 1,200 teachers for enrolment in the course beginning in January 1973.

Output

Printed lessons are distributed at the rate of twelve lessons in each subject per school term for three terms in a year. The 1972 lessons consisted of Education I, Education II and social studies. In 1973, Sinhala, mathematics and science will be covered, and in 1974, religion, agriculture and optional subjects. There is one fifteen-minute broadcast each week related to the printed lessons. During two school vacations each year five-day courses are held at eighteen centres for groups of 140 teachers, at which normal instruction is reinforced with educational films and other audio-visual materials.

Staff and Training Provision

The Director of Teacher Education has appointed a Principal in charge of the correspondence teacher education unit. There is a Registrar, six full-time lesson writers, four part-time lesson writers and consultants, one part-time artist, a chief clerk, three assistant clerks, and three other labourers. In addition fifty-four teachers' college lecturers are seasonally employed as teachers at residential vacation courses, and as answer-script scrutinizers. There is no specific training programme for staff who have been drawn from principals and lecturers of the teachers' colleges on the basis of professional attainment and aptitude for this type of work.

Expenditure

Buildings have been made available by the Ministry of Education - their annual value is estimated to be R6,000. In addition, approximately R65,000 have been spent on equipment. The annual recurrent expenditure breaks down to give:

Salaries (approx.)	R 90,000
Printing	R162,000
Vacation courses	R 64,000
Term tests and script marking	R 40,000
Stationery and materials	R 12,500

Plans for Development

From 1973 a correspondence programme in

school administration for the benefit of headmasters will be started.

In collaboration with the University of Ceylon a two-year correspondence course leading to the Diploma in Education of Graduate Teachers began in 1973.

It is hoped to obtain a mobile van to maintain contact between training centres, the printing press, the broadcasting station and the post office. The service also hopes to acquire a small printing press and a duplicating machine.

Further Information

Sri Lanka will need to resort more and more to the correspondence technique in order to meet the ever-increasing need for in-service and continuous training of teachers, once the present back-log of untrained teachers in-service is cleared.

Address for Correspondence

The Principal
Correspondence Teacher Education Unit
Teacher Education Branch
The Ministry of Education
Colombo 2
SRI LANKA

EDUCATIONAL BROADCASTING SERVICE

Purposes and Structure

The output of the Education Service of the Sri Lanka Broadcasting Corporation was restructured in January 1972 in order to give support to far-reaching curriculum changes in the nation's schools. The new Service was regarded as a two-year pilot project in the first instance. A joint committee of the Broadcasting Corporation and the Ministry of Education guides the work of the Service and of the Educational Broadcasting Liaison Unit in the Ministry's Curriculum Development Centre.

Users

During the pilot project there have been 250 listening schools. In 1974 the Service will expand in output and also in size of audience. With additional radio receivers provided by Unicef there will be nearly 1,000 listening schools by the end of that year.

Output

In 1973 there have been two programmes a week each in English, mathematics, science and Sinhala for grade 6 in Sinhala schools, and two in mathematics for grade 10; for Tamil schools there have been two programmes a week in English and two in science for grade 6. The English and mathematics series have been accompanied by pupils' pamphlets. There are teachers' guides for all the series. In 1974 programmes will be extended to grade 7 and will also enter

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the primary school at grade 1. In addition there are teachers' programmes in relation to each series, and on oral English and Pre-vocational Studies, and in connexion with the Correspondence Teacher Education programme.

Staff and Training Provision

In the SLBC the cadre of the Education Service consists of a controller (who works direct to the Director-General), an organizer (Sinhala) and an organizer (Tamil), seven producers, a presentation officer, and clerks, typists, etc. There is also at present an adviser provided by Britain under the Colombo Plan.

In the Ministry of Education's Curriculum Development Centre there is a liaison officer with two assistants.

Production staff receive technical training in the SLBC, and there have been seminars on various aspects of school broadcasting; some have attended courses at the BBC and ABC. They also attend in-service training courses of the Curriculum Development Centre on new educational developments.

Expenditure

The annual expenditure on school broadcasting by the SLBC is about R190,000

(£12,000) for Education Service staff and fees to writers and artists. Overheads for studio and transmitter facilities, rent, general administration, etc. probably amount to a similar figure.

Expenditure by the Ministry of Education for Liaison Unit staff, teachers' guides, attendance of teachers at evaluation seminars, advice by Curriculum Development Centre subject specialists, etc. is difficult to estimate.

Further Information

Further details of the output of the service and plans for future development can be obtained from the Controller, Education Service.

Address for Correspondence

The Controller, Education Service
Sri Lanka Broadcasting Corporation
PO Box 574
Colombo 7
SRI LANKA

The Liaison Officer,
Curriculum Development Centre
255, Bauddhaloka Mawatha
Colombo 7
SRI LANKA

SWAZILAND

GENERAL INFORMATION

AREA 6,705 sq. miles POPULATION 450,000 (1970 estimate) PER CAPITA INCOME R420

EDUCATIONAL PROFILE

Statistics

Public current expenditure on education 1972/73 = R3,757,513 = 17.5% of government expenditure

(Currency: South African Rand; R1.74 = £1 sterling 4.12.73)

Age 5 - 9 (1972) 47.3%

Age 10 - 14 67.7%

Age 15 - 19 37.7%

Teacher training (1971) primary level students 113 staff 37
secondary level students 89

Students at university in 1972 = 226

Structure

By developing the country's educational facilities as rapidly as possible, the Government intends to provide the necessary training which will enable citizens to participate fully in the country's economy.

At present, the first aim is for universal primary education. By 1975 it is intended that the primary school enrolment rate will be 80%. It is hoped to increase secondary enrolment by this time and to increase facilities for teacher training.

The Ministry of Education is responsible for primary and secondary education, teacher training and adult education. The Ministry of Agriculture is responsible for agricultural education and training. Labour and industrial training is the responsibility of the Office of the Deputy Prime Minister. The Prime Minister's Office is responsible for the Government's Staff Training Institute.

The primary school course lasts for seven years, after which children sit an examination for a certificate, which must be obtained in order to apply for a place at secondary schools. Most of the successful students are given places in post-primary education establishments.

Secondary education is divided into steps the first lasting for three years after which the students sit an examination, the pass of which gives a Junior Certificate. The second step lasts for two years after which students sit for an 'O' level examination. At both primary and secondary levels pupils must contribute to a small fee to the school fund used mainly for stationery and equipment. They also pay for their textbooks.

Teachers' salaries in most schools are paid by the Government.

There are two primary teacher training colleges in Swaziland, one of which also provides a two-year course for 'O' level students who then qualify for a Secondary Teacher Certificate.

The University of Botswana, Lesotho and Swaziland now has a campus in Swaziland, where studies in some art faculties are provided for during the first two years, 'Part I'. Others are sent to the University of Botswana, Lesotho and Swaziland in Lesotho.

Adult education classes are organized in urban areas, and a government-sponsored institute, 'Sebenta', is engaged in a programme of literacy, which will make Swaziland literate in seven years starting from 1973.

BROADCAST COMMUNICATIONS FACILITIES

Radio

The Swaziland Broadcasting Service (SBS) is a government-controlled station which started in 1966. It operates from a medium wave transmitter at Mbabane, with a standby transmitter to ensure reliable service. An FM VHF transmitter is also used in Mbabane and in Manzini. (The equipment for this pilot FM service has been kindly loaned to the SBS by the South African Broadcasting Corporation for an indefinite period). A further medium wave transmitting station is planned for Sidvokodvo in 1974 to extend coverage and eventually high power VHF stations will be installed at Mbabane, Hlathikhulu and Siteki. These stations will also event-

ually serve as television transmitting stations for Swaziland's National TV Service.

SBS broadcasts 10½ hours daily from Monday to Friday and 16½ hours on weekends and public holidays in the two official languages, siSwati and English. In addition 3½ hours daily Monday to Friday are devoted to schools broadcasts in term time. A rough estimate puts the listening audience at about 67% of the population.

PROVISION FOR EDUCATIONAL INNOVATION

In line with its policy of encouraging audio-visual education in schools and to prepare schools for the ultimate introduction of educational television, the Service has applied for radiovision equipment and funds for the early introduction of a radiovision pilot project in selected secondary schools.

Beginning in January 1974 the Educational Broadcasting Service will extend its air time to broadcast programmes to teachers as part of a nation-wide project to qualify and upgrade the unqualified and lesser qualified primary school teachers.

EDUCATIONAL BROADCASTING SERVICE

Purposes and Structure

The Service began as a small pilot project under the Ministry of Education in 1967 serving about seventy-five schools. Now, six years later, under the Ministry of Broadcasting and Information since 1969, it has expanded to serve some 350 schools and in 1971 won a Special Prize in the Japan Prize Contest.

The Service provides daily morning and afternoon educational radio lessons and support material for primary and secondary schools from standard 1 to form 3, Junior Certificate level. Under the Swaziland Broadcasting and Information Services it works in close collaboration with the Swaziland Ministry of Education Inspectorate and the British Council Adviser in English to ensure the contents of the radio lessons is in line with the primary and secondary school syllabuses.

The Swaziland Broadcasting Service is controlled by the Chief Broadcasting and Information Officer of the Swaziland Broadcasting Service. The Educational Broadcasting Section is controlled by the Organizer of Educational Broadcasting who is responsible to the Chief Broadcasting and Information Officer for his policy, decisions, programme planning and time-tables. He is also responsible for the general running of the service, quality of programmes and their suitability for the needs of Swaziland schools.

Evaluation of radio lessons is made by

a very successful correspondence system and by personal visits by educational broadcasting staff to schools.

Users

A radio set has been issued to each of 350 schools and educational establishments including 285 primary and 65 secondary schools, and two teacher training colleges. There is a potential listening audience of approximately 50,000 primary school pupils and 6,000 secondary school pupils. In addition an increasing number of adult general listeners are now following certain of the secondary school programme series in connexion with external examinations or simply to further their education.

Output

The Service broadcasts to schools, 3½ hours daily Monday to Friday in term-time.

The twenty-eight educational radio programmes, of which twenty-six are produced locally, include English, siSwati, local history, nature knowledge, music, gardening, health, domestic science, religious knowledge, science, geography, drama, botany, biology, poetry and general knowledge. In addition there are four special world and local news bulletins prepared for schools daily.

Visual aids (pictures and diagrams) and teachers' notes are produced and supplied to all schools before each term's broadcast.

Staff and Training Provision

Within the educational broadcasting unit there is an organizer of broadcasting, an assistant organizer, a trainee producer/announcer, and one clerical assistant.

On-the-job training is achieved through a close working relationship between senior and junior staff. Further training has been obtained at the overseas centres of CEDO and the ABC.

Expenditure

At present the Service is housed in temporary accommodation and uses studio facilities of the general service of Radio Swaziland. Expenditure on capital equipment for the studios has amounted to R5,700 and additional materials for schools such as aerials, tapes, batteries, etc., have amounted to R3,300.

The annual recurrent expenses amount to approximately R10,000 per annum.

Plans for Development

These include the provision of suitable radio receivers for the rest of the schools in Swaziland (some 150 schools are still without sets); the provision of sets to multi-stream schools and the provision of

a separate educational radio channel especially for adult educational broadcasting in the evenings.

In order to enable such parallel transmission to take place the Chief Broadcasting and Information Officer stresses the need for the provision of a separate educational broadcasting studio suite.

Further Information

Subject to suitability of content and language, certain series of taped lessons

could be made available for a wider distribution through a central clearing house such as CEDO or the British Council.

Address for Correspondence

The Chief Broadcasting and Information
Officer
Swaziland Broadcasting Service
PO Box 338
Mbabane
SWAZILAND

TANZANIA

GENERAL INFORMATION

AREA 363,708 sq. miles POPULATION 13,630,000 (1971 estimate) PER CAPITA INCOME £22 (1967)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = £7,366,500 = 2.36% of GDP
(Currency: shilling; Sh 16.29 = £1 sterling 4.12.73)

Teacher training (1968) primary level students 2,673 staff 231
Students at university in 1969 = 1,988

Structure

The aims of the educational system in Tanzania correspond with the nature of the society which the country is hoping to build. This is a socialist society, based on the sharing of resources.

The current five-year plan aims at making the country self-sufficient in trained manpower in all economic sectors by 1980. The public sector has first priority.

The Tanganyikan Government Ordinance of 1961 provided for a single system of education, and the integration of the education of various religious and tribal groups. The responsibility for this belongs to the Ministry of Education.

Primary schooling lasts for seven years. Lower secondary education lasts for four years, in which pupils can either take a course leading to the School Certificate, or a technical course in commerce or agriculture. Higher secondary education consists of either a two-year course for Higher School Certificate, or a course of up to three years at a technical college. University College at Dar es Salaam is an independent university. There are also teacher training colleges and other vocational and technical institutions. The Institute of Adult Education runs classes as well.

Only about half the children in the country are able to attend school at present, and many university students study abroad.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Radio Tanzania is a government-controlled body. It broadcasts in Swahili, English, and several other languages. There are school broadcasts and an adult education programme. Radio Tanzania Zanzibar broadcasts in Swahili from the town of Zanzibar

on the island. Number of sets: 138,000 - eleven per thousand population (throughout the country).

Television (1973)

A government-controlled television service transmitting in colour was opened in Zanzibar in 1973. This is designed mainly to provide adult education programmes for viewing on 5,000 government supplied receivers in community centres. It is planned to erect a transmitter in Dar es Salaam to serve mainland Tanzania.

PROVISION FOR EDUCATIONAL INNOVATION

There is an Educational Planning Unit in the Ministry of Education which co-ordinates its work with the Ministry of Economic Affairs and Development Planning.

The Institute of Education at the University of Dar es Salaam conducts educational research in collaboration with the Ministry of Education. The Institute of Adult Education of the University publishes a twice-yearly periodical 'Adult Education Now' which is bilingual - Swahili and English. It also runs a National Correspondence Institution and conducts research in aspects of adult education including study group methods and techniques.

There is a Schools Broadcasting Service run by the Ministry of Education.

RADIO EDUCATION UNIT, UNESCO/UNDP WORK-ORIENTED ADULT LITERACY PILOT PROJECT

Purposes and Structure

The pilot project (started in 1973) was designed and organized by the Ministry of National Education to provide experimental radio programmes to motivate and support learners, teachers and new literates in

adult education literacy classes in the four Lake Regions (Mara, Mwanza, West Lake and Shinyanga) of Tanzania, starting in the Mwanza Region.

The Radio Education Unit is a section of the Unesco/UNDP Work-Oriented Adult Literacy Pilot Project under the direction of a National Deputy Director of the Ministry of National Education. Radio Tanzania co-operates in broadcasting the programmes.

Users

Initially 400 radio receivers were scheduled to be distributed to classes throughout the four regions. With an average attendance of twenty this gives an audience of 8,000 but many additional classes will, it is envisaged, listen on school, community and private receivers.

Output

The output planned by the Unit is:

Class support programme - 1 x 20 minutes weekly
In-service teacher training - 1 x 30 minutes weekly
Radio lessons - 1 x 20 minutes weekly

Staff and Training Provision

At present the staff consists of a Unesco radio specialist and two national education officers as counterparts. National staff are being trained by the Unesco radio specialist in programme recording and production. Provision for further overseas training has been made but has not been undertaken as the Unit is still in the formative stages.

Expenditure

No details are yet available.

Plans for Development

A second phase of the Literacy Project is at present being considered for the extension of the Project to the whole of Tanzania, with an increase in the number of programmes covering specific subjects in agriculture, home economics, politics, etc.

Address for Correspondence

Deputy Director
Radio Education Unit
Unesco Work-Oriented Adult Literacy
Pilot Project
Ministry of National Education
Dar es Salaam
TANZANIA

RADIO TANZANIA AGRICULTURAL PROGRAMME

Purposes and Structure

The Ministry of Agriculture, with the co-operation of Radio Tanzania and the

Ministry of Information and Broadcasting, runs the Agricultural Programme to provide educational radio programmes and to support the extension services provided by field staff working in the rural areas. Regular agricultural programmes have been broadcast since 1959.

The Agricultural Radio Programmes Service is a sub-section of the Farmers' Education Section of the Agricultural Manpower Development Division in the Ministry of Agriculture. It is controlled by the officer responsible for Farmers' Education. Policy is made by the Director of the Manpower Development Division.

Users

Approximately 500,000 radio receivers serving 2.5 million people living in the rural and urban areas of Tanzania form the potential audience.

Output

156 radio programmes are produced in a year. The programmes give information on crops, livestock husbandry, disease control, marketing, crop storage, vermin control and improved nutrition. 125 interviews with progressive farmers are broadcast annually. Over 256 news items are forwarded to Radio Tanzania for use in programmes produced by their staff. A total of 233 letters was received in one year, requesting pamphlets with more detailed information as mentioned in the programmes.

Staff and Training Provision

Seven people are responsible for the service. The Officer in Charge of the Farmers' Education Section directs the service, with the assistance of the Head of Agricultural Radio Programmes and Liaison Officer. In addition there are two producers of the agricultural magazine programme, one producer of the agricultural feature programme and two producers of the nutrition feature programme.

There is no formal procedure for training staff in radio broadcasting in the Ministry. The staff are trained by Radio Tanzania, the Institute of Adult Education and international organizations. Special short courses in educational broadcasting are run locally with assistance from TAO and the Friedrich Ebert Stiftung Foundation. These organizations provide money and staff for running such courses. USAID and CIDA have assisted by offering scholarships.

Staff are recruited from the agricultural training institutes by the Director of Manpower Development in consultation with the heads of training institutes. Staff are then trained on the job by experienced staff in the Section. They may then be nominated for further training when opportunities occur.

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Expenditure

Capital expenditure is estimated as follows:

Buildings	Sh 4,000
Equipment	Sh 26,730
Portable taperecorders, radio receivers	Sh 33,982.40

Annual recurrent expenditure is estimated at Sh 93,973 broken down as follows:

Salaries	Sh 55,050
Material	Sh 9,173
Travel	Sh 29,750

Plans for Development

The idea of having radio farm forums is slowly gaining momentum. This calls for the training of supervisors and group leaders at different levels both at home and overseas.

Very little audience research has been conducted and it is needed to determine the impact of the service as a matter of

urgency. The lack of experienced staff means assistance is needed in the form of manpower as well as recording vans.

Further Information

Three officers from the present service participated in a special short course held in Canada in 1972/73 and three programmes were prepared and sent to the Commonwealth Broadcasting Corporation in Australia.

Officers from the section would be available to offer assistance to any Commonwealth country on production and supply of materials for radio programmes on agriculture.

Address for Correspondence

Officer in Charge
Agricultural Radio Programmes
Manpower Development Division
Ministry of Agriculture
Dar es Salaam
TANZANIA

TONGA

GENERAL INFORMATION

AREA 270 sq. miles POPULATION 77,429 (1966) PER CAPITA INCOME £130 (1969 estimate)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$T628,588 = 18% of total public expenditure
(Currency: P'a'anga (Tongan dollar); \$T1.57 = £1 sterling 4.12.73)

Teacher training (1970) (all levels) students 92 staff 8

Structure

It is felt essential that children growing up in Tonga should be educated in such a way that they are later able to find employment and be accepted in other countries if they need or wish to do so. In recent years, the emphasis has been placed on agricultural and technical training at different levels.

Schools are run by both the government and the churches. Church schools conform closely to government standards. The majority of secondary schools are in fact run by the churches. In the church schools, less than half the teachers have had formal training; while about 60% of the government teachers are locally trained. Education is universal and compulsory between the ages of 6 and 14 (inclusive). No fees are charged up to this age. Children attend primary schools for the first six years, at the end of which examinations are held for entry into secondary and intermediate schools. There are two types of syllabus for post-primary schools - one leading to local examinations after four or six years, and the overseas syllabus which leads to the New Zealand or Australian School Certificates. The former schools are known as colleges, the latter as high schools.

Secondary education is not universal. About 27% of children in the final year at primary school enter post-primary classes, and about 12½% of these go on to secondary studies. There is a Teachers' Training College in Nuku'alofa. Teachers are counted as civil servants, and they are posted as needed.

The government has a scholarship scheme which provides for about eighty students each year to receive higher education abroad, usually in New Zealand, Australia and Fiji.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

The Tonga Broadcasting Commission is government controlled and transmits in Tongan and English, also Samoan and Fijian. Programmes are received throughout the Tonga group and also in New Zealand, Fiji, Norfolk Island, Western Samoa and Niue. There are two transmitters operating on long and medium wave. There are approximately 7,900 sets - 95 per 1,000 of population.

Each day there is about one hour of school broadcasting.

PROVISION FOR EDUCATIONAL INNOVATION

There is a Curriculum Research and Development Centre, a Teachers' Centre and an Audio-Visual Centre.

MAN ON THE LAND PROGRAMMES

Purposes and Structure

The Agricultural Department runs radio programmes as an educational and information service for farmers and families with the co-operation of the Tonga Broadcasting Service. The programmes have been running for about five years. They are run by the Broadcasting Section of the Extension and Training Division of the Agriculture Department. Policy is determined from the Director of Agriculture through the Divisional Head. Content of the programmes is largely decided by the sectional head.

Users

All farm families in the scattered archipelago. The total population of Tonga is about 80,000 and approximately 90% of families are involved in agriculture on a full- or part-time basis.

Output

Five fifteen-minute programmes are broadcast per week. Women's programmes cover

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nutrition, vegetable gardening, family health, recipes, etc. Educational farming programmes provide technical information on farming in the form of lectures, interviews and panel discussions. Other programmes consist of general information and notices with news items, interviews with farmers, market reports, etc.

Staff and Training Provision

There are three members of staff. The Broadcasting Officer is full-time and two Broadcasting Assistants who are part-time - one for agriculture and one for home economics. The assistants also do other general duties mainly related to written publications.

Training is undertaken overseas when possible, for example three-month courses in Australia. Ad hoc visits to Fiji Rural Broadcasting Unit have taken place. Staff are obtained from general department staff according to aptitude and availability. Basic instruction is given on the job.

Expenditure

The only capital expenditure is \$T500 on equipment since the building is shared with the Extension Central Office. Annual recurrent expenditure is estimated as follows:

Emoluments	\$T1,000
Materials	\$T 100
Transport, etc.	\$T 500

Plans for Development

It is hoped to polish the standard of the broadcasts and by using more advanced techniques to make the programmes more interesting. Assistance is needed with training and a vehicle and a separate studio.

Address for Correspondence

Director of Agriculture
Department of Agriculture
TONGA

AUDIO-VISUAL MEDIA

Purposes and Structure

The Audio-Visual Centre is the responsibility of the Government of Tonga and has been operating since February 1971. It is both a governmental and a public service, controlled by staff attached to the Prime

Minister's Department and the officer in charge is directly responsible to the Secretary to the Government.

Users

All who are engaged in instructional work of any type may use the facilities.

Output

Some production is undertaken but the emphasis is on the development of teaching techniques. It provides a centre where people can work to prepare their own aids by using the materials and facilities available.

Staff and Training Provision

An Audio-Visual Officer is the officer in charge of the work. A Senior Training Officer acts as his deputy and overall supervisor. One graphics designer deals with all art and graphics work, while a Training Officer prepares teaching aids, develops techniques and liaises with teachers. An Audio-Visual Technician is concerned with the maintenance of all technical equipment.

Staff are given a three-month training course with CEDO in London. Staff are chosen for training according to the needs of the various sections.

Trained staff could possibly be seconded to assist other Commonwealth countries or to take part in training courses for a maximum of six months.

Expenditure

Capital expenditure is estimated as follows:

Buildings	\$T 2,000
Equipment	\$T10,000
Others	\$T 5,000

Annual recurrent expenditure totals \$T6,300 broken down as follows:

Emoluments	\$T 2,000
Materials	\$T 2,800
Maintenance	\$T 500
Sundries	\$T 1,000

Address for Correspondence

Audio-Visual Officer
Audio-Visual Centre
Nuku'alofa
PO Box 113
TONGA

TRINIDAD & TOBAGO

GENERAL INFORMATION

AREA 1,980 sq. miles POPULATION 1,027,600 (1972) PER CAPITA INCOME \$T630 (1970)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$T27,273,000 (1964) = 3.4% of national income
(Currency: Trinidad and Tobago dollar; \$T4.80 = £1 sterling 4.12.73)

Less than primary	Age 15+	= 11.3%
Completed primary	Age 15+	= 72.8%
Entered secondary	Age 15+	= 10.8%
Entered tertiary	Age 15+	= 0.7%

Teacher training (1969) primary and secondary level
students 707 staff 83

Students at university in 1969 = 1,151

% illiteracy = 10 - 14 = 8.9%; 15 - 19 = 17.8%; 20 - 24 = 20.3% (1946)

Structure

Education is compulsory and free between the ages of 6 and 12. Policy is aimed at present at keeping up with population growth. Primary education lasts from 5 to 15 years of age. Those who do not get places in government or government-assisted schools either leave at twelve, attend a fee-paying secondary school, or continue till fifteen in the post-primary classes of their primary school. Some pupils enter trade schools. There are also 'intermediate' schools which offer a five-year course leading to the School Certificate examination.

There is at present a fifteen-year development plan concerning primary and secondary schools and when complete, the new system will comprise primary schools for 5 - 11 year olds, junior secondary schools for 12 - 14 year olds, and senior secondary schools (high schools or comprehensive schools) for 15 - 19 year olds.

Higher education is available at the University of the West Indies, which has faculties of agriculture, engineering, arts, social science and natural science, in Trinidad. The University also has campuses in Jamaica and Barbados. The Polytechnic Institute runs external London University degree courses. The John Donaldson Technical Institute and the San Fernando Technical Institute offer a variety of courses, including courses for employed persons.

There are five teacher training colleges, running two-year courses.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1972)

There are two commercial radio stations, one owned by the government, each broadcasting seventeen hours daily. These cover both Trinidad and Tobago. There are 293,000 receivers, 281 per 1,000 of population.

Television (1972)

Trinidad and Tobago Television is a commercial company which has been operating since 1962. The service extends to the whole of Trinidad, parts of Tobago and parts of Grenada. The service operates for about six hours daily. There are six transmitters, and 70,000 sets, about 70 per 1,000 of population.

PROVISION FOR EDUCATION INNOVATION

There is an educational planning and development unit within the Ministry of Education which includes a research function and a curriculum development centre.

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

Schools broadcasting was started in 1960.

SCHOOLS BROADCASTING SERVICE

Purposes and Structure

Through radio broadcasts, the service provides enrichment to the primary school

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curriculum. It is the responsibility of the Ministry of Education and Culture (Department of Educational Services) and the Radio Trinidad Broadcasting Service co-operates. There is an advisory committee on which are representatives of Teachers Unions and the Parent Teachers Association. The Service has been in operation for twelve years. An ETV pilot scheme was started in 1964 but was discontinued.

Users

450 schools have been supplied with radio receivers. Other schools have provided their own. The audience served numbers 250,000 children.

Output

The Service broadcasts 'to all levels of the primary school twice weekly on all subjects of the curriculum'.

Staff and Training Provision

The head of the section is assisted by seven broadcasting officers with supporting clerical and manipulative staff. Technical operations are handled by a commercial radio station. Teachers occasionally write scripts. In-service training is conducted from time to time

and senior staff are trained in the UK under technical assistance arrangements.

Expenditure

Apart from the cost of 500 radio receivers:

Buildings	\$T100,000
Equipment	\$T 20,000

Recurrent expenditure:

Salaries	\$T 79,000
Materials/equipment	\$T 15,000
Travel	\$T 8,000

Further Information

Discussions are under way to reintroduce ETV on a nation-wide basis. Meanwhile it is planned to increase greatly the number of broadcasts to schools and the number of schools covered, as the Ministry of Education will be granted the exclusive use of a new government-owned radio channel.

Address for Correspondence

Director of Educational Services
Ministry of Education and Culture
Port of Spain
TRINIDAD

UGANDA

GENERAL INFORMATION

AREA 91,076 sq. miles POPULATION 10,809,600 (1973 estimate) PER CAPITA INCOME
Sh 698 (1972)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = Sh 361,646,000 = 4.9% of GDP
(Currency: shilling; Sh 16.16 = £1 sterling 4.12.73)

Less than primary (1969)	68%
Completed primary	29%
Completed secondary)	
Completed tertiary)	2%

Teacher training (1972) primary level students 4,274 staff 297
(1970) secondary level students 306

Students at university in 1972 = 3,571

% illiteracy (1969) 61% in 6 - 15 age group; 71% in 16 - 45 age group;
89% in 45+ age group

Structure

The aim of state-aided education in Uganda is:

'to promote literacy, foster knowledge and skills, and generally to develop the individual's personality in order to make him a good and useful citizen.'

The Government hopes to expand the state-aided primary school system in order to achieve universal primary education.

The Minister of Education has the final responsibility for the system, although a few schools come under other ministries. In the case of primary schools, the Ministry's authority is delegated to local level, though in secondary schools the contact is more direct.

Education in Uganda is not compulsory. After seven years of primary education, competition for secondary places is strong and at least half of the children who complete primary education do not attend secondary school because of lack of places.

There are a number of private secondary schools, outside the state system.

Makerere University has several faculties and an Institute of Education. The Centre of Continuing Education is situated at the college and day and evening classes are organized for different areas through a system of tutors. Correspondence classes are also available.

There are twenty-five teachers' training colleges which offer four-year courses for primary teachers. Non-graduate teachers for secondary schools are trained at the National Teachers' College.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Nine radio transmitters, seven on medium wave, and two on short wave. Radio Uganda, which is controlled by the Ministry of Information, Broadcasting and Tourism, broadcasts in English and several African languages. Number of receivers (1972): approximately 2,000,000 or 182 per 1,000 of population.

Television (1973)

Television also comes under the above Ministry. Transmissions began in 1963 from Kampala. There are eight transmitters of which seven are regional. All programmes are relayed from the central station at Kampala. Number of sets: (1973) about 14,530 per 1,000 of population. Television is used increasingly for educational purposes.

PROVISION FOR EDUCATIONAL INNOVATION

The Ministry of Education has a Planning and Development Unit and there is a new Curriculum Development Unit to conduct research and evolve relevant curricula for all levels.

The Ministry of Education Inspectorate produces schools radio and television programmes which are transmitted by the National Broadcasting Services.

Research is carried out at the Faculty of Education at Makerere University, at the National Institute of Education, the Centre

for Continuing Education and the National Teachers' College.

There is an important Audio-Visual Aids Centre which forms part of the Institute of Education of Makerere University. The services it gives include a stencil service, slide library service, projection lamp supply service, duplicated book production, projected and non-projected aids courses. A report was not received from the Centre in time for publication but further information may be obtained from: The Co-Ordinator, Audio-Visual Aids Centre, Makerere University, PO Box 7062, Kampala, Uganda.

EDUCATIONAL TELEVISION SERVICE

Purposes and Structure

The Service provides educational television programmes to supplement teaching in secondary and teacher training institutions. It is the responsibility of the Ministry of Education. Policy is controlled by a committee under the chairmanship of the Chief Inspector of Schools and will shortly involve an increasing contribution from the Curriculum Development Centre. There is close liaison with the Schools Broadcasting Service. The Service in its present form began in July 1964.

Users

112 schools are equipped with television receivers and the service has a potential audience of 4,480.

Output

Thirty-minute programmes are broadcast for secondary schools and teacher training colleges in biology, mathematics, geography, history, English, literature and civics each week. Each programme is repeated three times.

Staff and Training Provision

The Head of ETV is responsible to the Chief Inspector of schools and has three producers, a production assistant with a photographer, an artist and a evaluation officer. Freelance scriptwriters are used. He also has an inspector who is responsible for outside evaluation on the programmes. Staff are recruited from the teaching profession by the Uganda public service commission helped by the recommendations of the Chief Inspector of Schools and his staff.

Expenditure

The capital expenditure has been met by the Ministry of Information and Broadcasting which provides the buildings and equipment used by the production staff. The annual recurrent expenditure of the

unit runs to Sh280,000 of which Sh142,000 goes to its salaries and Sh120,000 on materials used.

Plans for Development

There is a need for new ETV studios and technical equipment, for the training of personnel, for programme planning and production, for more television receivers in schools.

Address for Correspondence

The Head of ETV
Television Centre
The Ministry of Information and
Broadcasting
Kampala
UGANDA

SCHOOLS BROADCASTING SERVICE

Purposes and Structure

The Service provides educational radio programmes to support teachers in the primary school and teacher training colleges and is the direct responsibility of the Ministry of Education. The service began in 1961 and comes under the Chief Inspector of Schools who is also responsible for educational television. The Head of the Schools Broadcasting Service works closely with the Head of the Educational Television Service and with teacher training institutions and area education officers. The programmes are transmitted by Radio Uganda, which is the responsibility of the Ministry of Information and Broadcasting.

Users

1,067 schools have radios (many more than one) with a potential audience of 48,000 students.

Output

Eight fifteen-minute programmes are broadcast each week, with three repeats. Subjects covered are: English for primary teachers; English, civics, science and history for primary schools; English literature, English and history for senior schools.

Staff and Training Provision

The Head of Educational Radio has two producers and employs freelance scriptwriters. He depends on area education officers for evaluation and feed-back information. Staff are appointed by the Public Service Commission. They are recruited from the teaching profession and are partially initiated in the work before they are sent for further training elsewhere. This training has been obtained from the Australian Broadcasting Commission, the British Broadcasting

Corporation, CEDO and in the United States.

Expenditure

No separate figures are available for capital investment since the buildings used for production purposes belong to the Ministry of Information and Broadcasting, which also own the equipment used. Schools buy their own sets and are responsible for maintaining them. Annual recurrent expenditure amounts to Sh131,000 of which Sh53,000 pay staff emoluments and Sh50,000 pay for materials.

Plans for Development

It is anticipated that this section will expand considerably when the proposed new curriculum development centre becomes functional.

Address for Correspondence

The Head of Schools Broadcasting
The Inspectorate
Ministry of Education
PO Box 3568
Kampala
UGANDA

HEALTH DEVELOPMENT SERVICES

Purposes and Structure

The Ministry of Health is responsible for the service which has been operating since 1955 and exists to improve the health, knowledge and behaviour of the people through educational means. Other organizations which co-operate with the Ministry of Health are: Ministry of Education; Ministry of Information; Ministry of Culture; Ministry of Agriculture; Makerere University, Kampala.

The Health Education Division is a Division of the Ministry of Health under the control of a principal medical officer. Policy is controlled by a senior staff committee under the chairmanship of the permanent Secretary.

Users

The service is intended to cover the whole country which has a population of about ten million people.

Output

The Division directs community health programmes at local levels whereby through educational means people are organized to do something about health problems confronting them in their local areas. In addition to personal contact use is made of the press, radio and television to reach the masses.

Staff and Training Provision

Three members of staff are concerned with

the service. They are the Principal Medical Officer, a Programme Supervisor and a Health Education Specialist.

University graduates are recruited each year and given field training before finally proceeding to major in health education at post-graduate level. Staff are selected by the Principal Medical Officer together with the Public Service Commissioner.

Expenditure

Capital expenditure consists of \$US12,300 on equipment and \$US258,000 on miscellaneous charges. No figures are available for annual recurrent expenditure.

Plans for Development

The Health Education staff development plan is to have each of the present twenty-two districts in Uganda staffed with at least one Health Education Specialist. Assistance, with fellowships for post-graduate training of health education specialists is needed.

Further Information

The Principal Medical Officer attended a regional seminar in Brazzaville in June 1971 and both he and the Programme Supervisor would be available to offer their advice to other Commonwealth countries and to take part in training courses.

Address for Correspondence

Principal Medical Officer
Health Education Division
Ministry of Health
Kampala
UGANDA

INFORMATION AND VISUAL AIDS CENTRE

Purposes and Structure

The Information and Visual Aids Centre was founded in 1964, but became fully operational in 1966. The Department of Agriculture is responsible for the Centre which provides agricultural information to farmers and makes and supplies audio-visual aids materials to agricultural extension staff. The Ministry of Information and Broadcasting and the Departments of Forestry and Co-operative assist.

The Information and Visual Aids Centre is a part of the Department of Agriculture headed by the Director. The policy is controlled by the Commissioner of Agriculture. Within the Centre, there are several sections: art photography, printing, radio and motion pictures. The Centre also has four units based at the regional headquarters.

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Users

All farmers and all agricultural extension staff.

Output

Fifteen radio programmes are broadcast per week. Each programme lasts fifteen minutes and three of the programmes are broadcast five times a week, while the rest are weekly. The Centre broadcasts in fourteen local languages. In addition there is a weekly English programme for extension staff which lasts thirty minutes.

The Centre also produces slides, flip charts, wall charts, posters, booklets and handouts for extension staff.

Staff and Training Provision

Six members of staff are employed. These are the Director, Head of Printing, Head of Photography, Head of Arts Section and the Head of Motion Pictures. Most of the staff are trained on the job.

Specialized courses have been given to the staff by USAID, UK and Australia. Staff who show special aptitude and interest are selected for specific courses.

Expenditure

Capital expenditure is estimated as follows:

Buildings	Sh 650,000
Equipment	Sh1,000,000
Vehicles	Sh 120,000

Annual recurrent expenditure is estimated at Sh2,000,000.

Plans for Development

It is hoped to improve the staffing and equipment of headquarters. The Regional units will also be re-organized. Outside assistance would be appreciated by awarding scholarships for courses in mass media communication, graphics and cinematography.

Address for Correspondence

The Director
Information and Visual Aids Centre
Department of Agriculture
PO Box 2
Entebbe
UGANDA

WESTERN SAMOA

GENERAL INFORMATION

AREA 1,097 sq. miles POPULATION 146,635 (1971) PER CAPITA INCOME \$NZ17.95

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$NZ1,161,121
(Currency: Tala; T1.40 = £1 sterling 4.12.73)

Less than primary	12.2%
Completed primary	80.9%
Completed secondary	5.5%
Completed tertiary	1.4%

Teacher training (1970) primary and secondary levels students 303 staff 20
% illiteracy = 10 - 14 years 2.5%; 15 - 19 years 1.5%; 20 - 24 years 1.5%;
25 - 44 2.0%

Structure

The education system is based upon that of New Zealand, with fourteen annual stages as follows: Primer I - III, Standards I - IV, Forms I - IV, V Lower, V Upper, and VI. Until 1970, the first seven years were usually catered for in one building, and constituted the primary stage. Forms I and II formed the Intermediate Schools, or Forms I - IV made up the Junior High Schools. The policy is now that every village community should provide nine years of schooling, Primer I to Form II, all to be known as primary education.

It was estimated that in 1970, the government and mission schools together were catering for 79% of the children aged 5½ to 14, and 26% of the 15 to 19 year olds. Fees are charged, education is not compulsory, and entry to intermediate and secondary schools is competitive and selective.

The teacher training college runs three-year courses.

Technical education is provided at the Technical College and at the Agricultural School. Higher education is not available in Western Samoa, but scholarships for study abroad are provided by the government.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Two radio transmitters, broadcasting on long and medium wave. 35,000 sets - 238 per thousand population.

The system is government-operated and broadcasts in English and Samoan.

Television

Signals received from American Samoa.

PROVISION FOR EDUCATIONAL INNOVATION

The Malifa campus in Apia, where the teacher training college is situated, also includes the Education Department, a Science Teaching Centre, the School Broadcasts and Publications service, a primary and an intermediate school and a Multi-Purpose Educational Centre for in-service teacher training, the development of teaching aids and curriculum reform.

THE SCHOOLS BROADCASTS

Purposes and Structure

The service introduces new materials and supplements the work of classroom teachers in the implementation of new syllabuses. It is the responsibility of the Ministry of Education with the co-operation of the Ministry of Posts and Telecommunications. Within the Ministry of Education there is a section responsible for schools publications and broadcasts, which is under the supervision of the Chief Inspector. It has been operating since 1948.

Users

The radio programmes are aimed at elementary schoolchildren from Primary I up to Form II and at teachers.

Output

The section prepares lesson plans and other materials which are sent to the schools before the start of each school term.

Introductory and supplementary lessons in health, social studies, elementary science, English and Samoan are broadcast. One hour of programmes is broadcast for five days a week.

Staff and Training Provision

The service employs five full-time officers and subject organizers are also invited to participate periodically. Training is given on the job. In-service training courses are organized locally and staff have also been trained in New Zealand and Australia.

Expenditure

No figures are available for the capital expenditure of the service and it is reported that the equipment is anyway 'most inadequate'. The recurrent costs, other than the salaries of the teachers employed in the service, are stated to be minimal.

Plans for Development

New facilities are being planned and Unesco is preparing a training programme

for broadcasters in 1974. Since its inception in 1948 the Schools Broadcasts did more than supplement the work of the teachers, for it provided the first national curriculum and in-service training scheme for teachers.

The service is attempting to review its present role and to adjust its original ways to suit the demands of the rapidly changing process of formal schooling.

Further Information

The Chief Inspector states that if any Commonwealth countries are interested in learning from other people's mistakes, they might consider it valuable to correspond with him.

Address for Correspondence

Director of Education
Ministry of Education
Apia
WESTERN SAMOA

ZAMBIA

GENERAL INFORMATION

AREA 290,586 sq. miles POPULATION 4,515,000 (1972) PER CAPITA INCOME \$US375

EDUCATIONAL PROFILE

Statistics

Public expenditure on education - K72.1 million = 6.25% of GDP
(Currency: Kwacha; K1.50 = £1 sterling 4.12.73)

No schooling	Age 25 - 34	82.8%
Completed primary	Age 25 - 34	10.4%
Entered secondary	Age 25 - 34	3.7%
Entered tertiary	Age 25 - 34	0.7%

Teacher training (1972) primary level students 2,428 staff 176
secondary level students 502

Students at the University of Zambia in 1972 = 1,692 (full-time); 440 (part-time, 1971)

Structure

As a young country Zambia aims to effect a transformation of the economic and social structures inherited from the colonial era, in order to provide increased prosperity and a radical improvement in the living standards of the whole population. Sociological considerations led to the decision to provide universal primary education by 1970 (a target which has not yet been achieved) while the shortage of educated and qualified high-level manpower has generated a massive programme of secondary school development, the expansion of technical and trades training.

There are nine administrative regions. There is a three-tiered system of educational councils at district, regional and national levels. The nine regions are divided into fifty-three districts, each of which has a local council. At the top of the pyramid is the National Council of Education.

The official entry age to the primary grades is seven or eight though some children enter earlier or later because of the absence of birth records. The primary course lasts seven years, divided into lower (four years) and upper (three years). The language of instruction is now English, but a considerable number of schools still use a local language in the lower primary grades. The aim of universal primary education has proved difficult to achieve, although the Government aims at providing sufficient lower primary systems to keep pace with population growth.

Entry to secondary school is by

competitive examination, and 20.2% of the candidates found places in 1973. There are at the moment 110 secondary schools: the majority are government, though thirty-three are aided and ten are private. The latter two categories are mainly run by religious agencies. The aided schools receive 75% capital grants from the Government. All government and aided schools are free.

There are ten teacher training colleges, and facilities are being expanded. Courses in technical education and professional subjects are offered at two colleges of applied arts and commerce, eight trades training institutes and three technological institutes under the Ministry's Department of Technical Education and Vocational Training. Under the Second National Development Plan, emphasis is being given to technical and vocational education and the Adult Education Section of the Ministry of Education and Culture already runs a variety of courses up to GCE level. Adult literacy campaigns are also being launched. The University of Zambia was created in 1966.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1971)

Zambia Broadcasting Service is controlled by the Government. It has a total of twenty-five transmitters, fourteen medium wave, nine short wave and two VHF. There is a Home service broadcasting in seven vernacular languages, and a general service in English and the vernaculars.

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Estimated number of radio sets: 82,000 or approximately eighteen per thousand population.

Television (1971)

Television Zambia has the same headquarters as radio, and is also government-controlled. Programmes are in English. Educational programmes are run in the mornings and other programmes from 1500 hours to 2100 hours from the transmitter in Kitwe. There are seven transmitters. There are an estimated 20,000 sets - five per thousand population.

PROVISION FOR EDUCATIONAL INNOVATION

There is a Curriculum Development Centre in Lusaka and a Primary Education Committee appointed by the Ministry of Education and Culture.

The Ministry of Education and Culture has an Audio-Visual Service which is part of the Educational Broadcasting and Television Service.

The University of Zambia will provide a base for educational research.

Instructional Resources Centre

The Department of Technical Education and Vocational Training has an Instructional Resources Centre comprising three main divisions.

(a) Curriculum Development Division:
This division is for the establishment of relevant training, syllabuses and the evaluation of results. A technical library occupies a prominent place in the division.

(b) Standards and Testing Division:
The division is organized to establish the levels of occupational competence trainees must attain and to prepare methods of evaluation.

(c) Resources Development Division:
This division develops instructional resources material for use by instructors and students. It is organized into six sections - Technical Writing and Editing, Audio-Visual Aids, Photography, Artwork, Composing and Printing.

Educational Services Centre

The Centre, now at an advanced stage of planning, will bring together in one complex the following elements:

Curriculum Development Centre - (schools)
Curriculum Development Unit - (technical education and vocational training)
Audio-Visual Library - (schools)
Audio-Visual Unit - (technical education and vocational training)
Zambia Library Service
Library of the Department of Technical Education and Vocational Training

Correspondence Course Unit
Production (Printing) Unit
Editorial Offices of Orbit, the Magazine for Zambia Youth
Conference Room

This project is part of Zambia's Second National Development Plan and is receiving loan assistance from the World Bank.

Regional Commonwealth Centre for Advanced Studies in Youth Work, Zambia

The proposed Commonwealth Youth Programme provides for the establishment of regional centres for advanced studies in youth work. The Zambian Government offered to provide facilities for an African regional centre on the site of the present King George VI Youth Camp at Mulungushi. This offer was accepted by the Commonwealth Youth Ministers' Meeting held in Lusaka in early 1973. Preparations for the establishment of the Centre are in hand.

CORRESPONDENCE COURSE UNIT

Purposes and Structure

The Ministry of Education is responsible for the Unit which has been in operation for six years. The Unit has two main purposes: to provide secondary education by correspondence for adult learners who were unable in the past to attend normal schools (Project 1); to provide secondary education at Junior Secondary level for primary school leavers unable to gain entry to secondary schools (Project 2).

The Correspondence Course Unit is an institution directly controlled by the Adult Education Section of the Ministry of Education. Its employees are appointed by the Teaching Service or Public Service Commissions. Its policy and administrative technique are as approved by the Ministry of Education and the educational materials are prepared in accordance with the Ministry's curriculum.

Users

Potentially all adults who have completed primary education (either in normal schools or by adult education) and approximately 3,400 students who have been unsuccessful in secondary school selection.

Output

A six-subject composite Junior Secondary course is provided which is expected to last at least three years. There are from twenty-five to thirty 'lessons' per subject with a similar number of assignments to be submitted. Subjects are: English, mathematics, history, civics, geography and health science. 3,500 students are enrolled at present.

GCE (London 'O' level) studies are

offered in English, history, geography, mathematics, commerce, economics and human biology. 3,000 students are enrolled to study a total of 6,900 subject courses at present.

Twice-weekly evening radio broadcasts are prepared by the staff in history and civics. Although related to the lessons, they are also intended for the casual listener.

Staff and Training Provision

Approximately 164 staff are employed. These are broken down as follows: administrative staff - four, including the Principal and Vice-Principal who also share academic responsibilities; academic staff - nine lecturers with editorial, sub-editorial, tutorial and course writing responsibilities, 105 part-time tutors who mark assignments and give tutorial guidance; technical staff - two printing assistants; orderlies - twenty employed as duplicating assistants, collators, packers, despatchers, etc.

Academic and clerical staff are given on-the-job training. Technical staff received one week's training when the machines were purchased. Academic staff are selected from serving teachers and clerical staff through the Public Service Commission Open Competitive examination.

Expenditure

Capital expenditure consists of K27,000 for equipment and K3,600 per annum for the rent of a warehouse. Staff houses are also rented. Annual recurrent expenditure is estimated as follows:

Salaries (full time)	K70,000
Salaries (part time)	K50,000
Printing	K60,000
Books, etc.	K15,000
Other charges	K 5,000

Postal services are provided free.

Plans for Development

More radio broadcasts are planned and the possible teaching of civil servants through a link with an in-service training college. It is also hoped to introduce other subjects including enrichment subjects to the programme. Aid may be required for the training of personnel and the temporary appointment of a civil service training expert. Project 2 is experimental and variations may be considered depending on the results of the pilot study.

Further Information

Visits have been paid to the Unit, as well as informal connexions and exchanges of ideas by correspondence educators from Uganda, Swaziland and Botswana.

The Principal and the Vice-Principal are

both very experienced in correspondence teaching material preparation and administration and would be willing to act in any way deemed suitable to assist other Commonwealth countries.

Address for Correspondence

The Principal
Correspondence Course Unit
Private Bag 20
Luanshya
ZAMBIA

EDUCATIONAL BROADCASTING AND TELEVISION SERVICE

Purposes and Structure

The Ministry of Education and Culture is responsible for this service, in co-operation with the Zambia Broadcasting Service, and the Ministry of Information, Broadcasting and Tourism. The service in its present form has been in operation since 1965, though educational broadcasting on an experimental basis has been in operation since 1952. The purpose of the present service is to provide educational programmes to children in primary and secondary schools. Adults are also catered for, in evening broadcasts. There are three sections: ETV based at Kitwe, educational radio based at Lusaka, and an audio-visual aids library.

Users

170 schools with television sets and 1,423 with radios make use of the service. Sets are issued by the Ministry of Education and Culture. Beside school listeners, adults make use of the evening broadcasts.

Output

Schools receive television programmes in these areas: religious knowledge, English, social studies, science, history, French, creative activities, art, Zambian studies (history), geography, and careers. Each programme lasts thirty minutes and the total transmission time comes to about twenty-two hours per week. Radio programmes for primary schools are broadcast in English, science, music, and social studies. Each programme lasts fifteen minutes. Secondary schools receive programmes in English language and literature, civics, French, history and geography. Evening broadcasts to adults consist of social studies, French, careers, history, 'Teachers' corner', 'Zambia in Education', and 'University of the Air'.

Support material for classroom use is also produced, and this includes wall charts, teachers' and pupils' notes, and pictures. An audio-visual aids library is maintained and provides a free service to

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all schools. It has the following stock:

- 1603 16mm films
- 756 35mm filmstrips
- 585 magnetic tapes, each containing
four fifteen-minute radio lessons
- 808 wall charts

Staff and Training Provision

There are thirty-six people employed in the ETV and Broadcasting Service. Under the Controller, there are two Heads for the two sections - Educational Broadcasting Unit (Radio), and Educational Television. For each section there are eight producer/presenters, and six clerical staff in the Educational Broadcasting Unit. The ETV section has four clerical staff, a photographer and a graphic artist. The officer in charge of the Audio-Visual Aids Library controls four clerical staff.

On-the-job training in broadcasting techniques is given to new staff, after which they may be sent for a course abroad. All producers are qualified teachers, and appointment is by advertisement within the teaching service.

The Controller and the Heads of Sections participate in Commonwealth conferences and regional seminars whenever these are held. They are experienced people who would be able to give advice on educational broadcasting and take part in training courses.

Expenditure

Capital expenditure on building and equipment is estimated as follows:

Buildings:	
(EBU studio building)	K10,000
(ETV studio building)	K30,000
Equipment:	
(EBU and AVA library)	K50,000
(ETV)	K100,000

A total of K130,000 was spent on radio and television sets for schools.

K90,000 per year is spent on salaries.

Plans for Development

The television service is to be extended and more sets for schools will be needed - about 700 between 1972 and 1976. Production staff and training facilities will have to be increased. Replacement radio sets (about 500) will be required. A tape copying machine to reproduce radio programmes is wanted and also equipment for copying television programmes.

Address for Correspondence

Educational Broadcasting and Television
Service
Ministry of Education and Culture
P.O. Box RW 93
Lusaka, ZAMBIA

HEALTH EDUCATION UNIT

Purposes and Structure

The Ministry of Health is responsible for the Unit which trains and supports people undertaking health education in Zambia, for example medical assistants, community development workers, teachers, rural counsellors, etc. The Unit has been in existence since 1968. For the previous two years health broadcasts have been given regularly. The function of the Unit is advisory. The staff teach at any training course being given, deal with postal requests, issue teaching notes, organize a very small library and consult with Heads of Departments. There is no proper evaluation or follow-up. There is very little formal organization except for the setting of priorities and objectives. The rest of the work is fulfilment of requests and stimulation of requests within these priorities and objectives. Other Ministries, such as, the Ministry of Rural Development, the Ministry of Information, the Ministry of Education co-operate in providing the service.

Users

All training institutions of the Ministry of Health (fifteen for enrolled nurses, three for registered nurses, one for health assistants, one for health inspectors, and one for medical students) and training institutions of other Ministries.

Output

Seven daily one-minute radio flashes and a weekly fifteen-minute radio doctor programme are broadcast. In addition booklets are produced when possible and the staff undertake teaching and in-service training as requested. Work is also done with the Curriculum Development Centre.

Staff and Training Provision

The staff consists of a health education specialist and two medical assistants. The staff of the Unit receive on-the-job training plus special training where possible. The Ministry of Health staff receive basic training within their syllabus and eight in-service training courses. Staff for the Unit are recruited by the health education specialist and are seconded from the Ministry of Health. Staff are then nominated for training on the basis of aptitude and what is available.

Expenditure

The only capital expenditure is less than K1,000 on equipment since offices in the Ministry of Health are used. Annual recurrent expenditure is estimated as follows:

Salaries	K11,000
Travel	K 1,000
Materials	K 300
Training expenses	K10,000 for running in-service training courses

Plans for Development

It is planned to undertake more work with the Curriculum Development Centre and work with hospital and clinic staff to start regular health education on wards and in clinics. Local leaders and teachers also urgently need professional staff to organize and evaluate and train local staff. At present the Unit is very short of staff and is overwhelmed with requests.

Address for Correspondence

Health Education Unit
Ministry of Health
PO Box 205
Lusaka
ZAMBIA

RADIO FARM FORUMS

Purposes and Structure

The service provides extension education for farmers and is the responsibility of the Ministry of Rural Development which co-operates with the Ministry of Information, Broadcasting and Tourism - the latter controlling Radio Zambia. The project has been in operation since 1967 and provides a channel for promoting and maintaining interests in all aspects of rural development. The Head of Information Services is responsible to the Ministry of Rural Development, and has under his control radio and publication production teams. The materials they produce are broadcast by Radio Zambia. There is in each province a provincial rural development officer who is also responsible to the Ministry of Rural Development. He has a development team of officers from local services and a provincial information officer. The latter's responsibility is to identify items which should receive the attention of Radio Farm Forums and to see that the appropriate material is fed into the production team. At the same time he works through a network of district rural information assistants and area extension officers down to village headmen and committees (called Forums). This system ensures that the material produced for transmission on Radio Zambia is relevant and useful, that it is received in a favourable village atmosphere, where there is an effective feedback link to both the provincial team and the production team at headquarters.

Users

Farmers listening in groups in villages under the supervision of officers of the

Ministry of Rural Development. It is difficult to estimate the numbers benefiting from the service, but listening groups exist at village level in each of the fifty-three districts of the eight provinces of Zambia.

Output

From Monday to Friday a daily programme of between five and thirty minutes is broadcast. On Saturday a magazine programme of fifteen minutes is produced. All programme material is aimed at teaching farmers better agricultural practice and contributing, in every possible way, to rural development.

Staff and Training Provision

The Head of Rural Information services has a programme officer and eight producers with two feature writers. There is also a programme director and secretarial assistance. In each of the eight provinces there is a provincial rural information officer and they have a district rural information assistant in each of the fifty-three districts. These staff are on government salary scales. Critical to the success of the operation is the voluntary co-operation of the members of the village Forum who elect a chairman and secretary. These Forums are encouraged by the government, headmen and the area extension officers.

Staff are trained in farm institutes and farmers' training centres. The broadcasting staff have been trained in Zambia, the Ministry headquarters and some have been sent overseas to the UK (CEDO for training in radio) and the USA.

Expenditure

Details not available.

Plans for Development

To make the service more effective

Further Information

The Director of the Service has prepared many hand-outs on Radio Farm Forums and literacy work which are mailed on request to Commonwealth countries.

He considers it would be helpful to hold a workshop in Zambia to exchange views on the development and use of Radio Farm Forums and literacy broadcasting. In the meantime he extends an invitation to any interested countries to visit them to see what Radio Farm Forum is doing for subsistence farmers.

Address for Correspondence

The Head of Rural Information Services
PO Box RW 197
Lusaka
ZAMBIA

ASSOCIATED STATES OF THE EASTERN CARIBBEAN

ANTIGUA

GENERAL INFORMATION

AREA 108 sq. miles POPULATION 65,000 (1971 estimate) PER CAPITA INCOME £99 (1964)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education (1960) = \$EC614,000 = 2.5% of GDP
(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

No schooling	Age 15 - 24	7.4%	Age 25+	17.5%
Completed primary	Age 15 - 24	71.5%	Age 25+	74.5%
Entered secondary	Age 15 - 24	21.0%	Age 25+	7.4%
Entered tertiary	Age 15 - 24	0.1%	Age 25+	0.6%

Teacher training (1968) primary level students 59 staff 4
secondary level students 42 staff 12

% illiteracy = c. 5% for below 45 age group; c. 20% for 45 - 65 age group and
40% for 65+

Structure

Details not available.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Antigua Broadcasting Service is controlled by the Government. It broadcasts for four hours a day on the medium wave. (In 1965 there were estimated to be 3,800 receivers served by two transmitters.)

There is also a private commercial station, Radio ZDK operating from Antigua with one medium wave and one VHF transmitter.

Television (1973)

Leeward Island Television Services Limited is part government, part commercially controlled. Programmes are broadcast daily for about four-and-a-half hours, on two transmitters. There are estimated to be 10,000 television sets.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

DOMINICA

GENERAL INFORMATION

AREA 290 sq. miles POPULATION 70,302 (1970) PER CAPITA INCOME \$EC377.1

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC1,199,000 (1966)
(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

Less than primary	Age 15+ =	67.5%
Completed primary	Age 15+ =	25.5%
Entered secondary	Age 15+ =	6.4%
Entered tertiary	Age 15+ =	0.5%

Teacher training (1969) primary level students 19

Structure

The educational system is administered by the Ministry of Labour and Social Services to which the head of the Education Department is responsible.

The vast majority of children attend the public primary schools for education at the first and second levels (5 - 11 and 11 - 15). Attendance at these schools is compulsory in certain areas. Some children attend secondary schools for general education until they are eighteen, taking the School Certificate or Higher School Certificate. Others take the School Leaving Certificate and continue their education after fifteen through study or overseas correspondence courses.

There are no institutions of higher education in Dominica, though facilities exist for teacher training and vocational education. There are a number of agencies, both public and private, offering adult and post-school education. The Extra-Mural Department of the University of the West Indies provides a programme of lectures and classes.

BROADCAST COMMUNICATIONS FACILITIESRadio (1971)

Radio Dominica is government-controlled and has one medium wave transmitter in Roseau. It relays the service of Radio Grenada as well as broadcasting some local news and other programmes. The total broadcasting time is about four-and-a-half hours per day. Radio broadcasts to schools were started in 1973.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

RADIO BROADCASTS TO SCHOOLSPurposes and Structure

The present series of schools broadcasts is a pilot scheme and was started at the beginning of 1973 to provide radio programmes to support the teachers in primary schools in the teaching of social studies. It is the responsibility of the Education Division of the Ministry of Education and Health with the co-operation of Radio Dominica in recording and broadcasting the programmes. An Education Officer is responsible for the programmes, assisted by

a trained teacher, who carries out research work and writes the scripts under his supervision. Occasionally a teacher is recruited for a day to assist in preparing scripts and volunteers, all of whom are trained teachers, edit the scripts, criticize and advise and voice the scripts. A small advisory committee is contemplated but has not yet met.

Users

Approximately sixty schools have radios, with a potential audience of 5,000 pupils but there is a shortage of adequate receiving sets and pupils in large classes have difficulty in hearing the programmes properly.

Output

Social studies programmes (fifteen minutes in length) for infants classes I and II and programmes (twenty minutes) for primary classes IV and V are broadcast twice a week. Support materials including notes to teachers are distributed in advance.

Staff and Training Provision

Two members of staff are employed, one of whom is full-time. The Education Officer, who took a three-month course in radio broadcasting for schools at CEDO in 1971, is responsible for the broadcasts in addition to his normal duties. The full-time member of staff is a trained teacher who writes scripts but has had no special training in this field. The lack of local trained personnel is a considerable drawback.

Expenditure

Capital expenditure involved about \$EC300 for buying radios. Figures for annual recurrent expenditure are unavailable.

Plans for Development

It is hoped to expand the schools broadcasts to include music and English language. However to do this the assistance of a trained adviser is needed to launch the new programmes and to train Dominican teachers to take over.

Address for Correspondence

Education Officer
Radio Broadcasts to Schools
Education Division
Ministry of Education and Health
Roseau
DOMINICA

GRENADA

GENERAL INFORMATION

AREA 133 sq. miles POPULATION 94,826 (1970) PER CAPITA INCOME \$EC437 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC6,120,130 (1971) = approximately 13.5% of GDP
(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

Less than primary	Age 15+ = 62.1%
Completed primary	Age 15+ = 29.7%
Entered secondary	Age 15+ = 7.7%
Entered tertiary	Age 15+ = 0.5%

Teacher training (1970) primary level students 79 staff 7

Structure

Education comes under the Ministry of Education, Culture and Social Affairs. Schooling is compulsory from 6 to 12 years, and primary education is free.

Secondary schools are mostly of the grammar school type and charge fees, though the government does award a few scholarships. There is one government secondary school, and eleven others are run by religious denominations. The secondary schools prepare pupils for GCE 'O' and 'A' level examinations, though one school has a programme of industrial arts.

Adult education is provided in the form of evening classes in practical subjects, organized by the Education Department. Grenada Teachers' College co-operates with the University of the West Indies, the Education Department and the Grenada Union of Teachers in the pre-service and in-service training of teachers.

The Extra-Mural Department of the University of the West Indies runs classes on the island.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Radio Grenada, a commercial service, is maintained by the Government of Grenada. There is a medium wave service from St. George's and two short wave transmitters on the island provide a service to a wide audience in the Eastern Caribbean.

10,000 radio sets (1965) or 104 per 1,000 of population.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

SCHOOLS BROADCASTING SERVICE

This service is in the planning stage and full details are not yet available. The Ministry of Education and Culture forsees the appointment of a well trained officer to set up and direct the service.

About seventy or eighty wireless receivers will be needed, and the cost for these is estimated at \$EC12,000. Not more than half of this sum could be met from local funds. Possible sources of aid for the project were being explored in 1972.

The government-owned and operated radio station will make its facilities available for transmission of the programmes.

Address for Correspondence

Chief Education Officer
Ministry of Education and Culture
St. George's
GRENADA WI

ST. KITTS - NEVIS - ANGUILLA

GENERAL INFORMATION

AREA 138 sq. miles POPULATION 59,476 (1965) PER CAPITA INCOME \$EC515.6 (1969)

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC1,051,558

(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

Less than primary	Age 15 - 24 =	9.3%	Age 25+ =	23.2%
Completed primary	Age 15 - 24 =	80.3%	Age 25+ =	72.1%
Entered secondary	Age 15 - 24 =	10.4%	Age 25+ =	4.3%

% illiteracy = 10 - 14 years = 2.9%; 15 - 19 years = 2.1%; 20 - 24 years = 3.6% (1960)

Structure

Education is free and compulsory for children between the ages of 6 and 14, and pupils may stay until sixteen at senior schools or the senior departments of all-age primary schools. In 1966 there were thirty-seven government-run primary and senior schools, two aided denominational schools and seven private (unaided) elementary schools. There were also four government and one private secondary school. Pupils can be prepared for GCE 'A' level.

There is one technical and one commercial school, and St. Kitts contributes to and is served by the Leeward Islands Training College in Antigua.

has one medium wave transmitter. Radio Anguilla, with one medium wave transmitter, is owned and operated by the Foreign and Commonwealth Office of the British Government. In 1965 there were 6,000 sets; 100 per 1,000 of population. Several other Caribbean stations are also received.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Radio ZIZ, located in St. Kitts, is part government and part commercially owned and

ST. LUCIA

GENERAL INFORMATION

AREA 238 sq. miles POPULATION 110,142 (1966 estimate) PER CAPITA INCOME \$EC423.3

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC1,604,000 in 1965 = 4.4% of GDP

(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

Less than primary	Age 15+ =	71.4% (1963)
Completed primary	Age 15+ =	24.9%
Entered secondary	Age 15+ =	3.4%
Entered tertiary	Age 15+ =	0.3%

Teacher training (1969) primary level students 90 staff 12

Students at university abroad in 1968 = 71

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Structure

Legally, school attendance is compulsory, but as there are not enough places at present for all children to attend, the law is not enforced.

The government's Education Department is responsible for the educational system, which consists of primary and secondary schools, many of the primary schools having senior departments also, which take children of secondary age. Some of the schools are aided by government funds, others totally supported by them. There are also a number of private schools. In 1966 there were thirty-nine primary and three secondary schools. Many of the schools are denominational (usually Roman Catholic).

A two-year course is run at the Teachers' Training College, which takes about fifty students each year. Some of the graduates from this college receive further training from the University of the West Indies at Mona in Jamaica, where there is an Education Department.

BROADCAST COMMUNICATIONS FACILITIES

Radio (1973)

Radio Caribbean which is a commercial station broadcasting from St. Lucia in English and French. It has one medium wave transmitter.

Television (1969)

In 1969 there was an experimental transmitter and 1,500 receivers were in use, 14 per 1,000 of population.

PROVISION FOR EDUCATIONAL INNOVATION

There is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.

ST. VINCENT

GENERAL INFORMATION

AREA 150.3 sq. miles POPULATION 89,129 (1970) PER CAPITA INCOME \$EC363

EDUCATIONAL PROFILE

Statistics

Public expenditure on education = \$EC1,397,000 (1967)
(Currency: East Caribbean dollar; \$EC4.80 = £1 sterling 4.12.73)

Less than primary	Age 15+	=	72.4%
Completed primary	Age 15+	=	21.4%
Entered secondary	Age 15+	=	5.9%
Entered tertiary	Age 15+	=	0.3%

Teacher training (1970) primary level students 471 staff 25

Structure

The school system consists of elementary or primary schools, both public and private. Secondary schools are either public (two in 1965) or aided and private. There are also two unaided, fee paying secondary schools. There is no special provision for pre-school education (1970).

Primary education is free but not compulsory. 'Primary' refers to 'all age' elementary schools, which take children from 5 to 15 years, as well as primary classes proper (5 to 11). Secondary education is therefore provided in the senior departments of some primary schools as well as in the secondary schools. There are two government grammar schools; one for boys and one for girls. Technical education is provided in many secondary schools, and there is also the Technical

Centre, whose curriculum includes mechanical drawing, woodwork and metalwork.

There are five pupil-teacher centres (1965). The St. Vincent Teachers' College offers a one-year course to locally certificated teachers. A new teachers' college, offers a two-year course for both primary and secondary teachers.

Higher education is available at the University of the West Indies, and students also go overseas. The University has agreed to establish a centre for higher education in St. Vincent. Adult education is also the province of the Education Department, and the Extra-Mural Department of the University. The co-operative division of the Agricultural Department is also involved. Some of the classes prepare students for GCE; others are of a more liberal nature.

BROADCAST COMMUNICATIONS FACILITIES

Radio

The government broadcasting station, Radio St. Vincent has two transmitters, one on medium wave and one on long wave.

PROVISION FOR EDUCATIONAL INNOVATION

Apart from the five pupil-teacher centres, there is collaboration in regional educational development projects in which the University of the West Indies co-ordinates activities and is assisted by agencies such as Unesco and CEDO.