

# FOREWORD

Many countries have discovered that the 'chalk and talk' method of education has often failed to produce the desired results. With increasing population and with the need to bring education to all, many governments have come to accept that the teacher must be innovative in his methods and that the use of the media could assist the teacher to make his teaching effective.

At the Fifth Commonwealth Education Conference held in Canberra in 1971, the Committee which dealt with Curriculum Development and Educational Media observed that as there had been a substantial increase in the varieties and number of new media available for use in schools and colleges, educational authorities would soon be forced to formulate policies about the introduction of such media, and underlined the need to extend Commonwealth cooperation in this area, especially in view of the high cost of introducing the use of the media. It was necessary therefore to avoid ad hoc decisions not based on adequate information, as these might result in unnecessarily high expenditure and duplication of efforts. The Committee therefore recommended that the Commonwealth Secretariat, in cooperation with CEDO, should conduct periodical surveys in Commonwealth countries, to obtain and widely disseminate information about their needs, and facilities available for the use of educational media.

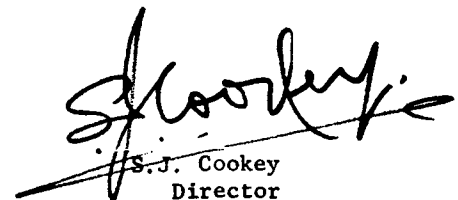
Soon after Canberra, there followed in London a series of meetings between the Commonwealth Secretariat and CEDO, which resulted in a programme for the proposed

survey. Details of the methodology employed in conducting the survey are given elsewhere in this Report. It would be sufficient to mention in this foreword that in addition to gathering information through questionnaires, nineteen case studies were carried out in eleven Commonwealth countries.

A preliminary report of the survey based on questionnaires and country fact sheets was published in March 1973. It is hoped that this final Report, which incorporates the results of the case studies, will be found useful by all Commonwealth countries which now use the media in their educational systems or intend to do so.

Much work has gone into the preparation of this Report which is in many ways unique. The Commonwealth Secretariat expresses its thanks to all who have contributed to the success of the survey. The contribution of CEDO has been immense. Its Governing Board gave a consistently warm support for the project and provided much of the necessary funds, as well as personnel whose expertise and enthusiasm have led to the satisfactory completion of the project.

Thanks are also due to the Commonwealth Governments who have cooperated in this exercise by replying to the questionnaire, amending the fact sheets and welcoming the survey teams. The teams were high in their praise of the hospitality and full cooperation which they received in the countries visited. This has indeed been an excellent example of Commonwealth cooperation in education.



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