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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL SYMPOSIUM ON EDUCATION  
OF THE PUBLIC IN THE USE OF MASS MEDIA

PROBLEMS, TRENDS AND PROSPECTS

(Grünwald, 18-22 January 1982)

FINAL REPORT

I. GENERAL FRAMEWORK AND ORGANIZATION OF THE SYMPOSIUM

1. The International Symposium on Education of the Public in the Use of Mass Media was held at the Institut für Film und Bild in Wissenschaft und Unterricht (Institute for Films and Pictures in Science and Teaching) in Grünwald, near Munich, from 18 to 22 January 1982. It was organized by the National Commission for Unesco of the Federal Republic of Germany, with substantive and financial assistance from Unesco, provided under its Approved Programme and Budget for 1981-1983 (document 21 C/5, paragraphs 1233 and 4414-4415). The programme bears witness to the interest and willingness of Member States and of the international non-governmental organizations concerned, to study the implications of the increasing role and general spread of the mass media for all the Organization's fields of competence. The aim, firstly, is to arrive at a better understanding of the place of the media in society and of their growing impact in the shaping of public opinion. Secondly, the aim is to look into their effects on the content and methods of education. This programme forms part of a long-term, comprehensive and interdisciplinary effort and should contribute to the definition of new types of relationship and co-operation between education and communication.

2. Two objectives were set for the Symposium:

- (a) to collect and examine information, data about experiments and ideas on media education and more generally on the relationship between education and communication; and
- (b) to identify or suggest steps to be taken to develop media education and to promote the conscious use of the media in education.

3. Thirty participants from eighteen countries had been invited by the National Commission of the Federal Republic of Germany to attend the Symposium and a number of non-governmental organizations had been invited to send observers. Twenty-nine participants from eighteen countries and seven observers--representing one international intergovernmental organization, two international non-governmental organizations, the French National Commission for Unesco, and various research institutions in the Federal Republic of Germany--accepted the invitation. Mr Moersch (Federal Republic of Germany), a member of the Executive Board of Unesco, also attended the Symposium (see list of participants in Annex I).

4. The participants were provided with an agenda drawn up by the German National Commission in association with the Unesco Secretariat, and with two working documents prepared by Mr Peter Döbrich and Unesco, respectively, to be used as a basis for discussion and to facilitate the work of the meeting. Twenty-one participants and four international intergovernmental and non-governmental organizations had also prepared working documents, some of which concerned national experiments in media education, while others presented statistics or research findings or represented the contributor's personal ideas (see list of documents in Annex II).

5. The opening meeting of the Symposium was held on 18 January at 10 a.m.

Professor Günter Liepold, Chairman of the Board of Governors of the Institut für Film und Bild, welcomed the participants and briefly described the role of the Institute, which has been operating as a federal establishment for thirty years, collaborates with seventy affiliated centres and has twenty permanent associates. In 1981, the Institute produced 950,000 copies of 16 mm films and 680,000 copies of 8 mm films. The value of what it has produced over the past thirty years has been estimated at DM 270,000 million.

6. Mr Pierre Henquet, speaking on behalf of the Director-General of Unesco, thanked the Federal German authorities for their hospitality and welcomed the presence of Mr Moersch, a member of the Executive Board. He stressed the need to find a new balance between the education system and the communications system, which unfortunately too often tend to ignore--if not oppose--each other, by devising new ways of integrating them and by seeking a common basis for their action. Unesco had therefore set the following goals for the Symposium: to put forward a new kind of interdisciplinary, more systematic international action, uniting and combining the efforts of both the education and communication systems; and to review the various approaches used in media education and being tried out in the Member States, examining emerging trends, identifying the problems raised and making suggestions for the development of 'educommunication' that developing countries could take into consideration according to their respective needs.

7. Dr Rissom welcomed the participants on behalf of the National Commission of the Federal Republic of Germany. He said how important his country considered the links and relationship existing between education and communication and referred to certain media education programmes developed in Latin America and Africa with the help of the Federal Republic of Germany. One of the issues at stake was to determine when and in what circumstances the media became or could become dangerous, in order to decide on possible measures to defend the interests of information consumers, both within the education system and outside it.

8. The Symposium then elected its Bureau. The following were elected by acclamation:

Chairman: Dr Hertha Sturm (Federal Republic of Germany)

Vice-Chairmen: The Hon. Sarath Amunugama (Sri Lanka)  
Mr Ferenc Genzwein (Hungary)  
Mr Kelvin Canavan (Australia)

Rapporteur: Mrs Rosemarie Meyer (France)

9. The Symposium used English, French and German as its working languages. Its proceedings consisted mainly of a general debate on the experiments described in the documents presented individually by the participants. It was decided by one vote that the Symposium would work in plenary meetings until 20 January inclusive, instead of constituting five working groups from the second day onwards, as suggested

by the Bureau, in order to consider the following themes: (i) the content of media education and teacher training; (ii) media education for children and parents; (iii) research problems; (iv) cultural identity; (v) new media; media policy and control. Four working groups were organized on 21 January to make recommendations and practical suggestions and to attempt to answer the five questions set out in paragraph 29 of the working document prepared by the Unesco Secretariat. The Chairmen and Rapporteurs of these working groups were as follows:

GROUP I: Chairman/Rapporteur: Mr H. Hitchens

Question (a)

Who should be in charge of media education? What are the respective roles of educators and communicators? What influence do systems other than educational ones have on the learning process?

GROUP II: Chairman: Mr A. Vallet  
Rapporteur: Mr R. La Borderie

Question (b)

Which priority target publics should receive 'educommunication' within both formal and lifelong education? How important is an introduction to the media at the pre-school level?

Question (d)

How can 'educommunication' be integrated into general education?

GROUP III: Chairman: Mr L. Masterman  
Rapporteur: Mr P. Döbrich

Question (c)

How can the content of 'educommunication' be defined in each society taking account of socio-cultural and technological development?

GROUP IV:

Question (e)

What methods of evaluation can be applied to measure the effectiveness of media education and encourage the establishment of feedback?

At the beginning of the discussions, Group IV decided to merge with Group II.

A working group consisting of Mrs S. Minkkinen, Mr O. Gagnier, Mr K. Schleicher and Mr I. Waniewicz was separately asked to study a model which could be used in the preparation of monographs describing current experiments throughout the world in the field of media education.

10. When the groups had completed their work, each of the Rapporteurs presented an outline written or oral report, following which the Symposium approved the structure of its final report. It also examined and approved the texts of parts IV and V, as set out below.

11. The Grünwald Declaration on Media Education was drawn up by a drafting committee consisting of Mr Canavan and Mr Masterman, and it was approved in broad outline on the understanding that the final text would be finalized by the Unesco Secretariat in consultation with--and subject to approval by--the two draftsmen.
12. Mrs Rosemarie Meyer, the Rapporteur, gave an oral report on the main ideas which she proposed to include in parts II and III of the Final Report. It was agreed that these two parts, drafted by the Rapporteur in association with the Unesco Secretariat, would be communicated to all participants, who could then send in their observations or comments on the draft report. This Report has been drawn up taking these observations and comments into account.
13. Finally, the participants had the opportunity to visit the Institute on the afternoon of 18 January, and also saw some films produced by the Institute and films which participants had brought with them from their own countries.

## II. DESCRIPTION OF EXPERIMENTS IN MEDIA EDUCATION PRESENTED OR MENTIONED DURING THE SYMPOSIUM

14. Some of the experiments in media education were systematically reported, while others were merely mentioned during the first two days of the Symposium. Some were briefly described in the working documents submitted by the participants or in the supplementary documents distributed at Grünwald. The main experiments discussed were the following:
  - (a) Australia: media education integrated into the primary and secondary school systems;
  - (b) Austria: information for parents through multi-media programmes;
  - (c) Belgium and other countries: experiment in 'educommunication', or media education, by the International Catholic Association for Radio and Television (UNDA): research programmes and experiments have been carried out in a number of countries (India, Italy, Japan, Malta, Mauritius, Mexico, New Zealand, Niger, Republic of Korea and Rwanda);
  - (d) Brazil: experiments in media education, conducted via non-formal education: project for critical analysis of communication (LCC) and project for training in television analysis (TAT);
  - (e) Canada: Ontario television programme for guidance of teachers interested in media education;
  - (f) Finland: media education integrated since 1970 into a new general school curriculum ('Comprehensive School Curriculum');
  - (g) France and other countries:
    - (i) brief critical chronological inventory of twenty-three experiments carried out in media education;
    - (ii) total language, media and communication education: experiment by the Institute for Total Language in Saint-Etienne (France) and other countries (Brazil, Colombia, Spain, Italy and Lebanon);

- (h) Norway: information via the media during the years of compulsory general schooling ('media information in school system');
- (i) United Kingdom and Northern Ireland:
  - (i) media education in the United Kingdom: economic and political contexts; the dominant models; the media as sense builders; institutions and associations involved;
  - (ii) the development of media education in secondary school and in higher education in Scotland;
- (j) Switzerland: media education programme of the development of audio-visual media of the Zurich Pestalozzianum.

15. The Symposium thought it advisable to continue the systematic inventory of media education experiments currently being carried out or planned in the world. To facilitate the presentation of such experiments and to arrive at a possible classification, it was suggested that a standard framework for presentation and analysis should be adopted. A framework of this kind was drawn up by the working group mentioned in paragraph 9 above and approved in principle by the Symposium (see Appendix 1).

### III. GENERAL DISCUSSION

#### Overall review and problems of definition

16. All the participants spoke in the general debate, during which the various aspects of media education were discussed. For the sake of clarity and simplicity, the ideas expressed have been classified under the following seven main themes: the objectives of education; partners; subject-matter and methods; the relationship between education and communication; questions of research and evaluation; the influence of media education of technical progress in communication; and interrelations between communication and culture. The participants did not feel able to work out and propose a precise definition of media education or communication education (both expressions having been used by the participants, some even using the term 'educommunication'). Most did not find it appropriate that a universally acceptable definition should be sought in a field that had not yet been sufficiently explored. However, one participant did insist on the need to investigate the meaning of the concept of media education, since on it depends any further investigation of the objectives of such education and any evaluation of its effectiveness. After discussing possible modifications and improvements, the participants decided to note the two definitions adopted by the expert meetings organized in June 1973 and September 1979 by the International Film and Television Council (IFTC). According to the first definition, media education was 'the study, teaching and learning of modern methods of communication and expression considered to be part of a specific and autonomous discipline in pedagogical theory and practice as opposed to their use as teaching and learning auxiliaires in other areas of knowledge, such as mathematics, science and geography'. Additions and improvements were made to this definition by the expert meeting on the Role, the effects and use of the mass media technologies (Paris, 19-21 September 1979), which saw media education as covering 'all ways of studying, learning and teaching at all levels (primary, secondary, higher, adult education, lifelong education) and in all circumstances, the history, creativity, use and evaluation of the media as practical and technical arts, as well as the place occupied by media in society, their social impact, the implication of media communication, participation, modification of the mode of perception they bring about, the role of creative work and access to the media'.

The objectives of media education

17. Notwithstanding general agreement on the need for action in media action to take account of communication networks, the participants were none the less anxious to define the context within which this action should be taken, distinguishing between motives and motivations on the one hand, and objectives on the other.
18. Motives often constitute the primary impulse even if they only lead to restricted experiments to mislead people into thinking that something is being done. Among these we find pressure by industrial groups (the communication technology market), social pressure and the demand for public participation, the influence of fashion, the activities of the scientific community and the bad faith or opportunism of political leaders.
19. Many of these motives are ambiguous, but they can still lead to action in a given socio-political context. Thereafter, in the process of defining their own objectives, these actions may break free from this initial conditioning although their development on a greater or lesser scale nevertheless still depends on the socio-political motives and on the context that they engender. In general, in both industrialized and developing countries (even if in the latter case great caution is shown so as to safeguard cultural identity), the approach adopted with respect to the media is still a firmly constructive one.
20. The cultural 'ostracism' shown towards television and the media now seems to be a thing of the past. A number of participants spoke about these 'instruments' which have done and will do something for us, the new image of the receiver which might integrate producer and consumer needs (prosumer) etc.
21. Thus, the final objective was that of a new relationship with the media--and this, thanks to the development of communication technologies which might facilitate courses of action with a greater level of selectivity, activity and participation. At the same time, opposition was expressed to certain aspects and effects of the media e.g. representations of the roles and values conveyed, information presented out of context, cumulative long-term effects, changes brought about in listeners and viewers, especially in their capacity to communicate with their environment, the credibility and credulity of television viewers, etc. These aspects and their effects should be subjected to further research (see paragraphs...) as the bases and preliminaries to action on media education. They would ensure a more precise definition of the objectives of such action from the outset.
22. The educational objectives mentioned are on two levels:
  - (a) in the long term and with the prospect of changes in attitudes and roles, the objective will be to prepare young people to become members of the communication society by helping them to select, appreciate, make better use of, and participate in the messages which are widely broadcast by the media;
  - (b) in the shorter term and given the prospect that new ways of behaving and new capacities will be acquired, the objectives will be:
    - (i) to encourage young people to think about the mass media;
    - (ii) to develop the capacity for discrimination and criticism with respect to messages;
    - (iii) to promote greater understanding of the workings of the media and their institutions, at home and abroad;

- (iv) to create awareness about the new media e.g. videograms, videodiscs and micro-computers, and so prepare for their active use;
- (v) to stimulate active thinking on the sometimes over-abundant forms of foreign cultures channelled by the media and hence on the place of one's own national and regional culture.

23. The accounts of experiments show that some of these objectives have been developed more than others. They were considered 'transitory' inasmuch as participants were all aware that they could be the starting point for new teaching situations and for the development of other subsequent objectives.

24. In general, everybody showed awareness of the necessity for a shift in the balance between education and the media. It seemed impossible to continue activities unless the respective roles of each were reconsidered and the convergence of political and social objectives was sought.

#### Partners in media education

25. The media and, in particular the most important medium, television, are often used in the home. Many participants were therefore of the opinion that parents had an important initial role to play in every media education programme. Repeated mention was made of the role of pleasure and entertainment in television programmes (should pleasure be made a means of instruction or not?) and of the fear that media education might also be taken over by the schools.

26. In Austria, France and Japan, activities are being carried out in conjunction with parents, using equipment so arranged that they can be contacted, assisted and informed in a variety of places. In Japan, for example, the same mass media products are systematically viewed by the various parties involved (parents-parents/children--parents/educators-educators). Family associations, trade unions and social groups have been aware for some years now of the problem in different countries and at the international level (International Union of Family Associations). This awareness must be increased. Action should be taken involving adults in their parental capacity.

27. It is awkward to talk without the participation of parents, about television as viewed in the home, since it often seems to be an important factor in family stability. The problem of media consumption involving parental responsibility can thus be approached only with the utmost caution. It is vital to associate parents in every case with all action taken. For its part, the school as an educational authority is gaining in importance. Even so, in the view of some participants our conception of education is still 'dominated' by educators, many systems favouring individualized and independent learning by way of videogames, micro-computers and television itself. After all, while television does have enormous educational potential, there is little doubt that where its most disputed effects are concerned, it does sooner or later develop its own antidote.

28. However, in the present situation, the school is having to include an increasing number of subjects on its curriculum (sex education, media education, etc.) since these are often not touched on by the home which does do all that is should in the way of education. In general, teachers have not been trained to teach these new things. An initial understanding by teachers of the different 'layers' of knowledge pupils are confronted with--some participants mentioning the concepts of latent curriculum, school curriculum and home curriculum--would be a step in that direction. All countries are faced by a serious problem of training. Teachers should therefore receive instruction on

the resources and strategies of the media as part of a general teacher training programme. Teachers have a powerful multiplier effect and they should be given awareness and training in this field. The present paradox in all places seems to be that pupils who have been brought up with the media are now going to learn about them with teachers whose knowledge of the media has been more gradually acquired. A dialogue can nevertheless still be established between them on the basis of common channels of information, provided that these are accepted to the same degree by both sides.

29. Many participants also stressed that media education could not be divorced from media policy. The hope was therefore expressed that contact could be made with the communicators themselves. In some countries, educational programmes have been broadcast on media themes, but that did not seem sufficient to bring about the desired changes. Such programmes are often programmed and broadcast among all kinds of other non-educational programmes and so, have only a 'relative' influence on the listening or viewing public. Journalists and communicators should themselves be better informed and trained regarding the problems of communication and education. Their own training should include this 'new dimension', which would also involve examining the job they do, their professional criteria, and the problems of a 'new communication and information order' as envisaged by the MacBride Commission.

30. Some participants also thought it desirable that certain aspects of media education should be turned into concepts that everyone could understand, and that an information and training policy for adults as citizens should be set up (this ties up with the education of parents as adults and not merely as parents).

This training of adults might be centred around a few main questions which concern each and every individual living in a media-permeated society:

- (a) What are the functions of the mass media?
- (b) How do the mass media relate to other systems?
- (c) What are the economic, political and legislative factors that affect the media?
- (d) What control are the media subject to?
- (e) What do the media signify for the stability of society?
- (f) In general, what is the nature of the 'mass media scene' in one's own country and in other countries?

31. Co-ordinated action by the various partners concerned in education would certainly be effective. A common approach to the media might lessen the differences between what parents do and say and what educators do and say. Children and young people would thus be spared the disparities, not to say conflicts, in attitudes to education which they experience when they pass from the family to the school environment as soon as innovation shows as a social phenomenon. It would thus be desirable for a kind of 'common knowledge', associated with a positive approach and equally positive feelings towards the media, to promote the integration of different environments around the child and the young adolescent. Likewise, a classification of the partners in media education should be established.



Content, methods and means

32. With regard to the content and methods of this new form of education, participants tried to differentiate between what media education and communication education might be. Some participants saw media education as the tree which might come to hide the communication forest. If this media education were seen exclusively as an introduction to the media and if teaching methods remained unchanged, it would be tempting to do nothing but add new knowledge. In the opinion of one participant, this education ran the risk of being unidirectional and anti-educative, itself hardly different in essence from the prevailing policy and dominant practices of media impregnation. Hence the question has to be asked whether media education is just another addition to the already existing educational subjects or whether it is seen as something different.

33. Some participants spoke about the traditional communication forms, destroyed or in the process of being destroyed (developing countries), and thought that media problems should be studied within the general context of communication problems, i.e. not as a form of knowledge but as a process of communication to be established. One would have to provide a specific idea of communication, make people aware of its importance again and hence get communication technologies to be seen as easily accessible (by promoting simple forms of media, posters, etc.). This communication education, which new technologies are making both desirable and possible, would be in effect an active challenge to the receiver, thereby breaking the exclusive monopoly of the transmitters, whether they are educationists or communicators. Seen in this light, media education, such as it has been most frequently described, can find a precise place within this communication education.

34. Very many approaches were mentioned to the forms and subject-matter of this education. Some participants, for example, mentioned the Visual Literacy Association which is carrying out an experiment at different levels of education in a school in Cincinnati. The object of this form of education, based neither on subject-matter nor on technique, is to show pupils how to view the world in a graphic, non-verbal way. Some participants also wondered if a general curriculum should be drawn up, applicable to all media but independent of each (medium free curriculum) and based on fundamental iconographic skills. Others wondered if it was preferable to establish curricula adapted to each of the media in accordance with their own individual objectives.

35. The fundamental problem as regards media education seemed to be one of messages and not of the media. Education should concern the meaning of messages. Every sign should convey or induce meaning. There now exist two approaches to meaning. The first approach, the one most frequently put forward, consists in stating that meaning is a property of messages. (It is said that a message has a meaning.) The transmitter of the message is thus the one who defines the meaning, and the receiver then has to re-discover it. When this position becomes interiorized in society, it leads to set forms of social and political behaviour and a kind of dual society in which a small number of transmitters relate the meaning of the world to a great number of receivers. Some people think that social divisions arise out of this. The second approach consists in recognizing that meaning is a construction and an elaboration made by those who are communicating. Depending on the experience, the culture and the wishes of each person, this construction of meaning can lead to different results. In society, this leads to recognition of the right to be different and, with a view to better communication, to the search for a social agreement about a meaning, while showing regard for the different partners. The political aspects of the media were also dealt with. When controls are exercised, they also and very particularly concern the meaning of the messages. This explains why a socio-political approach to the media seemed vital to the participants.

36. The two approaches described call for recognition of the fact that meaning depends on the representation of the world in the media. This representation is formed through a whole construction of reality. In Switzerland (Zurich) a curriculum for teacher training covers some of the approaches which participants thought necessary in this education (this curriculum appears in Appendix 2 and is given as an example which illustrates part but not all of the debate).
37. The discussion of all these problems led to the conclusion that educational action could be taken on three possible levels:
- (a) a media and message education which explains how messages are produced and circulated by the media;
  - (b) a communication education which consists in teaching how to join in communication situations in different contexts which do or do not involve use of the media;
  - (c) a meaning education, showing the processes (psychological, sociological, semiological) by which people produce meaning in a communication situation.

The relationships between education and mass communication: integrating media education into the education system

38. The participants noted in general terms the fundamental changes that had taken place worldwide in the field of education during the last thirty years. In the past, the school considered that one of its duties was to systematize and order the experience of pupils from different backgrounds. It is now increasingly removed from the experience of life and the daily problems of young people. It is facing an onslaught from the new educational forces of the media, which create around the pupils an environment which is organized differently from school and covers topics that are not, in most cases, attuned to those of formal education. The school will have to open its doors to the channels of information and communication and ensure that the many-sided forms of knowledge they provide are neither pushed out of sight nor abandoned. One is bound to ask what precise role the school can play in this context.

39. This brings up the question of how to take account of the effects of the media in schools. Here, one of two possible approaches can be adopted: (a) the establishment of new programmes, which would imply the introduction of curricula on the media, a subject which has been dealt with at various times and in various forms, and is already being done; (b) another possible approach is that of using not curricula but processes and methods permitting available information to be sought, adapted, processed and systematized.

Methods should be developed ensuring autonomy in work on information and communication. These methods should also govern the mobility and transfer of knowledge. A new and corresponding role for the education system could then take partial shape in this training in the gathering and processing of information.

40. The participants noted, however, that as media education is still experimental, it is in many countries simply an adjunct to the general education system. Its integration assumes different aspects depending on whether media education is envisaged in the context of the formal school system or in that of the non-formal education system. In the formal system, it may for the time being be restricted, in certain countries, to experiments of greater or lesser scope concerned with teacher training, and to research and assessment systems. One participant stressed that all discussion about integration should be accompanied by a discussion of the procedures required for integration. Nevertheless, integration can itself only be the result of political will, and this depends on a variety of considerations:

- (a) the individual: improve the effectiveness of the education system for the individual and, in particular, avoid the phenomena of school rejection apparent today; facilitate the integration of large numbers of children with an essentially media-derived culture;
- (b) the education system: ensure optimum media use by modifying the communication system, which means that constructive use is going to be made of the discrepancy in communication introduced by an innovation based on a different communication situation;
- (c) the social context: help modify human relationships in the overall social context and thereby tap the latent possibilities of each individual in a new state of balance in social communication.

41. The integration of media education, construed as forming part of the broader field of communication education and education in meaning, raises the whole problem of introducing innovation into the education system. It would nevertheless be naive to think innovation alone could cure the ills of the education system. New relationships should be agreed on between education and mass communication in order to give their activities a common aim and to ensure the balanced presence of the two systems in the educational field taken in the broad sense of the term.

#### Research and evaluation in media education

42. Many participants mentioned the results of current research on the media, emphasizing the need to continue and intensify what is being done in this field. Media education programmes should be connected with appropriate research. Until that is done, media education could seem to be an attempt to patch things up and to calm fears about the harmful effects of the media, which some participants claimed were roused by popular publications or the promoters of technical developments.

43. Without claiming to cover the scope of existing research, participants illustrated their views by discussing a few special aspects of research in their countries. Thus, the studies carried out in Australia were mentioned, these having led the government to introduce media education on a general scale. A five-year-old Australian child spends 2,000 hours watching television before going to school (the equivalent of two school years); the average adult Australian spends a total of seven years of his life using the media. In other countries, exposure to television is also considerable (Canada: 190 minutes/day, Austria: 58 minutes/day, France: 101 minutes, Switzerland: 70 minutes, Germany: 79 minutes, Italy: 100 minutes); in Austria, research has shown how much trouble children have in decoding written messages in the current context. This has also been corroborated by studies in other countries. In Germany, the theory that the media strengthen pre-existing dispositions, though valid for adults, was found to be inapplicable to children (Hamburg). Children are malleable material in which representations, dispositions and habits have not yet become fixed.

44. Various research has shown that children who are over-exposed to television have difficulties in concentrating. Studies carried out in the Federal Republic of Germany (Munich) and in Switzerland (Zurich) have examined the impact of messages on small children. While the emotional content lasts (three weeks after viewing, it remains just as strong), knowledge does not seem to be retained as long.

45. The participants agreed on the contribution of the different sciences in preparing the teaching of media education. Psychology could contribute studies on perception and emotion, genetic psychology--studies on the comprehension of audio-visual messages at different stages of development in children, political

science--studies on institutional mechanisms, and the social sciences--everything involving sociological studies and research on the public and groups. Although certain participants noted how mature communication sciences have become, creating an original field of investigation and specific methods, it has to be recognized that communication problems are so vast that they must be examined through various disciplines, which can each provide a special viewpoint. Communication science should integrate these different approaches.

46. Certain participants regretted that in current research, media analysis too often concerns uncoordinated and particular messages with limited audiences, isolated receivers and micro-groups. While the quality of such studies is unquestionable, they ignore one of the salient effects of the media, which is its cumulative influence over long periods (influencing entire societies). Similarly, certain participants regretted that so little research is devoted to learning through the media. They suggested that more work should be done on the 'symbolic moulding' effect the media have. The accumulation of several models put out by the media would contribute to the elaboration of processes of learning by observation functioning without any particular motivation on the part of the receivers.

47. Finally, certain participants suggested that research should be carried out on young audiences to discover how the development of small children's personalities is influenced; whether there are definite periods of greater sensitivity; whether too many models have any effects on children; and what image of society is given (professional roles, socialization). Several participants stressed the importance of inventorying existing research and carrying out comparative studies on changing behaviour patterns in children and young people with respect to the media.

Technical development of communication and industrialization of the media: their influence on media education

48. The importance of technical progress in communication was emphasized several times during the discussions. It was noted that technology has a life of its own and will impose itself if it is not controlled. The electronic revolution has altered the dimensions of communication problems, even though its repercussions vary according to the cultural context. Such progress may result in the sharing of influence by the old and new media, which are not all substitutes for the mass media. Various new techniques or experiments were mentioned, such as PRESTEL, ANTIOPE, videotext, teletext and data banks. Several participants referred to the issues raised by the use of new media in different countries, particularly Canada and the Federal Republic of Germany. Can the new media provide education with new opportunities? What opportunities? How can advantage be taken of those new opportunities? It was stressed that it is important for the general public to consider new technologies as something accessible, especially the simpler forms of the media, and that use of the media should be encouraged to promote participation in social life or to bring people into the mainstream of development. It is also important not to separate technological media from the others. They have different potentials but they can back each other up.

49. Certain participants noted a tendency for the media to become fragmented, which encouraged the formation of an increasing number of limited publics. In this respect, several participants remarked that the phase of communication industrialization was over and that the world was now entering the phase of greater individualization in the media, bringing about an increasing differentiation and fragmentation of the public. There will thus be a switch from the mass media to group media, and the education system will increasingly have to share its monopoly. However, this change in communication is not occurring everywhere at the same speed and, according to certain participants, there remains at least a five-year

gap between the United States and Europe. In Africa, and in developing countries in general, the issues at stake, in the opinion of the participants, were how to develop mass education by means of technology, how to overcome educational underdevelopment and illiteracy, how to take over the technologies without becoming controlled or dominated by them, and how to introduce technologies which others had already failed to control properly, without jeopardizing cultural identity. Colonization did not fully explain the present situation. There was a momentum to industrialization which one had to learn to escape from. Several participants suggested that whenever a new communication technique was introduced, an education and training system for that technique should also be planned. Lastly, manufacturers should be advised to take media education experiments into account in developing their products.

#### The relationship between the media and culture, and the protection of cultural identity

50. The question of the preservation and affirmation of cultural identity and authenticity was the focus of the discussions, and was examined from different viewpoints. The danger of losing one's culture did not threaten only developing countries but threatened industrialized countries, too, or at least some of them. For example, two participants noted the trouble that six million Quebecans have in resisting the onslaught of American culture. There was no doubt that the media generally exert a standardizing influence and create a danger of cultural impoverishment by simplifying modes of thought and emptying traditional forms of communication of all value. Many participants condemned the cultural invasion or the imperialism of the picture, which may not be deliberate but merely reflects the inadequate infrastructures of the developing countries and their inadequate software resources, obliging them to import the cheapest programmes, usually from the United States. In this connection, one participant described the example of Africans exposed to foreign cultures, dispossessed of their own culture, disjointed, unreconciled and lacking in authenticity, experiencing the contradictions of cultural and educational duality. While the book revolution was now an established fact in Africa, with books being published by and for Africans, thus launching the process of transition and autonomy, the same was not true of the other media, especially television, which people saw as an instrument of prestige and authority. Only one-fifth of television programmes broadcast in Africa were produced there, the rest being imported, mainly from the former colonial powers or from the United States or the Federal Republic of Germany. Such programmes were not in the local languages and obliged people more and more to look to other countries in cultural matters, reflecting a situation of cultural hegemony.

51. Identity was a problem not only between nations but also within each one, regardless of the level of development, except perhaps for the world superpowers. Everywhere else there was usually an urban élite which imposed its ideas, likings, patterns and authority to such an extent that the phenomenon could actually be called domestic colonization, an urban culture unjustifiably considered as an ideal and spread to the remotest rural areas. Protection of cultural identity was no easy task. In Canada, networks must by law broadcast a minimum of 60 per cent national productions, but the general spread of cable television is providing unlimited access to United States productions.

52. Several participants stressed the educational value of the simplest forms of traditional communication which could be rehabilitated and revived by means of the new communication technologies. In any case, the developing countries are not necessarily opposed to contacts with other cultures, but the meaning and extent of such contacts need to be redefined. They must not be alienating but should promote universalism, seen as a harmonious blending of all differences. A given culture is never static, and neither is acquisition of a second culture inevitably

an impoverishment. It is important--though difficult--to blend and combine what is useful in two or more cultures by helping the student and the man in the street to cope with the dual situation and to get the most out of it. In this regard, one participant recalled the importance of each culture's iconographic traditions, stressing the need to distinguish the images of the unconscious (conveyed through advertising for example) from those of reality and transcendence. It is vital to take into account oral and cinematographic traditions and the methods of arranging images, characteristic of each culture, before attempting cultural transfers.

53. It would nevertheless be an over-simplification to accuse television of all wrongs and to impute to it complete responsibility for cultural impoverishment and standardization. A methodical study of the causes of cultural identity loss should be undertaken, which would imply that questions would be raised about culture and how it is defined, about the methods of using modern media without jeopardizing endogenous development, and about the relationship between media and culture. Finally, the participants agreed that radio was perhaps the only mass medium that did not necessarily conflict with the modes of communication and the value structures of developing countries.

#### Other issues

54. The participants also discussed a number of other issues concerning media education. They wondered--without finding any clear answer to the question--why this new dimension in education had registered only meagre achievements or remained underdeveloped except in a very small number of countries (Australia, in particular). To be effective, media education is inseparable from media policy. If there is any contradiction, media education will fail. Everything therefore depends on political will. However, even without the will to introduce media education generally, limited or half-scale experiments are useful in determining the problems involved, examining how the operations function and finding new arguments to influence the decision-makers. Other participants noted that it was difficult to influence the media from outside and that the media should themselves give some thought to the matter, taking into account their extraordinary power (films and television especially) of conferring legitimacy to things. One participant stressed the importance of defining media education problems before undertaking any action. That should be the rule in developing countries, which have so far done little in this field. According to another participant, the media should not be expected to produce miracles, nor should one hope for the return of some golden age of communication, which probably never existed anyway.

#### IV. PROSPECTS AND QUESTIONS

55. During their discussions at the Symposium, the participants attempted to define the prospects which are now opening up to media education in a pluralist world and to identify some questions and queries which have been raised and which condition the development of this discipline at the point at which education and communication converge. These prospects and questions can be summed up as follows:

##### A. Strategies which aim at promoting media education or at encouraging its integration

56. When integrating media education into the educational system as a whole, media education can either be considered as a specific discipline (with the risk of its serving to mislead) or as a particular dimension of teaching (with the risk of its being taken over for other purposes).

57. A study of each country's education system would be desirable in order to ascertain the place given to media education, underlying situations, objectives pursued and methods adopted or envisaged. A series of accurate and mutually comparable national monographs would make co-ordination possible and serve as a source of mutual enrichment.

B. Research and in-depth study of its concepts

58. Should not research which aims at highlighting the influence of mass media on social change, value systems, political systems and other societal dimensions be encouraged?

59. What are the consequences of the content of television programmes produced in industrialized societies on the value systems and structures of developing societies? What groups of society are influenced and in what direction? What are the gatekeeping procedures which exist or which can be set up to protect the cultural identity of those countries interested?

60. In the absence of any general theory of learning, would it not be appropriate to go more thoroughly into the conditions in which learning can occur, during exposure to media, without any apparent motivation?

61. How can an inventory and analysis be made of:

- (a) the objectives of media education in different countries;
- (b) media education programmes formulated and implemented in different countries;
- (c) types of textbooks and educational materials on media education which already exist;
- (d) methods and instruments used to measure the effectiveness of education and progress made in this field.

C. Training

62. Should media education be dependent upon a specialized full-time, teaching personnel integrated into the civil service or not? In the affirmative, it could be difficult to obtain participation of other partners in media education. If not, the risk is that teaching personnel will be taken over by the educational system, except in very limited cases where participation is on a voluntary basis.

63. What are the different methods of training teachers specialized in media education which now exist in different countries?

64. Analyse the various teaching-learning situations which exist in different types of schools and adult training courses in the different countries so far as media education is concerned.

65. Media education seeks to provide the answers to two questions: How can we learn through the media and how can we express ourselves through the media? The first is primarily of interest to children, students and adults who are involved in a process of learning. The second is mainly of interest to teachers who have to know how to use the media in their teaching and how to produce them for teaching purposes. If this distinction is accepted, might it not be useful to plan and organize two types of training designed to meet these two requirements: training for teachers and training for teacher educators?

V. CONCLUSIONS AND SUGGESTIONS

66. After the general debate and taking into consideration the reports of the working groups mentioned in paragraph 9, the Symposium approved some suggestions and recommendations which have been grouped under five headings:

A. Strategies which aim at promoting media education or at encouraging its integration

67. Encourage the formulation and implementation of strategies aiming at integrating media education at different levels of education and teaching and in the activities of the different institutions.

68. Invite Member States to use media which are available, to promote media education.

69. Instigate and facilitate a north-south dialogue on questions of media education.

70. Study and encourage the creation of national responsible bodies authorized to take or encourage initiatives in the field of media education and whose shape, organization and methods of institutionalization could vary according to the socio-cultural context and development levels; assist in the implementation and working of these bodies in the least developed countries.

B. Research and in-depth study of concepts

71. Undertake an international survey on empirical research aiming at studying the cognitive, affective and social effects of media consumption by young children.

72. Undertake a comparative analysis of national systems of support for media education: modification of leisure habits and media consumption in young children, media education for parents, kindergarten and schoolteachers, activities which will help educators to use the new media: electronic games, cable television, etc.

73. Stimulate research on parallel modes of acquisition and transmission of knowledge (vital experience, know-how, knowledge, social codes of behaviour, etc.) used by mass media and particularly television and at the school. Research could permit a new location of the school between the world of communication and information on the one hand and general education on the other.

74. Promote the analysis of the content of media, based on thoughts and ideas of a sample audience grouped according to distinct psychological and sociological characteristics.

75. Promote research on the long-term cumulative effects of mass media.

76. Encourage research on the way in which different messages carried by mass media influence interpersonal communication.

77. Intensify research on the effects of mass media on children and young people, taking into account the strong plasticity of this particular group and the inadequacy of the hypothesis according to which the substance and content carried by these media strengthens pre-existing attitudes behaviour. Study, in particular, the psychological behaviour of children or young people with regular training in the field of media education, comparing it with the behaviour of similar groups receiving no special training.



78. Establish a glossary of terms used in media education (media, mass media, information and communication) in different socio-cultural and institutional contexts.

C. Development and exchange of information on media education

79. Prepare and publish an international catalogue of audio-visual aids which can be used for media education.

80. Prepare and publish on a regular basis (twice or four times a year) an international newsletter containing information on initiatives taken, activities and work carried out on media education at a national, regional and international level, in order to encourage exchange of data, ideas and experiences and of personnel involved in this field.

81. Make an inventory of work and documents of interest to media education: specialized books and journals, unpublished papers and theses, reports of research and experimentation, etc.

82. Facilitate the access of each interested country to extracts or elements of television programmes or the mass media (press, publicity, etc.) produced in other countries in order to enable them to know more about the communication methods of others, to facilitate the work of educators by avoiding ethnocentricity and thus promoting dialogue between cultures and mutual understanding between nations.

83. Co-produce a television series on an identical topic which will be disseminated throughout the world in order to make countries, whatever their geographical, cultural or economic situation, aware of the importance of the phenomenon of television. This series would take account of the functions of television, the family and of the school which are all different according to the country.

D. Operational action for media education

84. Encourage the spread of ongoing experiments and instigate the organization of media education experiments on a significant scale (medium-size), including an evaluation system which will allow for the adjustment of objectives and take effective motivation into consideration.

85. Invite Member States and especially developing countries, when they decide to adopt a new communication technology, to incorporate therein measures appropriate to encouraging mastery of this technique by the users and having, if necessary, recourse to the International Programme for the Development of Communication (IPDC).

E. Preparation of the Second International Symposium on Media Education

86. Encourage and set up studies to actively support the preparation of the Second International Symposium on Media Education and dealing, in particular, with the effectiveness of experiments already undertaken (results obtained in relation to the desired goals) as well as on conditions in which those partners involved have effectively integrated the practice of media education into their professional and personal behaviour.

87. Associate field personnel working on media education in the preparation of the next Symposium.

## VI. THE GRÜN WALD DECLARATION ON MEDIA EDUCATION

Conscious of the importance of improving the relations between education and communications in our society, educators, communicators and researchers from nineteen countries, meeting at an international symposium in Grünwald, Federal Republic of Germany, from 18 to 22 January 1982, following an invitation from Unesco, drew up the declaration which follows:

### THE GRÜN WALD DECLARATION ON MEDIA EDUCATION

We live in a world where media are omnipresent: an increasing number of people spend a great deal of time watching television, reading newspapers and magazines, playing records and listening to the radio. In some countries, for example, children already spend more time watching television than they do attending school.

Rather than condemning or endorsing the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, but also appreciate their importance as an element of culture of today's world. The role of communication and media in the process of development should not be underestimated, nor the function of media as instruments for the citizen's active participation in society. Political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication.

Regrettably most formal and non-formal educational systems do little to promote media education or education for communication. Too often the gap between the educational experiences they offer and the real world in which people live is disturbingly wide. But if the arguments for media education as a preparation for responsible citizenship are formidable now, in the very near future, with the development of communication technology such as satellite broadcasting, two-way cable systems, television data systems, video cassette and disc materials, they ought to be irresistible, given the increasing degree of choice in media consumption resulting from these developments.

Responsible educators will not ignore these developments, but will work alongside their students in understanding them and making sense of such consequences as the rapid development of two-way communication and the ensuing individualization of and access to information.

This is not to underestimate the impact on cultural identity of the flow of information and ideas between cultures by the mass media.

The school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. Such a reassessment might well result in an integrated approach to the teaching of language and communication.

Media education will be most effective when parents, teachers, media personnel and decision-makers all acknowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step towards more effective education.

We therefore call upon the competent authorities to:

1. initiate and support comprehensive media education programmes--from pre-school to university level, and in adult education--the purpose of which is to develop

the knowledge, skills and attitudes which will encourage the growth of critical awareness and, consequently, of greater competence among the users of electronic and print media. Ideally, such programmes should include the analysis of media products, the use of media as means of creative expression, and effective use of and participation in available media channels;

2. develop training courses for teachers and intermediaries both to increase their own knowledge and understanding of the media and train them in appropriate teaching methods, which would take into account the already considerable but fragmented acquaintance with media already possessed by many students;
3. stimulate research and development activities for the benefit of media education, from such domains as psychology, sociology, and communication science;
4. support and strengthen the actions undertaken or envisaged by Unesco and which aim at encouraging international co-operation in media education.

Grünwald, 22 January 1982

APPENDIX 1

CLASSIFICATION OF EXPERIMENTS IN MEDIA EDUCATION

Descriptive framework

Description of what?

All kinds of experiments in media education conducted by various bodies for either adults or children; focus on approaches adopted rather than descriptive analysis of programmes.

Initiators	Training of intermediaries	Training of the public
The media		
Schools		
Families and associations attached to the family		
Voluntary social groupings		

What kind of description?

Outline of the institutional framework of the initiative and its place in the media system and/or the education system of the country concerned.

Who is responsible for directing the activities? On whose behalf?

Financing

Educational objectives

Better understanding of the media (kinds of knowledge imparted).

Development of a selective and critical attitude to the various phenomena of communication and the means employed.

Proposal of alternative programme structures and subject-matter for communication (know-how).

Field of application

Specify the media which, together or separately, are the subject of the experiment: radio, television, press, cinema, comic strips, books, posters, photographs, video, etc.

Duration of the experiment

Resources used

Human, technical, training of educational intermediaries (teachers, families, cultural activities organizers).

Manner of integration into formal or non-formal educational curricula

System of evaluation used and who does the evaluating?

Results (sectors of public reached)

Constraints and difficulties encountered

APPENDIX 2

MEDIA EDUCATION PROGRAMME

Zurich experiment

1. Description of the media: themes, content, formal aspects
  - 1.1 Structure of messages
  - 1.2 Language of messages
  - 1.3 Means of production of messages
  - 1.4 Approach to identification of topical issues
2. Availability and utilization of messages
  - 2.1 Range (listener ratio, circulation, coverage, reception equipment, distribution, etc.)
  - 2.2 Individual choice and utilization
  - 2.3 Reception circumstances
3. Impact of messages
  - (a) Effects related to formal characteristics of the media:
    - 3.1 due to rapidity
    - 3.2 due to instantaneous reception
    - 3.3 due to incomplete sequences of action
    - 3.4 due to a change of frame
  - (b) Effects related to content:
    - 3.5 change in cognitive behaviour (cognitive learning)
    - 3.6 change in emotional behaviour (emotional learning)
    - 3.7 change in social behaviour (social learning)
    - 3.8 attitudes, stereotypes, prejudices
4. Communication deriving from the media
  - 4.1 Form of comprehension on the part of the recipient
  - 4.2 Attitude to communicators

4.3 Attitude to the media, their content and modes of presentation

4.4 Perception of agents, expectation of roles

5. Organization and structures in the media

5.1 Regulations governing the media

5.2 Structure of the press, radio, television

6. Student activities in connection with the media

6.1 Learning by doing: imitation, reproduction

6.2 Creation of 'collages' using existing media products

6.3 Own productions (cartoon films, recorded interviews, school newspapers, etc.)

ANNEX I

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ANNEX II

LIST OF DOCUMENTS/LISTE DES DOCUMENTS

List of participants  
Liste des participants

Programme

Education and the Media--An Asian View  
Sarath Amunugama

Der Bildungsbereich in der Informationsgesellschaft  
Analyse der aussagen des MacBride-Berichtes zu den Auswirkungen des Modernen  
Kommunikationswesens  
Wolfhart H. Anders

The Development of Media Education in Scotland  
John Brown

Media Education in Australia  
Kelvin B. Canavan

Réflexions sur l'utilisation des moyens d'information au Canada  
Mario Cardinal

Tendencies in Mass Media Teaching and Education in Norway  
Asle Gire Dahl

Les mass media--Un défi à l'éducation  
Mass Media--A Challenge for Education  
Peter Döbrich

Arbeitspapier vorgelegt von Dr Christian Doelker

Education and Mass Communication Media Tendencies, Problems, Perspectives  
Ferenc Genzwein

Parent Information by Multimedia Programmes in Austria  
Dr Walter Heginger

Mass Media and Education: U.S.A.  
Howard Hitchens

Fields of Media Education  
Michael Kunczik

Media Education in Great Britain  
Dr Len Masterman

Media Education in Brazil  
Angela Parente Ribeiro Mazzi

Education for Teaching and Learning Media or only for Mass Media  
Svatopluk Petraček

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User Education for Educational Use of TV in Japan  
Takashi Sakamoto

Dimensions of a Policy for Media Education from the Perspective of TV Consumption  
Klaus Schleicher

The Psychological Foundations of Media Education  
Hertha Sturm

Emotional Media Effects  
Hertha Sturm

Education and the Media--The African Experiences  
Edward A. Ulzen

Une éducation à la communication et aux mass media  
Antoine Vallet

Media Education in Canada  
Dr I. Waniewicz

Activités de l'Union européenne de radiodiffusion (UER)

Rapport à l'Unesco concernant le programme de recherche et d'expérimentation  
portant sur l'éducommunication (Synthèse)  
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Television and School-Age Children  
Council of Europe (Mr Schwartz)

ICEM Activities in Support of Media Education  
ICEM