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Media administrators in Korea, Thailand, Pakistan, Iran, Egypt, Tanzania, Kenya, and Ethiopia were interviewed for their reactions to a plan to establish international educational technology networks. The purpose of such networks would be to encourage a free exchange of program-oriented information and experiences and technical assistance between countries using educational technology to resolve social problems. The information exchange would focus on the development of educational technology from other LDC's instead of relying exclusively on assistance from developed nations. This report includes the reactions of Asian and African network managers to the network idea, the problems that might be resolved through such international cooperation, and their specific informational needs. Major conclusions and recommendations from this feasibility study are included in PN-AAD-544.

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ACADEMY FOR EDUCATIONAL DEVELOPMENT

Report Number 2

Asia, Middle East and
Africa Trip Report

ASIAN, MIDDLE EASTERN AND AFRICAN REACTIONS
TO THE FEASIBILITY OF INTERNATIONAL EDUCATIONAL
TECHNOLOGY NETWORKS

Howard B. Leavitt
Robert F. Schenckan

September, 1975

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Summary

The purpose of the trip was to solicit from directors of large instructional radio and TV programs in Asia, Middle East and Africa, their reactions to a plan for establishing international educational technology networks. Its purpose would be to permit a free exchange of ideas, experience, materials, training facilities and technical assistance between countries utilizing educational technology to resolve social problems.

Directors were interviewed in Korea, Thailand, Pakistan, Iran, Egypt, Tanzania, Kenya and Ethiopia.

Reaction to the idea of LDCs providing one another with technical assistance was enthusiastically endorsed. However, in order to make the idea work, the proposed network, unlike existing networks, should have some of the following characteristics: it should be designed exclusively for the benefit of directors and their staffs; it should be problem-oriented; a network office should be apolitical and charged with facilitating the synthesis of experience that could be exchanged, and stimulating cooperative investigations between countries. The most commonly named problems for which directors would seek help from fellow directors elsewhere are: evaluation and feedback techniques; administration of rapidly-expanding systems; programming and public relations.

Most managers feel so overcome by the flood of outside information on educational technology that they tend to ignore it, relying instead upon local studies commissioned by them or those they trust.

The kind of information which directors say they badly need is well-designed local studies of all kinds, especially those dealing with feedback and the kind of information which can flow between managers in personal contact; in addition, syntheses of the experience of several countries.

A. Introduction

1. We visited Korea, Thailand, Pakistan, Iran, Egypt, Tanzania, Kenya and Ethiopia from July 11 to August 11, 1975 to interview directors of large instructional radio and TV systems. The trip to Asia, Middle East and Africa was undertaken as a continuation of the effort to interview directors in LDCs, the first trip having dealt with Latin America. This trip report (the second of three) follows the general format of the Latin American report. Summary, conclusions and recommendations concerning both these trips appear in a final report entitled "International Educational Technology Networks: Conclusions and Recommendations from the Feasibility Study."

2. The purpose of the trip was to solicit reactions from directors and managers of key Asian/African instructional technology programs to the idea of establishing international educational technology networks*. In addition, our purpose was to:
 - Identify the main problems facing directors which, in their view, could profitably be shared and discussed with other directors for mutual assistance;
 - Ascertain how directors received information about the uses of educational technology and what information gaps or needs existed;
 - Identify outstanding leaders who could serve as members of an international network.

* Some readers may be unfamiliar with the AID document which developed the concept of international technology networks entitled: "Educational Technology Networks in Developing Countries: A Strategy for Improving the Derivation and Utilization of Knowledge Regarding the Uses of Educational Technology in Resolving Problems of Development." In this, the need for LDCs to share their experience in the development of educational technology systems served as the main rationale for the proposed establishment of networks. Networks would be comprised of policy-making and top executive-level directors and managers of outstanding programs throughout the world. A network office or secretariat would be established to facilitate the sharing of experience between countries and programs, convene periodic international workshops oriented towards the resolution of practical problems, and coordinate inter-country cooperative evaluation and research.

3. Members of the team were:

Howard B. Leavitt, Academy for Educational Development;

Robert F. Schenkkan, Director, Communications Center, University of Texas, Austin, and President/Manager of KLRN-TV, Austin.

4. We conducted 20 separate interviews lasting from one to three hours, involving a total of 75 persons. Two interviews were conducted in Korea, five in Thailand, three in Pakistan, three in Iran, two in Egypt, one in Tanzania, two in Kenya, and two in Ethiopia. The interviews can be broken down into the following categories:

-- Directors of instructional radio projects used primarily for rural areas (3 interviews);

-- Directors of ITV systems (formal and non-formal) (3 interviews);

-- Directors of both radio and TV systems (8 interviews);

-- Top-level foreign advisors (4 interviews);

-- Directors of free or open university programs (2 interviews).

5. The criteria for selecting programs and countries were as follows:

(a) Well-known active programs which had achieved some measure of success and were therefore likely to be in a position to share their experience with others;

(b) Government programs with new mandates to emphasize rural education and the expansion of educational resources for the lowest 40% of the population;

(c) Countries representing different stages of development so that a wide range of experience in the development of educational technology could be tapped;

(d) Rough sampling from each region;

(e) Countries lying along a reasonably direct route around the world.

6. In consultation with AID we applied the criteria to Asian, Middle Eastern and African countries. Korea was chosen because of its new major commitment to instructional radio and TV. Thailand's extended experience with radio and its newer efforts in the ITV field led to its selection. Pakistan was chosen because of its relatively new intensive commitment to both radio and TV. Iran was selected because of its ambitious ITV and radio programs underway. Egypt was selected because of its own activities in the uses of radio and because of its status and visibility among Arab states. Tanzania and Ethiopia were selected because, as relatively economically poor countries their major commitment to radio as a means for raising the status of peasants is significant. Kenya, because of its well-known success with radio-correspondence schools, was selected.

7. In order to prepare for the interviews, letters were sent to each director or manager announcing the intended visit. It read, in part:

"The Agency for International Development (Bureau for Technical Assistance, Washington) is developing a plan for helping to establish international educational networks. As you know, many countries throughout the world are developing systems utilizing educational radio and television to solve problems of human resource development. But countries are doing this in relative isolation without having adequate opportunity to share ideas, experience, and assistance.

"The networks plan would bring directors of key instructional systems using radio and television into contact with one another on a world-wide basis in order to permit a building upon one another's experience. Such a flow of information across international boundaries could significantly increase and spread knowledge about how educational technology can be used to resolve social problems.

"To develop this plan, A.I.D. is sending a team of two educators to discuss the feasibility of the network plan with directors of key instructional radio and television programs.

"The purpose of this letter is to inquire about the possibility of arranging an appointment with you to help us examine the feasibility of the network plan."

Airgrams were sent to USAIDs requesting them to arrange the interviews. The explanation of the project was as follows:

"AID is investigating the feasibility of establishing international networks of IDCs engaged in developing instructional radio and television for human resource development.

"The basic problem underlying the investigation is that information regarding how educational technology can be usefully applied to social problems in LDCs does not always appear in a form readily usable by administrators of instructional radio and TV systems.

"The information available tends to be theoretical, oriented towards conditions in more advanced countries, overly optimistic and lacking in important details. This tends to leave administrators little choice but to make many decisions on their own, relatively isolated from other administrators facing similar problems in other parts of the world.

"To encourage a free exchange of program-oriented information and experience between administrators of media delivery systems in LDCs, to share materials and training facilities and to promote interchange of technical assistance among themselves, AID is exploring the feasibility of developing a mechanism whereby program representatives from key development projects around the world can join international educational technology networks.

"Three different areas are being considered, each a possible focus for a separate global network. These are:

- Radio and rural development
- ITV in formal education
- Radio/ITV for in-service teacher training"

B. Interview Procedures

We were faced with the problem of obtaining candid reactions to a relatively complex plan in a short period of time. We therefore used the same interview procedure which had proven effective on the Latin America trip. This produced, we believe, maximally honest and candid reactions. The presentation of the plan took from 15 to 25 minutes and was accompanied by two visual aids. We had identified on a large

3 x 4-foot printed map of the world the major programs using instructional radio and television. The unfolding of this map at the start of the interview invariably generated great interest because virtually none of those interviewed had ever seen the geographical location of other programs throughout the world laid out visually. We made the point that most of the programs located on the map had been developed in isolation from other programs, and that technical assistance had, in virtually every case, come from the technologically developed countries. It became clear from examining the map that the direction of technical assistance has been generally from north to south. The plan for networks, we explained, would add an east-west axis for technical assistance by permitting LDCs to assist each other.

In addition to the map, we also displayed a chart depicting countries interconnected by arrows to illustrate the reciprocal flow of information, ideas, experiences, materials and technical assistance. The network office was depicted as a facilitating administrative office whose activities would include communications, convening of problem-oriented workshops, assisting with cooperative investigations and developing a software bank.

Latin American directors had nearly unanimously indicated their need for summarized, rather than raw data from other countries, the opportunity to examine a range of models instead of one, the desirability of looking at problems, how they were resolved, failures and their consequences, and how constraints of all kinds had been successfully coped with by others. With this in mind we prepared an additional question for the Asia, Middle East and Africa interviews. This question sought reactions to a specific series of activities which originally

had been described in general terms in the AID document, "International Educational Technology Networks"* under the section on the Educational Technology Information Analysis Center (ETIAC).

In our presentation, we added a description of one way in which the network office could facilitate information analysis and synthesis, encourage cooperative investigation between countries and provide a continuous feedback regarding what was tried with what results in cooperating countries. To be specific, we described an example as follows:

1. The problem or problems to be examined at a problems workshop would be determined by a consensus of network directors at least six months before a scheduled workshop.
2. The network office, utilizing data and manpower from network countries as well as elsewhere would prepare a study summarizing and synthesizing the attempts of a number of countries (including negative experiences) to resolve the problems in question. This concise, readable document would be presented at the workshop.
3. A number of key persons who had been associated with these programs, or with other exemplary programs anywhere in the world including the developed countries, would be present to discuss their experiences either in groups or private consultations.
4. Opportunities would be provided for network members to discuss their own problems in the context of what had been presented and to formulate plans for new actions to be taken upon return from the workshop.
5. During the succeeding months, the network office would facilitate cooperative investigations by pulling together information re-

* Op. Cit., p. 2

garding what each country was trying out.

6. At the next problems workshop, the network office would help countries generalize from their collective experience
7. The cycle would then continue, with more work on the same problem or the introduction of a new problem via the mechanism of a six-month study to synthesize the experience of key countries around the world.

Following the presentation, in order to short-circuit perfunctory reactions of praise, we stated that the first reaction that everyone had had to the plan was highly favorable on paper and in principle.

But what we wanted were reactions to the actual implementation of the plan, the extent to which our interviewees would commit themselves, the problems that the network plan might face, the extent to which these problems were insurmountable or soluble, and suggested ways of resolving the problems. At this point, we made it clear that we were generally familiar with problems of managers and that the presence of a bona fide manager on our team meant that we could get down to specifics and discuss the plan critically and with unreserved candor.

Although ours is a subjective judgment, we feel strongly that the strategy succeeded. The initial reaction to the idea stimulated by the global view of technology programs and the presence of one of their manager peers on the team combined to produce, in every case, a lively, enthusiastic, serious discussion of the real problems and constraints of the plan as well as the payoff.

The interview questions were as follows:

1. Although we realize that most people find the network idea an attractive one in principle, we would like your candid reactions

in terms of your own possible involvement in such a plan.

What are your personal reactions both positive and negative, what are the major difficulties or constraints in implementing the plan and to what extent and how might these be overcome?

2. What is your reaction to the example we presented regarding the attempt to synthesize the experiences of countries for presentation to a problems workshop, formulating of new procedures which might be tried out and reporting on what happened to these activities at the succeeding problems workshop, say one year later?
3. Which of the problems facing your program would you find it profitable to discuss with directors in other countries?
4. What are the main sources of information concerning your job and what, if any, are your needs for additional information?

C. Observations About Managers in Asia, Middle East and Africa

From a relatively short interview it is not possible to make other than superficial observations about managers. We had not expected the overwhelming similarity of the easily-observable surface characteristics which they exhibited. Our observations regarding Latin American managers are entirely appropriate here and are repeated below.

The managers are, without exception, dynamic, intelligent and impressive professionals. Contrary to our expectations, every one of them was able to talk broadly about his program and the larger context of education and, in many cases, the context of national development. Our fears that some directors would turn out to be technicians concerned only with hardware and electronic maintenance were groundless. In most

cases, it became clear that much was expected of them; that their governments or boards of directors were expecting ambitious accomplishments in terms of improving the quantity and quality of education, but nearly all were aware of the many problems which need resolution before its full potential could be realized. Managers have large staffs, big budgets and complex programs and we sensed in some a half-hidden insecurity that they were not resolving their problems fast enough to satisfy the demands of government, clients and the public at large. While appearing confident about the value of their programs we sensed a feeling that they felt they had a "tiger by the tail." Persons with unrealistic ideas of what technology could do, education panacea-seekers and financially hard-pressed governments were, we felt, breathing down the necks of many of those we interviewed.

Perhaps because of these feelings of insecurity, they stressed continuously the benefits of meeting other managers in neutral settings where they could seek help, exchange problems or, put another way, weep on each other's shoulders.

All of those interviewed spoke excellent English; many of these had received training in the U.S.

Most of them appeared to be professionally, rather than politically, oriented although, without exception, they appeared to be shrewdly aware of the ways in which they must deal and live with higher government officials. Nearly all stated that despite cultural and linguistic differences, the common bond of educational technology would be the most important binding element in a network.

Most managers had international travel funds at their disposal, and so the novelty of foreign travel appeared to be worn off. The prospect of

free international travel (at least initially) to network meetings appeared to be of minor concern to them. On the contrary, many of them expressed a deep disillusionment with international meetings as time wasted away from their jobs.

We conclude, therefore, that in the eight countries visited, well-qualified persons are being appointed to the top positions in instructional radio and ITV, reflecting, no doubt, the importance that governments and boards of directors are attaching to this field. It would appear, therefore, that there is no dearth of good candidates for country representatives to networks. The problem of how to select among the many qualified may become the real problem.

D. Reactions to the Network Plan

Every manager indicated enthusiastic support for the idea in principle of international cooperation between countries involved in developing educational technology. But what gives us confidence in the candor of their remarks was that each stated in his own way that the network idea would not work unless certain problems inherent in the concept could first be overcome. These, along with positive statements, we report below in composite or summarized form.

1. Positive Reactions to the Principle of the Idea

- (a) Networks would provide more alternatives for seeking advice on problems. At present, technical assistance usually reflects the experience of a limited number of countries. LDCs have much to offer one another, but the north-south flow of advice does not make LDC cooperation easy, especially between, for example, French and English-speaking African countries.

- (b) Network would be of a great benefit. It is very difficult to get information about what is really going on in educational technology elsewhere. Information is often classified, superficial, and out-of-date.
- (c) A global approach permits the widest choice of models and variety of experiences. It would stimulate greatly the diffusion of innovations.
- (d) Innovators in educational technology are alone and face conservatism and hostility. A network would identify other innovators for mutual support.
- (e) The unique problem-oriented workshop is an excellent idea. Directors are essentially problem solvers. Problems are crushing them all the time. Some problems are insolvable and one has to give up. If experiences could be shared, the responsibility might not be so difficult.
- (f) This is the first plan ever heard of that focuses entirely on the needs of directors and managers of educational technology programs. Scholars are needed, but they should be used only when their contributions are pertinent.
- (g) The mistakes that others have made are important to know about, yet never appear in the literature. The network plan is the only way in which negative experiences can be shared either openly by those who have strong egos or privately by those who have learned to trust one another.
- (h) The literature on educational technology often reports only results, statistics and program description while omitting process, problems, and cause-and-effect. The network's emphasis upon

problems and first-hand experiences would ensure the transfer of ideas about process.

- (i) Experience is difficult to share with other countries because information is often superficial or erroneous. A network of office would assist in producing valid, useful and sharable information even about our own programs.
- (j) Countries in different stages of development can benefit from associations with one another because every country, with few exceptions, is new at the task of using instructional technology to resolve social problems.
- (k) The network would in effect be an educational technology "hot line" between managers.
- (l) Managers' lives are so hectic that there is no time for reading. Exchanging experiences with other managers under pressure would be very worthwhile.

2. Reactions to the Example of Cooperative Investigation and Analysis

Directors were unanimous in their approval of practical, cooperative studies and attempts to summarize other countries' experience.

- The plan is a unique idea. By periodically gathering and analyzing practical data about the uses of technology, managers would learn much more about others' experience as well as their own.
- The plan would provide a dynamic element to the network and would ensure continuity.
- Without data gathering and analysis, managers might simply exchange facts or irrelevant pieces of experience. But if network

activities were oriented towards practical research and investigation, there would be much more to communicate.

- A practical research orientation for the network is one of the best features of the plan. Published research on educational technology does not usually answer the questions which managers care about.
- The plan would help identify quickly the extent to which new experiments being tried by various countries were succeeding wholly, in part, or not at all, and also what was the sum total experience of all the countries trying it.
- The plan with its emphasis upon cooperative investigation would make the proposed network unlike any now in existence. It would be extremely valuable and would undoubtedly serve as a stimulus for evaluation activities in each country.
- This actually introduces a research element: facts are gathered about new procedures, these are analyzed and results are fed back to produce improved procedures which are analyzed, etc.
- This would provide invaluable learning because it continuously finds out what is working and what is not throughout the world. What is not working is always hidden and managers are becoming suspicious about all the success stories of educational technology.
- If pilot projects are to be useful for others outside a country, good documentation has to be a strong component. Outside assistance would be invaluable to ensure comparable procedures for gathering data.

3. Criticisms, Problems and Constraints

It is important to note that while giving unqualified approval to the principle of the network plan, directors were quick to point out the difficulties and problems facing the establishment of a global network. They also freely expressed their frustration and cynicism regarding previous experience with networks or international workshops.

It should be pointed out that the network experience of most directors we interviewed had included the activities of the Asian, Arab States or African Broadcasting Unions. Although they expressed general approval of these regional associations, they pointed out that they were run by general broadcasters and educational technology had, for the most part, been ignored or down-played.

- Most international meetings are frustrating experiences because of semantic quibbling, heterogeneity of audience, uninteresting and irrelevant agendas, papers aimed at showing off and publication, and political axe-grinding.
- The actual problems of directors are seldom discussed at international meetings. There are very few opportunities for managers to talk to managers.
- The networks that now exist are exclusively information networks which stress descriptions of programs and the results. While it may be important to know this information, it is process that can be transferred. Directors are interested in how these programs were developed and how problems were solved.
- Language barriers and translation problems seriously inhibit the

exchange of information and experience.

- Because of the hectic lives they lead, managers cannot take time to search through the piles of literature for a few good ideas nor attend international conferences in hopes of learning something from non-managers.
- The idea of a software exchange bank may not work because a country would want quality programs from the most experienced and sophisticated country. The royalties problem is also a great inhibiting factor.
- Despite promises of follow-up, the curse of most workshops or conferences is that nothing does happen afterwards.
- Funding for international workshops seldom carries over to activities which culminate in another follow-up workshop.
- The danger exists that a global network would undermine a local network such as a regional broadcasting union unless special efforts were made to avoid this.

4. Suggestions

Following a discussion of criticisms, problems and constraints to the network plan, managers were asked to suggest ways of overcoming the constraints and resolving the problems.

- Network should be run by a steering committee of managers with the network office to serve it.
- Continuity demands that the network office staff have permanent or long-term appointments. It should be practically oriented and deal with people instead of erudite ideas. It should have a low profile and avoid publicity. It should have access to five types

of roles: administrator; educator; instructional technologist; country network representative and researcher.

- An excellent idea would be for countries to send members of their technical staffs to work for periods of time at the network office where they would obtain a unique opportunity to view educational technology in its broadest use.
- Some managers state that because of the difficulty of getting a network started, they might be set up under jurisdiction of the various regional broadcasting unions where cultural differences are fewer.
- Other managers say that networks should be global in order to have access to the full variety of experience and avoid local domination by regional groups.
- A few managers are skeptical about the use of U.S. funds or a U.S. geographical location for network headquarters because of possible political influence and strings.
- Other managers are either indifferent to U.S. source of funds or are favorably disposed because of the presumed lack of political influence and strings.
- International funding would be desirable to avoid the impression of U.S. domination.
- Documentation of on-going programs in the network will take special efforts because of superficiality and erroneous existing information.
- The network needs specific sponsorship for three to four years to get it going until it can support itself.

- The network should capitalize upon existing institutions like the East-West Center, BBC, South Asia Educational Technology Center (Singapore) and the regional broadcasting unions.
- The network office should make special efforts to identify and tactfully report on failures. Some managers would not be afraid to discuss their failures under the right circumstances.

E. Problems Which Might Be Resolved Through International Cooperation

Managers were not hesitant in stating the problems which they would share with others and seek help from peers elsewhere. The list of problems break down into four categories: feedback and evaluation; administration; opposition to technology and program production. For reasons not entirely clear to us, training was not mentioned as a major problem as it was by Latin American managers.

1. Feedback and Evaluation

As was true in Latin America, this type of problem was mentioned more frequently and more urgently than any other. Managers in most of these countries have been given a new and urgent goal: to communicate with the rural poor. How to do this effectively is a matter of great concern to all these managers.

- How is it possible to identify the different needs of peasants, develop mass programs which reach the maximum number consistent with the necessity for tailoring programs to meet local needs and evaluate the results?
- What are alternative ways for developing the local infrastructure needed to ensure local utilization of programs by peasants?

- How should the results of feedback be evaluated; what should be done with the results?
- How can one decide how frequently, how thoroughly, and at what level of precision feedback information should be obtained against the costs involved?
- The only studies that are fully trusted are those undertaken by people whom one trusts. How can the large number of other studies including studies undertaken by foreigners, be exploited when one doesn't know the investigators, their assumptions, nor understand fully their methods?
- The credibility gap is critical. How can one ensure that new services, opportunities and resources are in place before using communication media to urge their use and raise aspirations?
- How can one organize a staff of evaluation and feedback personnel who can respond to the full range of feedback problems instead of undertaking long-term research projects for which they have been trained?
- What are techniques for getting feedback data quickly and how determine the reliability of such data?
- How can managers locate a source of training for feedback personnel which will prepare professionals for the real problems of evaluation instead of the somewhat unreal problems of much formal research?

2. Administration

Problems of administration in almost every case dealt with rapidly expanding programs, due not only to the demands for greater cover-

age, but for new objectives (e.g. reaching the rural poor).

- An expanded program calls for a much higher level of management skills. How can this be achieved?
- Expansion means more specialized types of jobs. There are no training programs for broadcasting management or cost accounting in broadcasting to name two examples. How can this problem be solved?
- How can a manager decide on the trade-offs between centralized and decentralized administration?
- How can cost/benefit be estimated for the many types of administrative decisions that are made, especially programming decisions?
- What can managers do to avoid bureaucratic infighting and the elimination (or reduction to a minimum) of outside political interference?

3. Program Production

A series of problems relating to programming can be summarized as follows:

- What are ways in which managers can get cooperation from the proper mix of subject matter and mass media specialists?
- How can production costs be kept at a minimum consistent with program quality?
- What are effective ways of organizing the many steps of technical production?

4. Opposition to Educational Technology

- What can managers do to get the public to take seriously the educational resources provided via radio and ITV?

- What can be done to overcome the bias against radio and ITV as constituting an intrusion into the recreational uses of these media?
- How can managers develop a strategy that "cracks" the fact-laden, past-oriented, examination-dominated traditional curriculum?

F. Information Needs of Managers

1. Present Sources of Information

Managers, in most cases, named their sources of external information without too much enthusiasm because of the non-practical, non-manager orientation of most publications. Those sources most frequently mentioned were UNESCO sources, both Paris and regional offices, British Broadcasting Corporation and British Council publications, publications emanating from regional broadcasting unions and publications sponsored by A.I.D. through I.C.I.T. (Information Center on Instructional Technology) and the Michigan State University series on non-formal education.

"Educational Broadcasting International," published by the British Council was the single most frequently mentioned source of information although managers felt that only a few articles were directly helpful.

The most useful source of information was local studies, though limited in number, produced by people in whom they had confidence. Managers expressed a general suspicion of the flood of materials on educational technology and as a consequence ignored most of them.

2. Inadequacy of Available Information

Many of the people we interviewed mentioned the over-supply and glut of information pertaining to educational technology and the need for some system to make it easier for pressured managers to get useful information more efficiently.

- There is an over-supply of random information on educational technology.
- Case studies are not too helpful other than identifying a location where something is going on because they don't deal enough with the process, the problems and the methods employed.
- Most of the available information is either goal- or theory-oriented, neither of which is very useful.
- The real problems that managers face are seldom, if ever, reported in the literature.
- There are so many local problems, constraints to the development of new programs and complications involving people that research investigations aimed at discovering universal principles for educational technology development are suspect.
- Much information is poorly written in dry, scientific language.
- Academically-oriented people are producing the information on educational technology, not the practically-oriented ones who, after all, should be the most important readers.

3. Information Needs

Without knowing more about the possibilities for new and better information that might exist in the future, managers were not able to articulate their needs very well.

- Managers have a need for getting at the experience of other countries without having to dredge through large amounts of information for small results.
- Managers are reluctant to adopt the practices of another country without first having the opportunity of examining a range of practices from different countries. Up until the present it has been virtually impossible to locate easily the range of experience that has taken place throughout the world.
- There is a need for many more well-designed investigations of all kinds related to local programs, especially related to evaluation.
- There is a tremendous need for managers to write articles addressed to other managers instead of writing to impress scholars (usually with poor results).
- There is a need for managers to learn from each other the kinds of things that do not and probably cannot appear in writing.
- Managers need different kinds of local information about their programs. Their needs are for a mix of instant information, short-term, middle-term and long-term information as well as research findings which uncover fundamental information about programs.

LIST OF PERSONS INTERVIEWED
(Africa, East Asia, South Asia, Near East)

AFRICA

Ethiopia

George Grimmett
Educational Broadcasting Officer
British Council
Addis Ababa

Abdu Mozayen
Director
Educational Mass Media Center
Addis Ababa

USAID

Ted Morse
Human Resources Development Officer

Kenya

Seth Adaga
Lecturer
Kenya Institute of Mass Communication

Daniel Gachiengo
Deputy Director of Broadcasting
Voice of Kenya

James Kangwana
Head
Voice of Kenya

Hassan Mazoa
Head of Radio Programs
Voice of Kenya

Joseph Mulobi
Agricultural Chief Editor
Voice of Kenya

John Mwakitana
Head of Training Programs
Voice of Kenya

Philip Ndibo
Deputy Permanent Secretary
Voice of Kenya

LIST OF PERSONS INTERVIEWED (continued)

Kenya (continued)

John Ngurri
Principal
Kenya Institute of Mass Communication

Roy Thompson
Head of School Broadcasting
Ministry of Education
Nairobi

USAID

Michael Rugh
Program Officer

Tanzania

S.M. Hegga
Director
Schools, Adult Education and Training
Radio Tanzania

Ellie M. Mbotto
Principal Programmes Officer
Radio Tanzania National Programme

David Wakati
Controller of Programmes
Radio Tanzania
Dar-Es-Salaam

USAID

John Francis
Program Officer

EAST ASIA

Korea

Yung Dug Lee
Director
Korean Educational Development Institute
Seoul

Hogwon Kim
Associate Director for Research
Korean Educational Development Institute
Seoul

LIST OF PERSONS INTERVIEWED (continued)

USAID (Korea)

Michael Adler
Mission Director

Don Barrett
Program Officer

SOUTH ASIA AND NEAR EAST

Egypt

Salah Amer
Communications Consultant
Arab League
Cairo

Salah Abdel Kader
General Secretary
Arab States Broadcasting Union
Cairo

Hamdy Kadi
Regional UNESCO Radio-TV Expert
Cairo

Saad Labib
Dean
Iraqi Radio and TV Training Institute
Bagdad

Ahmed Said
Counsellor
Arab States Broadcasting Union
Cairo

USAID

Ruth Rossiter
Deputy Assistant Director for Training Support

Iran

Kambiz Mahmoudi
Assistant Director
National Iranian Radio and Television
Tehran

LIST OF PERSONS INTERVIEWED (continued)

Iran (continued)

Farhad Saba
Managing Director, ETV
National Iranian Radio and Television
Tehran

B. Vahidi
Vice Chancellor
Free University
Tehran

Pakistan

A.F. Karimullah
Director of Programs
Pakistan Broadcasting Corporation
Rawlapindi

Masud Qureshi
Deputy Controller (Home Service)
Educational Broadcasts
Pakistan Broadcasting Corporation
Rawlapindi

Rafe Uz-Zaman
Director, ETV
Pakistan Television Corporation
Rawlapindi

S. Ijlal H. Zaidi
Director General
Pakistan Broadcasting Corporation
Rawlapindi

W.H. Zaki
Vice Chancellor
People's Open University
Islamabad

USAID

William Wolfer
Deputy Director

James Murray
Development Officer
Human Resources

LIST OF PERSONS INTERVIEWED (continued)

Thailand

Napa Bhonghibhat
Director, ETV Project
Ministry of Education
Bangkok

Jane Bunag
Development Support Communications Service
United National Development Program
Bangkok

Ambhorn Meesook
Director General
Department of Educational Techniques
Ministry of Education
Bangkok

A Mendoza
Assistant Deputy Director
United Nations Development Program
Bangkok

Chetana Nagavajara
Deputy Director, Secretariat
South-East Asia Ministers of Education Organization
Bangkok

M.L. Chintana Nobhavong
Director
Centre for Educational Technology and Radio Education
Ministry of Education
Bangkok

USAID

Scott Hammond
Human Resources Development Officer

Robert Jacobs
Educational Consultant