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The responses of media managers from 12 countries (Brazil, Columbia, El Salvador, Guatemala, Korea, Thailand, Pakistan, Iran, Egypt, Tanzania, Kenya and Ethiopia) are summarized in this report. Based on interviews with these managers, observations included here discuss the characteristics of managers of instructional radio and TV projects, their needs and information sources, their criticisms of past of existing networks, and the problems which they think might be solved through such an international endeavor. Major conclusions cited are an endorsement by network managers for such a network plan -- if it would be problem oriented, offer a network office to facilitate communication, and initially have outside funding. The prime focus is that LDC's can provide each other with assistance in educational technology that would help resolve the social problems in their countries. Specific findings are presented in two reports, PN-AAD-542 and PN-AAD-543.

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ACADEMY FOR EDUCATIONAL DEVELOPMENT

REPORT #3

INTERNATIONAL EDUCATIONAL TECHNOLOGY NETWORKS:
CONCLUSIONS AND RECOMMENDATIONS
FROM THE FEASIBILITY STUDY

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September, 1975

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A. INTRODUCTION

The purpose of the feasibility study was to obtain from directors of large instructional radio and TV programs in LDCs, reactions to a plan for establishing international educational technology networks. This plan had been conceptualized in an AID document 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."* The main purpose of the plan was to establish a mechanism for helping countries provide technical assistance to each other in such a way that knowledge about the uses of educational technology in development would be significantly enhanced.

A total of 24 top-level directors were interviewed in the following 12 countries: Latin America (Brazil, Colombia, El Salvador and Guatemala), Asia (Korea, Thailand, Pakistan and Iran) and Africa (Egypt, Tanzania, Kenya and Ethiopia).

In addition, 11 other interviews were conducted with various staff personnel. Interview procedures are described in Appendix A.

Specific findings are reported in two reports: "Latin America Trip Report" and "Asia, Middle East and Africa Trip Report."

* For readers unfamiliar with this document, a brief summary may provide an orientation to this report. The basic assumption underlying the plan is that a virtually unlimited, untapped source of technical assistance lies in the potential assistance that LDCs can provide each other. Countries utilizing radio and TV to resolve social problems would be linked through the directors of outstanding programs. A network office would be established to facilitate the sharing of experience between countries, convene periodic international problem-oriented workshops, and coordinate cooperative investigations as well as draw together, analyze, synthesize and summarize the experiences of a number of countries regarding the development of educational technology.

B. MAJOR CONCLUSIONS

1. Managers without exception strongly endorse the network plan for the opportunity; to share experiences and seek help from each other, to learn of other alternative models of development, to solve problems more effectively through cooperative problem-solving, to gain international visibility and support for educational innovations, and to establish a setting where problems, difficulties and negative experience can be discussed in confidence.

2. Managers would support a network if:

- it would be problem-oriented, run by and for managers and remain strictly apolitical,
- it would contain a network office to facilitate communications and be responsive to the information needs of managers as well as to assist in conducting practical, cooperative investigations,
- it would have outside funding during the developmental stages to ensure continuity.

3. The establishment of educational technology networks would constitute an innovative, unique endeavor in the field of education of great potential value for tapping a new source of technical assistance (that which LDC's can provide each other) and for which there is unanimous enthusiasm among managers in twelve countries on three continents. In addition, provision for an action-oriented research function would significantly advance the state-of-the-art of the uses of educational technology to resolve social problems in LDC's.

C. RECOMMENDATIONS

1. That AID support the initial developmental stages (minimum of two years) of two international technology networks comprised of managers of systems involving, a) the uses of radio in rural development and, b) the uses of ITV in formal education.

2. That AID establish a network office whose major function would be to facilitate communications linkages but would in addition provide a capacity for responding to the information needs of managers in the network for;
a) the production of reliable, straight-forward information about the process involved in developing educational technology in member countries, b) the synthesis and summary of significant experience of the uses of educational technology (information which now lies fragmented, scattered, incomplete and unused) to provide managers with more program options from which to choose, and c) assistance in meeting managers' needs for international cooperative investigations conducted by them and their staffs on problems common to several countries.

3. That the network office be located in the U.S. for the over-riding reasons of good communications, superior access to existing sources of information, access to potential international and private sources of funding as well as to experts in the fields of development related to rural development and formal education.

4. That the network plan be initiated through convening a problems-oriented workshop for managers which would, 1) demonstrate the feasibility of providing mutual assistance, 2) work out the structure of the network, its rules, procedures, membership and officers and, 3) initiate the first network

activities. The founding fathers would include those managers who have already expressed an interest and have contributed their ideas to this report.

D. OTHER CONCLUSIONS

1. Characteristics of Managers

- (a) Managers in all the twelve countries possess strikingly similar characteristics, no doubt due to recognition on the part of higher authorities of the special universal requirements for the job. They are dynamic, intelligent, articulate and impressive professionals. They are able to talk broadly about programs and the larger context of education. None give the appearance of a technician concerned exclusively with hardware and electronic maintenance.
- (b) Managers have large staffs, big budgets and complex programs usually suffering from problems of scale due to too quick expansion.
- (c) Managers share a strong optimism for the potential uses of educational technology, but are aware of the many problems which need resolution before its optimal role in conjunction with other instructional resources can be developed.
- (d) Much is expected of managers. Governments and boards of directors expect ambitious and in some cases, unrealistic, accomplishments especially in the area of communication with the most impoverished 40% of the population. Most managers are beginning to sense the difficulty of achieving this goal because of the lack of experience and knowledge on how to proceed.
- (e) Many managers exhibit a half-hidden insecurity that they are not resolving problems fast enough to satisfy the demands of govern-

ment, clients and the public at large. While appearing confident about the value of their programs they feel that they have a "tiger by the tail." Persons with unrealistic ideas of what technology can do, education panacea-seekers and financially hard-pressed governments, are breathing down their necks. Parenthetically, 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 weep on each other's shoulders.

- (f) Of the twenty-four managers interviewed, only four (all in Latin America) did not speak excellent English.
- (g) Managers are professionally, rather than politically, oriented although they are shrewdly aware of ways in which they must deal and live with higher officials. Despite cultural and linguistic differences, the universal elements of educational technology are regarded as the most important binding element in a proposed network.
- (h) Managers lead two lives, that of technician and politician. They must optimize and reconcile conflicting demands from each role. Researchers and scholars who produce most of the printed information about educational technology too often fail to appreciate this fact which accounts, in part, for the breakdown in communication between the two groups.

2. Problems Which Might Be Resolved Through International Cooperation

If networks were established, managers would consult each other on a wide variety of problems roughly categorized as follows:

1. Evaluation

What are effective ways for building evaluation into programs in order to meet the increasing demand for evidence that goals are being achieved at reasonable cost?

2. Training

Since few educational institutions anywhere adequately prepare personnel for the range of jobs required for operating instructional technology programs, what are effective ways for on-the-job training? What can be done to prevent well-trained people from being hired away from the program?

3. Administration

What can be done to avoid the disruption which comes from the necessity to rapidly expand the administrative structure of a small pilot program to that of a large campaign with broad coverage?

4. Program Production

What are effective ways for organizing teams of programmers, educators, administrators and technical staff to plan, produce, distribute and evaluate cost-effective educational programs?

5. Public Relations

What are effective ways by which unwarranted opposition to the use of educational technology can be reduced among students, parents, the general public, administrators and government officials?

6. Information

How can practical, straight-forward information be obtained about the uses of educational technology and the experience of other programs throughout the world? How can the actual experience, warts and all, be communicated and how can the experience from several countries be summarized and synthesized to avoid the necessity for examining all the data on all countries.

3. Criticisms of Existing or Defunct Networks

Managers are generally dissatisfied with their experience regarding past or present networks because:

- politics and nationalism interfere with the candid interchange of experiences.
- the network office tends to become self-serving with international members of the staff jockeying for power.
- country representation is not always appropriate and partly as a result, continuity of representation is often broken.
- there is usually a lack of follow-up to meetings.
- network activities are often poorly focussed on non-specific problems or topics.

4. Criticisms of International Conferences

Managers are generally disillusioned with international conferences for the following reasons:

- they tend to be dominated by academically rather than operationally-oriented people with the result that information is over-theoretical and tends to be produced for its own sake instead of for improving practice.
- they stress success stories of development and ignore failure.
- they deal with results of programs which are not transferable and tend to ignore process which might be transferable.
- there is seldom follow-up to provide continuity to the ideas or recommendations generated by the meeting.
- there are few opportunities for informal contacts between managers
- meetings tend to be insufficiently planned.
- the audience is usually overly-heterogeneous which reduces the level of discussion to a low common denominator of sophistication.
- speeches are presented to impress the academic, but not the operational world and written materials too seldom contain straight-forward, intelligible, well-written information.

5. Managers' Present Sources of Information

Managers derive their information needed for the job from two prime sources. They consult trusted people including foreign technicians and they place reliance upon an inadequate supply of studies, investigations and research reports which they themselves have commissioned or have been undertaken by persons in whom they have confidence.

Managers spend little time in reading, especially reports on educational technology printed outside of the country. Their reading tends to be confined to scattered articles over a range of publications. This reading tends to be desultory and random because of the alleged overwhelming flood of undifferentiated information that precludes serious concentration on any single topic.

6. Information Needs of Managers

The large output of materials written on the uses of educational technology for development is not adequately meeting the expressed needs of managers. Managers in virtually every country expressed a need for information of the type enumerated below.

1. Managers need opportunities to discuss problems on a personal, confidential or semi-confidential basis with other managers.
2. While managers are aware that programs throughout the world have differences and require different processes leading to differing results, they need the opportunity to learn quickly what is the range of experience that other countries have had regarding a particular process, problem or activity. Managers need accessible

description of a range of alternative ways of doing things, of other models, as a source for developing new program options.

3. Managers need descriptions of process by which results were achieved. While case studies provide information in depth about a total program, they have limited usefulness for managers because they seldom describe with candor what actions led to what events with what consequences. Managers need descriptions of how programs were developed so that the "hows" and "whats" can be carefully extracted from the program context and transferred elsewhere. This extraction is not feasible, however, unless managers can examine the contexts of several programs to determine what "transplant" can be successfully "grafted."
4. Surfeited by reports that deal with the successes of educational technology, and glowing predictions of its future, managers need counter-balancing information on its limitations and failures.
5. Managers need more information about all aspects of their own programs, and are generally uncertain on how to build adequate feedback and evaluation mechanisms to obtain it.

Various types of information are needed for the answers to problems which require immediate solution, short-term, middle-term, or long-term solution; answers that require a range of data from the "quick and dirty" to the long-term and precise. Managers are concerned that they are unable to locate evaluation personnel who can use their research training to respond flexibly to the range of information needs.

7. The Gap Between Managers and Researchers

Because they are constantly aware that a wide variety of variables impinges upon the administration of their programs, managers have a distrust of the type of basic research in the field of educational technology which seeks universal generalizations and principles. Managers tend to be suspicious of any type of research "findings" that come from foreign sources.

The gap between researchers and managers is larger than most people recognize. Studies about the uses of educational technology continue to flow on the assumption that the information somehow will be utilized by managers. Managers, on the other hand, continue to ignore for the most part this output. Clearly what is needed is a rapprochement between managers and researchers. A network office could take a step towards achieving this purpose by providing a listening post for researchers to find out what the information needs of managers are, and for managers to find out what useful sources of information are indeed being produced by the academic world.

8. The Network As Research Listening Post

The establishment of educational technology networks would permit IDC's to learn from each other and it would permit others to learn from observing this process, thereby developing the state-of-the-art more efficiently and quickly than would otherwise be the case. Up until now international meetings tend to be run by theorists, researchers, officers of international agencies and persons with self-serving political motivations. The establishment of the educational technology networks for managers would help shift the focus to managers. Non-managers, by observing and participating (when appropriate)

in their deliberations would be afforded a unique glimpse of practical problems under consideration. This unique "listening post" could have the effect of narrowing the gap that now separates theorists and practitioners of educational technology in LDC's. It would not only help resolve the problems of information relevance and research utilization but would have the effect of bringing a better practical base to theory and a better theoretical base to practice. Nothing could be more beneficial to the rapid development of the state-of-the-art of educational technology.

9. Global Vs. Local Networks

The establishment of global networks should not be postponed until national or regional entities have established local linkages for the sharing and integrating of experience, for the following reasons:

1. Managers will often share experiences more readily with an outsider than with a potential compatriot rival.
2. A country or region often gets locked into its own way of doing things without benefit from an appraisal of the range of models throughout the world.
3. Global networks would have the effect of stimulating local networks either through a direct linkage or through establishing a model and precedent for sharing.
4. Attempts at innovation within a country are often bolstered by the fact that other countries are engaged in similar efforts.

5. The information now needed by managers is comparative, contrasted and synthesized information from several countries using comparable data and procedures for discovering the effects of new procedures.
6. The multiplier effect of providing technical assistance of an information nature to a global network is of the highest order.

10. Global Networks Are Not Self-Generating

Before they can become functional, networks initially require a type of pump-priming, difficult to achieve without outside assistance because of-

- the difficulty in locating funding for global activities.
- the difficulty in obtaining information about which other countries would join.
- the tendency of countries to get locked into bi-lateral instead of multi-country exchanges.
- the difficulty of breaking out of the "sphere of influence" of a developed country (especially countries in French-speaking Africa and former British colonies).
- the tendency among new managers in new assignments to consolidate their own programs first and through pressure of responsibilities, never getting around to making the search for peers elsewhere.
- the instinctive fear of becoming dominated by another country's influence.
- the greater difficulty in justifying travel funds for "non-prestige" meetings as opposed to such widely known conferences sponsored by UNESCO, Ford Foundation, etc.
- the lack of time, opportunity and status to initiate a global network.

11. Doubts About the U.S. as Sponsor

Although a number of managers in Africa and the Middle East expressed doubts about the U.S. as a sponsor of the network plan and the U.S. as the location of the network office because of possible strings, others stated that the over-riding consideration regarding sponsorship and location of the network office was practical - what country is willing to sponsor the network during its initial stages and what geographical location will serve the logistical, intellectual and communications needs the best. Although the advantages of a neutral geographical setting for the network office in an LDC or other location are attractive, the over-riding consideration should be availability of a wide range of resources including the location of leadership initiative. With these in mind, the U.S. is a logical geographical setting for the network office. Most managers would agree in principle; none would disagree to the extent of withdrawing from the network should it be established.

The preference for a neutral sponsor and geographical setting reflects hypersensitivity and cynicism regarding international meetings where hidden agendas of politicians and other self-serving actions by a variety of persons, deform and weaken achievement of the stated purpose of the meeting. Managers, therefore, would be looking to the network office to play a strong role in helping to depoliticize international network meetings. It would be naive to assume that politics could be removed entirely from network activities. But this legitimate expectation of one function of the network office could be met by continuous emphasis upon the basic rationale of the network project; that there is no one model for the development of educational technology, that every country's experience may contain lessons for others, that lessons cannot

be learned unless a respect for honest facts, feedback data and experimentation under optimally controlled situations prevails, and above all, that the network office serves a facility for international learning concerning the appropriate uses of educational technology.

12. Cooperation Between Countries of Different Levels of Development

Countries of differing levels of development will cooperate within a network structure. This conclusion has been reached on the basis of managers' assertions that the basic problems of educational technology tend to be universal and that these will unite the network representatives in common effort. Countries of the same economic, social, cultural level as well as those geographically close, may find more in common to exchange than those of different characteristics but the purpose of the network is to facilitate mutual cooperation wherever it develops naturally and even sub-network arrangements within the larger framework would be feasible.

13. Global and Other Networks

Other networks in the field of educational technology exist. Usually of an informational type, they usefully serve a wide range of clients. However, no existing network addresses the specific needs of managers even though major program and policy decisions emanate from their offices. The network plan would therefore cater directly to the needs of this overlooked client. A network of managers would link with other types of networks wherever appropriate.

14. Non-Feasibility of Teacher Training Networks

Although teacher training via radio or TV is a growing and important field, it is nearly always linked with larger, more inclusive programs of instruction and therefore at this time, would not be an appropriate focus for a separate network.

METHODOLOGY OF THE FEASIBILITY STUDY

1. Specific Objectives

The specific purposes of the interviews with managers and directors* were to:

- Solicit reactions to the general network plan including potential problems, constraints and suggestions as to how these might be resolved.
- Solicit reactions to a possible role of a network office in helping to synthesize the experience of several countries through comparison and contrast and facilitating cooperative, international fact-finding and research activities.
- Identify the main problems facing directors which, in their views, could profitably be shared and discussed with other directors for mutual assistance.
- Ascertain how directors receive information about the uses of educational technology and what information gaps or needs exist.
- Identify outstanding leaders who could serve as members of an international network.

2. Criteria for Selection of Countries

The criteria for selecting programs and countries were as follows:

- 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.
- Government programs with new mandates to emphasize rural education and the expansion of educational resources for the lowest 40% of the population.
- Countries representing different stages of development so that a wide range of experience in the development of educational technology could be tapped.
- Rough sampling from each region.
- Countries lying along a reasonably direct route around the world.

* We use the terms "manager" and "director" interchangeably in this report to designate the top executive officer of a program. We found that the term changed from country to country but the meaning remains constant.

In consultation with AID, a total of twelve countries were selected, four each in Asia, Middle East, Africa and Latin America. Of these twelve countries two, Ethiopia and Tanzania are among the 25 poorest countries as designated by the United Nations. All but four (Brazil, Iran, Korea, Egypt) were among AID-assisted countries with FY '76 programs of over \$10 million.

3. Interviews Conducted

Trip #1 to Latin America took place June 1-14, 1975; Trip #2 to other countries July 13-August 13, 1975. On both trips we conducted a total of 35 separate interviews, each lasting from one to three hours involving a total of 59 persons. Twenty-four of the 35 interviews involved the top director or his deputy; the remaining 11 involved other key individuals closely connected with instructional radio and TV delivery systems. The 35 interviews break down into the following categories*:

<u>Role</u>	<u>No. of Interviews</u>
-- Directors of educational radio	6
-- Directors of ITV (formal and non-formal)	9
-- Directors of both instructional radio and TV	8
-- Coordinators of nation-wide systems	2
-- Directors of free or open university programs	2
-- Director of university multi-media center	1
-- Directors of research and evaluation staffs	2
-- Director of rural planning	1
-- Top-level foreign advisors	<u>4</u>
	Total: 35

* See Appendix B for identification of countries

4. Interview Procedures

We devised an interview procedure which elicited animated and what appeared to be candid comments. The presentation of the network plan usually took from 15 to 25 minutes. We carried with us a large folded map of the world indicating the major locations of the uses of instructional radio and TV in LDCs. This map invariably generated interest because no one had ever seen the world's major programs laid out geographically. It was obvious that most of the world's programs had been developed in isolation from other programs and the map graphically portrayed the fact that technical assistance has generally flowed from north to south. The network plan, it was noted, would add an east-west axis for technical assistance by helping LDCs help each other.

In addition to the map, a chart was shown, depicting the network as countries inter-connected by two-way arrows to illustrate the reciprocal flow of experience, information, materials and technical assistance. On the chart, the network office was depicted as a facilitating administrative office helping with communications, convening problem-oriented workshops, assisting with cooperative, inter-country studies and experimentation, and developing a software bank.

From the directors in Asia, Middle East and Africa, we sought reactions to the feasibility of building into network headquarters, the capability of facilitating practical cooperative investigations that would draw together, analyze, synthesize and summarize the experience that several countries were having regarding the development of educational technology. This laying out and juxtaposing the experience

of several countries would be done in such a way that a director could examine a range of experiences and derive from them more insight than from the usual type of single case study.

At the periodic problems-oriented workshops, the range of experiences that countries had faced in attempting to resolve a particular problem could be examined.

From the identification and analyses of this particular problem or others, the network office would assist countries in identifying new procedures which directors might wish to adopt and place these in a simple cooperative research design. At the minimum this would involve getting countries to collect the same kinds of data regarding the implementation of the new procedures, both before and after the start of the new activity. At the maximum, this would involve more formal experimentation and longer-term research.

The periodic problems-oriented workshops would be the occasion for reporting on results, deriving conclusions and formulating new cooperative investigations.

Following the presentation of the network plan, in order to set the stage for a candid discussion, we stated that everyone's reaction to the plan had been highly favorable in principle and on paper. However, we wanted to know specifically the extent to which directors might commit themselves, the problems and constraints foreseen and suggestions, if any, for resolving them. We stated 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 candor.

Although ours is a subjective judgment, we feel strongly that the

strategy succeeded. The initial reaction to the idea was 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.

5. Interview Questions

The interview questions were as follows:

- (a) 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?
- (b) What is your reaction to the idea of attempting to synthesize the experiences of countries for presentation to a problems workshop, and formulating procedures for cooperative investigations so that directors could keep track of each other's experience?
- (c) Which of the problems facing your program would you find it profitable to discuss with directors in other countries?
- (d) What are the main sources of information concerning your job and what, if any, are your needs for additional information?

LIST OF PERSONS INTERVIEWED

AFRICA

Ethiopia

George Grimmett
Educational Broadcasting Officer
British Council
Addis Ababa

Abdu Mozayen
Director
Educational Mass Media Center
P.O. Box 3025
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
Nairobi

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

PERSONS INTERVIEWED (continued)

Kenya (continued)

John Ngurri
Principal
Kenya Institute of Mass Communication

Roy Thompson
Head of School Broadcasting
Ministry of Education
P.O. Box 30456
Nairobi

USAID

Michael Rugh
Program Officer

Tanzania

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

Ellie M. Mbotto
Principal Programmes Officer
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Program Officer

EAST ASIA

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PERSONS INTERVIEWED (continued)

Korea (continued)

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Korean Educational Development Institute
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USAID

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Mission Director

Don Barrett
Program Officer

LATIN AMERICA

Brazil

Erika Coester
Director
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Porto Alegre

Zoe Guimaraes da Costa
Coordinator of Research
SACI
Rio Jose dos Campos

Luiz Carlos Lobo
Director
Center for Instructional Technology and Health (NUTES)
AND
Latin American Center for Educational Technology (CLATES)
Federal University of Rio de Janeiro
Rio de Janeiro

Louis Antonio Souza Lima de Macedo
Director
Programa Nacional de Teleducao (PRONTEL)
Rio de Janeiro

Jorge de Mesquita
Assistant Director
National Institute for Space Research
San Jose dos Campos

Lubrien Name Moussi
Coordinator
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PERSONS INTERVIEWED (continued)

Brazil (continued)

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Fundacao Padre Anchieta
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Department of Human Resources

Ardwin Dolio
Education Officer

Colombia

Hernando Bernal Alarcon
Acting Director
Accion Cultural Popular
Bogota

Pedro Arreasa Lleres
Director
INRAVISION
Bogota

PERSONS INTERVIEWED (continued)

Colombia (continued)

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Ministry of Education
Bogota

Diego Castilho Sanchez
Assistant Director
INRAVISION
Bogota

USAID

Charles B. Green
Director
Department of Human Resources

El Salvador

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Ana Mario Merino de Monzano
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USAID

Raymond San Giovanni
Education Officer

Guatemala

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Jorge Serrano
Director of Educational Planning
National Economic Planning Council
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PERSONS INTERVIEWED (continued)

Guatemala (continued)

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NEAR EAST AND SOUTH ASIA

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General Secretary
Arab States Broadcasting Union
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Hamdy Kadil
Regional UNESCO Radio/TV Expert
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Garden City, Cairo

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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
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PERSONS INTERVIEWED (continued)

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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

PERSONS INTERVIEWED (continued)

Thailand

Napa Bhonghibhat
Director, ETV Project
Ministry of Education
Bangkok 11

Jane Bunnag
Development Support Communications Service
United Nations Development Program
Bangkok

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

A. Mendoza
Assistant Deputy Director, UNDP
Bangkok

Chetana Nagavajara
Deputy Director, Secretariat
South-East Asia Ministers of Education Organization
Darakarn Bldg., 920 Sukhumvit Rd.
Bangkok 11

M.L. Chintana Nobhavong
Director
Centre for Educational Technology and Radio Education
Ministry of Education
Bangkok 11

USAID

Scott Hammond
Human Resources Development Officer

Robert Jacobs
Educational Consultant

PERSONS INTERVIEWED (continued)

OTHERS

A. Hancock
Deputy Chief
Division of Development & Application of Communications
UNESCO, Paris

E.L. Sommerlad
Chief
Division of Research & Planning of Communications
UNESCO, Paris .

Wilbur Schramm
Director
East-West Center
Honolulu, Hawaii

Jules Vaska
Programme Coordinator
International Bureau of Education
UNESCO, Geneva

COUNTRIES AND PROGRAMS VISITED

Africa

Ethiopia

EDUCATIONAL MASS MEDIA CENTER

Kenya

VOICE OF KENYA, SCHOOLS BROADCASTING PROGRAM

Tanzania

RADIO TANZANIA

Asia, East

Korea

KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE

Asia, South

Pakistan

PAKISTAN BROADCASTING CORPORATION

PAKISTAN TELEVISION CORPORATION

PEOPLE'S OPEN UNIVERSITY

Thailand

CENTRE FOR EDUCATIONAL TECHNOLOGY AND RADIO EDUCATION,
MINISTRY OF EDUCATION

ETV PROJECT, MINISTRY OF EDUCATION

Latin America

Brazil

CENTER FOR INSTRUCTIONAL TECHNOLOGY AND HEALTH
AND LATIN AMERICAN CENTER FOR EDUCATIONAL TECHNOLOGY

ETV CHANNEL 7 PONTIFICA UNIVERSIDADE CATOLICA (PUC)

FUNDACAO CENTRO BRASILEIRO DE TV EDUCATIVO (FCBTV)

FUNDACAO EDUCACIONAL PADRE LANDELL DE MOURA (FEPLAM)

FUNDACAO PADRE ANCHETA

	TV - Formal	TV-Non-formal	Radio - Formal	Radio-Non-formal	ETV/IR Teacher Training
Ethiopia EDUCATIONAL MASS MEDIA CENTER	x		x	x	x
Kenya VOICE OF KENYA, SCHOOLS BROADCASTING PROGRAM			x		x
Tanzania RADIO TANZANIA			x	x	x
Korea KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE	x		x		
Pakistan PAKISTAN BROADCASTING CORPORATION				x	x
PAKISTAN TELEVISION CORPORATION	x	x			x
PEOPLE'S OPEN UNIVERSITY		x			
Thailand CENTRE FOR EDUCATIONAL TECHNOLOGY AND RADIO EDUCATION, MINISTRY OF EDUCATION			x		
ETV PROJECT, MINISTRY OF EDUCATION	x				
Brazil CENTER FOR INSTRUCTIONAL TECHNOLOGY AND HEALTH AND LATIN AMERICAN CENTER FOR EDUCATIONAL TECHNOLOGY	x				x
ETV CHANNEL 7 PONTIFICA UNIVERSIDADE CATOLICA (PUC)	x	x			
FUNDACAO CENTRO BRASILEIRO DE TV EDUCATIVO (FCBTV)	x				
FUNDACAO EDUCACIONAL PADRE LANDELL DE MOURA (FEPLAM)		x		x	x
FUNDACAO PADRE ANCHETA		x		x	

COUNTRIES AND PROGRAMS VISITED
(Continued)

Latin America (continued)

Brazil (continued)

PROGRAMA NACIONAL DE TELEDUCACAO (PRONTEL)

SACI

Colombia

ACCION CULTURAL POPULAR (ACPO)

COLOMBIA MINISTRY OF EDUCATION, DIV. OF RADIO & TV

INRAVISION

El Salvador

DIRECCION DE TELEVISION EDUCATIVA

Guatemala

PROGRAMA EDUCACION BASICA RURAL

Near East

Egypt

ARAB STATES BROADCASTING UNION

Iran

NATIONAL IRANIAN RADIO AND TELEVISION

FREE UNIVERSITY

TOTALS:

	TV - Formal	TV - Non-formal	Radio - Formal	Radio - Non-formal	ITV/IR Teacher-Training
Brazil (continued)					
PROGRAMA NACIONAL DE TELEDUCACAO (PRONTEL)	x	x			
SACI	x		x		x
Colombia					
ACCION CULTURAL POPULAR (ACPO)				x	x
COLOMBIA MINISTRY OF EDUCATION, DIV. OF RADIO & TV	x		x		
INRAVISION		x			
El Salvador					
DIRECCION DE TELEVISION EDUCATIVA	x				x
Guatemala					
PROGRAMA EDUCACION BASICA RURAL				x	x
Near East					
Egypt					
ARAB STATES BROADCASTING UNION	x	x		x	
Iran					
NATIONAL IRANIAN RADIO AND TELEVISION	x	x			x
FREE UNIVERSITY			x	x	
TOTALS:	13	9	8	9	12