



UNITED STATES INFORMATION AGENCY  
WASHINGTON

DIRECTOR

June 27, 1967

MEMORANDUM FOR: Members of the White House Task  
Force on Educational Television in  
Less-Developed Countries

I am pleased to transmit to you the final report of  
the Task Force, which I sent to the President today.

I believe that the report is a good one, and I want to  
thank each of you, and your staffs, for the cooperation which  
made it possible.



Leonard H. Marks  
Chairman



UNITED STATES INFORMATION AGENCY  
WASHINGTON

DIRECTOR

June 26, 1967

MEMORANDUM FOR: The President

FROM: White House Task Force on Educational  
Television in Less-Developed Countries

GENERAL SUMMARY

The Task Force has completed its work and herewith submits its final report.

Our recommendations, in summary, are that:

- The United States Government should take positive steps to assist developing countries in determining how educational television and related teaching technologies can strengthen their school systems.
- This policy should be implemented through direct U. S. Government assistance for educational television projects in selected countries, and for training, research and related programs. These would include the educational TV projects you proposed to the other OAS Presidents at Punta del Este in April.
- The President should announce this U. S. intention to cooperate with developing countries in educational technology in a statement or speech to an appropriate audience in the near future.



UNITED STATES INFORMATION AGENCY  
WASHINGTON

DIRECTOR

June 26, 1967

MEMORANDUM FOR: The President

I am attaching the final report of the Task Force on Educational Television which you appointed on November 26, 1966.

The report recommends that:

(1) Positive steps should be taken to assist developing countries in determining how educational television and related teaching technologies can strengthen their school systems.

(2) U.S. Government assistance should be given for educational television projects in selected less-developed countries and funds should be made available for training and research in this field.

Through your initiative at Punta del Este, projects of this nature are currently under way in Latin America--a pilot educational television station in El Salvador and a research and training center at a location to be selected, probably Colombia.

Studies are also under way for similar projects in Southeast Asia to be undertaken by the Ministers of Education of the area, through their regional organization.

The Task Force also recommends that you should make a speech to an appropriate audience of educators in the near future outlining this policy and encouraging the developing nations to participate cooperatively.

The Task Force report unanimously adopted is signed by representatives of State, AID, HEW and Peace Corps.

Your approval is requested of the five recommendations shown in the attached.

Leonard H. Marks  
Chairman

Task Force on Educational Television

TASK FORCE RECOMMENDATIONS

The following specific recommendations are made by the Task Force. Detailed descriptions of each recommendation are contained in the attached tabs.

Recommendation No. 1 -

U.S. Government educational assistance to developing countries should emphasize opportunities for cooperative programs designed (a) to assess the role of educational television and related teaching technologies in these countries and (b) to utilize these technologies when feasible. (Action: AID with HEW)

Approve \_\_\_\_\_  
Disapprove \_\_\_\_\_

Recommendation No. 2 -

The United States Government should provide active support, through grants and loans, to the creation of educational television projects in selected developing countries. (Action: AID)

Approve \_\_\_\_\_  
Disapprove \_\_\_\_\_

Projects of this nature have already been undertaken in Latin America as a result of the President's statement at the meeting of OAS Presidents in Punta del Este last April. Further discussions are taking place looking toward the construction of an educational television station in El Salvador and a research and training center at a location to be designated, probably Colombia.

In Southeast Asia, assistance is now being given to a Task Force of the Southeast Asia Ministers of Education which is studying educational television for that area.

Surveys of opportunities in other regions should be carried out with the aim of developing additional projects as soon as possible.

In all cases, the educational and cost-benefit characteristics of ETV as opposed to other means of educational development should be carefully assessed.

Recommendation No. 3 -

Approve \_\_\_\_\_  
Disapprove \_\_\_\_\_

The United States Government should develop cooperative programs with other countries to determine more clearly the role of educational TV and other technologies in developing countries, and to train experts in applying these technologies. (Action: AID, HEW, State Department, USIA, Peace Corps)

Most developing countries have been slow in considering the implications of television and other technologies for their educational systems. The United States should take the lead in encouraging these countries to examine these implications.

Initially, this will involve encouraging educational leaders in developing countries to consider realistically the present and potential value of educational TV and related technologies to their local school systems. It will also involve, in selected countries, assistance for training programs in the specific techniques of educational TV and related technologies.

At the same time, a parallel program for strengthening U.S. technical capabilities to apply television and other technologies to educational needs in developing countries should be developed under joint AID-HEW auspices. This should include research, training and effective liaison with U.S. education and other elements of the private sector involved in educational television.

Recommendation No. 4 -

Approve \_\_\_\_\_  
Disapprove \_\_\_\_\_

AID should strengthen its administrative capacity to carry out projects for educational television and related technologies in accordance with the recommendations made above. (Action: AID)

Recommendation No. 5 -

Approve \_\_\_\_\_  
Disapprove \_\_\_\_\_

If the Task Force's recommendations are approved, the President should announce the U. S. Government's intention to cooperate with developing countries in educational-technology projects and studies in a statement or speech to an appropriate audience in the near future. (Action: The White House)

Leonard H. Marks  
Chairman

White House Task Force on Educational Television  
in Less-Developed Countries

The Honorable  
Leonard H. Marks, Chairman  
Director  
U. S. Information Agency

The Honorable  
Douglass S. Cater  
The White House

The Honorable  
Charles Frankel  
Assistant Secretary of State  
Bureau of Educational and Cultural Affairs

The Honorable  
Paul A. Miller  
Assistant Secretary for Education  
Dept. of Health, Education and Welfare

The Honorable  
Gustav Ranis  
Assistant Administrator for Program and Policy  
Agency for International Development

Mr. Tedson Meyers  
Director of Radio and TV Programs  
The Peace Corps

RECOMMENDATION No. 1: U.S. Government educational assistance to developing countries should emphasize opportunities for cooperative programs designed (a) to assess the role of educational television and related teaching technologies in these countries and (b) to utilize these technologies when feasible.

(Action: AID with HEW)

In its preliminary report last February, the Task Force emphasized that developing countries will have to adopt innovative educational methods if they are to begin to meet their need for mass quality schooling at all levels in the next decade. Traditional educational practices cannot cope with the load. The past decade has seen a rapid rise in the resources applied to education in Asia, Africa and Latin America - including assistance from the United States and other aid-giving countries.

Nevertheless, most developing countries still have a massive current educational deficit. The prospect is that the situation will get worse rather than better in the coming years. Forty-five percent of the world's school-age children are not in school - and most of them live in Asia, Africa and Latin America. Of those who are in school, the majority can be expected to drop out in the elementary grades, usually by the fourth year. In Brazil, for instance, forty percent of all school children are in the first grade. Despite increasing expenditures on education, these conditions will worsen rather than improve in the coming decade, largely as a result of population pressures on the school systems. There is, moreover, an

increasing need for adult-education programs to support the introduction of more advanced agricultural and industrial methods in these countries.

Clearly more imaginative approaches are required to shortcut present patterns of education in ways that bring better quality schooling to more children, both to those who are now in school and those who should be. There are no easy solutions to this problem - but there are a number of difficult ones. The most promising of these is the increased use of electronic technologies, particularly television. In its February report, the Task Force cited a number of successful examples of this approach - in American Samoa, Colombia, Italy and other countries.

Here is where the United States has an important role to play. American educational aid programs in developing countries have in the past been necessarily concentrated on support through conventional educational techniques and concepts. Much of this has been useful, but it has not been able to provide the momentum that will be needed to bring mass quality education to these countries. Moreover, it has at times had the unintended effect of supporting educational establishments in clinging to outmoded patterns unsuited to current needs. Up until now, very little effort has been made in our aid programs to consider the role of educational technology in changing this pattern.

The United States has a long lead in research and development of educational technologies. In educational television, no other country has attempted such a range of experimentation in all phases of this technology - from closed circuit broadcasts of medical operations to programs for

pre-nursery children in Head Start programs. Some of this experience is uniquely adapted to our own system and is not transferrable - but there is a great deal that should be of value in the developing areas.

For these reasons, the Task Force recommends that American assistance to developing countries in this field should give greater emphasis to these new technologies, particularly TV. We are not advocating an immediate pullback in assistance programs for more traditional methods. There is, in fact, a risk in rushing into new projects, with the danger that technology will be used ineffectively through lack of experience. This has already happened at times in this country - and there is no advantage in exporting our experimental mistakes to countries which can afford them even less than we can.

The Department of Health, Education and Welfare should be prepared to advise and assist AID in these assessment and utilization efforts. Under a wide range of domestic health, education, and community programs, it has aided research, facilities construction, and services involving television and related telecommunications. HEW is in a useful position to help identify areas of U.S. public and private activity which show readiness to contribute experience and on occasion in providing further encouragement to these areas.

Furthermore, HEW has an important role to play in implementing effective two-way exchange of experience in the utilization of educational television. The application of new educational technology in other cultural settings can produce new knowledge which should be passed on to

domestic public and private agencies for consideration and possible application. The experience of other nations can thus become a constructive force in the further development and utilization of educational television in this country.

The role of educational television and other technologies will vary tremendously from country to country. A few developing countries may adopt them wholeheartedly; other countries may be too small, too poor or too disinterested to consider them at all. A reasonable assumption is that traditional educational methods will continue to dominate the school systems of most developing countries for the next decade. However, social, economic and other pressures will accelerate the introduction of educational TV and other technologies by the early seventies.

The United States should be identified with this change. We have the greatest fund of experience in this field. And our national interests dictate that we strengthen education throughout Asia, Africa and Latin America as part of our overall effort to promote stability in these areas.

Finally, the Task Force believes that educational television is the best place to start. Of all the new teaching technologies, it is the one which has been tested most extensively, both here and abroad. American experience in this field goes back fifteen years. The past five years have seen a rapid rise in its experimental use in over forty developing countries. In most cases, these experiments have been too small and too sporadic to constitute a full test of television's potential as an instructional tool. Budgetary allocations for ETV have been small, the number of educators trained in its use has been even smaller and, in many cases, they have had

to work in the face of opposition from conservative educators who see educational TV as a threat to their professional status. Despite these obstacles, experiments in adapting educational TV to the needs of developing countries have demonstrated its potential.

The Task Force believes that the time is ripe to capitalize on this interest and experience in ways that will benefit overall U.S. objectives. Educational television is at the take-off point in the developing world. During the next few years, it should be lifted from its present experimental status to a level where it can serve its full potential for mass quality education.

RECOMMENDATION No. 2: The United States Government should provide active support, through grants and loans, to the creation of educational television projects in selected developing countries. (Action: AID)

Sufficient experimentation has taken place to confirm the potential value of instructional television in strengthening direct organized teaching at both the child and adult levels in the developing countries. This experimentation has been, in most cases, useful but it has not provided a full test of ETV's value and will not as long as such applications play a subsidiary role to the more traditional methods. This test will come only when a decisive commitment of resources is applied toward implementing educational technology as a distinct alternative to traditional methods in attacking the critical deficiencies which plague most countries. The new methods must be given a chance to demonstrate their ability to produce a better school system both in the number of students reached and in the quality of training given. Large scale, concentrated application of new methods is needed to provide a valid comparison of the cost-effectiveness of alternative approaches and, thus, to make possible rational decisions concerning the future allocation of scarce educational resources.

No developing country has yet taken this full step. The largest single experiment has been in Colombia where, in a program supported by the Peace Corps and AID, about 500,000 children receive television instruction each week. But this is still a distinct minority of the

school-age population in Colombia and, for technical reasons, the amount of televised instruction each child receives weekly is small. It has been a valuable experiment, but not a conclusive one.

The Task Force believes that the United States Government should actively encourage the development of full-scale educational TV projects in a selective number of countries. We propose that these projects be located initially in Latin America and Southeast Asia. They should be assisted through AID technical assistance loans and grants, to be financed within the present and projected AID budget.

In determining the most effective location for such projects, the Task Force set up the following criteria:

1. Local Interest. There should be sufficient local interest and expertise to assure that the project will be adequately supported by national and educational leaders in the country concerned, including continuing and adequate budgetary support.

2. Size. The project should be large enough - in terms of students reached and subjects taught - to represent a significant test of educational television's benefits compared with more orthodox teaching systems.

3. Purpose. The project should be essentially devoted to direct instructional purposes. In its preliminary report, the Task Force emphasized that "U.S. efforts should be concentrated on instructional television, i.e. direct organized teaching of curriculum subjects at both the child and adult levels.... This conclusion reflects our conviction that instructional television can provide the dividends, both educationally and financially, developing countries need if they divert their limited resources to this new and expensive technology."

4. Technical Capacity. The country should demonstrate a capacity to effectively administer and support a program of the broad scope being contemplated.

5. Training and Research. The project should include, as an integral function, training programs for teachers, administrators and broadcasters, together with continuing research studies of the project's effectiveness.

6. Demonstration Role. The project should serve as an educational demonstration for educators and others from neighboring countries when possible.

The Task Force made extensive surveys to determine which countries met these requirements. A key part of this survey involved queries to U.S. Embassies in over forty developing countries. Consultations were held with dozens of educators, broadcasters and others here and abroad. As a result of these enquiries, the Task Force came to the following conclusions, on an area-by-area basis:

#### LATIN AMERICA

The Task Force recognized early in its studies that Latin America offered the best opportunity for U.S. initiatives in this field. Over a dozen Latin countries are actively experimenting with educational TV, and most of the rest have shown an interest in the subject. There is a general receptivity among Latin educators to U.S. advice and experience in educational TV.

In March the Task Force recognized that the Punta del Este conference would offer a unique opportunity for the United States to raise this

subject, in line with your general initiatives for strengthening hemisphere cooperation. As a result, we made the two recommendations on ETV cooperation which you in turn proposed to the other OAS Presidents.

The first of these, the OAS-sponsored regional educational broadcasting training center, has already been acted upon by the OAS Cultural Commission. An OAS study group, of which the United States is a member, has been authorized to prepare a report on the purpose, size, location and financing of the center for submission to the Commission in September. Ambassador Linowitz is hopeful that steps for initiating the center can be taken by the spring of 1968.

The second educational-television project which you proposed at Punta del Este was a pilot project in a Central American country. Since that time, the proposal has moved forward to the point where El Salvador has been selected by AID as the best location for the project. Initial discussions have begun with Salvadoran officials and an AID-sponsored study team of U.S. experts currently in El Salvador to determine specific project requirements. If there are no undue delays on the Salvadoran side, AID believes that this project can be agreed to within two months.

A number of other Latin American countries have expressed an interest in cooperative educational-television projects with the United States. These include Brazil, Chile, Peru and others. The Task Force recommends that AID should further investigate these prospects and determine their value to the Agency's program objectives within each of these countries.

AFRICA

Much of Sub-Sahara Africa is not ready for the installation of sophisticated ETV education systems because of a crippling lack of trained manpower, adequate facilities, and financial resources.

However, if Africa is to solve pressing educational problems, as yet unsolved by conventional methods, a pilot program should be set up on the continent to provide for (1) professional training and (2) practical learning experience in the use of mass media to meet objectives in national development.

In North Africa, Tunisia and Morocco have expressed a direct interest in U.S. cooperation in developing their educational TV systems. In West Central Africa, where Niger and Ivory Coast have already made significant progress in the use of ETV, regional cooperation should be explored. And in East Africa the Kenyan government has been interested in the long-range possibilities of both radio and television for educational purposes for a number of years. Recently AID negotiated a technical-assistance project in this area, involving a contract with the University of Wisconsin. Although the Wisconsin advisers will concentrate initially on educational radio, there is a provision for expansion into educational TV.

SOUTHEAST ASIA

This area offers an important opportunity for cooperative programs by the U.S. and other aid-giving countries in the development of educational television. The Southeast Asian Ministers of Education Council

(SEAMEC), meeting in November 1966, approved further exploration of educational radio and television as one of a number of its regional education programs. In addition four member countries, Thailand, Malaysia, Singapore and the Philippines, are now engaged in some degree of experimentation in ETV. The other SEAMEC countries are Indonesia, Laos and South Viet-Nam.

The Task Force believes that any U.S. Government initiatives in educational TV within Southeast Asia should be taken within the framework of the SEAMEC action. As a result of Task Force initiatives, the regional group's Secretariat has accelerated the development of its ETV proposal. SEAMEC is sponsoring a regional study of educational TV needs, with the assistance of experts supplied under an AID agreement with the U.S. National Association of Educational Broadcasters (NAEB). An NAEB consultant is now working with SEAMEC in preparation for this study and additional experts will participate over the next few months with SEAMEC country representatives in a series of national studies. The group will make a final report to a SEAMEC review and planning conference at which time recommendations for proceeding with specific activities will be agreed upon. It is anticipated that such recommendations will be submitted for Ministerial approval at a third Ministerial conference tentatively scheduled to be held in November 1967.

It is obviously not possible to determine the scale of U.S. cooperation in Southeast Asian educational television until this survey is completed and the recommendations acted upon by SEAMEC. There are, however,

sufficient indications that such cooperation might be desirable in one or more countries in the area. This might involve cooperation in forming a regional educational TV training institute as well as assistance to national ETV systems.

The Task Force recommends that AID continue its active interest in cooperating in educational television development with the countries represented in SEAMEC.

NEAR EAST - SOUTH ASIA

An opportunity for stimulating the development of educational TV in this region exists in the vehicle represented by the Central Treaty Organization. Educational TV in Turkey, Pakistan and Iran is still at an early stage of development but there are many indications of future interest and activity. Iran already has an established facility.

A CENTO Conference which could present broad discussion of the use of educational television in the respective member-nations should be encouraged, before these countries get any more involved in their separate programs. Such a conference is customarily preceded by a three-country survey to determine the extent of interest in Turkey, Pakistan and Iran and to identify qualified conference participants.

The Task Force recommends that at an early date the United States representatives in CENTO suggest to their member nations that such a Conference be scheduled.

RECOMMENDATION No. 3: The United States Government should develop cooperative programs with other countries to determine more clearly the role of educational TV and other technologies in developing countries, and to train experts in applying these technologies. (Action: AID, HEW, State Department, USIA, Peace Corps)

In selecting countries for possible educational TV demonstration projects, the Task Force found that there was a general lack of any competent core of expertise in this field in most of the countries it examined. This weakness is a major obstacle to the effective consideration of educational television and other teaching technologies in Asia, Africa and Latin America.

#### TRAINING THE EDUCATIONAL LEADERSHIP

The problem exists at two levels. The first, and most pressing, is the general lack of understanding of these technologies by the top educational leadership in these countries. These educators are inclined to believe that such technologies are too sophisticated and complex for their local needs. They recognize the very real paradox involved in the proposition that complex electronic technology might be an effective way of upgrading impoverished school systems. Their scepticism has its points. They are aware of the dangers of introducing complex technical systems into a culture which has had relatively little experience with them. Moreover, they are, in almost every case, operating within tight educational budgets.

These hard realities argue against any easy enthusiasm about the potential role that television and other technologies might play in lifting the educational burden in developing countries.

The primary responsibility for cooperative programs to train educational leaders in developing nations rests with AID. However, the State Department, USIA and HEW also have a role to play in implementing AID programs in this area. The specific role of each Agency should be as follows:

#### AID

AID activities in this field should take place at three levels - training at the local level, at the regional level and, finally, here in the United States.

At the local level, AID should work directly with educational leaders to consider the options open to them by educational television and related teaching technologies. The Task Force's studies indicate that, in many developing countries, educational leaders have never seriously considered television's potential as a mass instructional tool. Their inclination is to dismiss it as an expensive frill. The first problem is to engage them in the subject, in ways that will allow them to see what is involved in making "trade-offs" within their limited educational resources between television and their present teaching methods. The Task Force is under no illusions that such understanding will come easily, or that it will always favor educational television. But this type of orientation of the local educational leadership is the first step towards any realistic

application of educational television to local needs. AID's educational missions in developing countries should be prepared to assist this.

At the regional level, AID should encourage interchange of information and experience about educational television by neighboring countries. In some instances this should be formalized in regional training institutes, such as the one which you proposed to the OAS for Latin America. Eventually there should probably be similar institutes in Africa and Southeast Asia. However, until such time as such centers are set up, AID should encourage a continuing dialogue on adapting educational television to regional needs.

Finally, AID should bring a limited number of educators from developing countries to this country to study the administration of educational-television systems as well as our experience in adapting curricula for television.

The long-term possibilities of utilizing communications satellites for educational purposes should be considered in these discussions with educators from developing countries.

#### STATE DEPARTMENT

The State Department can make a useful contribution to better comprehension of educational television's potential in developing countries through its educational-exchange programs. Where feasible, Asian, African and Latin American educators and broadcasters visiting this country under the Department's exchange programs should be encouraged to visit educational television projects during their stay here. The Department should also

consider developing special group projects for foreign educators and broadcasters to study educational television here, similar to the successful one conducted by Brandeis University in 1962.

The Department should also be prepared to send more American experts on educational television and related teaching technologies to developing countries for short tours under its American specialist program.

#### USIA

The Information Agency should make available more American materials on educational television and related technologies through its overseas library system and cultural centers.

#### DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Although HEW does not operate programs directly involving overseas educational television, it is a primary resource for information about U.S. experience in this field. This resource should be made available to foreign educators, through AID, USIA and other outlets, as an important contribution to their understanding of the subject.

The programs proposed above involve primarily the orientation of educational leaders in developing countries. At the same time, there should be orientation and training for lower-level specialists who, in many countries, are already operating educational-television systems. In other words, the United States should be prepared to upgrade present programs, when requested.

TRAINING THE SPECIALISTS

AID should be alert to opportunities for providing training programs for lower-level supervisors and teachers in this field. Such training should, of course, be required in those countries where the Task Force proposes that the United States make a significant investment in the development of a local ETV system. However, it should also be considered for other countries where educational TV is still on an experimental basis. Such training can take place locally or at regional institutes such as the one to be set up in Latin America. Where appropriate, the Peace Corps can provide volunteers for local training programs, as it is already doing so successfully in Colombia, Jamaica and Peru.

In all of these training efforts, considerations should be given to coordinating U.S. efforts with those being made by other countries and by the United Nations. The British have two important programs for training educators and broadcasters from developing countries - the Thompson Foundation School near Glasgow and the Center for Educational Television Overseas in London. The French and Japanese are doing similar training. UNESCO has also increased its budget in recent years for such activities. At the very least, U.S. efforts should avoid overlapping with these programs and, where possible, should dovetail with them.

There is, finally, the question of strengthening our own domestic capacity to assist developing countries in applying educational technologies. While U.S. experience in educational TV and related technologies is extensive, much of it is of limited relevance to the problems of developing

countries. We have something to teach in this field - and we also have a lot to learn about the problem of applying sophisticated techniques to lands and cultures different from our own. This calls for a level of expertise in this country that is, for the present, in short supply.

The first need is for the training of American educators who will be involved in working with these projects in developing countries. These men would, of course, be competent in their own field of specialization but, equally important, they will have to be aware of the particular problems involved in transferring their expertise, and its implicit cultural biases, to other countries.

The second need is for strong research programs to measure the effectiveness of these proposed initiatives in educational technology, and to insure that innovative approaches to instruction will emerge from them. The coming period of demonstration and training projects is, in a sense, experimental. New ideas will be tried. Some of them will work; others will not. The problem is to identify their utility - or lack of it - as quickly as possible. This calls for well-organized research efforts to measure these programs, not only with regard to their direct educational effectiveness but also their cost-benefit implications for overall educational planning within developing countries.

A third need is the development of a system for identifying and making available that portion of existing instructional film and tape, which carries culture-free, universally valid information which can be used in any part of the world. There are many complexities in implementing such a

system. However, there exists a vast store of scientific, specialized and research material in this country that could be extremely useful to the developing countries in applying educational television.

RECOMMENDATION No. 4: AID should strengthen its administrative capacity to support educational television projects and related teaching technologies in developing countries. (Action: AID)

In proposing a shift from traditional forms of U.S. educational assistance overseas to more advanced technological methods, the Task Force considered the need for administrative changes to carry out the program. It has concluded that changes will be necessary if this new approach is to be successful.

Each of the five agencies represented on the Task Force would be affected in varying degrees by the new program. For four of these agencies - State, HEW, USIA and the Peace Corps - the changes will involve primarily shifts in program emphasis and can be handled within their existing administrative frameworks. The major changes affect AID.

The thrust of this Task Force's recommendations is that the United States should take a stronger stand in favor of new approaches designed to encourage mass quality education at all levels in the developing countries, rather than to support traditional methods less capable of bringing this about. While the Task Force's primary interest is in educational television, it is aware that there are other methods which are relevant to such a new approach. We do not suggest that there be an abrupt halt to U.S. assistance for current educational practices. We do suggest a steady shift in the spectrum of our aid to imaginative and new methods where the U.S. can make a unique and, perhaps, decisive contribution to education in Asia, Africa and Latin America. We should make it clear to the educational

leaders in developing countries that, from now on, our help will be increasingly committed to those techniques.

As we have noted above, AID will have primary responsibility for carrying out these changes. The Task Force believes that implementation of these programs should be left to the discretion of AID itself. However, we do suggest that AID give particular consideration to strengthening its liaison arrangements with those segments of the American private sector most directly concerned with educational television and related teaching technologies. These include the educational system, industry and social-science research organizations. The long-run effectiveness of a new American initiative in educational systems of developing countries will depend in large part to the degree to which these elements of the private sector are involved. Private industry should be consulted in these efforts since electronic equipment for educational purposes represents a new and potentially important export market, and assistance from these companies will be valuable in arriving at these goals.

RECOMMENDATION No. 5: If the Task Force's recommendations are approved, the President should announce this new American initiative in overseas aid to an appropriate group of educational leaders. (Action: The White House)

The initiatives recommended by the Task Force represent a shift in U.S. aid policies which reflects our search for new ideas to assist the developing countries. We believe that this effort would make a suitable subject for an address by the President or high Administration official to a group of educators in the near future.