

PROJECT EVALUATION SUMMARY (PES) - PART I

7P. 526-0502

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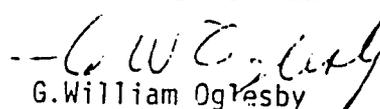
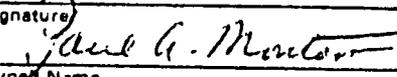
Report Symbol U-447

1. PROJECT TITLE RURAL RADIO EDUCATION			2. PROJECT NUMBER 526-0502	3. MISSION/AID/W OFFICE USAID/Paraguay
5. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>80-7</u> (Final)	
A. First PRO-AG or Equipment FY <u>76</u>	B. Final Obligation Expected FY <u>78</u>	C. Final Input Delivery FY <u>79</u>	<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION 6. ESTIMATED PROJECT FUNDING A. Total \$ <u>878,000</u> B. U.S. \$ <u>601,000</u>	
			7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>October 1978</u> To (month/yr.) <u>December 1979</u> Date of Evaluation Review <u>October 1980</u>	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., algram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
None		

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT	
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	A. <input type="checkbox"/> Continue Project Without Change	
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	<input type="checkbox"/> Other (Specify) _____	B. <input type="checkbox"/> Change Project Design and/or	
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C		<input type="checkbox"/> Change Implementation Plan	
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P		C. <input type="checkbox"/> Discontinue Project	

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
<p style="text-align: center;">  G. William Oglesby </p>		Signature 	
		Typed Name Paul A. Montavon	
		Date 1/6/81	

13. SUMMARY

The Rural Radio Education Project was designed as a three year experiment to develop a radio instruction program within the Ministry of Education (MOE). The program was carried out on an experimental basis in the Department of Caaguazú and was aimed at a limited group of approximately 1,500 elementary school children. This evaluation showed that in spite of the slow start due to a series of difficulties in the delivery of project inputs the project has achieved the majority of the planned output and EOPS targets. In addition, the project goal of developing and testing materials and techniques has been fully achieved. On the other hand, there has been little or no impact on the sector goal of expanding access to primary education and increasing the number of rural primary school graduates by 20% in 1980. This expanded second phase was to be funded under a follow-up AID Project which was cancelled due to non-availability of funds. There is a lack of clear commitment by the Ministry of Education to ensure the future expansion and continued evaluation of the program, and the program does not have enough resources to expand much beyond its present enrollment of 1,800 students.

14. EVALUATION METHODOLOGY

This evaluation was performed in accordance with the Mission's Annual Evaluation Schedule and is the second and final review of the project. A technical end-of project evaluation was contracted for in March 1980 with Barclay M. Hudson and Associates (Mission Contract No. AID-526-460) to perform a comprehensive technical assessment and assist the MOE to develop concrete plans and budgets for future expansion. Basic information for this review was obtained from the Barclay Hudson report, and through various work sessions with personnel of the Rural Radio Education Project Office (RREP) of the MOE. The findings and conclusions were discussed with the Chief of the RREP and the Mission Director.

15. EXTERNAL FACTORS

All assumptions made regarding the cooperation from rural communities proved to be valid and continue to hold. It was found that the volunteer arrangement of monitors worked satisfactorily. Likewise, the cooperation received from students in rural areas and departments of the Ministry of Education has been outstanding. One assumption made at the input level - that consultants would be contracted in the desired time frame - proved not to be true.

16. INPUTS

Major project inputs supplied by AID included long and short term radio education technology specialists, short term training in the U.S. and third countries, recording studio equipment and materials and local travel and per diem of project team members. The counterpart contribution consisted of

salaries of approximately 30 full time staff members of the RREP office, part time personnel, equipment, service of voluntary monitors and radio broadcast time donated by private and government radio stations.

Some of the AID financed inputs were not provided on schedule. There were problems with the long term radio specialist who was not able to develop good working relations with the RREP staff and whose contract was terminated one year early. Instead, the input of short term advisors was increased and their services were rated as highly satisfactory. The planned participant training was not carried out because adequate programs could not be found. Another area of concern was the delay in procurement of electronic equipment due to the non-availability in the U.S. of equipment suited to the electric power available in Paraguay (220V, 50 HZ). There have been various losses in transit and unusual delays in clearing the commodities through the Paraguayan customs.

The counterpart contribution was delivered as planned, but there was a delay on the part of the MOE in making available the space for installing the radio studio. However, this delay did not hamper progress as there was an equal delay in the procurement of the equipment.

17. OUTPUTS

The major outputs include: 1) a recording studio equipped to produce radio programs; 2) trained cooperating country personnel; 3) a designed, tested and written new curriculum and courses and; 4) evaluation instruments adequate to determine the degree of listener interest and understanding of radio instruction.

The project experienced a series of delays during its initial phase. These were mainly attributable to the late arrival of consultants, difficulties in the procurement of electronic equipment from the U.S. and the inclusion of a pretesting phase of a duration of one year and the expansions of the program to incorporate the 3rd-grade in response to the needs of the potential audience. These latter two changes were not contemplated in the original design.

In spite of all these problems, the project has achieved most of the planned outputs. A fully equipped recording studio was installed and is regularly operating and satisfying all project needs. The project has also trained a permanent staff of twenty four. One shortfall has occurred in the area of recruitment of monitors. Instead of 35 monitors, only 10 were recruited in the first year, 16 in 1979. The RREP has been reluctant to hire the planned number of monitors fearing that the Ministry would eventually not be able to absorb the totality of the cost. Consequently, most of the monitors were put in charge of more than one center and the project initiated experimenting with various uses of monitors. The technical Barclay Hudson evaluation concluded that in spite of not having achieved the planned number, the project has done an excellent job in the selection and use of the monitors. These are playing a major role in promoting discipline

and enthusiasm in classes and developing attitudes in the rural poor that go beyond the specific knowledge taught in the curriculum itself.

Other outputs fully achieved were a total of 1080 lessons each consisting of a 15-20 minutes radio broadcast plus one page of workbook exercises. The content of the curriculum as well as the individual lessons and written materials have been rated as highly adequate. The project has established an evaluation process to test the level of achievement of students and has developed a continuing feedback and revision process with respect to program content.

18. PURPOSE

The purpose of this project is to establish an effective Pilot Rural Radio Education Program for grades 4-6 in the Department of Caaguazú. This objective has been fully achieved. The Ministry has established the Rural Radio Education Project as an integral part of its program and has taken steps to achieve a full institutionalization of the project as can be noted from the progress made towards the End of Project targets:

EOPS No. 1: "MOE staff preparing, reviewing and revising instructional tapes for use by government and private radio stations."

This has been fully achieved. The project produced on a timely basis all the instructional tapes required by the program and made arrangements with two private radio stations and with one Government station to broadcast the lessons 180 days per year, one hour a day for each of the two levels of program; the first is addressed to 3rd and 4th grades and the second is geared to the 5th and 6th grade levels. The lessons produced consist of 1080 radio broadcast programs of 15-20 minutes each plus one page of workbook exercises. The lessons are directed to the specific needs of the audience and deal with practical, everyday situations and have been judged to be of a high quality. We believe that the MOE staff has the necessary experience, leadership, pedagogical skills, and technical capacity to produce and distribute all the radio lessons required for an expanded program provided that adequate funding is available.

EOPS No. 2: "MOE staff preparing, reviewing and revising back-up materials such as workbooks and teacher guides for the rural curriculum."

The MOE has produced all the back-up materials needed by the program including more than 10,000 workbooks. Approximately 70% of the 3rd and 4th grade materials were revised after the first year's use and revision is presently being made of 5th and 6th grade material.

The MOE staff has gained a valuable experience in the preparation and testing of the instructional materials and is technically capable of preparing

all the materials required for an expanded program. The only constraints are the lack of printing equipment and an adequate budget for materials to allow for a larger production of workbooks.

EOPS No. 3: "MOE has a feedback and evaluation system to determine the effectiveness of its radio activities and has submitted reports on findings."

This objective has been achieved with respect to continual testing of students and revision of teaching materials. Students are tested on a daily and weekly basis (workbook exercises receive immediate feedback from the radio announcer, and weekly review and correction by the monitor). Monthly meetings are held by monitors with project staff to discuss instructional materials. On a quarterly basis a more thorough review is performed with an annual summary review in November at the end of classes. The participation of monitors has proven to be very effective in the continual improvement of program content and this overall process of continual feedback and revision must be considered one of the outstanding strengths of the RREP program.

EOPS No. 4: "40-50% of those students who enrolled in radio education schools in grade 4 are eligible to enter grade 7."

The project has not attained this target. In fact, in spite of the original plan the RREP has never considered the program to be the equivalent to regular primary education but as a means of stressing practical skills to rural population. This inconsistency between project plans and actual implementation resulted from the lack of local participation in project design and the unawareness by AID technicians of local regulations and the desire of the Ministry of Education officials.

In spite of the fact that the program is not understood as a stepping stone to secondary school, the RREP office maintains that the graduates can still go on to secondary education through specially designed additional courses. This issue was discussed in the previous AID evaluation in November 1978 but the project has never taken any action to establish a mechanism to that effect. It is strongly believed that there is a significant merit in the development of a system that would enable students to continue their studies beyond the primary school. This will enhance the attractiveness both for potential students and participation of volunteer monitors.

EOPS No. 5: "1500 elementary school children who attended incomplete schools are participating in supervised radio education programs."

The project has reached this target on schedule: 700 students were enrolled in 1978; 1,500 in 1979 and more than 1,800 in 1980. From the total enrolled in 1978, 520, or 74% passed final examinations. In 1979 however only 816 or 54% passed exams. The reasons for decline in percent of students graduating were identified by the B. Hudson evaluation as a decline in the quality of institutional materials or the recruitment of students with less

preparation for study. Another possible cause may have to do with dilution of quality due to size of expansion (e.g. less supervision) or loss of enthusiasm by monitors in their second year of work. Since these are mere hypotheses, it is believed that the RREP office needs to undertake a careful evaluation of the real reasons for the declining rate of graduation in 1979 and identify the problems before undertaking an expansion.

EOPS No. 6: "Seventy radio schools functioning."

The target of 70 learning centers was fully achieved. For 1980, many of the learning centers have been established outside the pilot site of Caaguazú. The role of these centers is somewhat limited for two reasons: 1) a high percentage of students own their own radios which often provide better reception than the ones provided by the project, consequently many students listen at home and 2) in most cases, monitors visit the learning centers only once per week and their role in actual instruction is minimal. The project has experimented with different uses of monitors, (paid monitors rotating among five centers, paid monitors assigned to one center, unpaid volunteers and unpaid teacher students); however, a careful analysis regarding the relative effectiveness of the five different categories of monitors remains to be done.

EOPS No. 7: "Sufficient radio course content and coverage to permit completion of each grade in one year."

The curriculum is linked to the regular school primary curriculum with reinforcement of specific materials to address practical needs for everyday life. The program was redesigned to cover two grade levels in a single year instead of one grade per year as originally planned. Programs are redesigned to provide a rough equivalency of 3rd through 6th grade level instruction, however, graduates do not qualify automatically for entrance into secondary school. They are given a certificate of completion which will enable them in the future to enter the secondary school after taking a 1-2 month complementary course. The RREP office is presently designing the content of such complementary course.

19. GOAL/SUBGOAL

The immediate goal of this pilot project is to provide primary school instruction to a manageable sample of students through the use of radio and to develop and test materials and techniques for a future expansion of the project on a national scale. The sector goal to which this project was to contribute was expanded access to primary education in rural areas of Paraguay by increasing the number of primary students in the 4th to 6th grades from 65,000 to 75,000. Achievement of this goal target however was contingent upon the acceptance by the GOP of Radio Education as a workable program and a subsequent country wide expansion of the project. About

4,000 students have participated and B. Hudson technical evaluation concluded that the project has operated efficiently and fulfilled all its objectives with respect to the preparation and testing of materials and techniques.

20. BENEFICIARIES

According to the PP, beneficiaries of this project are the 7-14 year old drop-out and non-enrolled children living in the Caaguazú region, a typical Paraguayan rural area where small farms operating at a subsistence level are predominant. More detailed studies of the listening audience in the region revealed, however, that the strongest demand was coming from older people between 15 and 30 years and that most required entry-level instruction at the 3rd rather than 4th grade level. It was later found that the MOE has not registered students in the 7 to 14 age group because according to Paraguayan laws these students are required to be in a formal school system.

Of the students enrolled, about half are women. No data is reported on student socio-economic status, but few if any live in towns. Many, perhaps half, are poor enough that they need help to pay for their work-books (about \$8 per year).

21. UNPLANNED EFFECTS

The Mission is unaware of any major unexpected results or impact affecting this project.

22. LESSONS LEARNED

A general lesson learned that might be of relevance to other countries contemplating similar activities under similar conditions is that it is feasible to carry out low cost rural radio education programs that, while not being an equal or a substitute to primary education, still enjoy acceptance in rural communities and stimulate wide participation and cooperation at all levels.

A particular lesson learned from this project is that in order to have avoided deviations from original plans and revision of project policies project designers should have placed more efforts on attempts to improve communication with their MOE counterparts at the PP preparation stage. If possible, PPs should be prepared jointly with the final paper translated into host country language and shared with the counterpart.