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Rural Primary Schools Extension Project:

Radio Language Arts

Revised Implementation Plan

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Project Director:

Maurice Imhoof

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1114 22nd Street, N.W.
Washington, D.C. 20037
(202) 462-1900
Cable: ACADED WASHINGTON DC
Telex: 197601 ACADED WSH OR
890600 ACADED WSH

Rural Primary Schools Extension Project

Radio Language Arts

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INTRODUCTION

The following pages provide a revision of the Implementation Plan of December 1981. The purpose of the Revised Implementation Plan is to assure that all the original goals of the project are achieved in Kenya, and that dissemination activities are carried out in accordance with the purposes of the project.

The Implementation Plan of December 1981 was based on the original contract time line proposed for the project, that is September 1979 to September 1984. In the Plan, the five phases of the project, however, were redefined to incorporate as many of the proposed activities of the project as possible within the time remaining under the contract. Two major reasons were cited for the revisions of the phases at that time: 1) the delay in signing the project agreement with Kenya, and 2) the Kenyan school year. It was anticipated in the Plan of 1981 that further revisions would be necessary in order to carry out completely the original goals of the project and any other activities determined necessary on the basis of early experience in the field.

At the present time, we are making good progress in accomplishing the goals of the project. There is good Kenyan support for the project. The present assessment is that there is a good chance of success for the project and future implementation by the Kenyan educational authorities. There are, however, the dual problems of not enough time and not enough money to complete the entire intended scope of work. Additional time is necessary not only to complete the work originally proposed, but also any period shorter than that of the original project design would make conclusions about radio instruction questionable.

Additional time of course requires additional funds. In spite of efforts to initiate savings, the complexity of the project requires support in many different areas. This support--because of events and circumstances often beyond our control--is not only costlier than anticipated but is required for a longer period than anticipated due largely to the delayed start up.

The Revised Implementation Plan, based on almost two years of field experience, incorporates the revisions in the implementation schedule that would enable the project team to achieve its original goals. The revisions should be read as a replacement for Section IV. Implementation Schedule of the Implementation Plan of December 1981. All other sections, describing the research design, the instructional model, and the formative evaluation remain the same.

ACCOMPLISHMENTS TO DATE

The following statement of accomplishments is meant not as a complete summary of projected activities but serves to indicate the direction of the project during the first two years. It indicates the potential success of the project and sets the context for the revisions suggested in the Revised Implementation Schedule that follows.

A. Technical accomplishments

- The writing and production of more than 165 original 30-minute radio lessons for standard 1. More than 120 lessons have been broadcast to 2,000 students in the 21 project and 10 observation schools. The broadcasts have been accompanied by teachers' notes and pupil worksheets. Anecdotal response to the broadcasts is very positive. Teachers and children like the programs and initial feedback indicates that children are learning as well as, and probably better than, children in conventional classrooms.
- The completion of a sociolinguistics survey in communities of the project schools. The selected project schools, numbering twenty-one, represent linguistically 75% of the total population.
- Summative evaluation post-tests for standards 1 and 2 have been developed and pre-tested. The standard 1 post-test has been administered in control classrooms to 2000 pupils and the results are currently being analyzed.
- Fifty headmasters and teachers have attended 2-day orientation workshops on teaching English by radio.
- Twenty classroom observers have attended 3-day orientation workshops on classroom observation and reporting.
- Ten observers have also participated in a 5-day testing workshop during which they helped write items for the standard 2 post-test.
- The radio curriculum for standards 1 and 2 has been developed. Guidelines for developing the standard 3 curriculum have been established.

B. Non-technical accomplishments

- Good working relations with the Kenya Institute of Education (KIE) and the Ministry of Basic Education (MOBE) have developed. The team has established very good relations with district education officers, headmasters, and teachers.
- One instance of political controversy over the project was contained and seems to have left no lasting damage. There has been no negative reaction since the programs began broadcasting.

- The attempted coup had only minor effect on the project. Production was disrupted for a week, but time was made up later.
- Personnel changes at the end of the first two years were accomplished with a minimum of disruption. These changes enabled us to recruit new team members with specific radio writing and production skills that are more crucial to the success of the project. Indications are that they add strength to the team.

The accomplishments to date are those expected. We have made no unusual strides beyond what was anticipated. If anything, the tasks are larger than anyone anticipated. There are still some issues that are unresolved, some unexpected events and costs. Overall, we feel confident that the project can achieve its goals and that a radio language arts program can be developed for Kenya that may serve as a model for other developing countries.

REVISED IMPLEMENTATION SCHEDULE

This schedule is a substantial revision of the preliminary implementation schedule of the proposal and the Implementation Plan of December 1982. In short, we propose to extend the project for approximately the same amount of time the project was delayed because of site selection. (See Chart III-1) Such an extension would enable us 1) to complete the data analysis of final year test results and to complete the summative evaluation; 2) to aid in the implementation of the project in Kenya; and 3) to conduct meaningful dissemination activities as outlined in the proposal.

In order to simplify the presentation of the revised implementation schedule we have kept the five phases as outlined in the Plan of 1981 and added a sixth phase. The proposed schedule now includes the following phases:

- Phase I: September 1, 1979, to September 30, 1980.
This includes the period of the project before the field team was in place.

- Phase II: October 1, 1980, to December 31, 1981.
This includes the period of the project in which pre-broadcast activities took place.

- Phase III: January 1, 1982, to December 31, 1982.
First year of broadcasts.

- Phase IV: January 1, 1983, to December 31, 1983.
Analysis of first year results. Second year of broadcasts.

- Phase V: January 1, 1984, to December 31, 1984.
Analysis of second year results. Third year of broadcasts.

- Phase VI: January 1, 1985, to December 31, 1985.
Analysis of third year and cumulative results.
Final reports. Revisions of materials. Dissemination activities.

This schedule would require an additional fifteen months beyond September 25, 1984, the present contract expiration date. Chart III-1 presents a revised project time-line by major tasks. Charts III-2 through III-7 summarize project tasks during each phase of the project.

PROJECT TIME-LINE BY MAJOR TASKS

RADIO LANGUAGE ARTS PROJECT

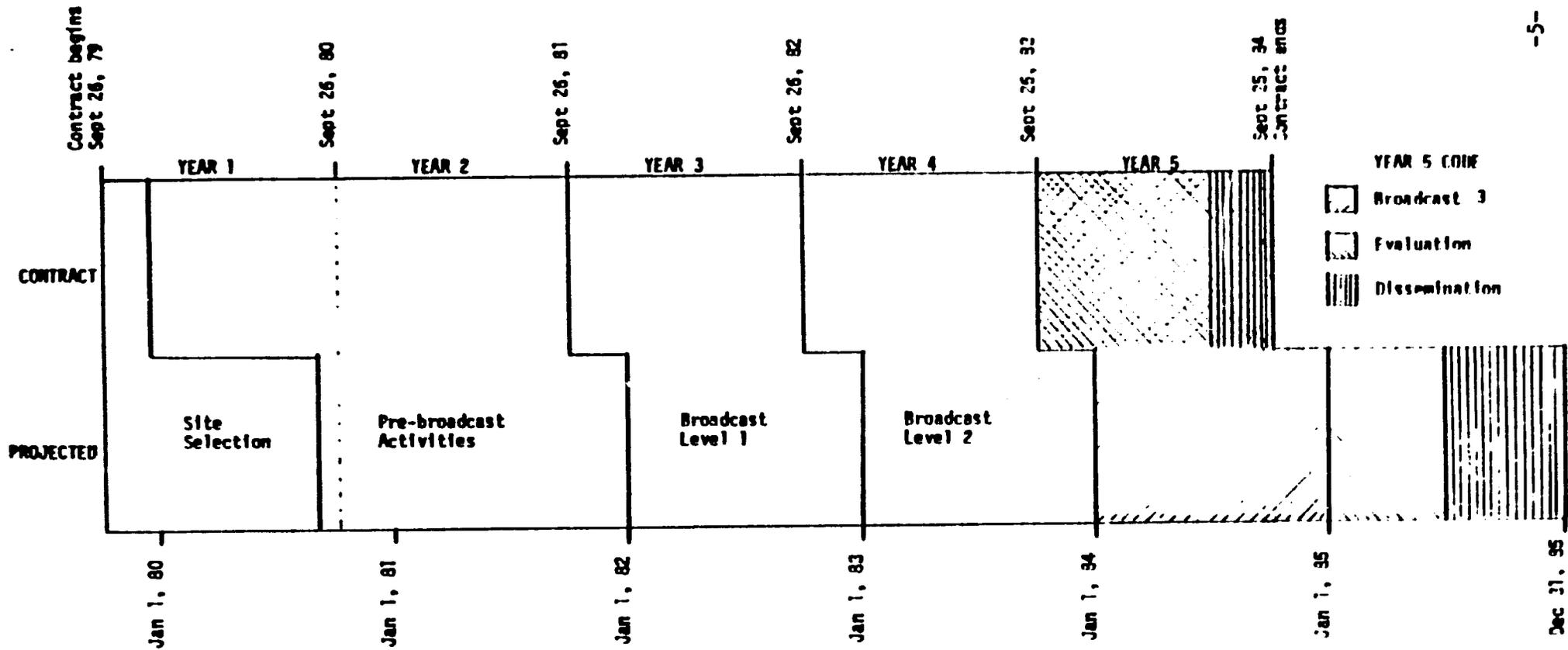


Chart No. III - 2

RADIO LANGUAGE ARTS PROJECT

PHASE I SCHEDULE: September 1, 1979 - September 30, 1980

PROJECT TASKS	QUARTERS	9/79 - 12/79	1/80 - 3/80	4/80 - 6/80	7/80 - 9/80
<p><u>Pre-Contract Phase</u></p> <ul style="list-style-type: none"> ● Prepare and submit proposal (August 15, 1979) ● Negotiate and sign contract (September 28, 1979) <p><u>Phase I: Preparation for Operational Development</u></p> <ul style="list-style-type: none"> ● Visit sites and prepare site selection report. ● Negotiate project agreement with host government. ● Arrange approval of subcontracts with AID contract office. ● Confirm selection of final field team. ● Prepare plans for cultural linguistic survey. ● Conduct review of relevant language arts/radio programs. ● Hold orientation advisory council and key staff seminar. ● Send field team to site. ● Establish working relationship with host country officials, project representatives, and teachers. ● Conduct research on reading and radio. 					

Chart No. III - 3

RADIO LANGUAGE ARTS PROJECT

PHASE II SCHEDULE: October 1, 1980 - December 31, 1981

PROJECT TASKS	QUARTERS	10/80 - 12/80	1/81 - 3/81	4/81 - 6/81	7/81 - 9/81	10/81 11/81
<ul style="list-style-type: none"> ● Establish working relationship with host country officials, project representatives, and teachers. ● Conduct sociolinguistics survey. ● Prepare detailed implementation plan including: <ul style="list-style-type: none"> ● identify project classrooms ● identify/select host country personnel ● review and analyze national language arts curriculum ● prepare tentative outline of radio instructional materials for complete primary language program ● specify procedures for securing and maintaining facilities and equipment ● specify anticipated role for consultant personnel ● specify host country and contractor staff roles ● specify procedures for developing instructional components, data collection, and formative and summative evaluation ● Review Implementation Plan with AID/USAID and host country representatives; revise as necessary. ● Prepare, pilot test, and revise material for level 1 Program, audiotape and print material. ● Determine and prepare (with testing) materials for support activities for in-service teacher training and for parent and community involvement. 						

Chart No. III - 3, continued

RADIO LANGUAGE ARTS PROJECT

PHASE II SCHEDULE: October 1, 1980 - December 31, 1981

PROJECT TASKS	QUARTERS	10/80 - 12/80	1/81 - 3/81	4/81 - 6/81	7/81 - 9/81	10/81 - 12/81
<ul style="list-style-type: none"> • Design detailed lesson plans and produce scripts, radio programs, worksheets, and other materials--Level I. • Establish working relationship (and train as necessary) host country observers. • Develop instruments and evaluation strategies for formative evaluation. • Establish system for classroom observation by writers and producers. • Continue lesson/materials production, evaluation, in-service training. • Establish system to ensure all materials are culturally appropriate • Prepare Scheme of Work based on Kenyan curriculum, standard I. • Prepare pilot post-test and validate items for post-test, standard I. • Prepare and administer post-test, standard I. • Analyze post-test data. • Test and organize systems for delivery systems including radio broadcasting, instructional materials for students and teachers and for ongoing data collection and feedback (include test or trial runs). • Collect and analyze baseline data on target population concerning general scholastic achievement, language arts achievement levels, grade repetition and dropout rates, socio-economic status. • Conduct teacher orientation workshops and develop schedule and procedures for ongoing technical support and feedback. • Develop detailed student profiles and project profiles for other students in the country. 						

Chart No. III - 4

RADIO LANGUAGE ARTS PROJECT

PHASE III: January 1, 1982 - December 31, 1982

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6
1

PROJECT TASKS	QUARTERS: 1/82 - 3/82	4/82 - 6/82	7/82 - 9/82	10/82 - 12/82
<ul style="list-style-type: none"> • Prepare Scheme of Work, standard 2. • Prepare Scheme of Work, standard 1. • Prepare pilot post-test and validate items for post-test. • Prepare and administer post-test, standard 2. • Analyze post-test data, standard 1. • Analyze post-test data, standard 2. • Design detailed lesson plans and produce scripts, radio programs, worksheets, and other materials--standard 2. • Prepare systematic plan for developing local staff expertise for eventual (Phase V) project operation responsibility. • Continue lesson/materials production, evaluation, in-service training. • Establish methodology and develop data record for cost/benefit studies. • Collect and analyze baseline data on target population concerning general scholastic achievement, language arts achievement levels, grade repetition and dropout rates, socio-economic status. • Conduct teacher orientation workshops and develop schedule and procedures for ongoing technical support and feedback. • Produce and distribute teachers' handbook. • Begin development of level II materials. • Broadcast 191 radio lessons - standard 1 • Collect formative evaluation data, analyze and communicate to writers. 				

Chart No. III - 6

RADIO LANGUAGE ARTS PROJECT

PHASE V: January 1, 1984 - December 31, 1984

PROJECT TASKS	QUARTERS	1/84 - 3/84	4/84 - 6/84	7/84 - 9/84	10/84	12/84	
<ul style="list-style-type: none">• Continue lesson/materials production, evaluation, in-service training.• Administer post-test, standard 3.• Analyze post-test data, standard 3, 2.• Analyze post-test data, standard 3.• Produce and distribute teachers' handbook.• Continue collection of performance data.• Continue to transfer responsibility for project evaluations to host country staff for host country leadership by end of Phase V.							

• Contract ends.

Chart No. III - 7

RADIO LANGUAGE ARIS PROJECT

PHASE VI: January 1, 1985 - December 31, 1985

PROJECT TASKS	QUARTERS	1/85 - 3/85	4/85 - 6/85	7/85 - 9/85	10/85 11/85
• Analyze post-test data, standard 3					
• Review standard 1, 2, 3 lessons					
• Complete cost analysis					
• Work with Ezyon implementation					
• Prepare final reports					
• Final preparation of dissemination materials					
• Print materials					
• Slide-tape presentation					
• Film or video tape					
• Dissemination seminars					

PHASE IV: IN-DEPTH REVIEW

The project contract indicates that the contractor "will cooperate with A.I.D. to conduct an in-depth project review near the end of Operational Year Two." The Academy is ready to cooperate in any way possible to implement this activity.

A. Schedule

We propose that this review occur during Phase IV, that is after the first year of broadcasts and after the post-test results have been analyzed. Although preliminary data on the tests should be available from the Center for Applied Linguistics as early as February, the ideal time for the in-depth review would be during May 1983. That would permit complete data analysis and come after the first term of year two broadcasts. It would also permit incorporation of recommendations from the review into subsequent phases of the project.

B. Content

The in-depth review should include review of the following documents and materials:

- The Implementation Plan
- Annual Reports
- Scheme of Work, Standard 1 and 2
- Selected radio lesson scripts
- Selected teachers' notes and manual
- Selected pupil worksheets
- Selected tape-recorded broadcasts

A site visit by one or more reviewers is desirable. Although a review of the project materials could be carried out in Washington (or elsewhere), the context in which the lessons are being developed and broadcast is important for a sound evaluation of the project activities to date. This would permit maximum Kenyan participation and further the dissemination goals of the project. A site visit should include observation of or visits to the following:

- The project offices and production facilities.
- Classrooms during broadcast periods.
- District basic education officers and teachers.
- Ministry of Basic Education officials, especially the Director of Basic Education

- Kenya Institute of Education officials, especially the Director and the Head of Educational Media Services.

C. Personnel

The review team should include as a minimum:

- S & T/ED project monitor
- One English language teaching specialist
- One instructional radio specialist

A larger team might include:

- One communication evaluation specialist
- One primary arts/reading specialist

Other possible team compositions could be organized to capitalize on the special expertise of previous team members. The basic requirement for the in-depth review team should be familiarity with instructional radio in the developing world, an understanding of language instruction, particularly for children, and an understanding of research design and evaluation.

D. Strategies

The following review strategies would be useful in evaluating the success of the project to date:

- An examination of the radio lessons from the perspectives of the state of the art of instructional radio; the state of the art foreign language teaching.
- An examination of the project in the context of Kenya as a mechanism for training host country personnel; institutionalizing a radio-based instructional system; increasing educational opportunities for rural primary children.
- An examination of the project as an educational model for use in other LDCs.
- An examination of the project as a research model for the evaluation of formal classroom instruction in LDCs.

Specific procedures for carrying out these examinations would need to be developed with the reviewers, but generally they would require the following:

- Specialists in the fields of broadcasting and language teaching

would analyze the radio lessons from the combined wisdom of their experience in their fields. We would imagine this process as raising questions and issues rather than solving problems which may be particular to the context of teaching English by radio in Kenya.

- Discussions with educational policy makers in Kenya would be carried out. Their perceptions of the project and its intent could give further direction to the project.
- Specialists in educational development, particularly experienced S & T/ED personnel, could assess the applicability to other LDCs, both as an educational model and a research model.

PHASE IV: DISSEMINATION

A. Summative Evaluation

The analysis of post-test data for standard 3 will give us comparable and cumulative data for the conventional and radio classrooms. This analysis can begin perhaps near the end of December as results from the post-test are coded in Nairobi and returned to the Center for Applied Linguistics for computer analysis. Raw data should be available very quickly since the program will already have been run on the standard 3 conventional classroom pupils. Final analysis requiring comparison of results with all the variables will take considerably more time, probably into March 1985. Results cannot be completely written until this analysis is complete.

B. Cost Analysis

Cost analysis can be initiated early in the project, but it is expected that final costs cannot be determined until near the end of the broadcast year of 1984.

C. Final Reports

The preparation of final reports will require all data analysis to be complete. Much of the preliminary writing can be accomplished before that time, however. Preparation of final reports will be completed by June 1985.

D. Dissemination Materials

Dissemination activities include the production of a number of products to be used to inform educators in LDCs. In addition to radio lessons on tape, the scripts for each lesson, and the teacher and student handouts, the project team will develop a number of communications packages. These products, using various media, will instruct policy makers and project designers on the "why" and "how" of applying this approach to their educational development problems. The following products will be developed.

1. A 20-30 minute 16mm film. The film will address LDC-related audiences and serve to increase audience awareness of the role of communications technology in solving educational problems.

2. A slide-tape presentation focusing on educational technology strategies developed during the course of the project.

3. Printed materials will include brochures on the project, a handbook for educators who wish to adapt the project in a new environment or at a different educational level, and a scholarly summary of research findings.

Final preparation of dissemination materials can begin during the final broadcast year. The filmed documentation, except for the research conclusions, could be accomplished during the last months of the standard 3 broadcast year. Print materials, i.e. pupil worksheets, teachers' notes and manuals, would need revision before distribution within Kenya and as part of the dissemination process.

E. Dissemination Activities

As originally proposed, the major mechanism for dissemination of the project findings would be regional seminars conducted in Africa, Latin America, Asia, and the Near East. The seminars will be based upon participatory, human-relations style small-group activity supported by multi-media materials and informational sessions. The seminars, to be planned in close cooperation with S & T/ED, will be conducted by members of the project team, usually one American and one Kenyan.

It is proposed that dissemination seminars or other activities be spread over a 6 month period to insure that adequate time can be given to arranging the activities. Academy experience in conducting seminars demonstrates the necessity of long-range planning and adequate lead time for logistics to be worked out. Communication, travel, and permission are all complicated because of the distances between participants and the contractor.

The Academy is quite willing to carry out the dissemination seminars as originally outlined in its proposal. An alternative to the seminar format might be worth considering, however.

The major purpose of the seminar was to inform policy makers and A.I.D. mission personnel of the project's development and hopefully stimulate an expanded application of similar methodologies to other settings. A realistic assessment of the A.I.D. programming cycle, however, suggests that at least a year's lead time is necessary for a mission to incorporate significant innovation in mission programs. If the project were able to offer small levels of specialized assistance to a mission, such as needs assessment, feasibility studies, project design, local radio training, etc., then the likelihood of a mission's adding resources would be greatly increased.

Rather than conducting seminars on a regional basis for all comers, a few countries might be selected for more intense dissemination activities. These could be selected on the basis of expressed priorities of the countries and/or missions, preliminary correspondence, and possibly visits. To begin this process it would be important to get information about the project out to A.I.D. missions as soon as possible. Mechanisms include an article in CDC, a one page flyer (see attached draft) sent by S & T/ED to A.I.D. missions, an article in Front Lines following on the in-depth review, and presentation to A.I.D. meetings in Washington.

Some of these activities could be accomplished by a reprogramming of existing dissemination funds, but it is probable that a more serious diffusion activity such as that suggested here would require additional funds. We feel that the project warrants a careful consideration of this expanded dissemination process.

F. In-country Dissemination

Kenyan implementation of the project beyond the pilot stage is uncertain at this time. Although we expect the project to successfully demonstrate the feasibility of using radio for English language arts instruction in Kenya, the GOK has not fully addressed the questions of implementing the project on a national scale. The decision-making process is likely to be lengthy and complex, as is all educational reform. The ideal situation for implementation of the project would be that decisions to implement could be made well in advance of the project's termination. We hope that discussion of the impact of broadcasting can begin shortly after results of the first year's lessons are determined. However, hard data on the cumulative results of three years' radio instruction in English will not be available until perhaps March or April of 1985. This is three or four months after the final broadcast year of the project.

Decisions on dissemination within Kenya strongly affect the level of effort required during the requested extension of the project. Project staff, including some of the American staff, would be necessary during the transition from pilot project to implemented project. Teacher, headmaster, and inspector orientation would be essential before implementation.

The major activity required before complete implementation of the project in Kenya would be substantial revision of the broadcast lessons, especially standard 1 lessons. The project team feels very strongly that standard 1 lessons need major (perhaps 50 percent) revision. Standards 2 and 3 will perhaps require revision beyond that possible during the remaining broadcast years. Leaving the best possible materials in the hands of Kenyan educators is perhaps the only way the programs can succeed. Although the Kenyan professional staff should be able to make the necessary revisions, there is no assurance that they will be kept in positions which will give them the time to do this. The most effective way to insure that revisions are made is to build it into the project.

Whether the project is implemented in Kenya or not, substantial revision of the materials or the development of clear guidelines for revision is necessary. We have included such a mechanism in the level of effort and budget for the Revised Implementation Plan. This would require the presence in Kenya through June 1985 of the field coordinator, the executive producer, the continuation of two Kenyan producer-writers, the Kenyan technical operator, and Kenyan support staff.

G. Option 1. Revisions

We have proposed as Option 1 a higher level of effort for revision activities. This would require the continuation of the entire field team through June 1985 and would enable them to complete revision of the entire three years of radio lessons for continued use in Kenya. The activities during Phase VI would be largely the same with more effort devoted to revision.

H. Option 2. Cassetting

One of the concerns expressed about the current pilot testing of the

radio lessons in Kenya is the inability of the Voice of Kenya to provide air time to broadcast standards 1 and 2 a second time. In the original conception of the project design, standard 1 lessons were to be repeated concurrently with standards 2 and 3; standard 2 lessons with standard 3. This would have enabled the project team to re-evaluate or reconfirm the results from year 1 where it seemed advisable. We are unable to do this due to limited air time during the schools broadcasts.

One proposal for addressing this problem is to use cassette recordings of the standard 1 broadcasts during years 2 and 3, and standard 2 broadcasts during year 3. This would necessitate recording a minimum of 21 cassettes of each lesson, distributing them in advance to the schools, orienting the teachers in the use of the cassette players and the print materials, and providing printed support materials to all classes. We do not strongly support this proposal due to the heavy professional and logistical load, as well as cost, it would add to the project. It is, however, an option that should be considered. Additional data, especially on the standard 1 broadcasts, could provide stronger evidence of the impact of radio broadcasts.

An early decision on this option is required in order to acquire and ship the necessary additional supplies to the field by the beginning of the second broadcast year, January 1983.