

PN-ABF-620
67195

ANALYSIS OF THE POTENTIAL FOR RADIO EDUCATION IN EL SALVADOR

Prepared for
Office of Education and Training
USAID/El Salvador
Project #519-0168-390031

Prepared by
John F. Helwig

October 1989

This report was prepared under Contract No. AID/LAC-0000-C-00-6074-00 between USAID/El Salvador and the Academy for Educational Development.

TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
EXECUTIVE SUMMARY	i
I. BACKGROUND	1
II. METHODOLOGY	5
III. FINDINGS	6
A. Educational Television	6
B. Radio Production in the MOE	8
C. Status of Radio in El Salvador	10
D. Educational Radio Programming and Literacy Training	12
E. Distance Education Programs	14
F. The <u>Casas de Cultura</u> Program	15
G. Other National Education Programs in El Salvador	16
H. Private Sector Interest in Upgrading the Quality & Efficiency of Public Education . . .	17
IV. DEVELOPMENT IMPACT	20
V. LESSONS LEARNED	22
VI. CONCLUSIONS AND RECOMMENDATIONS	24

EXECUTIVE SUMMARY

This study analyzes the potential for radio education in El Salvador. To provide a proper perspective, the roles that television, distance education, and cultural promotion have played in formal and nonformal education were also analyzed.

It was found that, as in most developing countries, radio listenership is very high. Survey results available from urban areas reveal that 96% of the respondents own radios. Experts believe that most rural homes have radios, and that while urban dwellers listen most to music programs, the rural population regularly listens to informational, religious, and news programs. The only consistently programmed educational broadcasting is found on YSAX, the station operated by the Archdiocese of San Salvador. This half-hour program, broadcast three times daily, supports an adult literacy program that currently involves about 30,000 participants in greater San Salvador and the surrounding populous rural areas.

Much of the infrastructure necessary for a future radio education project already exists but is widely scattered among different Ministry of Education (MOE) divisions and departments. There are no clear definitions of terms such as "nonformal", "adult" and "distance" education, or "cultural promotion". The MOE is currently attempting to consolidate divisions, define an organizational structure, and delineate policies.

It is recommended that the MOE integrate the activities of distance education, adult education, and cultural promotion. It is also recommended that the Department of Educational Television be renamed "Department of Cultural and Educational **Radio** and Television" (Dirección de Radio y Television Cultural Educativa), that a media policy be written, and that this department reinforce its audio production and recording facilities and staff.

USAID is considering a grant project to improve the quality and efficiency of education in El Salvador. In so doing, it asks, "Can radio assist in the classroom education of preschool and primary school children and in the in-service training of rural promoters and teachers in El Salvador?" Certainly, radio has a strong potential for educating children without access to formal schools; to assist teachers in the classroom, especially in math and civics subject areas; to support in-service teacher training; and, to support distance education, cultural promotion, and adult literacy programs.

It is recommended that the MOE acquire the operating and programming rights to the government-owned FM station, YSS, which

is currently only being used to broadcast popular music.

In the short term, beginning in the first year of the project, the MOE could consider adapting the Honduran "Family of Numbers" math program for use in school classrooms. The Costa Rican in-service teacher training program could be adapted to train teachers to use the "Family of Numbers" program.

A "moral and civics" education program could be developed for the first and second cycles of basic education, over the life of the project. A radio-supported teacher training program also should be developed to complement the classroom broadcasts.

A RADECO-type interactive radio instruction (IRI) program can be adapted and broadcast to communities where children have no access to formal schools. Community Cultural Centers (Casas de Cultura), religious organizations, distance education centers, municipalities, and other organizations can assist in this effort. Promoters from these organizations can assist in the organization of community IRI schools and in training, with radio support, of volunteer "monitor-guides".

It is recommended that MOE officials visit the RADECO project in the Dominican Republic, the AVANCE project in Honduras, and the adaptation of the "Family of Numbers" with the complementary teacher training program at the Ministry of Education in Costa Rica. Experience has demonstrated that it is necessary to see IRI in action to understand fully its potential impact.

At a later stage of project life, an IRI program for first cycle, or preschool reading and writing, might be developed. Work on a similar project will be developed in Honduras in 1990. The results of the Honduran experiment might be applicable in El Salvador. Use of IRI for adaptation or development of other subject areas, especially science and English language, might be considered.

Use of radio to support other in-service teacher training areas should be developed as the project proceeds.

It is recommended that, to avoid establishing a separate Radio Education program development entity, the proposed MOE divisions be assigned responsibility for specific IRI development tasks. A permanent, overall Radio Education Advisory Committee should be established, with a full-time Executive Secretary to oversee the radio education initiatives. If more than one type of radio education program (i.e. math, RADECO approach, morals and civics, etc.) is to be undertaken, the Executive Secretary could have an assistant to coordinate each specific program.

Scriptwriting and/or review can be undertaken by teams formed within the "Curriculum Development" department. The

department can appoint a full-time coordinator and assign a number of scriptwriters to develop new programs, or revise content if the program is to be adapted. Similarly, production can be undertaken within the framework of the Radio and Television Department; Evaluation and Supervision, within the respective departments.

It is recommended that USAID finance up to 12 person-years of long-term, and 36 person-months of short-term technical assistance. It also is recommended that a study be made of equipment, complementary staff, and training requirements for the Radio Education component for the grant project in consideration, prior to preparation of the Project Paper.

I. BACKGROUND

A. The Educational Crisis

El Salvador has experienced ongoing civil unrest for more than a decade. Government budgetary priorities were necessarily shifted to support the war effort. In 1986 a major earthquake wrought more havoc on the nation. Scarce public funds were needed for rebuilding, as well as for maintaining and strengthening the military enterprise. Public education has suffered major setbacks.

The last national census was undertaken in 1971. The Ministry of Education has not been able to collect systematically adequate nor accurate information. The data that is available, however, is alarming, even though different sources quote different figures. The Minister of Education reports that 64% of the Salvadoran population does not complete basic education (9th grade).¹ One USAID project evaluation estimates that only 71% of students 7 to 12 years of age, were attending school in 1986, and only 59% are estimated to graduate from 6th grade. It takes an average of 10.9 years to produce a sixth grade graduate. Repetition rates are reported to be as high as 49% in the first grade and almost 30% in the second grade.² MEP officials estimate that between 300,000 and 600,000 children have no access to schooling, or have not enrolled in schools either because of the violence or for economic reasons. Approximately 95% of the MOE budget is allocated for teacher salaries, and there is general consensus that teachers are underpaid, and poorly trained and supervised.

A study undertaken by the Archdiocese of San Salvador estimates that 42.9% of the population of El Salvador was illiterate at the beginning of the decade, and that at present, while the illiteracy rate in the city of San Salvador is 28%, in the rest of the country, 80% of the population cannot read nor write. The Archdiocese reports that only 18 children who enter first grade manage to complete ninth grade. School dropout is an enormous problem, and it is attributed to two factors: the need to work and "dismotivation".³

¹ Hernandez Valiente, Rene, "Speech pronounced by the Minister of Education upon presentation of Annual Report of the period June 1, 1988 to May 30, 1989, to the Legislative Assembly", San Salvador, June 1, 1989.

² Academy for Educational Development, Improvements in Educational Efficiency for Basic Education: El Salvador Ministry of Education, September 1988, p. II-1.

³ Solano, Emilson, "Guerra Contra la Ignorancia", La Presa Grafica, Revista Dominical, October 8, 1989, p.3.

About 13 years ago a training course for teacher trainers was offered in which the term "NIPs" was coined. An acronym for "Needs, Interests, and Problems", the term is used by educators throughout Latin America. Many courses, seminars, and high-level meetings have been held to discuss the NIPs of learners, although it is possible that some educators are designing curricular programs based on their own NIPs. El Salvadoran children, especially those living in rural areas or "marginal" urban neighborhoods, come to school with a good deal of experience, knowledge, and skills which the national curricular programs simply do not take into consideration. Most of the Salvadoran children have to work in some way; they must make their contribution to help the family. What they are taught in school is often not relevant to their real needs, interests, or problems. They have many questions, but the answers are often not found in the schools. Teachers are poorly equipped to develop relevant curriculum. The teachers themselves are obviously demotivated: the Minister reports that average teacher attendance is 2.7 days per week, and that while in urban areas the student-teacher ratio is 46-1, it is 62-1 in rural areas.⁴

Minister of Education Hernandez Valiente states that it is time to face the problems, the first priority being to extend the coverage of preschool and first cycle (grades 1 through 3) education. Teacher training is essential, and relevant curricular programs and low cost, high impact materials and methodologies must be developed. Improved quality and efficiency are to be the hallmarks of the new education policy.

USAID has been asked to collaborate with the Government of El Salvador in this effort. As a first step, USAID/El Salvador commissioned a series of baseline studies to provide insight and information to determine the level of commitment and areas for action and investment.

This consultant was given the assignment "to assess the potential of using radio as a means to expand learning opportunities for children, preschool through sixth grade, and the applicability for in-service training of rural primary teachers."

B. Overview of Radio Education

Radio has been used to support educational programs for many years throughout the world. Two radio education methodologies can be identified: participative radio education, and interactive radio instruction (IRI). The former has been used for both out-of-school and in-school purposes, with children and adults. The

⁴ Hernandez Valiente, op. cit. p.4.

history of in-school radio broadcasts began in the 1920s; England and Japan have successfully used radio in the classroom, generally for the purpose of enrichment in a number of subject areas. Thailand has used radio in the classroom for more than 30 years; a recent World Bank project provided radios to all schools and a national network of educational radio stations, as well as assistance to improve programming.

Organizations related to the Catholic Church have developed and expanded adult literacy and education programs in many countries. ACPO (Radio Sutatenza) in Colombia, Radio Santa Maria in the Dominican Republic, and YSAX (La Voz Panamericana) owned by the Archdiocese of San Salvador are a few of the community-oriented stations dedicated to educational as well as religious broadcasting.

Since 1973, the USAID Bureau for Science and Technology has developed a series of projects which has used radio to improve rural primary school education in a number of countries. Interactive Radio Instruction has been perfected through these projects. The projects are described and the interactive technique is explained in Annex A. IRI supports teaching in three ways: 1) as a resource for teachers who have few instructional materials, 2) as a support for underqualified and/or multigrade teachers, and, 3) as a substitute for the teacher when one is not available.

Radio also has been used for in-service teacher training in several countries. "Some (programs) have been successful, many have not", informs Klaus Galda. Reports Galda:

"One of the most successful efforts has probably been in Kenya, where the programs were so successful that they almost bankrupted the government due to the increased salaries paid to graduates of the course. Thailand also has a moderately successful nationwide, radio-based, in-service teacher training program. USAID/Nepal is sponsoring a project which is adapting some of the interactive techniques used in children's programs for teacher training broadcasts. The overall record worldwide for distance education teacher training has been somewhat disappointing, but so have most conventional activities."⁵

At the present time, the USAID-financed Radio Learning Project is sponsoring a pilot project to develop an in-service teacher training program at the Ministry of Education in Costa Rica. The project serves as a training and experimentation base

⁵ Galda, Klaus, "Guatemala Primary Education Efficiency Sub-Sector Assessment. Topic Area 6: Distance Education." Academy for Educational Development and Juarez and Associates, USAID/Guatemala, July 1988, p.8.

for IRI specialists from Bolivia, Ecuador, and Honduras, as well as Costa Rica. One of the objectives of the project is to produce a program with generic qualities, so that the basic program (recorded scripts) can be used, with little or no modification, in different countries. The model being developed in Costa Rica will be used to train teachers to use the IRI "Family of Numbers" (see Annex A) first through third grade math program to support in-school instruction. A sample of preliminary materials, including a cassette with scripts, is included in Annex A.

II. METHODOLOGY

The information on which this study is based came principally from three sources:

1. Relevant documents which are listed in Annex B.
2. Interviews with key MOE, A.I.D., and other private and public agency professional staff. A list is provided in Annex C.
3. Visits to MOE installations and private radio stations.

III. FINDINGS

There has been very little use of radio for educational purposes in El Salvador. At present, the only systematic, regular educational radio programming can be found on YSAX, Radio La Voz Panamericana, which is owned and operated by the Archdiocese of San Salvador. Participative radio education is used to support adult literacy training and basic education programs. The Archdiocese program is described later in this section.

Back in the late 1950s, the Archdiocese implemented a program known as the Escuelas Radiofonicas de El Salvador (Radio Schools), modeled on the Radio Sutatenza and Radio Santa Maria programs. The program was broadcast on YSAX and on Radio Chaparrastique in San Miguel. About 10,000 adults received literacy training in this program. In 1968, after the prime benefactor died, the program was discontinued. There was a revival of the radio schools in the mid-1970s.⁶

Radio is also used today to support health, agriculture, and nutrition projects undertaken by the government and private voluntary agencies, with support from international organizations. Most of the programming, however, consists of short announcements or public service messages.

A. Educational Television

Twenty years ago, USAID financed the development of a major educational television project through the Ministry of Education. A state-of-the-art (circa 1970) station was built and equipped. Two TV channels were set up and operated by the MOE. All third cycle classrooms were equipped with black and white TV sets. Today, the building stands in fairly good condition, yet most of the equipment is either out of date or in disrepair. Channels 8 and 10 are still on the air, although most broadcasting is simultaneous. Many of the TV sets still working can be found in government offices in San Salvador, and elsewhere in the country. There are few remaining sets in the classrooms.

The original educational TV project sought to support classroom teachers in third cycle (7th through 9th grades) with regular TV broadcasts directly to classrooms throughout the country. The project was opposed by the teachers union at the time, but in retrospect, even Oscar Sandoval, who was the head of

⁶ Investigaciones de Publicidad y Mercado S.A. de C.V., "Estudio de Factibilidad Tecnica-Economica, Proyecto: Sistema de Educacion a Distancia en El Salvador", Informe Final, Ministerio de Educacion, El Salvador, March 1985, p.268ff.

the union in 1970, feels that the project was worthwhile. Sandoval, who now occupies a top-level MOE position, is very supportive of—using audiovisual media to support classroom teachers, and as a substitute in situations where there are no teachers available (RADECO approach).

In 1985, the newly elected Christian Democrat government decided to create a separate Ministry of Culture and Communication. The Division of Culture and the Division of Educational Television (TVE) of the Ministry of Education and the Division of Communications of the Ministry of Interior were seconded to form the basis of the new Ministry. Most educational programming was discontinued, as Channels 8 and 10 were used for other politically oriented purposes.

Faced with the loss of one of its most valuable assets -- the educational TV facilities and well-trained personnel -- the MCE created a new Division of Educational Technology. Several of the professional staff of the old TVE division elected to join the new MOE operation. A small TV production department was established, and basic equipment was obtained, although much of the equipment purchased or acquired through donations, was "somehow or other" diverted to the Ministry of Culture and Communication (located just across the street).

The newly elected government will dismantle the Ministry of Culture and Communication, and return the Divisions of Culture and TVE to the Ministry of Education, and Communications to the Ministry of Interior. By next January, when the new government is able to implement its first budget, the Ministry of Education will be restructured, and the Educational Technology and TVE units will be integrated.

Most of the TVE equipment is old and many major components are out of service or lacking parts. The two studio switchers are out of service, so to remain on the air, the mobile unit equipment is being used.

(Information received claimed that a former director destroyed the entire library of TVE educational programs in order to sell the two-inch reels to a Mexican station. It is said that the neighborhood children had a ball with the miles of discarded tape!)

Although TVE has a professional film production department, most of the equipment is lacking parts, or cannot be repaired because the manuals with diagrams have disappeared. There is also a large film library, virtually unused because the two machines for airing film via TV are out of order. An impressive stock of new educational films, donated by the British government, are currently absorbing dust and humidity along with the older film stock. Many of these valuable films could be copied on video for preservation if the machinery were operable.

TVE also has a homemade parabolic antenna and equipment for recording from--the cable channels. However, both the original imported parabolic antenna and a lot of valuable equipment have disappeared. With a descrambler (cost of about US\$300.00), TVE could record educational programs from PBS, Arts and Entertainment, The Discovery Channel, and other "cultural" channels, which could be translated and broadcast, if the proper permissions are obtained, on Channels 8 and 10, come January when the MOE recovers the rights to program these two national channels.

Both TVE and MOE's Educational Technology divisions have competent personnel, many of whom have worked there since the founding of the TVE project over 20 years ago. Maura Echeverria, who was a scriptwriter with the original TVE project (and a nationally well-known and respected poet and writer), has just been appointed Director of the Cultural Educational Television Division of the MOE. She has the job of determining just how to reorganize the operation to incorporate the audiovisual production departments created within the Division of Educational Technology.

Ms. Echeverria presented a document containing a list of the new equipment needed by TVE to restore a state-of-the-art condition to its operations. She also showed us a copy of a document sent to USAID/OET proposing a new program for TVE. The documents are attached in Annex D. The TVE proposal contains a list of titles and areas for proposed TV programs with cultural and educational content. It mentions Distance Education and proposes using TV to support INED (see below) activities. However, the document fails to define a clear MOE policy concerning the use of media to support educational and cultural activities. It also fails to inform the reader about what could be done with the resources on hand, what new things can be accomplished, and what resources are needed to do it.

B. Radio Production in the MOE

No one in the MOE appeared to know much about educational radio, including the potential for or the historical use of radio for educational purposes. During this study's activity, a good deal of time was spent explaining participative and interactive radio; the RADECO video also was shown to various MOE officials. (After explaining the potential of radio to support educational activities, I felt that most of those listening reacted in an "I never thought about it" manner.)

TVE has an audio production department with two studios. One studio has a large "not-too" soundproof recording room, and the other, a very small recording room, with space for two people. The equipment is old and mismatched. Records and tapes are poorly maintained and stored. There is no airconditioning. Yet, while

visiting the installations of TVE, I discovered radio production taking place.

The program being recorded was for the Ministry of Agriculture, entitled Caminitos de Atiocoyo. Three 10- to 12-minute programs are produced and aired weekly on Radio Cadena Central, a commercial station with national coverage. The German aid mission finances the costs of the program, including purchase of air time. Joaquin Alvarenga, Coordinator of the department, informs that a minimum of four hours of recording time is needed to produce the programs.

The news program of Radio El Salvador (the government-owned and -operated station) is being produced by the department. Three, one-half hour programs are prerecorded in the studios daily. At least three hours of studio production time are required to record the news programs.

The audio production facilities often are used to record public service type announcements sponsored by government agencies. Alvarenga estimates that between three and five short 30- to 60-second announcements are recorded monthly. He could not inform me as to the financing of these productions.

Another four hours of recording time are dedicated to producing three 30-minute programs entitled "Gnosis in the Twentieth Century", a religious program aired on Radio El Salvador and on several commercial stations, including Stereo 10 and Radio Mundo.

Alvarenga could not inform me as to how the Gnosis program is financed. However, Santiago Abad stated that he was present when members of a religious organization requested the use of TV production facilities. They stated that they could not pay for the service in cash, but could contribute equipment. It seems that a complete UHF transmission unit was donated by a Protestant organization (he did not know which one), in exchange for the use of production facilities and air time. He accidentally discovered the unit installed in a commercial enterprise; he was able to identify it by its serial number.

Annex E, prepared by Alvarenga, contains a list of the audio department staff, a description of the general activities of the department, and a list of essential equipment required to upgrade audio production. I would also add that the acoustics should be improved in the recording studios, and an air conditioning system be installed.

The Educational Technology Division of the MOE also has an audiovisual production department. I observed a large, classroom-size recording studio and a control room with basic TV and audio recording equipment in very good condition. The department

produces a five-minute daily video program on topics relating to MOE activities. It also has produced a series of audio cassettes for use by the Distance Education third cycle English program (see section E below). Roberto Estevez, who was assigned to assist us and arrange interviews, is a radio-TV technician with this department. He also works as a radio disc jockey on "Radio 1080" during evening hours.

C. Status of Radio in El Salvador

In June 1989, Multivex, a Guatemalan research company, undertook a survey of radio listenership in the greater San Salvador area. The survey included 3,822 persons, 8 to 65 years of age, classified in three socioeconomic groups. The survey was commissioned by the Association of Radio Station Owners.

According to the survey, 96.1% of those surveyed own radios; 94.2% own TVs; 27.7% own telephones; 30.4% own automobiles; and 3.3% subscribe to cable TV service.

When asked about the type of programs they listened to most often, 94.4% listen to music, 28.8% tune in to news, 17.6% prefer sports, 0.5% like "home"-related (hogar) programs, and 2.8% stated they had no preference.

Surprisingly, 71.8% of the respondents indicated they listened most frequently to FM stations, while only 17.6% said they listened mostly to AM stations. The remaining 10.5% reported that they listened to both FM and AM without preferring one over the other. The peak hours for radio listening are from 6:00 to 8:00 a.m. and from 7:00 to 8:00 p.m. Roberto Evora, Director of Radio and TV for the Lemu Limun Publicity Agency, allowed a review of the survey results in his office.

Station YSKL has the highest overall listenership, and broadcasts with national coverage on 770 kilohertz AM and 104 megahertz FM. The government operates YSS, Radio El Salvador, at 65.5 AM; and YSS, Stereo "Yes", on 95.7 FM. The FM station is used only to broadcast music, mostly English-language music. The FM station is in poor condition, and although it has a 5 kilowatt transmitter, which is sufficient to cover most of the national territory, it is not able to broadcast at full capacity, according to Santiago Abad, as maintenance has been poor and some parts need replacing.

A list of the 75 AM and FM stations currently operating in the country is included in Annex F. The list provides the names and identification letters, the dial position, location, and coverage of each station. A notation in the extreme left column indicates if the station is not commercially owned and operated. Two stations broadcasting on AM and FM are operated by Protestant

organizations; one AM station is operated by the Archdiocese of San Salvador; one AM and an FM station are operated by the government; one AM/FM station is operated by the Armed Forces; and five AM stations, although predominantly commercial, also cooperate with the Catholic Church in broadcasting religious programs.

According to Maric Antonio Nochez, about 55% of rural peasants have a radio in their home, and listen regularly. Jose Renato Navarrete believes that almost 100% of rural homes have radios. The proliferation of radios, especially sets with both AM and FM bands, and even cassette recorders, can be attributed to Salvadoran immigrants in the USA. "Ghetto blasters" are the favorite consumer item sent back to families left behind. Saul Vasquez of the National Telecommunications Company (ANTEL) states that rural people listen to AM stations more than FM. YSKL (Cadena Sonora) is the most listened-to station in rural areas, according to Vasquez, because of its programming and because the company operates seven, 1 kilowatt, interlinked stations (San Salvador, Zacatecaluca, Usulután, San Miguel, Sensuntepeque, Santa Ana, Sonsonante and Ahuachapan) with national coverage. Vasquez did not think that 100% of the rural homes have radios, but that it is much higher than the 55% claimed by Nochez.

At the present time, UNICEF, ICER (Costa Rican Institute for Radio Education), and Radio Netherlands are sponsoring a survey of radio stations in Central America. Alfonso Montoya is coordinating the project in El Salvador. A 12-page form has been prepared and will be used by surveyors to interview all radio station owners or managers in the country. Information will be gathered about the type and length of programming (music, news, sports, religion, education, health, agriculture/ecology, women's news, children's shows); the types of audiences (children, adolescents, women, families, peasants, etc.); the production facilities (studio equipment); quality and quantity of staff; and institutional or association relationships. The results are expected to be available in January 1990, and can be obtained from Daniel Prieto at the Radio Netherlands offices located in the Central American Agricultural Institute (IICA) in Costa Rica. A copy of the survey form is attached in Annex G.

Orrego Candray loaned me his only copy of the "Regulations for the Establishment and Operation of Radio Stations", which I copied and have attached in Annex H. The regulations were written in 1942, and have been slightly modified in several instances. Saul Vasquez allowed a review of the "Law of Telecommunication Services". Article 15 of that Law provides that, "radio and TV stations shall contribute to the upgrading of human life and the national culture." The stations can be obligated, by the Executive Branch of government, to interlink in moments of national interest. Vasquez informs that this article has never been invoked for educational purposes, but that he will meet shortly with the Broadcasters Association, and plans to tell them that it could

happen.

Vasquez is currently preparing a map of radio station locations and coverage. He stated that he would finish the project shortly and send a copy to USAID/OET. He also informed us that he installed the government FM station (YSS, "Stereo Yes") about 10 years ago; the 5 kw. transmission equipment is of the highest quality. Vasquez claimed that if a 1 kw. FM transmitter was installed on top of the Picacho (highest peak behind the city), it would be strong enough to cover most of the nation. No commercial transmitters are allowed on the Picacho; only the government can install radio and TV facilities there.

D. Educational Radio Programming and Literacy Training

The history of educational radio in El Salvador is very limited. The Archdiocese of San Salvador sponsors the Adult Basic Education Project (PEBA) with support from UNESCO. The project operates primarily in the rural areas of Libertad, La Paz, and Cuscatlan Departments, and there are several other centers in Morazan and Union Departments. At present, about 30,000 adults are participating; 630 volunteer "monitor-guides" coordinate the literacy program. Radio is used to reinforce the work of the monitor-guides. A one-half hour program is broadcast three times daily; at 5:30 a.m. when predominately adult males listen; at 1:00 p.m. when the listeners are primarily women; and again at 7:30 p.m. when families can listen together.

The monitor-guides are continuously trained, in at least six, two-day meetings, bringing together 6 to 10 monitors from nearby communities (radius of 3 to 5 kilometers). A member of the central office staff (writer, actor, supervisor) conducts the training sessions. This presencial training is reinforced by a Saturday one-half hour radio broadcast aimed at the monitors. (The Saturday broadcast is aired three times, in the time slots noted above).

This year the PEBA project initiated a separate literacy program aimed at children. At present 4,000 children are participating, and 132 volunteer monitors conduct the educational activities. The program is structured in three levels, consisting of 24 weekly modules. The modules are written and illustrated by PEBA staff and distributed to the children along with a notebook, a set of colored pencils, and black lead pencils. Monitors receive a blackboard, eraser, and chalk. Mario Antonio Nochez, Director of PEBA, estimates that the cost per child is about US\$10.00 per level.

Radio is not used in the children's literacy program. However, I was surprised to learn that Nochez and a scriptwriter, Jorge Garcia, have visited the RADECO project in the Dominican Republic, as well as the AVANCE "Family of Numbers" project in

Honduras, and the Fe y Alegria project in Bolivia. They also attended the International Conference on Interactive Radio Instruction sponsored by the Radio Learning Project and held in Tela, Honduras, in November 1988. Nochez criticized the IRI approach, claiming that it was very "mechanistic" and lacks "humanization" factors. The PEBA approach is based on "creating the basis for community participation, and developing the educational program around the needs, interests and problems of the participants."

Nochez claims that they brought back some RADECO tapes, and undertook a small sample experiment in an urban slum area, which was not very successful. He reports that the children's interest waned early in the transmission (via tape recorders), and that "the segmented format is not appropriate". Their experimentation should be questioned, however, as they probably used one random lesson, in which, of course, the segments transmitted would be completely out of context. As we were not attempting to sell IRI to Nochez, the matter was not pursued. Nochez admitted that they probably had not given IRI a decent chance and that it would be worthwhile to test an adaptation of RADECO in El Salvador.

Nochez also felt that radio cannot fit into their children's literacy program at this time, as the children's meeting times vary substantially from community to community. The monitors are volunteers, and thus can only meet with children as time permits. It would be difficult to organize the children's program around daily regularly scheduled broadcasts. Furthermore, Victoria del Castillo, a PEBA supervisor, told us that it would be very difficult to obtain more air time from the Archdiocese. Nochez informed us that there are eight Archdioceses in the country, and that only San Miguel, besides the San Salvador Archdiocese, has approved the PEBA project. A limited number of adult centers have been organized in that Archdiocese (Morazan and Union Departments).

According to Nochez, the first level of the PEBA children's program is dedicated to teaching reading, writing, and basic arithmetic. "Generating" words, drawn from the daily vocabulary of the children, are used to relate the instruction to the world around them. Nochez and his team are fervent followers of the Freire method, a method which is based on the presencial approach.

At the present time, a team of educators and psychologists is investigating the NIPs of first-level children, in order to plan the second level. This second level will be dedicated to neolectura ("new-reading"). The program hopes to use native short stories, fables, and real-life situations as reading material.

Nochez informed us that he regularly communicates with Oscar Ramirez Perez, Director of Adult Education, and with Jose Renato Navarrete, Director of Cultural Promotion at the MOE. He is anxious for the PEBA program to gain official MOE recognition. We

discussed the possibility of exchanging information, and possible PEBA cooperation with the MOE in future radio-assisted IRI distance adult and children's educational programs. He was a bit wary, and mentioned that the institutional relationship of PEBA requires that any outside organizations respect their autonomy and identification. A sample of a PEBA literacy pamphlet and a copy of a newspaper article about the PEBA program are attached in Annex L.

E. Distance Education Programs

Within the current division of Educational Technology there has been founded a "National Institute for Distance Education" (INED), modeled on the Costa Rican National Distance Education University (UNED). Vinicio Barrientos is the Director of INED, and Dagoberto Torres heads up the Basic Education program.

The distance education activities are original in two complementary areas: third cycle of basic education (PREBADA), and secondary, or bachillerato, cycle. INED has established 12 Academic Centers in San Salvador, Santa Tecla, Sonsonante, Santa Ana, San Miguel, San Vicente, Chalatenango, Usulután, La Unión, Zacatecaluca, and La Libertad y Chultuipan. About 2,000 students are enrolled in the distance education program. The Bachillerato program is in its fifth year of operation, and some 700 students have graduated during this period. The third-cycle program was initiated in 1987.

INED is using audio media for instructional purposes. English is taught using audiocassettes at the third-cycle level. Students receive a text-workbook and a cassette each month, in the 7th and 8th grades. Copies of materials are attached in Annex I.

The OAS, through its special educational projects fund (PE-86) has donated money for INED activities, including materials production, TV programs, audiocassettes, staff training, and equipment (office furniture, typewriters, cameras, and tape recorders).

Students in the Bachillerato program pay a monthly tuition of Colones 25.00, while those in the third-cycle program pay Colones 12.00. Each student needs at least two booklets a month, and tutoring sessions are offered each Saturday morning at each Academic Center. Barrientos estimates that the annual cost per student is about Colones 1200.00.

Obviously, the INED program has not had a big impact. Barrientos reports that the MOE budget is very limited and INED has not been able to expand the program. Torres informed us that the OAS contributes about US\$10,500 annually (but the money actually arrives 9 to 12 months late) for materials development

for the third-cycle program.

Several people interviewed, including Barrientos and Torres, feel that the MOE should do away with the present adult night school program, and encourage the adult students to pursue their studies through the INED program. The curricular program in the current adult night school program is very similar to the regular children's program. There are no accurate estimates on the numbers enrolled, but most people interviewed agree that dropout is high. It was suggested by some people that INED handle all adult education, including literacy training programs. Barrientos and Torres also hope to be able to use radio and TV for instructional purposes, and agreed that INED could reach more learners with more cost-efficient media.

Oscar Ramirez Perez, former Vice Minister of Education, and currently Director of Adult Education, favors a community action approach. He feels that municipalities and teachers' groups should take the lead in establishing Community Centers (Nucleos) for Continuing Education based on the premise of "Permanent, Nonformal and Polyvalent" Education. INED and other MOE and private agencies can provide services through the community centers.

Ramirez Perez believes that the reason most programs have not had strong effect is directly because of the inordinate layers of MOE bureaucracy. He feels that very little of what is generated in the MOE central offices ever makes its way to the classrooms. Information either gets blocked or garbled as it is passed from the MOE technical departments through the Division Director, to Regional Directors, to District Directors, to Nucleo Directors, to School Directors, and finally to classroom teachers. He supports the use of media, especially radio, to communicate directly with the classroom teacher. He also believes that any massive in-service teacher training program should make use of radio and TV to avoid or counter what could be called the "garble down" approach.

The INED officials and Ramirez Perez expressed interest and positive attitudes towards the potential of radio for instructional support, both for literacy training and for basic education programs.

Annex I contains the law creating INED.

F. The Casas de Cultura Program

In the mid-1970s, the MOE Division of Culture and Sports established a program called the Houses of Culture network. Originally, 18 community culture centers were opened in principal cities. Today there are 80 Casas de Cultura throughout the country (two, located in conflict areas, are closed). A map showing the

location of the Casas is attached in Annex J. The original program received technical assistance from UNESCO, which supplied basic libraries to the Casas. Each Casa has a director and a librarian. The director promotes and coordinates activities in sports, women's associations, literacy training, and other special activities. The Casas all have TVs and space for group meetings. They have not been given radios.

At the present time, 6,928 people are participating in the literacy programs. There are 483 **volunteer** literacy trainers. UNESCO supports the literacy program, which is part of the same UNESCO project that supports the Archdiocese PEBA project. UNESCO supplies blackboards, chalk, and erasers to the volunteers, and learning materials to the participants. The literacy training is carried out in the Casas and in other places, such as army forts and schools.

Whereas the PEBA literacy method is based on "generating words" with religious orientation, the Casas method stresses a "cultural" content for its "generating words".

The Casas program also operates 180 basic education (first cycle) study groups. About 1,800 participants are in this program.

In the Sonsonante area, the Casas operates a bicultural literacy program, in which about 5,000 children are taught Nahuatl, an indigenous language, in public schools. This project is financed, in part, through a \$7,000 grant from the OAS and the Interamerican Indigenous Institute. Copies of Nahuatl training materials are also included in Annex J.

Most of the Casas have been donated by municipalities, although some are located in rented quarters, and a few operate in schools.

G. Other Nonformal Education Programs in El Salvador

1. University of El Salvador School of Education

Last-year (senior) students are required to participate in social service programs. Through these programs, students organize adult groups in marginal urban areas, and teach literacy and some community development skills. Each student must complete 500 hours of social service. Francisco Molina, director of the program, estimates that about 400 students are in the program. About 150 students are participating in a project to organize schools for children, using the "active school" methodology. Molina was unable to provide any data relative to the numbers of children involved in the "active school" project.

2. Andes 21 de Julio

The national teachers union is undertaking adult and children's literacy programs in 37 communities in the violence regions of the country, according to Saul Sanchez, former secretary general of the union. He claims that between 10,000 and 12,000 people participate in the program. In the Chalatenango area, there are eight centers, located in public schools, in which 23 "popular teachers" are providing basic education instruction for 545 students, of which approximately 70% are 7 to 15 years of age. At present, Sanchez is organizing the program in 15 centers in slum areas around San Salvador. Teachers are willing to voluntarily organize and teach in the literacy programs, states Sanchez.

3. Protestant Organizations

Saul Sanchez and Francisco Molina also informed us that several protestant church organizations, particularly the Lutheran Church mission, sponsor literacy and basic education programs on a small scale in various areas of the country. I was unable to obtain data, as time was a constraint. They named the Lutheran Bishop, Medardo Gomez, as a leader in the promotion of literacy activities.

4. UNICEF Programs for Mothers of Preschool Children

The MOE has a Department of Preschool Education. I met with Maria Cristina Fuentes, who has prior experience in TV scriptwriting for children's programs, and is now in charge of a program for mothers of preschoolers. She showed me some materials prepared for the mothers, and used in presencial training sessions. Copies of the material are attached in Annex K.

H. Private Sector Interest in Upgrading the Quality and Efficiency of Public Education

1. FEPADE

Several top-level MOE officials suggested visiting the Federation of Businessmen for Educational Development (FEPADE). Eduardo Casteneda, the Secretary General of this organization, explained that FEPADE was established, with A.I.D. financing, to develop and implement job training programs, as well as to provide credit for professional and skill development training programs offered by other national and international institutions. FEPADE and the MOE have established a joint foundation, the National Commission of Cooperation for Educational Development (CONACODE). At this time, CONACODE, which is presided over by the Minister of Education and the President of FEPADE, has defined four priority areas:

- o Revision of educational laws and elaboration of a new "General Education Law".
- o Development of a plan for decentralizing the educational system and privatizing education.
- o Preparation of a map showing where all schools are located throughout the nation.
- o Development of an in-service training program for basic education teachers of morals and civics.

The draft General Education Law is almost ready to be sent to the legislature, according to Casteneda. The most important issue of interest to the Minister and Vice Minister at the moment is the privatization of the educational system. This involves turning the schools over to the communities, or leasing them to the teachers. A voucher system would be installed; communities and operators of schools would be paid fees based on enrollments and conditioned by attendance factors. This way, they believe, education would be "competency based" as all parents can choose where to send their children (this works when there is more than one school accessible to families), and that teachers would be more responsible, and work to promote school attendance within the communities. They feel that this is an important way to guarantee the upgrading of the quality and efficiency of education.

A map of all the schools in the country is surely needed. No one knows exactly where all the schools are, nor what is their capacity and condition. This information will be especially relevant if a national census is to be undertaken in the near future. There has been a great deal of migration from the violence regions to the coastal and western areas of the country. The school map also will be necessary if the MOE is to carry out plans for decentralizing operations.

The MOE also places high priority on the curricular area of civics education. CONACODE is charged with developing a program to train teachers to better teach about the rights and obligations of citizens, and about moral values. Although Dinorah de Marino, the executive secretary of CONACODE, was interviewed, she was unable to provide any details about this project, as she had just joined the staff the day before our meeting.

2. Commercial Radio

Francisco Monterrosa is a dynamic young commercial radio executive. He directs the operation of four stations: Radio Fiesta, Radio Femenina, Radio Ranchera, and Stereo Lazer. The first two broadcast simultaneously on AM and FM and have national

coverage. The other two are FM stations broadcasting in the San Salvador greater metropolitan area. Radio Fiesta has the largest listening audience in the country, and Femenina in the San Salvador metropolitan area.

Monterrosa was informed about the IRI projects throughout the world. He was very interested in the Honduran Family of Numbers program, and stated that he would be willing to make time available for a Salvadoran version of the Family of Numbers, or a similar program. He stated emphatically that he would be willing to work with the government, especially the MOE, and that he can make production facilities available. He also said that he would be willing to pay his way and that of his production chief to visit IRI sites.

IV. DEVELOPMENT IMPACT

Interactive radio education can deliver uniform, carefully planned, thoughtfully developed curricula to children in urban and rural areas, regardless of the local availability of highly qualified teachers. IRI has been proven effective in providing quality instruction in different subjects in different parts of the world. It is an effective medium for addressing educational problems such as: a) expanding primary-school-age populations, b) irrelevant curricula, c) poor quality of instruction, d) diminishing educational resources, and e) poor access to schools, particularly in rural areas.

Radio should be viewed as a temporary strategy until other resources and combined approaches can be implemented. Both technological and human resources must be developed over the long term to create an educational strategy that serves all of the local needs and is consistent with the cultural aspirations and the economic development of the country. **IRI can provide immediately observable improvement in the delivery of education to primary school children while other strategies are being explored.**

At the present time in El Salvador, a major school construction program has provided classrooms for thousands of primary school children. Textbooks also have been written and distributed. **IRI can build on these achievements, using technologies that show convincing evidence of improving educational systems.**

Much of the major research and development work on IRI has been completed. The methodology has been tested with different content, in different geographical regions, and in different educational settings. The mathematics model has been adapted to a different language, different educational situations, and a different type of curriculum.

Clearly the IRI methodology has wide application, and its use can have a significant impact on development. Where educational resources such as textbooks, audiovisual aids, television, computers, and highly qualified teachers exist, IRI is just one of many resources that can be used. Few educational systems have these luxuries. IRI was developed to compensate for lack of facilities, teaching materials, and qualified teachers. **The major problems for which IRI can offer solutions are equity, access, and quality.**

Adult literacy is an important ingredient in achieving a faster rate of development. The correlation between literacy and growth of GNP, lowering the birth rate, and production has been demonstrated and substantiated in numerous development reports.

Radio can be used to support and expand the adult literacy and post-literacy programs already being implemented in El Salvador.

V. LESSONS LEARNED

A. MOE Needs to Reorganize, Carefully

The return of TVE and the Division of Culture to the MOE, the end of the A.I.D. Education System Revitalization Project (519-0295), and a new government/new set of priorities are factors that contribute to the current effort to design a new organizational framework for the Ministry of Education. There seems to be a lot of talent either poorly assigned or unable to produce at full potential because the scope of work of the departments where they are assigned is unclear, not coordinated, overlaps, or has been modified.

TVE is an example of a department where the original scope of work was changed dramatically under the last government. Most of the staff remained and had to take on different tasks; many of them were not trained properly for the new tasks. On the other hand, Educational Technology has a small, trained staff of audiovisual specialists who have been producing educational material, and who fought hard for equipment, materials, staff, and space.

Also, three entities, -- INED, Cultural Promotion, and Adult Education -- have competing, similar, overlapping, or need-to-be-coordinated programs. The three entities operate nonformal educational activities for adults which have relatively low impact. Adult Education also operates formal programs for adults (adult night schools), which are inefficient and of questionable relevance.

B. The Objectives of the MOE and of A.I.D. Must Coincide

International development agencies should design their grant and loan projects in accordance with the stated development objectives of the receiving institutions. This presupposes that benefitting institutions, such as the MOE, clearly delineate their objectives, and create an organizational framework and administrative procedures which facilitate efficient and effective fulfillment of the objectives. If this happens, it should not be necessary to create large separate entities to manage development projects.

C. TVE is an Important Part of the MOE

Much mystique still surrounds TVE. Many educators are proud and defensive about the TVE staff and facilities. There is much hope that someone will come to the aid of TVE; that the institution

will be able to recover and surpass its former role. Any attempt to promote educational radio should be interrelated and integrated with upgrading of TVE.

D. Tradition of Volunteerism

The programs of the Cultural Promotion Division have developed and implemented activities coordinated by volunteers. Other institutions, such as PEBA and Protestant organizations, also have developed corps of volunteers who monitor and coordinate activities. It is possible that a RADECO-type activity, as well as adult literacy programs could use volunteer monitor-guides or "radio aids".

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Use of Radio

RADIO can be used in El Salvador, to expand learning opportunities for children and adults in out-of-school, in-school, teacher training, distance education, and other educational programs:

1. Out of School

The estimates of the numbers of young people who do not attend school, either because they have no access to one, or because they have dropped out of or failed in public schools, substantiate the potential for a RADECO approach to achieve large-scale coverage. There are systems already in place, such as the Casas de Cultura, through which a RADECO-like program could be implemented. It would, of course, be necessary to rewrite the RADECO program, especially the language scripts, for use in El Salvador. Extensive scriptwriting and production would be necessary.

The RADECO system would complement the privatization ideas of the MOE, as RADECO is based on community responsibility for schooling: parents must organize, build, or provide a school; propose the radio auxiliary, or monitor-guide, from the community; and cooperate in the operation of the school (maintenance, supplying batteries, making sure the children attend). Here, a "voucher" system could provide a stipend for the radio auxiliary (if volunteers are not used), materials, clipboards, a blackboard, a flag, and perhaps the initial radio.

2. In-school

Student achievement levels in math are probably very low and teacher competency in math education is also probably very weak. The Family of Numbers scripts could be purchased, with minimum adaptations made in Honduras, and be broadcast once or twice daily directly to classrooms (there are morning and afternoon sessions in some schools) starting at the first grade level. A social marketing program, similar to that used by AVANCE in Honduras, could be implemented, with the support of CONACODE, or directly by the MOE, to supply materials (posters, teacher guides, notebooks, pencils, and radios).

A series of syllabi for "morals and civics" has been developed by CONACODE. An IRI program could be developed to assist teachers in the classroom, based on these materials. This program might be developed as a joint venture among the MOE, USAID, and FEPADE.

As the project progresses, and depending on the success of IRI math and morals and civics programs, it is recommended that consideration be given to adaptation of two IRI projects which are currently being tried: the reading and writing program for first cycle being developed by AVANCE in Honduras, and the science program under development in Papua New Guinea.

3. Teacher Training

Through the use of radio, instructional segments can be transmitted directly from the source to the target listener, without the possibility of distortion that occurs when messages are passed down through a series of trainers. Furthermore, the instructional program can reach the teacher on-the-job, or at least in his home or where he prepares his lessons, as close to the reality of the classroom as possible. Teacher training can take the form of "taking the hand of the teacher" and slowly working with him or her, step by step, through the educational program. This can be an especially useful technique when introducing a new curricular program. TV also could be used to reinforce periodically the teacher training program. Here again, the Casas de Cultura, each of which has a TV set, and secondary schools that still have TV sets, as well as teachers' homes (with TV sets) could serve as regular periodic meeting places where groups of teachers could get together to view special training programs and discuss specially prepared written materials and information obtained via radio.

The Ministry of Education in Costa Rica, acting as a sort of clearinghouse, is developing a radio-assisted program to train teachers in the use of the Family of Numbers IRI math program. This in-service teacher training program could be used immediately, along with the in-school use of the Family of Numbers program.

4. Distance Education

Cassettes already are being used in distance education programs. The preparation of more and better audio programs to support the distance education activities could be an alternative to expensive texts, or an important complement to written materials. Regular radio programs aimed at INED students could serve not only to support the academic subjects, but also to assist in developing a sense of institution; promote the idea among students of being a part of a dynamic national program. The English cassettes perhaps could be used independently of the basic education, third-cycle program, and marketed through INED centers and Casas de Cultura to groups of citizens interested in learning English, or groups of third-cycle public and private school students interested in reinforcing their regular English classes. Even the Honduras first-cycle English program might be acquired (or exchanged for the Salvadoran third-cycle program) and marketed. Or, if the MOE acquires operational control of the government FM

station, the English program could be broadcast on radio to support the INED and formal school program, as well as for the general public. Written materials for the English program could then be socially marketed.

5. Other Educational Radio Programming Possibilities

Several MOE activities could use radio more effectively and more efficiently reach greater numbers of potential participants: the UNICEF preschool parents' programs, the youth and sports programs, the cultural and special programs (drug prevention, health and nutrition, indigenous groups, etc.). If the MOE had its own radio transmitter, programs could be developed to fill a complete daily schedule. Broadcast of the PEBA adult literacy programs could be organized through the combined efforts of the Casas de Cultura, INED Academic Centers, schools, and other interested organizations.

B. Financial Capability of MOE to Support Radio Education

The MOE has the basic resources to develop IRI and other educational radio projects. There are MOE staff members capable of writing scripts, producing and evaluating programs, and administering projects. The basic equipment is available in the MOE to record radio programs and print worksheets and workbooks. The government owns an FM transmitter which could be assigned to the MOE. Volunteers can be used as monitor-guides or radio aides. A substantial counterpart contribution can be calculated, considering staff salaries, equipment, space, and savings through using volunteers.

Funds would be required for staff training, remodeling of studios, state-of-the-art recording equipment, materials (paper, tapes, cassettes), some vehicles (the MOE seems to have enough, but I was unable to obtain information as to how they will be reassigned, and if, indeed, there will be enough to support new activities), gas and oil, and in-country per diem money to MOE personnel to evaluate and supervise properly. Limited additional staff positions might be necessary, especially to administer and maintain the transmitter, if acquired.

If the acquisition of the government FM transmitter is not possible, it will be necessary to acquire air time on commercial stations. It might be possible to obtain air time at no cost, and it might be possible to obtain air time by government order. No radio operators were willing to quote prices for 30- or 60- minute time slots.

Radios also will be needed. It will be necessary to investigate the number of radio sets needed, depending on the level of effort of the IRI component. It is recommended that an effort

be made to interest the Japanese aid agency in donating enough radios so that all schools have at least one for each first grade section, one for each RADECO center, and one for each Casa de Cultura and INED center. It might be worthwhile to consider use of a social marketing program to sell radios to schools and community organizations.

A policy must be determined for the acquisition of batteries. It is recommended that teachers, monitor-guides, and center directors be responsible for this item. A program for radio maintenance and replacement also should be determined. If materials are to be prepared, they must be distributed. A policy for distribution needs to be determined, as well.

It is also recommended that a carefully designed program for both summative and formative program evaluation be determined. A system for supervision must also be designed. Evaluators and supervisors must be trained.

C. Level of Effort

It is decided to introduce and use radio to support any of the instructional programs outlined in "A" above, the level of effort should be high. If IRI is used in the classroom, it should be used in such a way that teachers know they must use it to improve the teaching/learning process.

It is recommended that a Radio Education Coordinating Committee be formed, with a full-time Executive Secretary or Executive Director. To avoid the creation of a separate implementation entity for IRI programs, this committee would develop policy and oversee project implementation. The Executive Director would administer and supervise daily operations, reporting to the Committee which would meet regularly. If more than one IRI program is implemented, a Program Coordinator could be appointed, reporting to the Executive Director.

Curriculum development, instructional design, and scriptwriting would be carried out by a team of specialists within the MOE Curriculum Development Department. Radio production would be undertaken by a team in the RTVE department. The tasks of evaluation and supervision would be the responsibility of teams designated in the respective departments.

It is recommended that the following technical assistance be supplied by USAID: a) an expert in IRI program development and administration, to serve as counterpart to the Executive Secretary position described above, for a minimum five-year period; b) a specialist in instructional systems design, for a minimum four-year period; c) a specialist in supervision and evaluation for a minimum of three years; d) consultants in radio-assisted teacher

training instructional systems design, for a minimum of nine person-months; e) consultants in interactive radio production for a minimum of nine person-months; f) consultants in program adaptation for a minimum of nine person-months; g) consultants in other areas, to be determined as needs arise, for a minimum of nine person-months.

D. MOE Commitment

It is recommended that prior to project paper writing, a select group of top-level MOE officials visit the RADECO (Dominican Republic), AVANCE (Honduras), and Costa Rican IRI projects. Any decision to implement an IRI program in El Salvador must be based on a strong MOE commitment. While in the Dominican Republic, the delegation should visit Radio Santa Maria to study radio-assisted adult education programs, and while in Costa Rica they should visit ICER (Costa Rican Educational Radio Institute) to study another approach to radio-assisted adult education programs. Representatives of the private sector might be invited to join the delegation, at their own expense.

E. Development of Media Policy

It is recommended that the MOE delineate a policy for the department which should be named, Direccion de Radio y Television Cultural Educativo. In many cases, before we could get around to explaining about radio, the interviewees would defend TVE. The great majority of the MOE personnel believed that they had just reconquered the TVE emporium and were anxious to revive and rebuild the enterprise. The Minister himself expressed a great desire to reprogram TVE in January, when the department returns to the MOE. He mentioned that "We never thought about radio", and agreed that radio not only should be included in the title of the department, but that a policy for radio and TV programming must be determined as soon as possible. It is recommended that USAID provide assistance to the MOE for the development of a media policy. Such assistance might be required before a new project is implemented.