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**REPORT OF TRIP TO LIBERIAN
PRIMARY EDUCATION PROJECT
FOR EVALUATION PLANNING
February 5 to March 2, 1989**

**A Report to the
ACADEMY FOR EDUCATIONAL DEVELOPMENT**

from

APPLIED COMMUNICATION TECHNOLOGY

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by

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I. PURPOSE OF CONSULTATION:

- 1) To design pertinent measurement instruments that will assess the impact of the 20 week in-service PEP Pilot Radio Programs to be broadcast during the first semester of 1989;
- 2) To develop a written implementation plan for the impact evaluation;
- 3) To prepare a schedule for the administration of pre- and post-tests.

II. PERSONS CONTACTED IN LIBERIA:

Dr. William Kromer, Chief of Party, PEP

Mrs. Janice Vani, Assistant Minister for Primary Education, Bureau of Primary Education, Ministry of Education

Mr. Edwin Clarke, Director, Instructional Materials Development and Evaluation, Bureau of Primary Education, Ministry of Education

Mr. N. Saa-Wander Samba, Evaluation Specialist, Instructional Materials Development and Evaluation, Bureau of Primary Education, Ministry of Education

Dr. Stanley Handleman, Director, Human Resources Development, USAID/Liberia

Dr. Ester Guluma, PEP Project Manager, USAID/Liberia

Dr. William Fanslow, Training and Supervision Advisor, PEP

Ms. Ruth L. Reeves, Director of Supervision, PEP

Mr. Bonaface Nah, Director of Training, PEP

Mr. John Gormuyor, Instructional Design Specialist, Instructional Materials Development and Evaluation, Bureau of Primary Education, Ministry of Education

III. ACTIVITIES AND PRODUCTS

Given limited access to PEP background materials prior their arrival, Foote and McDowell spent the first several days studying relevant materials that had been collected from Mr. N. Saa-Wander Samba and others in the Ministry. An orientation meeting was held with Dr. William Kromer, Dr. Stanley Handleman, and Dr. Esther Guluma to develop a plan of action to accomplish the scope of work. It was concluded that Foote and McDowell should spend several days studying the background materials and that they should make preliminary recommendations about an evaluation plan at a meeting with the Assistant Minister for Primary Education, Mrs. Vani, on February 10th.

In addition to the ACT consultants, the meeting on February 10th was attended by Mrs. Vani, Mr. Samba, Dr. Kromer, Dr. Handleman, and Dr. Guluma. The presentation by Dr. Foote examined several options for conducting the evaluation of the PEP Pilot Radio Programs: a straight-forward evaluation of the impact of broadcasts using a pre- and post-test design, an evaluation of the impact of a modified broadcast schedule that would sequence the content of broadcasts with lessons taught that week, and the elaboration of the evaluation into a large-scale trial.

During the presentation, the goals of the radio intervention and the evaluation plan were discussed and it was decided that the first alternative would accomplish the objectives in a feasible manner. The meeting concluded with a decision that Foote and McDowell should develop a detailed evaluation plan along these lines which would be presented at another meeting with the same participants on February 14th.

The meeting on February 14th took place at Cuttington College in Gbarnga, Bong County since it coincided with a national conference on education held there. Since the total number of

PEP schools are only about 360, it was decided that all PEP schools should be included in the sample, approximately half of which have access to the radio programs, with other schools serving as a quasi-equivalent control group. Also, a decision was made to design three separate evaluation instruments, one for PT teachers, one for PL teachers, and one for school principals. The net effect of these decisions was to translate what had been envisioned as a rather straightforward evaluation design into a fairly complicated evaluation design that would incorporate additional strengths as well as require additional efforts.

During the same meeting, it became evident that the persons who were needed as interviewers (Liberian Instructional Supervisors, Peace Corps Volunteers, and District Education Officers) would not be available for training until April 11th given prior commitments. Since Foote was scheduled to depart from Liberia that day, it was decided that McDowell should spend his remaining time writing a detailed evaluation plan, developing instruments to survey PT teachers, PL teachers, and school principals, and trying out these instruments in the field prior to his departure.

The written evaluation plan developed by McDowell is included in an attachment to the trip report. Also attached are copies of the instruments that were developed for teachers and principals and tried out in the field prior to McDowell's departure. These products, which contain detailed information about the design and timing of the impact evaluation, were examined by PEP personnel, Ministry of Education personnel, and USAID/Liberia personnel prior to McDowell's departure. All the documents included here will be undergoing review and revision in collaboration with project and host country staff during Dr. McDowell's return trip to Liberia.

As McDowell proceeded to design the research instruments, it became clear that in order to develop pertinent measures reflecting the content of radio broadcasts, more detailed information about the specific content of the radio programs was required. Although specifications had been written for each of the 60 programs, the specifications were general in nature and did not allow measurable objectives to be extracted.

To develop a set of measurable objectives, McDowell and Samba organized several working groups composed of individuals who had drafted the initial specifications. One working group focussed on the PT programs, another group on the PL programs, and a third group focussed on programs for principals. During many meetings that were held between March 20th and March 24th, the working groups formulated detailed objectives that lent themselves to measurement.

In the course of these activities, it became clear that the 60 programs covered methodological lessons and content that was ambitious in scope. A general consensus emerged that the themes for programs (as initially conceived) were not sufficiently simple and specific, and did not incorporate enough redundancy (both within and between programs), to lend themselves well to radio. Revised specifications for the programs were then developed, as detailed in the evaluation plan that is attached.

After revising specifications for the radio broadcasts, research instruments were drafted for the three populations. The evaluation plan and instruments were submitted to PEP personnel and others at the Ministry of Education and USAID/Liberia. While the products were undergoing review, McDowell and Samba spent time trying out the instruments at rural schools just outside of Monrovia. The evaluation plan and research instruments have each

undergone revision as a result of the tryouts and as a result of suggestions offered by those who reviewed the products.

Prior to McDowell's departure, an exit visit was scheduled at the Ministry of Education and at USAID/Liberia. During these meetings, a schedule of activities was developed covering the timing of events that need to take place to complete the pre-test phase of the impact evaluation. In order to accommodate the broadcast schedule, set to begin on May 15th, activities need to be accomplished according to the schedule shown in Figure 1.

When McDowell returns to Liberia on March 27th, he will work with persons in the Ministry to make final modifications to the questionnaires, tryout the revised questionnaires in the field, seek final approval of the research design from the Assistant Minister for Primary Education, supervise the duplication of three sets of questionnaires (PT teachers, PL teachers, and principals), prepare a training manual for the interviewers, create an agenda and make final preparations for the training of interviewers, and assist Mr. Samba to conduct the training sessions.

The remaining activities listed in the above schedule will be accomplished in Liberia after the consultant's departure, or at the ACT office after machine readable data are delivered to ACT.

Figure 1: Schedule of Evaluation Activities

ACTIVITY	COMPLETION DATE
1) Obtain agreement to use Instructional Supervisors, Peace Corps Volunteers, and possibly District Education Officers to collect pre- and post-test data. Given the sophistication of impact measures, it is doubtful that interviewers without detailed understanding of PEP methodology would suffice for this purpose.	MARCH 10
2) Arrange dates for the training of interviewers. In order to complete data collection by May 14th, the training sessions would need to begin April 11th in the afternoon. Training would then continue between April 13th and 15th.	MARCH 20
3) Identify a counterpart in the Ministry of Education who will be available to supervise collection of post-test data after Mr. Samba leaves for training in the United States. The counterpart must be able to work closely with Mr. Samba and the ACT consultant during the pre-test phase since he/she will be required to administer the post-test in the absence of Mr. Samba and the ACT consultant.	APRIL 1
4) Collect pre-test data beginning April 17th and finish no later than May 14th.	MAY 14
5) Interviewers return completed questionnaires to the Ministry.	MAY 15
6) The Ministry sends completed questionnaires to ACT for data entry.	JUNE 1
7) ACT tabulates and reports frequencies for all variables to the Ministry.	JULY 15
8) END OF PRE-TEST PHASE OF IMPACT EVALUATION.	JULY 15

ATTACHMENT I. Evaluation Plan

LIBERIAN PRIMARY EDUCATION PROGRAM (PEP)

EVALUATION PLAN TO ASSESS THE IMPACT OF THE
20-WEEK PEP PILOT RADIO PROGRAM

Prepared by

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for

The Academy for Educational Development
and
The Bureau of Primary Education,
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I. BACKGROUND

The Liberian Primary Education Program (PEP) is an instructional system that has been adopted as the national program for primary education in Liberia. PEP, formerly called the Improved Efficiency of Learning (IEL) project, was implemented to upgrade the skills of underqualified primary school teachers in Liberia, and to overcome a severe shortage of textbooks and educational materials.

The first phase of the IEL project began in 1979 and lasted for six years. The project was supported with funding from the U.S. Agency for International Development (USAID), and technical assistance was provided by the Institute for International Research (IIR). During the first phase of the project, a collection of programmed instructional materials was developed, validated, and introduced to a selected number of schools. Based on the national curriculum, the instructional materials were designed in Language, Reading, Mathematics, Science, and Social Studies for grades one to six.

Publications by the Bureau of Primary Education summarizes the major components of IEL:

"The IEL instructional system is a comprehensive package of products and procedures which provide effective instruction designed to help meet the goals of the national curriculum. The package includes 510 instructional modules. It also includes reading booklets, practice booklets, review booklets and module, block and semester tests. In addition, the system has a teacher training program in the methodology of the system... The system is based on two forms of programmed instruction. These forms are Programmed Teaching (PT) and Programmed Learning (PL)."¹

"The programmed instructional package (module) is designed to control the behavior of the teacher (Programmed Teaching) or the learner (Programmed Learning)... The PT materials are for use by paraprofessionals (unqualified or underqualified teachers) in a face to face situation with small groups of about 15 learners. They differ from conventional

¹ Primary Education Project: An Instructional System for Liberian Primary Schools. Bureau of Primary Education, Ministry of Education, Monrovia, Liberia, 1987.

textbooks in that they control the behavior of the teacher. That is, they specify 'what' to teach and 'how' to teach it. On the other hand, the PL modules contain materials and group procedures for facilitating learning through the use of self-instructional modules. Here, the teacher serves as a monitor who diagnoses difficulties, and provides remediation, guidance and positive reinforcement. He/she groups students for group activities and monitors individual student progress.²

The PT instructional format is designed to cover grades one through the first semester of grade three. The PL format is designed for the second semester of grade three through grade six.

After a number of independent evaluations found the IEL system to be an effective and appropriate vehicle for meeting educational needs in Liberia, USAID signed an agreement to further disseminate the instructional program that had been developed.

In 1986, USAID and the World Bank agreed to examine integration of the IEL project with the World Bank Primary Education Project, the goal of which is to provide in-service teacher training and textbooks for primary schools. An integration study, Improving the Efficiency of Education Systems (IEES), recommended that integration should occur in the instructional program, the teacher training program, local school supervision and support, and administration and management. The Ministry of Education accepted these recommendations and the second phase of the project (renamed PEP) began in 1987. Technical assistance from the Academy for Educational Development (AED) began in 1988.

II. THE PEP PILOT RADIO PROGRAMS

A vital component of PEP involves training teachers and principals to use programmed instruction effectively. When a school is selected to participate in PEP, the principal and each of the teachers are included in a five-week workshop in the use of PT and PL instructional materials.

Given the limited scope of training that can take place in a four-week period, additional in-service training and follow-up workshops are incorporated into PEP. In 1989, 60 in-service PEP Pilot Radio Programs will be produced to reinforce elements of

² Samba, N. Saa-Wander. "The Improved Efficiency of Learning Project: An Overview." Gbarnga, Liberia: Improved Efficiency of Learning Project, 1982.

the PEP methodology and content of the modules. The purpose of the pilot broadcasts is to determine the effectiveness of radio as a mode for teacher training and reinforcement of skills.

Over a twenty-week period, 20 programs will be aired for 2nd grade PT teachers, 20 for 5th grade PL teachers, and 20 for school principals. Each program will be broadcast twice during the week so that teachers or principals who are absent one day will have an additional opportunity to listen. The programs will be broadcast during a fifteen minute recess period at 10:00 a.m. Teachers for grades other than 2nd and 5th will be encouraged to listen, since much of the programming is of a general nature.

The purpose of this document is to describe how the impact of the PEP Pilot Radio Programs will be evaluated. The radio programs are scheduled to be broadcast during the first and second semesters of 1989 (beginning May 15th, 1989).

At the time of the writing of this implementation plan, the radio programs had only begun to be produced. Since the ultimate form of the evaluation will partly depend upon the specific nature of the programs, the questionnaires that have been developed for evaluation purposes are not yet in a finished form.

Several working groups were organized in Monrovia, between Feb. 20th and Feb. 21st, to try to specify the content of the broadcasts as much as possible so that questionnaires could be drafted to interview PT teachers, PL teachers, and school principals using a pre-test/post-test design.

III. OBJECTIVES AND CONTENT FOR RADIO PROGRAMS

The objectives and content of the radio programs, as well as the number of programs tentatively scheduled to complete each objective, are outlined below. As the objectives of the programs and/or the relative emphasis given to each are revised, modifications to the questionnaires will need to be incorporated.

As can be seen from the specifications for the programs, the working groups decided that PT radio programs should stress learning the content of specific modules, while programs for PL teachers and school principals should stress learning the methodology behind the instructional/administrative process.

A. PT TEACHERS:

Objective/Content (PT)	# of Programs
1. Introduction to Pilot Radio Program series and overview of schedule	1

Objective/Content (PT cont'd)	# of Programs
2. Improve the ability of PT teachers to read poetry, with emphasis on improving cadence, pronunciation, the use of punctuation marks, and the use of rhyming words	2
3. Improve ability to distinguish between long and short vowel sounds	6
4. Improve pronunciation and understanding of AR, OR, and UR words	4
5. Improve pronunciation and understanding of OO, OW, OU, OI, and OY words	7

	20 TOTAL

B. PL TEACHERS:

Objective/Content (PL)	# of Programs
1. Introduction to Pilot Radio Program series and overview of schedule	1
2. Improve the ability of PL teachers to make preparations for teaching a PL class: e.g., read module, study vocabulary, look for additional materials, make an instruction plan for each group	2
3. Improve ability of PL teachers to follow procedures used to begin the instructional sequence: define difficult words, pronounce difficult words, introduce the lessons, sit with each group, model learning procedures	3
4. Improve ability of PL teachers to form effective study groups based on grouping by age, sex, learning skills, and compatibility	1
5. Improve a PL teacher's ability to conduct remediation effectively: learn to send modules home, assign smart students as helpers, assign make-up work, and give extra attention when needed	4

Objective/Content (PL cont'd)	# of Programs
6. Improve a PL teacher's understanding of when students are ready for module tests, block tests, and semester tests	3
7. How to keep students from cheating on tests: collect test papers, write questions on blackboard, change order of questions	2
8. How to keep PL groups progressing with lessons: sit with each group, move between groups, teacher participation in groups, identification of weak students, use of student notebooks, model learning procedures	4
	----- 20 TOTAL

C. SCHOOL PRINCIPALS

Objective/Content (PR)	# of Programs
1. Introduction to Pilot Radio Program series and overview of schedule	1
2. How to conduct a faculty meeting: inform all teachers, prepare agenda, lead discussion, question for clarity, summarize main points	3
3. What to do when there is a shortage of teachers: keep classes going, combine PL classes, principal should teach, use 6th grade students to supervise PL, do not take PT teachers from their classes	3
4. Using resources of all teachers/staff to solve problems: identify problems and their causes, formulate strategy for resolution, handle different points of view	3
5. How to check-out and maintain instructional materials: responsibilities for maintenance, how to request extra or missing modules	3
6. How to handle a shortage of classrooms: use staff meeting to allocate resources, combine PL classes, keep PT and PL classes separate.	4

Objective/Content (PR cont'd)	# of Programs
7. How to supervise PEP classes and workshops: identify problems, solve problems through remediation in a workshop	3 ----- 20 TOTAL

IV. QUESTIONNAIRES

A separate research instrument has been designed for each of the three target audiences: 2nd grade PT teachers, 5th grade PL teachers, and school principals. Each of the questionnaires incorporates measures that are closely linked with the objectives and content of the programs, as specified above.

In addition to incorporating measures of the content/methodology areas identified above, each questionnaire will include measures of pertinent characteristics of teachers/principals, and characteristics of the schools at which they teach which might affect the relative impact of the interventions.

Information will be collected about teachers' and principals' education, as well as their training and experience under PEP. Also, information will be gathered about teaching responsibilities, teacher attendance, and career satisfaction.

The questionnaires will collect information about the characteristics of schools, including their size, enrollment, location, accessibility, and the number of classrooms and teachers. Information will also be collected about the degree to which schools have adequate lighting, protection from the elements, and other factors that might affect teacher performance and motivation.

A copy of the draft of each pre-test questionnaire is included in an attachment to this document. For the post-test, additional questions will have to be added to measure relative exposure to radio programs and listening habits at the schools. The additional measures will be designed after decisions about specific radio programs have been finalized.

The pre-test questionnaires were given several tryouts during the week of February 27th and modifications were incorporated at that time. However, as the production of actual radio programs progresses, it is likely that the objectives and content of radio programs will deviate somewhat from the tentative specifications outlined above. Therefore, it will be important to make final modifications to the questionnaires, and accomplish additional

tryouts, prior to conducting the fieldwork. This process should be scheduled to begin after radio specifications have been finalized, but not less than two weeks prior to the training of interviewers.

V. SAMPLING AND METHODOLOGY

A. POPULATIONS IN THE STUDY

The PEP Pilot Radio Programs are directed to teaching 1) content from the modules of 2nd grade PT Reading classes, 2) methodology from the modules of 5th grade PL Science classes, and 3) methodology from principals' training in PEP administration.

Although all teachers and school principals will be encouraged to listen to the radio programs in organized groups, it is expected that the most pronounced impact of the intervention will be seen in these groups: 2nd grade PT teachers, 5th grade PL teachers, and school principals. These are the three populations that are included in the evaluation design.

B. SELECTION OF PEP SCHOOLS

By 1988, teachers and principals from 210 schools had been trained in PEP methodology. At the time of this evaluation, these schools will have been using PEP methodology and instructional materials for a period of between 1-6 years, depending upon how long ago training first took place.

In 1989, teachers and principals in 150 new schools were given training in PEP methodology. Together, these 360 schools (210 "old" schools and 150 "new" schools) are geographically distributed in each of Liberia's 13 counties.

The pilot radio intervention is planned predominantly for 3 counties in Liberia: Bong County, Lofa County, and Grand Gedeh County. Each of these counties fall within the broadcast range of the Liberian Rural Communications Network (LRCN), a medium-wave broadcasting network consisting of three rural stations, one in each of those counties. Although LRCN stations do not operate in other counties, certain parts of counties adjacent to Bong, Lofa, and Grand Gedeh will be within the receiving range of those stations.

It is estimated that in the three "intervention" counties, there are approximately 120 PEP schools. USAID will provide medium-wave radio receivers (with batteries) for each of the PEP schools in Bong, Lofa, and Grand Gedeh counties.

The nature of the pilot radio intervention is such that three rather distinct comparison groups will be available to study. The schools in the first group, the primary intervention group, will be able to receive LRCN broadcasts and also will have been given a dedicated radio to listen to the pilot programs. The schools in the second group, the secondary intervention group, are those schools within reception range of the LRCN stations in Bong, Lofa, and Grand Gedeh counties, but which have not been given dedicated radios. Schools in the third group, the control group, do not lie within the reception range of the LRCN stations and therefore will not be exposed to the radio programs.

In an ideal experimental situation, the 360 PEP schools in Liberia would be randomly assigned to the primary intervention, secondary intervention, and control groups. However, the nature of radio transmission prevents us from achieving this high degree of equivalence between groups. Since radio reception is determined by geographical proximity to radio transmitters, reception of radio broadcasts cannot be randomly assigned.

Although reception cannot be randomly assigned, quasi-equivalence between the primary intervention, secondary intervention, and control groups can be obtained by matching schools (after data are collected) on the basis of any or all of various important characteristics: size of school, enrollment, accessibility, teacher/principle education and training, years operating under PEP, number of teachers, number of classrooms, classroom facilities, etc.

To the extent that the groups are similar along these lines to begin with, the process of producing roughly equivalent groups of schools becomes easier, and vice versa. However, since the primary intervention schools tend to be located in more remote regions of the country, while control schools tend to be located in coastal areas, it might not be easy to match groups appropriately.

In order to increase the likelihood of arriving at quasi-equivalent matched groups, it is best to include as many schools as possible in the sample. Having more schools makes it easier to exclude schools that don't match without lowering sample sizes to levels that jeopardize their "representativeness". For these reasons, every PEP school in Liberia, 360 total, will be included in the overall sample.

Of the 360 schools that will be included in the sample, approximately 120 schools will be in the primary experiment group. Since we do not have complete information about the coverage range of the LRCN stations, we will not know until after the pre-test how the remaining 240 schools are distributed between the secondary experiment and control groups.

Since two teachers and one principal are to be interviewed at each PEP school, the total sample will include 360 2nd grade PT teachers, 360 5th grade PL teachers, and 360 school principals.

C. LOGISTICS AND TIMETABLE FOR COMPLETION OF ACTIVITIES

A preliminary decision has been made that approximately 13 Liberian Instructional Supervisors, 23 Peace Corps Volunteers, and several District Education Officers will undertake the data collection. However, a final decision has not been made on this issue pending the availability of those individuals.

Each of the groups identified above has ongoing responsibility for making supervisory visits to PEP schools. Given the need to measure impacts on teacher/principal performance in rather subtle and sophisticated ways, it is unlikely that the questionnaires could be administered with much success by any other groups than those mentioned.

Assuming that these 40 or more potential interviewers are available following their Supervision Workshop that ends on April 9th, the training of interviewers should begin on Monday, April 10th, before these individuals return to their posts. Training should last at least four days, from April 10th to the 13th.

Two weeks prior to the start of training (about March 27th), an impact evaluation consultant from ACT should return to Liberia to examine the completed radio programs and modify the questionnaires. During the two week period, the consultant must tryout the modified questionnaires, incorporate additional improvements, develop a coding scheme, develop a computerized system of data entry, and prepare manuals for the interviewers to use at the training sessions. The coding scheme, data entry procedures, and training manuals cannot be developed until the questionnaires have gone through their final modifications.

If the training of interviewers will not take place between April 10th and April 13th, the ACT consultant must be notified as soon as possible so that his return trip to Liberia can be re-scheduled accordingly. The important determinant for re-scheduling the consultant's trip is that he should arrive in country approximately two weeks before the training of interviewers will begin.

Provided that the 40 individuals tentatively identified to conduct the fieldwork are in fact available, on average each will have to visit 9 schools within a somewhat dispersed geographic region. It is expected that the data collection process will take approximately 2-3 weeks. Provided that the interviewers

begin to collect data by Monday, April 17th, it will be possible to have all of the pre-test data collected before radio broadcasts begin on Monday, May 15th.

Arrangements for the collection of post-test data will be finalized as the end of the 20-week period of broadcasting draws near. It is expected that the post-test will get under way in early November, 1989.

The same interviewers should be used for the post-test. A consultant from ACT will not return to Liberia to supervise the post-test since an Evaluation Specialist within the Bureau for Primary Education will have been trained, at the time of the pre-test, to handle those responsibilities. An ACT consultant will continue to work on the finalized design of the post-test questionnaires from the home office.

VI. ANALYTICAL FRAMEWORK

Using the design outlined in the previous section, the impact of the Pilot Radio Broadcasts will be assessed by comparing outcomes in the primary intervention group with outcomes in a quasi-equivalent control group.

Due to the ongoing visits to PEP schools by Liberian Instructional Supervisors, Peace Corps Volunteers, and District Education Officers, not all of the increase in teacher/principal performance can be attributed solely to the radio broadcasts.

In order to unconfound the effects of radio from the effects of supervisory visits and other factors, it is helpful to compare measures of teacher/principal performance in both the primary intervention group and the control group at two points in time (i.e., during the pre- and post-tests).

Figure I shows a hypothetical example that can be used to illustrate the analytical framework that will be used to assess the impact of radio on teacher performance. In the figure, the line connecting point-P1 and point-P2 shows the increase in teacher performance in the primary intervention group. The line connecting point-C1 and point-C2 shows the increase in teacher performance in the control group.

In this hypothetical example, Figure I shows that at the time of the pre-test, teachers in the control group performed about the same as teachers in the primary intervention group. Between the time of the pre- and post-tests, teachers in both groups improve their performance (partly due to the efforts of the Instructional

Supervisors). However, teachers in the intervention group improve their performance at a faster rate than teachers in the control group.

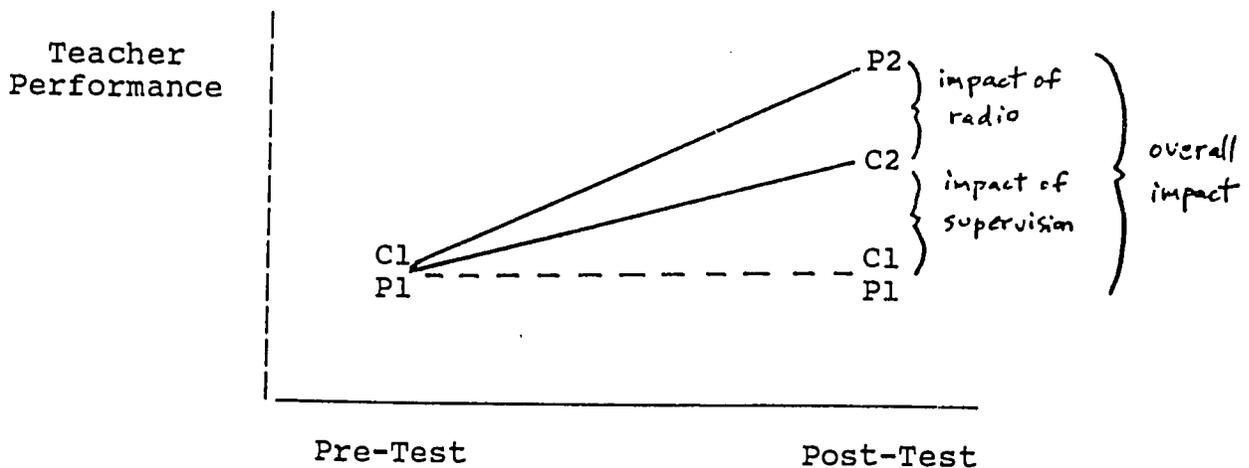


FIGURE I

If we did not measure teachers in the control group, we might have concluded that the impact of radio was simply the distance between P2 (teacher performance at the time of the post-test) and P1 (teacher performance at the time of the pre-test). However, this assessment of the impact of radio would be incorrect. By examining the control group, we see that even in the schools that didn't receive radio broadcasts, teacher performance improved.

Figure I indicates that even without radio, teacher performance in the intervention group would have increased at the same rate as in the control group (provided the groups are equivalent), that is, from C1 to point C2. Therefore, the true impact of radio should be measured by the distance between P1 and P2 (the overall impact) MINUS the distance between C1 and C2 (the impact of supervision and other factors).

The hypothetical example is presented to illustrate the analytical framework underlying the evaluation. It demonstrates the value of having a control group incorporated into the design. The measures of impact presented in the final report will cover all of the pertinent variables that are included the questionnaires.

VII. SUMMARY

An important component of PEP is the training of teachers and principals in the use of programmed instruction. Given the

limited scope of training that can take place in a four-week period, 60 in-service PEP Pilot Radio Programs will be produced to reinforce elements of programmed instruction methodology and content of the modules. Over a twenty-week period, 20 Pilot Radio Programs will be aired for PT teachers, 20 for PL teachers, and 20 for school principals.

This document has described how the impact of the PEP Pilot Radio Programs will be evaluated using a pre-test/post-test design. Comparisons will be made between two intervention groups (both capable of receiving exposure to the broadcasts, but one group provided with dedicated radios as well) and a quasi-equivalent control group.

A separate research instrument has been designed for each of the three target audiences: PT teachers, PL teachers, and school principals. Each of the questionnaires incorporates measures that are closely linked with the objectives and content of the specific programs. The questionnaires also include measures of pertinent characteristics of teachers/principals, and characteristics of the schools which might affect the relative impact of the interventions.

Since two teachers and one principal are to be interviewed at each PEP school, the total sample will include 360 2nd grade PT teachers, 360 5th grade PL teachers, and 360 school principals.

Each of the 40 data collectors, provided they are available, will visit 9 PEP schools, on average. It is expected that the data collection process will take approximately 2-3 weeks. Provided that the interviewers begin to collect data by Monday, April 17th, it will be possible to have all of the pre-test data collected before radio broadcasts begin on Monday, May 15th.

Arrangements for the collection of post-test data will be finalized towards the end of the 20-week broadcast period. It is expected that the post-test will get under way in early November, 1989.

ATTACHMENT II. PT Questionnaire

LIBERIAN PRIMARY EDUCATION PROJECT

PRE-TEST FOR RADIO COMPONENT -- PT TEACHER'S QUESTIONNAIRE

* * D R A F T * *

I. INFORMATION TO BE COMPLETED BY INTERVIEWER.

At each school, three interviews will be conducted. There is one interview with the school principal, one interview with the second grade PT teacher, and one interview with the fifth grade PL teacher.

Before beginning the interviews, the interviewer(s) should complete Section I (this page) in its entirety. PLEASE NOTE THAT THE INFORMATION RECORDED IN THIS SECTION IS IDENTICAL FOR ALL OF THE QUESTIONNAIRES ADMINISTERED AT EACH SCHOOL.

Please complete this section FOR ALL THREE QUESTIONNAIRES before proceeding to interview the principal or teachers. Make sure that the information is identical for all three questionnaires.

School code (cluster#): _____ Name of school: _____

Name of town: _____

Name of principal: _____ Name of county: _____

Distance from county seat: _____ miles

Condition of road: poor average good

Condition of school: poor average good

Size of school: small average large

Combined with Jr. High yes no

Size of community: small average large

II. INFORMATION ABOUT THE PT TEACHER.

Hello, teacher. As part of PEP's effort to provide the best possible support to PT teachers, we are collecting some information to help us improve PEP training. Could you spend some time with me now to answer a series of questions?

IF YES, PROCEED WITH INTERVIEW. IF NO, ARRANGE A TIME TO INTERVIEW THE TEACHER WHEN HE/SHE WILL BE AVAILABLE.

Date of interview: _____

Name of interviewer: _____ Interviewer code: _____

Name of PT teacher: _____ Sex: Male Female

1. First, I'd like to know something about your background as a teacher. Could you tell me the year and month when you first began your career as a teacher?

Year: Month:

2. Did you receive PEP training?

Yes No

IF YES,

2A. Could you tell me the year and month when you first received PEP training?

Year: Month:

3. Did you ever receive PEP follow-up training?

Yes No

IF YES,

3A. What was the year and month of the follow-up training?

Year: Month:

4. Did you ever complete the examination given to a high school student in order to graduate?

Yes

No

5. Did you ever receive a teaching Certificate? And if so, which Certificates have you received?

CIRCLE "No" OR "Yes" AND RECORD INFORMATION FOR TYPE OF CERTIFICATE(S) IF YES.

No, never

Yes --> A B C Certificate

6. What was the highest grade you yourself completed in school?

Grade:

7. During which year did you last attend school as a student, excluding PEP training?

Year:

III. INFORMATION ABOUT THE TEACHER'S CLASSES

8. Now I need to know about the classes that you are teaching this semester. Please tell me all the grades that you have been teaching (full-time or part-time) this semester. Let's start with the grade that you spend the most time teaching.....

RECORD EACH GRADE MENTIONED ACROSS THE TOP OF THE MATRIX ON THE NEXT PAGE AFTER "Grade:".

15

M A T R I X

=====>	Grade: _____ (1st response)	Grade: _____ (2nd response)	Grade: _____ (3rd response)
# students	-----	-----	-----
# hrs./wk. (M-F)	-----	-----	-----
# semesters	-----	-----	-----
# PEP semesters	-----	-----	-----

FOR EACH GRADE MENTIONED, RECORD ANSWERS FOR QUESTIONS 9-12 USING THE MATRIX ABOVE:

9. Please tell me the number of students that are currently enrolled in this class.

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

10. How many hours did you spend in the classroom with this grade altogether last week (Monday to Friday)?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

11. How many semesters you have been teaching this grade altogether?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

12. How many semesters have you have been teaching this grade using PEP methods?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

18. Does the classroom always have chalk?

Yes

No

19. Do your PT students have something to write on or copy in?

Yes

No

IF YES,

19A. What are ALL the things that students have to write on or copy in? (MULTIPLE, CHECK ALL THAT APPLY)

Lapboards
Notebooks

Paper
Blackboard
Other (specify):

20. Are there ever times when the modules you need are missing?

Yes

No

IF YES,

20A. About how many days ago were you last missing a module?

_____ days ago

21. Are there ever times when the tests you need are missing?

Yes

No

IF YES,

21A. About how many days ago were you last missing a test?

_____ days ago

22. Do you ever take a module home to work with?

Yes

No

IF YES,

22A. About how many days ago did you last take home a module?

_____ days ago

15

23. Do you ever give assignments for 2nd grade PT students to take home?

Yes

No

IF YES,

23A. What are ALL the types of students who you give take-home assignments to? (MULTIPLE, CHECK ALL THAT APPLY)

ALL students
Slow students
Bright students

Absent students
Transfer students
Other (specify):

24. During the rainy season, does the PT classroom ever leak?

Yes

No

IF YES,

24A. How bad are the leaks? I mean are the leaks small, are they somewhat bad, or are they very bad leaks?

Minor

Somewhat bad

Very bad

25. What about the lighting in the classroom. Is there adequate lighting available most of the time?

Yes

No

V. UNDERSTANDING OF PT METHODOLOGY

GIVE A COPY OF THE FIRST POEM TO THE PT TEACHER. ASK THE TEACHER TO READ THE POEM. LISTEN TO THE TEACHER AND RATE PERFORMANCE USING THE CATEGORIES LISTED ON THE NEXT PAGE.

26. POEM #1:

POOR

AVERAGE

GOOD

ATTACHMENT II

7

PT Questionnaire

a. cadence	_____	_____	_____
b. pronunciation	_____	_____	_____
c. rhyming words	_____	_____	_____
d. punctuation marks	_____	_____	_____
 27. POEM #2:	 POOR	 AVERAGE	 GOOD
a. cadence	_____	_____	_____
b. pronunciation	_____	_____	_____
c. rhyming words	_____	_____	_____
d. punctuation marks	_____	_____	_____

28. In a group response, how do you know if an individual student is pronouncing a sound WRONG? (MULTIPLE)

- a. observe hesitancy among individuals _____
- b. ask a sub-group (including the individual) to repeat the sound, and observe that individual _____
- c. ask the individual to repeat the sound _____

29. Which types of students need remediation? (MULTIPLE)

- a. slow learners _____
- b. students who have been absent _____
- c. transfer students _____

30. How do you conduct remediation for a transfer student?
(MULTIPLE)

- a. repeat Direct Instruction with him _____
- b. assign a bright student in the review group to help the transfer student _____
- c. help the transfer student during remediation _____

VI. UNDERSTANDING OF PT CONTENT

Now I'm going to hold up some index cards with words written on them. For each card, I'd like you to read the word.

After you read the word, I'm going to ask you to tell me the vowel sound that the word makes.

Finally, I'm going to point to a vowel sound and ask you to make that sound for me to hear.

Let's start with the first word...

L O N G A N D S H O R T V O W E L S O U N D S

		PRONOUNCE WORD CORRECTLY		INDICATE CORRECT VOWEL SOUND		PRONOUNCE VOWEL CORRECTLY	
31.	LAND (a)	Yes	No	Yes	No	Yes	No
32.	RID (i)	Yes	No	Yes	No	Yes	No
33.	PENNY(y)	Yes	No	Yes	No	Yes	No
34.	OLD (ō)	Yes	No	Yes	No	Yes	No
35.	HATE (ā)	Yes	No	Yes	No	Yes	No
36.	KITE (ī)	Yes	No	Yes	No	Yes	No
37.	BABY (y)	Yes	No	Yes	No	Yes	No
38.	POT (o)	Yes	No	Yes	No	Yes	No
39.	TAPE (ā)	Yes	No	Yes	No	Yes	No

		PRONOUNCE		INDICATE CORRECT		PRONOUNCE	
		WORD CORRECTLY		VOWEL SOUND		VOWEL CORRECTLY	
40.	DIME (ī)	Yes	No	Yes	No	Yes	No
41.	FLY (ȳ)	Yes	No	Yes	No	Yes	No
42.	OAT (ō)	Yes	No	Yes	No	Yes	No
43.	MAT (a)	Yes	No	Yes	No	Yes	No
44.	FIN (i)	Yes	No	Yes	No	Yes	No
45.	CRY (ȳ)	Yes	No	Yes	No	Yes	No
46.	OX (o)	Yes	No	Yes	No	Yes	No

Now I'm going to hold up some more index cards with two words written on them. For each card, I'd like you to read the words.

After you read the words, I'm going to ask you to tell me the correct word that answers a question.

Let's start with the first set of words...

AR, OR, AND UR WORDS

		PRONOUNCE			WORD WHICH
		WORD CORRECTLY			
47.	HARP (x)	Yes	No	Which word names something that makes music?	_____
	HEAR	Yes	No		_____
48.	FORM (x)	Yes	No	Which word is used to mean shape?	_____
	FARM	Yes	No		_____
49.	BARN	Yes	No	Which word means 'to be on fire'?	_____
	BURN (x)	Yes	No		_____

		PRONOUNCE		INDICATE CORRECT	PRONOUNCE
		WORD CORRECTLY		VOWEL SOUND	VOWEL CORRECTLY
50.	CART (x)	Yes	No	Which one has wheels?	_____
	CALL	Yes	No		_____
51.	FORK (x)	Yes	No	Which one do you use when you eat?	_____
	FIRE	Yes	No		_____
52.	NEAR	Yes	No	Which word names a direction?	_____
	NORTH(x)	Yes	No		_____
53.	HERE	Yes	No	Which word means 'to cause pain'?	_____
	HURT (x)	Yes	No		_____
54.	DARK (x)	Yes	No	Which word describes the night?	_____
	DEAR	Yes	No		_____
55.	THORN(x)	Yes	No	Which word names a sharp point on the stem of a plant?	_____
	THOSE	Yes	No		_____
56.	TEAR	Yes	No	Which word means 'to move around as a wheel does'?	_____
	TURN (x)	Yes	No		_____
57.	PORK (x)	Yes	No	Which word names the meat we get from pigs?	_____
	PARK	Yes	No		_____
58.	BONE	Yes	No	Which word tells what dogs do?	_____
	BARK (x)	Yes	No		_____

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OO, OW, OU, OI, AND OY W O R D S

		PRONOUNCE WORD CORRECTLY			WORD WHICH ANSWERS QUESTION
59.	FOUR	Yes	No	Which word names a part of your body?	_____
	FOOT (x)	Yes	No		_____
60.	BOW (x)	Yes	No	Which word means 'to bend when greeting somebody'?	_____
	BOOK	Yes	No		_____
61.	SOUR (x)	Yes	No	Which word describes the taste of a lime?	_____
	SAW	Yes	No		_____
62.	TAIL	Yes	No	Which word means 'hard work'?	_____
	TOIL (x)	Yes	No		_____
63.	BOY (x)	Yes	No	Which word names a male child?	_____
	BY	Yes	No		_____
64.	WEED	Yes	No	Which one is used for making a house?	_____
	WOOD (x)	Yes	No		_____
65.	CROWD(x)	Yes	No	Which word means 'a large number of people together'?	_____
	COULD	Yes	No		_____
66.	LOUD (x)	Yes	No	Which word is the opposite of quiet?	_____
	LOOK	Yes	No		_____
67.	SOIL (x)	Yes	No	Which one is needed by plants in order to grow?	_____
	SOLD	Yes	No		_____

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PRONOUNCE
WORD CORRECTLY

WORD WHICH
ANSWERS QUESTION

68.	TOY (x)	Yes	No	Which word names a plaything?	_____
	TRY	Yes	No		_____
69.	STOOD(x)	Yes	No	Which word tells what the children did to salute the flag?	_____
	STORE	Yes	No		_____
70.	TOWN (x)	Yes	No	Which word names a place where people live?	_____
	TWO	Yes	No		_____
71.	SHOUT(x)	Yes	No	Which word means 'to call or cry loudly'?	_____
	SHOW	Yes	No		_____
72.	POINT(x)	Yes	No	Which word tells what you do with your finger to show the direction?	_____
	PAINT	Yes	No		_____
73.	JOY (x)	Yes	No	Which word means 'a glad feeling'?	_____
	JUMP	Yes	No		_____

VII. EXPOSURE

74. Now I'd like to record some information about the number of times you yourself received help during the previous MONTH from Liberian Instructional Supervisors, Peace Corps Volunteers, and the District Education Officer. Let's start with....

ASK IN TURN ABOUT: IS, PCV, AND DEO. RECORD INFORMATION BELOW.

	IS	PCV	DEO
# times received assistance during previous month	_____	_____	_____

15

75. Do you happen to own a radio?

Yes

No

IF YES,

75A. Is that radio in good working order?

Yes

No

ASK EVERYONE, EVEN IF THEY DON'T OWN A RADIO:

76. How many hours do you think you spent listening to radio programs altogether during the previous week?

_____ hours

77. Have you ever heard any programs broadcast by the Liberian Rural Communication Network (LRCN)?

Yes

No

IF YES,

77A. How many days ago did you last listen to an LRCN program?

_____ days ago

VIII. SATISFACTION WITH TEACHING AND LPEP

78. I'd like to know how satisfied you feel as a teacher, that is, how you would compare teaching to other jobs that you could be doing. Is teaching better, worse, or about the same as other jobs that you could be doing?

Better

Same

Worse

79. How do you feel about PEP instructional methods compared to other methods of instruction? Is PEP better, worse, or about the same?

Better

Same

Worse

26

80. If there was anything that could be improved to increase your satisfaction as a teacher, what would that be?

END OF INTERVIEW. THANK THE TEACHER FOR SPENDING THE TIME WITH YOU TO GET INFORMATION THAT WILL IMPROVE PEP TRAINING.

LIBERIAN PRIMARY EDUCATION PROJECT

PRE-TEST FOR RADIO COMPONENT -- PL TEACHER'S QUESTIONNAIRE

* * D R A F T * *

I. INFORMATION TO BE COMPLETED BY INTERVIEWER.

At each school, three interviews will be conducted. There is one interview with the school principal, one interview with the second grade PT teacher, and one interview with the fifth grade PL teacher.

Before beginning the interviews, the interviewer(s) should complete Section I (this page) in its entirety. PLEASE NOTE THAT THE INFORMATION RECORDED IN THIS SECTION IS IDENTICAL FOR ALL OF THE QUESTIONNAIRES ADMINISTERED AT EACH SCHOOL.

Please complete this section FOR ALL THREE QUESTIONNAIRES before proceeding to interview the principal or teachers. Make sure that the information is identical for all three questionnaires.

School code (cluster#): _____ Name of school: _____
Name of town: _____
Name of principal: _____ Name of county: _____

Distance from county seat: _____ miles

Condition of road: poor average good

Condition of school: poor average good

Size of school: small average large

Combined with Jr. High yes no

Size of community: small average large

II. INFORMATION ABOUT THE PL TEACHER.

Hello, teacher. As part of PEP's effort to provide the best possible support to PL teachers, we are collecting some information to help us improve PEP training. Could you spend some time with me now to answer a series of questions?

IF YES, PROCEED WITH INTERVIEW. IF NO, ARRANGE A TIME TO INTERVIEW THE TEACHER WHEN HE/SHE WILL BE AVAILABLE.

Date of interview: _____

Name of interviewer: _____ Interviewer code: _____

Name of PL teacher: _____ Sex: Male Female

1. First, I'd like to know something about your background as a teacher. Could you tell me the year and month when you first began your career as a teacher?

Year: Month:

2. Did you receive PEP training?

Yes No

IF YES,

2A. Could you tell me the year and month when you first received PEP training?

Year: Month:

3. Did you ever receive PEP follow-up training?

Yes No

IF YES,

3A. What was the year and month of the follow-up training?

Year: Month:

4. Did you ever complete the examination given to a high school student in order to graduate?

Yes

No

5. Did you ever receive a teaching Certificate? And if so, which Certificates have you received?

CIRCLE "No" OR "Yes" AND RECORD INFORMATION FOR TYPE OF CERTIFICATE(S) IF YES.

No, never

Yes --> A B C Certificate

6. What was the highest grade you yourself completed in school?

Grade:

7. During which year did you last attend school as a student, excluding PEP training?

Year:

III. INFORMATION ABOUT THE TEACHER'S CLASSES

8. Now I need to know about the classes that you are teaching this semester. Please tell me all the grades that you have been teaching (full-time or part-time) this semester. Let's start with the grade that you spend the most time teaching.....

RECORD EACH GRADE MENTIONED ACROSS THE TOP OF THE MATRIX ON THE NEXT PAGE AFTER "Grade:".

M A T R I X

=====>	Grade: _____ (1st response)	Grade: _____ (2nd response)	Grade: _____ (3rd response)
# students	-----	-----	-----
# hrs./wk. (M-F)	-----	-----	-----
# semesters	-----	-----	-----
# PEP semesters	-----	-----	-----

FOR EACH GRADE MENTIONED, RECORD ANSWERS FOR QUESTIONS 9-12 USING THE MATRIX ABOVE:

9. Please tell me the number of students that are currently enrolled.

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

10. How many hours did you spend in the classroom with this grade altogether last week (Monday to Friday)?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

11. How many semesters you have been teaching this grade altogether?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

12. How many semesters have you have been teaching this grade using PEP methods?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

18. Does the classroom always have chalk?

Yes

No

19. Do your PL students have something to write on or copy in?

Yes

No

IF YES,

19A. What are ALL the things that students have to write on or copy in? (MULTIPLE, CHECK ALL THAT APPLY)

Lapboards
Notebooks

Paper
Blackboard
Other (specify):

20. Are there ever times when the modules you need are missing?

Yes

No

21. Are there ever times when the tests you need are missing?

Yes

No

22. Do you ever take a module home to work with?

Yes

No

IF YES,

22A. How many days ago did you last take a module home?

_____ Days

23. Do you ever give assignments for 5th grade science students to take home?

Yes

No

IF YES,

23A. What are ALL the types of students who you give take-home assignments to? (MULTIPLE, CHECK ALL THAT APPLY)

ALL students	Absent students
Slow students	Transfer students
Bright students	Other (specify):

24. During the rainy season, does the classroom ever leak?

Yes	No
-----	----

IF YES,

24A. How bad are the leaks? I mean are the leaks minor, somewhat bad, or are they very bad leaks?

Minor	Somewhat bad	Very bad
-------	--------------	----------

25. What about the lighting in the classroom. Is there adequate lighting available most of the time?

Yes	No
-----	----

V. UNDERSTANDING OF PL METHODOLOGY

26. Think about the last time that you were getting ready to teach a 5th grade PL science module. Is there anything you did before starting to teach the module?

Yes	No
-----	----

IF YES,

26A. Tell me ALL the things you did before starting to teach the module. (MULTIPLE)

a. read over the module

2/4

- b. studied vocabulary _____
- c. looked for additional materials _____
- d. made instruction plan for each group _____

27. Think about when you actually started to teach that same PL module. What did you do at the beginning of the class?

- a. defined difficult words _____
- b. pronounced difficult words _____
- c. introduced the lessons _____

28. Think about what happened next after you distributed the modules to PL groups. How did you actually get the groups started with their lessons?

- a. sat with each group individually _____
- b. introduced the lessons _____

29. Did you do anything else to make sure that the students were progressing through the lessons?

Yes

No

IF YES,

29A. Tell me ALL the things you did to make sure that the students were making progress. (MULTIPLE)

- a. teacher participated in PL group activities _____
- b. teacher moved from group to group _____
- c. teacher identified weak students _____

30. Did the students use their notebooks while they were learning the 5th grade PL science module?

Yes

No

IF YES,

30A. Tell me ALL the things the students used their notebooks for. (MULTIPLE)

- a. wrote summaries in notebook _____
- b. wrote answers in notebook _____

32. How did you form 5th grade PL groups at the beginning of this semester? I mean, did you use any special rules?

Yes

No

IF YES,

32A. Tell me ALL the rules you used to form PL groups. (MULTIPLE)

- a. based on sex of students _____
- b. based on age of students _____
- c. grouping together fast and slow learners _____
- d. based on compatibility of students _____

33. What are ALL the types of students who need remediation in a 5th grade PL class?

- a. slow learners _____
- b. students who were absent _____
- c. transfer students _____

34. Let's say a student is sick and the parents tell you that he will be out of class for 1 week. Is there anything that you can do to keep the student from falling behind?

Yes No

IF YES,

34A. Tell me ALL the things you could do to help the student before he/she returns to class. (MULTIPLE)

- a. send modules home

35. When the student returns after missing 1 week of class, is there anything that you can do to help the student catch up?

Yes No

IF YES,

35A. Tell me ALL the things you would do to help the student to catch up. (MULTIPLE)

- a. assign smart student to help him with modules that were missed _____
- b. give him extra work when he returns _____
- c. give him special attention (by the teacher) when he returns _____

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36. Is there anything you can do to identify a slow learner?

Yes

No

IF YES,

36A. Tell me ALL the things you would do to identify a slow learner in your 5th grade PL science class. (MULTIPLE)

- a. look for poor performance on tests _____
- b. look for hesitant responses _____
- c. look for incorrect responses in group interaction _____

37. How do you know when a student is ready for a PL Module Test? (MULTIPLE)

- a. ask review questions to PL group _____
- b. make sure there are no problems with any lessons _____

38. How do you know a student is ready for a PL Block Test? (MULTIPLE)

- a. ask 'Answer in Notebook' questions _____
- b. finish reviewing all modules _____

39. Is there any way to keep PL students from cheating on tests?

Yes

No

IF YES,

39A. Tell me ALL the things you do to keep PL students from cheating on tests. (MULTIPLE)

- a. do not allow students to keep test papers _____
- b. write test questions on the board _____
- c. change the order of test questions _____

VI. EXPOSURE

40. Now I'd like to record some information about the number of times you yourself received help during the previous MONTH from Liberian Instructional Supervisors, Peace Corps Volunteers, and the District Education Officer. Let's start with....

ASK IN TURN ABOUT: IS, PCV, AND DEO. RECORD INFORMATION BELOW.

	IS	PCV	DEO
# times received assistance during previous month	_____	_____	_____

41. Do you happen to own a radio?

Yes No

IF YES,

41A. Is that radio in good working order?

Yes No

ASK EVERYONE, EVEN IF THEY DON'T OWN A RADIO:

42. How many hours do you think you spent listening to radio programs altogether during the previous week?

_____ hours

43. Have you ever heard any programs broadcast by the Liberian Rural Communication Network (LRCN)?

Yes

No

IF YES,

43A. How many days ago did you last listen to an LRCN program?

_____ days ago

VII. SATISFACTION WITH TEACHING AND LPEP

44. I'd like to know how satisfied you feel as a teacher, that is, how you would compare teaching to other jobs that you could be doing. Is teaching better, worse, or about the same as other jobs that you could be doing?

Better

Same

Worse

45. How do you feel about PEP instructional methods compared to other methods of instruction? Is PEP better, worse, or about the same?

Better

Same

Worse

46. If there was anything that could be improved to increase your satisfaction as a teacher, what would that be?

END OF INTERVIEW. THANK THE TEACHER FOR SPENDING THE TIME WITH YOU TO GET INFORMATION THAT WILL IMPROVE PEP TRAINING.

LIBERIAN PRIMARY EDUCATION PROJECT

PRE-TEST FOR RADIO COMPONENT -- PRINCIPAL'S QUESTIONNAIRE

* * D R A F T * *

I. INFORMATION TO BE COMPLETED BY INTERVIEWER.

At each school, three interviews will be conducted. There is one interview with the school principal, one interview with the second grade PT teacher, and one interview with the fifth grade PL teacher.

Before beginning the interviews, the interviewer(s) should complete Section I (this page) in its entirety. PLEASE NOTE THAT THE INFORMATION RECORDED IN THIS SECTION IS IDENTICAL FOR ALL OF THE QUESTIONNAIRES ADMINISTERED AT EACH SCHOOL.

Please complete this section FOR ALL THREE QUESTIONNAIRES before proceeding to interview the principal or teachers. Make sure that the information is identical for all three questionnaires.

School code (cluster#): _____ Name of school: _____

Name of town: _____

Name of principal: _____ Name of county: _____

Distance from county seat: _____ miles

Condition of road: poor average good

Condition of school: poor average good

Size of school: small average large

Combined with Jr. High: yes no

Size of community: small average large

II. INFORMATION ABOUT THE PRINCIPAL.

Hello, principal. As part of PEP's effort to provide the best possible support to school principals, we are collecting some information to help us improve PEP training. Could you spend some time with me now to answer a series of questions?

IF YES, PROCEED WITH INTERVIEW. IF NO, ARRANGE A TIME TO INTERVIEW THE PRINCIPAL WHEN HE/SHE WILL BE AVAILABLE.

Date of interview: _____

Name of interviewer: _____ Interviewer code: _____

Name of Principal: _____ Sex: Male Female

1. First, I'd like to know something about your background as a principal. Could you tell me the year and month when you first became the principal of this school?

Year: Month:

2. Were you ever a principal at any other school?

Yes No

IF YES,

2A. Could you tell me the year and month when you became a principal for the very first time?

Year: Month:

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3. I'd also like to know something about your background as a teacher. Could you tell me the year and month when you first began your career as a teacher?

Year: Month:

4. Did you receive PEP training?

Yes No

IF YES,

4A. Could you tell me the year and month when you first received PEP training?

Year: Month:

5. Did you ever receive follow-up training?

Yes No

IF YES,

5A. What was the year and month of the follow-up training?

Year: Month:

6. Did you ever complete the examination given to a high school graduate?

Yes No

7. Did you ever receive a teaching Certificate? And if so, which Certificates have you received?

CIRCLE "No" OR "Yes" AND RECORD INFORMATION FOR TYPE OF CERTIFICATE(S) IF YES.

No, never

Yes --> A B C Certificate

42

8. What was the highest grade you yourself completed in school?

Grade:

9. During which year did you last attend school as a student?

Year:

III. INFORMATION ABOUT THE PRINCIPAL'S CLASSES, IF ANY TAUGHT

10. In addition to your responsibilities as the principal of this school, do you ever teach any primary classes?

Yes

No

IF YES,

10A. I'd like to know about the classes that you are teaching this semester. Please tell me all the grades that you have been teaching (full-time or part-time) this semester. Let's start with the grade that you spend the most time teaching.....

RECORD EACH GRADE MENTIONED ACROSS THE TOP OF THE MATRIX AFTER "Grade:".

M A T R I X

=====>	Grade: _____ (1st response)	Grade: _____ (2nd response)	Grade: _____ (3rd response)
# students	-----	-----	-----
# hrs./wk. (M-F)	-----	-----	-----
# semesters	-----	-----	-----
# PEP semesters	-----	-----	-----

4/10

FOR EACH GRADE MENTIONED, RECORD ANSWERS FOR QUESTIONS 11-14 USING THE MATRIX ABOVE:

11. Please tell me the number of students that are currently enrolled.

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

12. How many hours did you spend in the classroom with this grade altogether last week (Monday to Friday)?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

13. How many semesters you have been teaching this grade altogether?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

14. How many semesters have you have been teaching this grade using PEP methods?

Let's start with _____ (the first grade mentioned by the teacher). REPEAT FOR EACH GRADE LISTED.

IV. INFORMATION ABOUT THE PRIMARY SCHOOL

In order to understand more about this school, I'd like to get some information about the classrooms and the activities that routinely take place here. For instance ...

15. How many teachers are on the faculty at this primary school?

_____ Teachers

45

16. Please give me the names of all the primary school teachers who are currently on this faculty.

TEACHER #1 _____	TEACHER #7 _____
TEACHER #2 _____	TEACHER #8 _____
TEACHER #3 _____	TEACHER #9 _____
TEACHER #4 _____	TEACHER #10 _____
TEACHER #5 _____	TEACHER #11 _____
TEACHER #6 _____	TEACHER #12 _____

17. Do you keep enrollment records at this school?

IF YES, Yes No

17A. Could I please see those enrollment records?

 Able to show Not shown

18. How many students are currently enrolled at this school? Please give me the number of students separately for each grade. RECORD BELOW.

I'd also like to know the names of the teachers who teach each grade. Please indicate whether more than one teacher is responsible for teaching a single grade and give me all the names. RECORD BELOW.

INTERVIEWER SHOULD WRITE THE CODE # CORRESPONDING TO THE NAME OF THE TEACHER (FROM QUESTION 16) UNDERNEATH EACH GRADE THAT THEY TEACH.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6

# students	_____	_____	_____	_____	_____	_____
teacher code	_____	_____	_____	_____	_____	_____
teacher code	_____	_____	_____	_____	_____	_____
teacher code	_____	_____	_____	_____	_____	_____

||
|=====> TEACHER CODE FROM QUESTION 16.

19. Do you keep teacher attendance records at this school?

Yes

No

IF YES,

19A. Could I please see those attendance records?

Able to show

Not shown

20. For each of the teachers on your faculty, please tell me how many days last week (Monday to Friday) the teacher spent in class.

USE SAME TEACHER CODES FROM QUESTION 16.

TEACHER #1 _____ days

TEACHER #7 _____ days

TEACHER #2 _____ days

TEACHER #8 _____ days

TEACHER #3 _____ days

TEACHER #9 _____ days

TEACHER #4 _____ days

TEACHER #10 _____ days

TEACHER #5 _____ days

TEACHER #11 _____ days

TEACHER #6 _____ days

TEACHER #12 _____ days

21. Has there ever been a time when you didn't have enough teacher to teach all of the classes effectively?

Yes

No

IF YES,

21A. How many days ago was the last time that happened?

_____ days ago

22. How many classrooms do you have in this school altogether?

_____ classrooms

23. Do you ever have to divide a classroom up in order to accommodate more than one class?

Yes

No

IF YES,

23A. When you divide up a classroom, do you sometimes have to put a PT and PL class together?

Yes

No

24. Are there any classrooms in your school where some students do not have a place to sit?

Yes

No

25. Please tell me about ALL the places in the classrooms where students sometimes sit? (MULTIPLE, CHECK ALL THAT APPLY)

Chairs
Benches
Desks

Floor
Stand-up
Other (specify):

26. Do you have a blackboard in each classroom?

Yes

No

27. Does every classroom have chalk?

Yes

No

28. Are there ever times when modules are missing?

Yes

No

29. Are there ever times when tests are missing?

Yes

No

30. At this school, who's responsibility is it to make sure that modules and tests are adequately supplied?

Principal

Other (specify):

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31. During the rainy season, do the classroom ever leak?

Yes No

IF YES,

31A. How bad are the leaks? I mean are the leaks minor, somewhat bad, or are they very bad leaks?

Minor Somewhat bad Very bad

32. What about the lighting in the classroom. Is there electrical lighting available in every classroom?

Yes No

IF YES,

32A. In general, is the lighting strong, average, or very weak?

Strong Average Very weak

33. At this school, are there ever any teachers' (faculty) meetings?

Yes No

IF YES,

33A. How many days ago was the last time that a faculty meeting took place?

_____ days ago

V. INFORMATION ABOUT THE ROLE OF THE PRINCIPAL.

34. Let's say you are preparing to have a faculty meeting at your school. Is there anything that you would do?

Yes No

49

IF YES,

34A. What are ALL the things that you would do? (MULTIPLE)

- a. prepare an agenda _____
- b. inform all of the teachers _____

35. At this school, does the principal have a specific role during a faculty meeting?

Yes No

IF YES,

35A. What is the role of the principal during a faculty meeting? (MULTIPLE)

- a. call the meeting to order _____
- b. follow the agenda _____
- c. lead the discussion _____
- d. question for clarity _____
- e. handle different points of view _____
- f. summarize the main points _____

36. At this school, do you do anything when there is a shortage of teachers?

Yes No

IF YES, ASK 36A AND 36B

36A. What are the things to do when there is a shortage of PL teachers? (MULTIPLE)

- a. keep all the classes going _____
- b. combine PL classes _____
- c. don't take PT teacher _____
- d. principal should teach _____
- e. use 6th grade students as last resort _____

36B. What are the things to do when there is a shortage of PT teachers? (MULTIPLE)

- a. keep all the classes going _____
- b. borrow a PL teacher _____
- c. combine PL classes _____
- d. principal should teach _____

37. At this school, is anyone responsible for requesting extra modules from the Ministry when they are needed?

IF YES, Yes No

37A. Who has responsibility for requesting extra modules?

Principle Other (specify):

38. At this school, is anyone responsible for checking out and checking in the modules?

IF YES, Yes No

37A. Who has responsibility for checking out and checking in the modules?

Principle Other (specify):

VI. EXPOSURE

38. Now I'd like to record some information about the number of times you yourself received help during the previous MONTH from Liberian Instructional Supervisors, Peace Corps Volunteers, and the District Education Officer. Let's start with....

ASK IN TURN ABOUT: IS, PCV, AND DEO. RECORD INFORMATION BELOW.

	IS	PCV	DEO
# times received assistance during previous month	_____	_____	_____

39. Do you happen to own a radio?

Yes No

IF YES,

39A. Is that radio in good working order?

Yes No

ASK EVERYONE, EVEN IF THEY DON'T OWN A RADIO:

40. How many hours do you think you spent listening to radio programs altogether during the previous week?

_____ hours

41. Have you ever heard any programs broadcast by the Liberian Rural Communication Network (LRCN)?

Yes No

IF YES,

41A. How many days ago did you last listen to an LRCN program?

_____ days ago

VII. SATISFACTION WITH BEING A PRINCIPAL AND WITH LPEP

42. I'd like to ask you a question about how satisfied you feel as a principal, that is, how you would compare being a principal to other jobs that you could be doing. Is being a principal better, worse, or about the same as other jobs that you could be doing?

Better Same Worse

43. How do you feel about PEP instructional methods compared to other methods of instruction? Is PEP better, worse, or about the same?

Better Same Worse

57.

44. If there was anything that could be improved to increase your satisfaction as a teacher, what would that be?

END OF INTERVIEW. THANK THE TEACHER FOR SPENDING THE TIME WITH YOU TO GET INFORMATION THAT WILL IMPROVE PEP TRAINING.

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