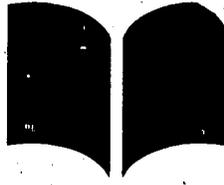


PW-ABX-787

KN 98054



Advancing Basic
Education and Literacy
Phase 2

**FIRST LESSONS FROM
LAKOU KAJOU**
AUGUST 1995

Conducted by

The ABEL 2 Consortium
Academy for Educational Development with
Creative Associates International, Inc.,
Educational Development Center,
Florida State University,
Harvard Institute for International Development,
and Research Triangle Institute

Conducted for

Office of Field Support and Technical Assistance
Center for Human Capacity Development
Bureau for Global Programs, Field Research, and Support
U.S. Agency for International Development
Contract No. HNE-5832-C-00-4075-00

PN-ABX-787

**FIRST LESSONS FROM
LAKOU KAJOU**

AUGUST 1995

PA-ABX-787

advancing basic education and literacy 2

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First Lessons from Lakou Kajou

A Report on ABEL 2 Assistance Provided in Support of the
Distance Education/Multichannel Learning for Civic Education

Presented to:

Haitian Ministry of National Education, Youth and Sports
Fondation Haïtienne de l'Enseignement Privé
United States Agency for International Development

Prepared for the Advancing Basic Education and Literacy Project

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August 1995

I. Project Purpose

The Distance Education/Multichannel Learning for Civic Education and Teacher Training in Haiti Pre-pilot Activity aimed to assist the Haitian Foundation for Private Education (FONHEP) and the Ministry of National Education, Youth, and Sports (MENJS) in conducting research about communities and schools, in developing a Master Plan for a multi-channel instructional package, in specifying objectives across modules and activities, in indicating evaluation criteria, in writing scripts for interactive radio, in producing supporting print material, in producing programs in preparation for dissemination, in disseminating the programs on audiocassette, and in conducting a qualitative evaluation.

II. Project Description

In November-December 1994, a USAID-funded LearnTech team went to Haiti for one week to talk to local groups interested in participating in a distance education/multichannel project. The primary purpose of this visit was to dialogue with various groups in the education sector: the education community is dispersed, so bringing various groups around the same table to discuss future collaboration was a positive achievement. At this time some preliminary ideas were suggested concerning a pre-pilot activity. There was agreement that the project should develop institutional capacity in technical and management skills to conduct and implement a multichannel project. Although the pre-pilot envisaged was small, a module was to be developed with the goal of completing an entire developmental cycle, from the conception of the module through the final evaluation. A small sample of schools was to represent the public, independent, Protestant and Catholic sectors. The project was to include activities for formal schools, as well as exposure for the general public and training for the teachers.

In February 1995, a USAID-funded ABEL 2 team went to Haiti for two weeks to develop an optics paper for multichannel learning. The team met with representatives of many private and public sector institutions to define and describe multichannel options that might be implemented through FONHEP and the MENJS. The options developed were narrowed down and concretized into a plan of action featuring the above-mentioned pre-pilot demonstration, which was then developed and implemented between April and July 1995. A more systematic pilot project that will examine multichannel strategies in greater depth was planned to take place between October 1995 and April 1996.

The pre-pilot project made it possible for the MENJS and Haitian institutions to gain hands-on experience, to acquaint themselves with distance education and multichannel techniques, and to have a foundation laid for a wider effort in the area of multichannel education interventions. Throughout the pre-pilot project, communities, teachers and students were involved. The techniques used to develop the programs were very participatory, with a strong "customer focus." Focus groups were conducted with over 200 participants, including parents, teachers and children in 7 schools and communities

in urban, periurban and rural areas, both before and during the implementation of the audio cassette programs.

III. Project Status

Due to the narrow time-frame within which the pre-pilot project was implemented, it was necessary to conduct research on the communities and schools simultaneously while writing the objectives and scripts. Thus, a curriculum workshop was conducted from April 3 - 9, officially opened by the Minister of Education and Director of FONHEP, with the goal of elaborating objectives for each of eight lessons. A scriptwriting workshop was held from April 10 - 28, to create the scripts for the eight audiocassette programs, supplementary print materials, posters and teacher guides. Research, which included focus groups and pre-tests, was conducted between April 3 - 15. The pre-test consisted of a prototype for one 20-minute program and some print material being taken to a village school three hours from Port-au-Prince. Reactions to the dramatizations, music, activities and practical advice were very positive and helpful for the further elaboration of the programs.

Based on the pre-test, it was decided that all eight programs would focus on the environmental module within the FONHEP civics curriculum, and particularly on water. Themes included latrines, decanting water, washing hands, boiling water and avoiding contaminating water with phosphates. All the programs took place in the fictitious village of Lakou Kajou, and the same themes and characters were also found in the accompanying print material and songs. Participants in the focus groups requested practical, concrete information in the programs, so a segment of "practical advice" was part of every program. From April 23 - May 13 the programs were produced using the studios and personnel of the MENJS' Radio Educative. During this time the Imprimerie Henri Deschamps developed the posters, work sheets and teachers guides. The various channels were designed to reinforce one another, and no one channel depended on the others. The Minister of Education gave a press conference explaining the project to the public, and the MENJS' Radio Educative presented a 20-minute documentary look at the project on its weekly Friday evening television program.

The pre-pilot was implemented in 13 fourth grade classrooms, public, independent, Protestant and Catholic, in Port-au-Prince, Cap Haitien and Les Cayes:

Table 1

Name	Department	Sector	Location
École Nationale Tertulien Guilbaud	West	Public	urban
Collège Anacaona	West	Independent	urban
Foyer Nazareth	West	Catholic	periurban
Collège Evangélique de Drouillard	West	Protestant	rural
Ecole Nationale Michel Lazarre	South	Public	urban
Bon Samaritain	South	Independent	periurban
Notre Dame de la Mer	South	Catholic	urban
Bon Berger	South	Protestant	rural
École Nationale Augustin Guillaume	North	Public	urban
Collège Blaise Pascal	North	Independent	rural
Marie Auxiliatrice Salésiennes	North	Catholic	urban
Collège Eben-Ezer	North	Protestant	periurban
Centre Siloé	North	Protestant	urban

The week of May 15 - 19, the teachers, school directors and monitors received one day of training, in techniques for a communicative classroom and in how to use the programs and print materials. The monitors also received training in how to fill out the observation sheets. The following week, May 22, the programs were implemented in the schools. There were two programs per week for four weeks. The students answered the questions posed by the radio narrators, sang the songs, discussed issues with their classmates, filled out worksheets, colored the posters, and did activities after the programs ended. In addition, there were special instructions for the teachers included in each program. These were reinforced by the teacher's guides.

FONHEP monitors observed the classrooms during the programs, and FONHEP researchers conducted focus groups with parents, teachers and students during this time as well. After the programs ended, follow-up meetings were held the week of June 19 - 24 with the teachers, directors and monitors. Although cosmetic changes were suggested, all found that the interactive method stimulated the students and made teaching easier. All wanted more civics lessons, and math and language lessons as well. Parents said that they would like to listen to the programs on weekends, and were open to the idea of going to the school to do so. Everyone involved in the pre-pilot, either directly or indirectly, made it clear that they did not want this project to be

abandoned, as so many others have been.

IV. Reactions

The general response to the IRI initiative was enthusiastic. Teachers reported that the programs engaged the children's interest fully, and children learned the accompanying songs readily and found both the subject matter and format pertinent. They were overheard recounting the stories to other children outside of class, and parents and teachers reported several examples of initiatives sparked by the programs. In one case, a teacher reported a child telling her neighbor that his latrine was built too close to the house. Other teachers told of children bringing washbowls and soap to school, and insisted on regular handwashing. In at least one classroom, the teachers did the decanting activity with the children. From a rural school came the report, following a child's remark, that several families got together to build a latrine; in another, children formed a committee to try cleaning up a river bed near their homes. In almost all the schools, children outside the target classrooms learned the songs, and during recess many children played acted the characters in the dramatizations.

Table 2

Output	
Grade 4 IRI Programs	8
Worksheets	4
Posters	2
Teachers Guide	1
Video	1
Schools reached	13
Monitors	10
Total students	approx. 600

Because the pre-pilot project was done over such a short duration, it was not feasible to complete any sort of systematic assessment of learning outcomes as measured by tests. Instead, the evaluation was conducted through focus groups and classroom observation by the FONHEP monitors. The participants' comments and reactions were recorded to determine the impact of the programs, and more generally to see how the participants found the programs beneficial and what they wanted to have changed.

IV.1. Students' Reactions

The students were highly appreciative of the programs. They said that they found the content to be full of "practical advice that we can use in our lives." They said the module "gives us the opportunity to learn new things," and "students now know useful things about water." They also felt that the programs "make us think." When asked to discuss the content of the programs, almost all the students were able to recount the messages in surprising detail. They had a clear understanding of the relationship between hygiene and health and the concept of microbes. The first program, which was about decantation, was the most popular, followed by the programs on washing hands and building latrines.

The creation of the village of "Lakou Kajou," and basing the supporting print materials and songs on life in the fictional community, was a major success. The students identified with the village and had much affection for the fictional characters. The students identified with the physical elements of the village (river, market, school, mango tree) as well as the village life (cock fight, water contamination by human waste, sickness). The students were able to name the narrators and the fictional characters in the dramatizations. The older characters were the most appreciated. The children felt that they offered practical advice and told "pretty stories." The children found the voices of the male characters to be more audible, and thought the female characters should speak more loudly.

The students liked the interactive style of the module, and felt they had ample opportunity to participate. They would have liked, however, "more time to think" during the activity segments. They also liked the changes in their teachers' teaching style during the programs. All the students hoped the programs could be continued, and suggested that other classes be able to listen to the programs also. Several rural students thought that the modules should be shared with the adults in their community. When asked what other topics could be treated through multichannel learning, responses ranged from health ("taking care of our bodies") to nutrition ("how to prepare food and eat well"), to the history of Haiti, geography, math and French.

Table 3

	West	North	South
Most enjoyed segments	dramas, songs, activities	dramas, songs, activities	dramas, songs, activities, practical advice
Best liked characters	Tonton Jan, Madan Jisten, Grann Sisi	Grann Sisi, Tonton Jan, Manita, Sonson	Grann Sisi, Manita, Madan Jisten
Activity time	insufficient	insufficient	sufficient
Most liked songs	Manita, Dlo Mape Bezwen, Ole Ole, Pa Savonnen	Theme song, Wi Wa, Dlo Mape Bezwen	Theme song, Dlo Mape Bezwen
Best learned songs	Dlo Mape Bezwen	Theme song	Theme song, Manita
Things to take out of the posters	the dead horse, move the market away from the school so that it does not bother the students	the dead horse, move the market away from the school so that it does not bother the students	
Things to add to the posters			flowers and mango trees to poster #2
Best liked programs (of programs 1-6)	#1 - decanting #3 - washing hands	#1 - decanting #3 - washing hands #4 - latrines #2 - boiling water	#1 - decanting #3 - washing hands #4 - latrines
Other Subjects for Radio Lessons	hygiene, behavior in society, fruits	health, hygiene, languages	languages, hygiene, behavior, water

IV.2. Teachers' Reactions

The teachers interviewed all responded positively to the program. They expressed an interest in having it continue and made available to children in other grades. The program is "useful for the students and for us" and "good for the country," were comments. They said that the students looked forward to the programs and asked many questions about Lakou Kajou. Some students even adopted the names of the characters featured in the dramatizations. The students "are always attentive" and

"lean forward to hear better." One teacher said that the students answered more than 80% of the questions correctly. Some said that the parents have come to the school to talk about the changes they have seen in their children.

The teachers felt that the multichannel method "helps teachers be efficient and participate." None felt replaced by the audiocassettes, and felt instead that their role of asking questions and utilizing the poster during the lesson complemented the program. Though the use of the interactive, constructivist approach was employed to varying degrees by the teachers, most also appreciated the direction offered them. Some said that they were employing the new teaching method in other subjects. "I've learned a new technique on how to communicate things," "children are more relaxed in class. They are closer to the teacher," and "The method offers the possibility for the students to ask questions to the teacher," were comments heard in the focus groups. They hoped to have later programs on air, hygiene and earthquakes.

The teachers liked the 20-minute length of the programs. They found that the content did not correspond with the existing MENJS curriculum, but did not consider that to be a problem, and felt that they would always be able to spare some time for similar modules. They suggested, as did the students, that the pauses during the activity segments be made longer. One teacher said that using the village of Lakou Kajou as a common link between the various learning channels made teaching easier. The teachers guide was particularly appreciated. The teachers said they read it the day before the lesson, and then referred to it during the program. They said it helped them to be more efficient. Although the words to all the songs were provided in the guides, some teachers said they would have liked an audiocassette containing only the songs.

IV.3. Monitors' Observations

According to the monitors, approximately one half of the teachers used the interactive, constructivist approach introduced in the teacher training, but all the teachers felt that one day of training was insufficient and wanted more time to practice the new techniques they had learned. The teachers were able to manipulate the audiocassette players and let the tape run without stopping it.

The monitors noticed that the students responded most dramatically to the dramatizations and songs, but their attention faded visibly when the "practical advice" segment of the programs was playing. The students had insufficient time to complete certain activities, particularly those which involved discussions with a partner.

Overall, the classrooms were extremely noisy, making it difficult to hear the audiocassettes, and the volume at which the audiocassettes were recorded was not loud enough when classroom noise levels were high. Noise from the street, children playing outside and several classroom lessons being given at the same time made listening difficult at times.

IV.4. Discussions with Parents

The parents consider that they have an important role to play in supporting their children's education. Most are illiterate and make financial sacrifices to ensure that their children receive more education than they did. The parents feel it is their responsibility to make sure homework gets done, their children are clean and arrive at school on time. Typical statements include "We have a big role, education begins with the family," and "We have the responsibility of being a model." The parents also have a strong sense of obligation to contribute to improving the school. Some parents were involved in the construction of the schools, and some contribute labor to the school canteen. Most parents said they wanted a school committee, to discuss problems such as lack of clean water and insufficient access to high schools. Some schools had had school committees, but stopped meeting due to the coup d'état and the embargo.

The parents were all openly discouraged about the present situation in Haiti, but divided as to their visions of the future. About half are optimistic, hopeful that their children will have a better life, in part due to education. The rest discussed economic uncertainty, and did not know whether they would be able to continue to pay school fees or even feed their families. They did feel that a solution is to work together to solve common problems. "When we are working together it's easier to deal with problems," "The solution is to pull together to resolve problems." Most parents could not cite examples of collective community action, except one village talked about an agricultural cooperative they had worked on together. They feel that strong leadership is needed, one with "clear ideas to direct and orient us." Some parents suggested looking towards school directors or teachers.

Schools were decidedly the institutions in which the parents had the most confidence. Churches were the next most important institution, and school directors were mentioned in particular as community leaders, in whom the parents had confidence. "The school director already offers lots of services and we learn from him," "If there was a committee in the school, I would have confidence in that committee," were comments heard in focus groups. Other organizations and associations received scant mention such as family planning associations, agriculture coops, political parties and elected officials.

Lack of availability of clean water, and in some cases of water in general, was the biggest problem faced by parents. "The water available is dirty and polluted, and causes sickness and diarrhea." Lack of health care services and proper public hygiene were other problem areas commonly cited. Parents felt that clinics and hospitals were too far away, and lack of public latrines and washing clothes/bathing in the rivers were health hazards. "People defecate all over," "The river brings garbage with it when it passes" were concerns the parents had. Economic concerns were the next most commonly mentioned problems, especially among rural and peri-urban parents. Problems with poor roads, lack of electricity and phone service were also mentioned.

Less than 20% of parents had a functioning radio in their homes, and those who did said that they listened infrequently due to lack of electricity and money to buy batteries. The parents enjoyed listening to the radio, however, particularly news programs between 5 a.m. and 7 a.m., or 5 p.m. and 8 p.m. They also said they make a special effort to listen if there is a major event or speech by the president. On such occasions the parents group around the working radios of friends or relatives to listen together. "If one person has batteries, we'll listen together." But many of the parents had not listened to a broadcast within the last six months. They were played a civics lesson on audiocassette and said that they enjoyed the format and would be willing to go to the schools to listen to similar tapes designed for them. They responded particularly well to the songs and dramatizations, and were able to discuss the issues their children had listened to on the audiocassettes because their children had told their parents about the programs. Many parents had tried the decantation exercise with their children at home.

Table 4

	South	West	North
Means of Communication	Radio School Director	Radio School Director Hearsay	Radio School Director
Stations Listened To	Lumière Nationale Liberté Signal Tropic	Lumière Caraïbe Quisqueya Galaxie	KWEH Ave Maria KB
Listening Hours	5 - 6 a.m. 5 - 8 p.m.	6 a.m. 4 p.m.	5 - 7 a.m.
Preferred Programs	News Chantè Lakay	News Evangelical songs	News Evangelical songs
Place	at home	at home	at home
Problems in the Community	school latrine hospital water road electricity telephone	hospital water latrine school electricity	water malaria school youth violence cost of living electricity
Reliable Institutions	school community leader church	school	school church political organizations NGOs
Parents Roles	family education attend meetings	discipline children supervise studies participate at meetings	supervise children send them to school
Community Wants	form a committee	form a committee to resolve problems	IDEM
Community Needs	adult education leadership	adult education leadership	adult education leadership
Vision of the Future	uncertain, opaque	bleak	uncertain
Other Subject for Radio Lessons	ethics cleanliness agriculture reforestation	ethics first-aid health	ethics micro-enterprise

The positive response of those involved in the project must be looked at from various points of view. Are parents enthusiastic because this is something new, or because it relates to a real problem? Are teachers and directors positive because of their desperate need for any kind of print material and support, or do they really enjoy seeing the children interact with the radio and enjoy having the children communicate with them more as teachers? Certainly the monitors may be the most dispassionate observers of all. They displayed reasonable but not excessive enthusiasm: the project added to their duties, but they seemed to approve of the methodology.

V. School Vignettes

École Nationale Michel Lazarre, Les Cayes, urban: The monitor arrived promptly and the lesson began on time. The teacher was organized and delivered the lesson professionally from beginning to end. She was lucky enough to have a spacious classroom in which to move around. The children were well-controlled and loved working on coloring the posters. The only point where the teacher hesitated was at the suggestion from the radio teachers that the children go out and interview some other schoolmates. The monitor encouraged her to let the children go immediately, and this activity was enjoyed by all.

Le Bon Samaritain, outside Les Cayes, peri-urban: The teacher and monitor had arranged together to listen to the lesson on another day than originally scheduled, due to a conflict, but both parties were aware of the change and agreed to it. From interviews with the teacher and director it emerged that the teacher had listened to the first lesson at home, so the director had taken the radio from her. There was also some confusion about when to use the activity sheets and posters. The school was a tiny building, where children from more than one grade were crammed into narrow desks from wall to wall. During the programs, the students not in the grade 3-4 class were sent out of the classroom.

École Notre Dame de la Mer, Aquin, rural: The lesson, although scheduled for 11:00, did not begin until 11:45. No monitor was present, although one had been there the lesson before. The school was relatively well maintained, but the grade 4 classroom was too small for the 42 students. The walls were adorned with a map of Haiti and some religious pictures. The teacher was moderately adept at managing the lesson and was at ease with the children, but was constrained by the fact that she had very little room to move around. She stopped the audiocassette when convenient to interact with the children. She did not have her teacher's guide with her, and the number of posters distributed to the children was less than what had been delivered to her.

VI. Problems and Delays

The pre-pilot project was conducted without a great deal of advance preparation and in a very tight time horizon. This followed a strategic decision to move forward with an experiment in distance education so as not to lose momentum during a period when various sectors in Haiti were taking a look at the possibilities offered by distance education. As a result, not enough time could be given to the institution-building aspects that are necessary to develop capacity for distance education in Haiti. Moreover, the timing of the pre-pilot came at a difficult time for FONHEP and the MENJS, when considerable attention had to be given to elections, future planning, budget preparation, staff turnover and other demands brought about by the end of the embargo and subsequent recovery.

During the development of the project, difficulties were encountered, including lack of typists, lack of photocopies, problems with computer hardware and software, lack of telephone contact, finding an environmental content specialist, letting participants know how long the workshops would run, preparing subcontracts for the various institutions involved in the project, and lack of quick response to such problems.

The level of competence and expertise varies greatly among FONHEP's monitors. They will need intensive training to assure sustainability, and will need to better understand the concept of the project and their role in it, otherwise the teachers will lack the support they need to keep going. Teachers will also need more than one day of training, in order to better grasp the concepts of interactivity and constructivism. Teachers need an opportunity to reflect on their new knowledge and avoid overloading. More individual practice is needed to increase confidence and to help them to respond to suggestions made in the radio programs. Teachers need a chance to practice using improvisation and imagination.

The teacher's guide and accompanying materials need to be cosmetically altered. The guide should be more explicit as to the use of the accompanying print materials and the teacher's actions. Certain aspects of the layout are confusing, and in one section the print is too small. During training it should have been more explicitly stated that the guide was for the teacher's personal use, in order to avoid the director appropriating it. By the same token, the teachers should have been specifically told that the posters had been counted out in the ratio of one poster per three students. Some of the posters may have disappeared, because in some classrooms as many as eight children worked on one poster. The figures on the poster are too small, even compared to the size of the buildings. When the teachers hold the posters up during the broadcast but cannot move freely around the classroom, the children who are not sitting in the first few rows have difficulties seeing the details. There is also an inordinate amount of blank space for the children to color, although when originally designed the idea of a coloring activity had not yet been envisaged.

According to the students, the quality of the audiocassette sound was not consistent.

Several of the classes said that one of the eight programs was almost completely inaudible. One teacher had to put the radio on a student's head in order to hear the program properly. The sound problems were mostly in the early programs, but were improved in later programs.

During the pilot phase, greater attention will need to be paid to institutional development and capacity building, in the MENJS as well as within FONHEP. Numerous demands will be placed on staff by donors and others to assist various activities. In order to make institution building successful, organizational and staffing provisions must be put into place that will make possible a full-time commitment to distance education.

VII. Recommendations

- More time needs to be accorded to allow for teachers to explain activities and students to complete them. The program length of 20 minutes could be kept by increasing the time for activities and decreasing the practical advice segment.
 - The activities in the first programs should be relatively simple and become increasingly more complex and challenging as the children grow used to the format.
 - Clearer instructions are needed for teachers, especially in the initial lessons, on how and when to use the print materials and how to assist students with the activity segments. These instructions should also be made more explicit in the teacher's guide.
 - Additional teacher training time is needed to allow teachers to practice the interactive approaches through role-playing; the training should also be divided into half day rather than full day segments. Individual practice should be emphasized, with the chance for teachers to use spontaneity, imagination and improvisation.
 - Print materials must be pre-tested before being printed. Although they were generally well-understood and worked, pre-testing should be considered an essential step in future print material development.
 - Color versions of the posters should be attached to the walls, and making the human characters big enough to see from a distance would enhance their use. Black and white versions could also be provided to each child or small groups of children to color.
-
- A page should be included in the teacher's guide explaining some possible ways to use the posters.
 - If more programs are to be done on audiocassette, special attention needs to be

given to the reproduction of the programs to ensure that sound levels are sufficient.

- Schools should be considered as entry points to the communities for community development interventions.
- Parents should be given assistance on how to organize parents' committees, identify problems that can be realistically dealt with, establish development priorities and stimulate collective community action.
- Radio Lumière seems to provide a good outreach to the parents and communities in at least two of the pre-pilot regions. Additional inquiries should be made in order to find what other radio stations might be utilized to extend reach on a national scale.
- During the course of the pilot project, the feasibility of using solar-powered radios or battery recharging systems should be explored. These would permit in-class listening and be available for parents to listen to programs in the schools. The radios could also be sold to those who wish to listen to the programs at home at cost price.
- Regional school monitors and school directors should receive training in community organization to complement the radio broadcasts.
- The training for the monitors should include simulation exercises to help monitors discuss and evaluate their interactions with the teachers and parents.
- The community broadcasts should include songs and dramatizations that tell the story of how parents in a typical school in a typical community (which has certain rural, peri-urban and urban characteristics) organized themselves and were able to deal with problems and improve community life.

VIII. Pilot Project: Looking Towards the Future

The pre-pilot was conducted with the understanding that it would be followed by a more extensive pilot project. Plans call for the following: From October - December 1995, ABEL 2 will carry out further training with a cadre of writers and develop 16 scripts for two 20-minute programs of reading/civics per week and 40 daily half hour math programs. This will include accompanying print materials, teacher training materials and promotional materials. FONHEP and ABEL 2 will develop contacts with local radio stations to design and test strategies for the school-based programs. ABEL 2 will carry out training and assist with the development of other elements in the production, distribution, management and evaluation of the system so that FONHEP, the MENJS and other participants can extend their understanding of what is required to develop and implement a multichannel learning system. In February and March 1996, the new

materials will be introduced in a representative sample of public and private schools, and results will be evaluated. This evaluation will follow a design worked out between FONHEP, the MENJS and ABEL 2, and will look at learning, participation and other outcomes.

It would be useful to explore the project's use of monitors, including those from FONHEP, the MENJS and other NGOs. Many are involved in community-based literacy work. Their experience might be useful to the project at an early design stage. However, the monitors will need to be trained, as they are going to play a key role in affecting change. It might also be interesting to explore the possible uses of video and theater to complement the materials for the teacher training and felt boards to accompany the radio broadcasts. In any case, costs must be kept to a minimum in view of the extreme poverty faced by the large majority of Haitian citizens, including the participants in the intervention. If the pilot project is to lead to a sustainable model for the future, the issue of cost must be dealt with from the outset.