

PROJECT AUTHORIZATION

1. PROJECT NUMBER 901-11-680-022	3. COUNTRY Interregional-PPC	4. AUTHORIZATION NUMBER PPC-0022
2. PROJECT TITLE Information Preparation and Dissemination, Instructional Broadcasting		5. AUTHORIZATION DATE 5/29/69
		6. PROP DATED 5/29/69

7. LIFE OF PROJECT  
 a. FIRST YEAR OF FUNDING: FY 1969  
 b. LAST YEAR OF PHYSICAL WORK: FY 1973

8. PLANNED FUNDING REQUIREMENTS - IN DOLLARS: FY 1969-FY 1972

a. AID DOLLARS: GRANT: \$ 265,000 LOAN: \$ \_\_\_\_\_

b. AID CONTROLLED LOCAL CURRENCY - IN DOLLAR EQUIVALENTS: \$ 1 = \_\_\_\_\_

(1) U.S. OWNED: GRANT: \$ \_\_\_\_\_ LOAN: \$ \_\_\_\_\_

(2) COUNTRY OWNED: GRANT: \$ \_\_\_\_\_ LOAN: \$ \_\_\_\_\_

c. U.S. FOOD FOR FREEDOM IN DOLLARS

COMMODITIES	QUANTITY	CCC VALUE	OCEAN FREIGHT
		\$	\$
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

d. OTHER CONTRIBUTIONS OF COOPERATING COUNTRY - IN DOLLAR EQUIVALENTS: \$ 1 = \_\_\_\_\_

GRANT: \$ \_\_\_\_\_ LOAN: \$ \_\_\_\_\_

IN KIND (Summarize): \_\_\_\_\_

e. OTHER DONOR CONTRIBUTIONS (Identify separately) IN DOLLAR EQUIVALENTS: \$ 1 = \_\_\_\_\_

GRANT: \$ \_\_\_\_\_ LOAN: \$ \_\_\_\_\_

OTHER, IN KIND (Summarize and quantify, if possible): \_\_\_\_\_

9. CLEARANCES DATE CLEARANCES DATE

PPC/TA/EHRD:CHBlock <i>CB</i>	5/29/69	AFR/ID:MACusack (draft) <i>CB</i>	5/29/69
PPC/TA/EHRD:WSMCall <i>WSM</i>	5/29/69	VN/ND:DPJones (draft) <i>en</i>	5/29/69
PPC/TA:KLevick <i>KL</i>	5/29/69	EA/TECH:TCClark (draft) <i>CB</i>	5/29/69
		LA/SCD:LGSleeper	
		NESA/ID:BCNewbry	

10. Approved in substance for the life of the project as described in the PROP, subject to the availability of funds. Detailed planning with cooperating country and drafting of implementation documents is authorized.

This authorization is contingent upon timely completion of the self-help and other conditions listed in the PROP or attached thereto.

This authorization will be reviewed at such time as the objectives, scope and nature of the project and/or the magnitudes and scheduling of any inputs or outputs deviate so significantly from the project as originally authorized as to warrant submission of a new or revised PROP.

*Curtis Farrar*  
 SIGNATURE

DAAFP, Curtis Farrar

*May 28, 1969*  
 DATE

NONCAPITAL PROJECT PAPER (PROP)  
(or INTERIMINARY PROJECT PROPOSAL [IPP], as appropriate)

Country Interregional-PPC Project No. 901-11-680-022

Submission Date 5/29/69 Original  Revision No. \_\_\_\_\_

Project Title: \_\_\_\_\_

U.S. Obligation Span: FY 69 through FY 72

Physical Implementation Span: FY \_\_\_\_\_ through FY \_\_\_\_\_

Gross life-of-project financial requirements:

U.S. dollars	(FY 1969-FY 1972)	- \$265,000
(for food projects show CCC value including estimated ocean freight)		
U.S.-owned local currency	_____	
Cooperating country cash contribution	_____	
(in \$ equivalent, current exch. rate)		
Other donor	_____	
(for food projects, including voluntary agency contributions)		\$265,000
Totals		_____

For food projects show total tons \_\_\_\_\_

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

PROP DATE Mo/Day/Yr  
 Original 5/29/69  
 Rev. No.  
 Project No. 901-11-680-022

Table 1  
 Page 1 of 2

COUNTRY: Interregional-PPC

Project Title: Information Preparation and  
 Dissemination, Instructional Broadcasting

Fiscal Years	Ap	I/G	Total	Cont <sup>1/</sup>	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONF	U. S. Agencies	CONF	Dir U. S. Ag	CONF	Dir & U. S. Ag	CONF
Prior through Act. FY _____													
Oper. FY <u>69</u>	TC	G (114)	115	115									
Budg. FY <u>70</u>	TC	G (116)	65	65									
B + 1 FY <u>71</u>	TC	G (168)	50	50									
B + 2 FY <u>72</u>	TC	G (100)	35	35									
B + 3 FY _____													
All Subs.													
Total Life	TC	G (496)	265	265									

<sup>1/</sup> Memorandum (nonadd) column

Note that format of this page is same as E-1a.

If a second page of table is used, space year-line entries on second page at same location as on first page.

BEST AVAILABLE COPY

## INFORMATION PREPARATION AND DISSEMINATION, INSTRUCTIONAL BROADCASTING

### Summary Description

LDC educational systems are under continuing pressure to increase enrollment, to raise efficiency, and to make the educational experience more relevant to development. These pressures for change are directed at institutions which have imbedded in their very structures many basic sources of inefficiency and resistance to change. Therefore, accommodation to these pressures is lagging in all areas except simple expansion; indeed, quality may be declining.

A growing awareness of this gap between social demands and the ability of current educational organization and method to respond within a reasonable time has stimulated exploration of major modifications or even alternatives to traditional educational approaches. Increasing attention has thus fallen upon the recently developed technologies of instruction, which in our view can be most sensibly applied if combined with a systems approach to educational development. Of the various technologies, the individualized, self-instructional methods like programmed instruction may ultimately offer fundamental innovations, but there is yet little experience with their application to comprehensive reform in education either in the U. S. or LDCs, and costs are still prohibitive for most public education applications. On the other hand, in the case of the broadcast technologies, particularly television, LDC experience is growing in their practical use as elements in fundamental educational reform. This experience is limited to a few small countries now, but in <sup>several of them</sup> the problems of systems application are being usefully dealt with.

While interest is widespread and useful experience is developing, most LDC educational managers, planners, and advisors know so little about the use of these technologies that they cannot take effective first steps to assess their relevance. One unfortunate result has been a focus on acquiring hardware rather than on developing its effective use to achieve explicit objectives in an operating educational system.

A basic understanding of the possibilities of educational broadcasting in relation to the LDCs should be useful to those who affect educational policy or judge the advisability of educational proposals, whether specifically concerned with technology or with areas in which technology might offer alternative or modified approaches. This understanding should assist both in recognizing opportunities for meaningful development and in recognizing inadequate, ill-advised, proposals based upon the many fallacious expectations of where, when, and how educational technology can be usefully employed.

While recognizing that the use of these technologies is still in its adolescence and is not yet well evaluated or understood in detail, a rich

4

variety of approaches already exists and some important wisdom about procedures to avoid has been accumulated. To make available basic information on the state of the art as it now exists, while emphasizing its evolution, seems preferable to the alternative of waiting longer to start a program of information dissemination, particularly because we can be certain that many basic decisions to start planning or not will be made long before the evidence is in. Planning based on ignorance of the best in the state of the art has already led to a number of wasteful project starts. The newness of this approach does require that the presentation be objective and emphasize description more than prescription.

While it is neither practical nor necessary to assume an objective of creating expertise in educational technology, it is realistic to hope to provide for a wide range of policy makers a general understanding in this area, at least sufficient for them to decide whether to pursue the matter further and, if so, how to pursue it.

To achieve this objective, the proposal provides for:

1. Materials preparation

a. A film designed to offer policy makers a general, basic understanding of the nature of educational technology, principally television and radio, and its role in LDC's. This is the keystone of the project, for it will be designed both to show how television instruction and classroom situations operate in several quite different LDCs and to introduce the basic concepts of systems planning.

b. A handbook, correlated with the film, providing more detailed information and aiding in the development and evaluation of proposals in educational technology.

c. Other printed materials for planners in the LDCs.

2. Information dissemination

a. Regional seminars to be held in LDCs where there is ongoing use of educational technology of particular interest to policy makers from other countries.

b. A follow-up dissemination and consulting service to respond to requests by responsible personnel in LDCs for additional information, via small workshops, directly related to their situation.

Estimated costs: (in thousands)

	<u>FY 1969</u>	<u>FY 1970</u>	<u>FY 1971</u>	<u>FY 1972</u>
FILM	48	17	--	--
HANDBOOK AND OTHER WRITTEN MATERIALS	32	7	--	--
REPRODUCTION	2	10	8	
FOLLOW-UP CONSULTA- TIVE SERVICES	--	15	28	30
ADMINISTRATIVE COST AND OVERHEAD	33	16	14	5
TOTAL	<u>115</u>	<u>65</u>	<u>50</u>	<u>35</u>

The project would be designed to produce a product usable (with possible revision) for about ~~four~~ years in a wide variety of contexts.

Setting and Environment

Many educational planners concerned with the LDCs are concluding that present approaches to educational development are inadequate to requirements for both growth and qualitative improvement. A current expression of this discontent is contained in Philip Coombs' important book, The World Crisis in Education (Oxford, 1968), in which he observes first that growth in the human and financial resources available to education has lagged far behind increases in the number of students being served, resulting in a crisis of quality, and second, that "the outputs of educational systems are evidently ill-suited to the rapidly altering needs of national development, and to the similarly changing needs of individuals in changing societies." The Williamsburg Conference on the World Crisis in Education gave expression to similar views from the educational leaders of many developing countries.

Such recent formulations have given a new emphasis to the qualitative characteristics of the educational experience. This is not to say that quantity problems are not still severe - because of population increase and greater social demand for education they remain very important. Nevertheless, substantial progress has been made in the last decade in expanding educational opportunity through expansion of traditional systems. There is now fairly wide agreement, however, that this expansion has been accompanied by a marked decline in instructional effectiveness, beyond what one would anticipate simply from broadening the socio-economic base of student population. Trained teachers who themselves suffer from a poor

basic education and training, together with enormous class loads, are major causes, of course, of this decline.

Further, the traditional organization of educational systems has perpetuated and made resistant to change qualitative deficiencies other than instructional efficiency, per se, e.g., lack of relevance of the curriculum to indigenous life and development, substantively poor curriculum content, standards of achievement based on rote memorization, absence of training in problem-solving, little concern with individual differences, authoritarian classroom environments, lack of minimal quality standards among schools, and others.

These problems are not yielding easily to efforts to produce change. As a result, there is increasing interest around the world in new approaches, among them those utilizing instructional television (ITV) and radio. Within the last year, two small countries have determined to thoroughly restructure their entire primary and secondary educational sectors through heavy reliance on instructional television, namely El Salvador and Ivory Coast. The El Salvador project has just begun, with major A.I.D. assistance. Ivory Coast is scheduled to begin in late 1969 with heavy support from several donors, including UNESCO, UNDP, the French government and the World Bank.

These two national commitments to a new pattern of education using television represent, however, only small and early indications of the degree of general interest in the use of instructional television and radio. We know, for example, that there is currently high-level interest in such major countries as India, Brazil and Pakistan.

While interest is thus rapidly growing, it is growing in almost total ignorance of how to effectively assess the utility of ITV or even what it represents at this stage in its development - its educational characteristics, its requirements, and its limitations. This quite new approach to the development of educational systems does not, of course, fall commonly within the experience of either A.I.D. education specialists and other field officers or LDC educational policy makers.

There is, further, very little opportunity now for those in the field to obtain basic information about these technologies. While many studies on technology are being produced within the U. S., their relevance to LDC education is in many cases undeterminable and, further, they on the whole are of that specialized, trivial, and often mediocre character that makes most educational research of little use to policy makers and educational managers in any country. There is perhaps only one reasonably useful source, a set of four volumes produced under an A.I.D. research contract in 1967 entitled The New Media: Memo to Educational Planners and New Educational Media in Action: Case Studies for Planners (3 volumes). These summaries of

^

significant projects and planning guidelines have been widely distributed to planners around the world and to A.I.D. missions. They have been well received and are very useful. They fill only a small part of the informational need, however. This project is designed to begin to meet that need more broadly, through creation of a coherent program of informational materials and consultant advice.

Any attempt to produce an array of up-to-date information in a field like this encounters two problems: first, the character of key projects using these technologies is rapidly changing as they mature, expand, become institutionalized, or perhaps even expire; second, we are at an early stage of evaluating the overall worth of this approach to education and of analyzing the ways to make such an approach most successful. These facts must produce considerable caution in presenting information in a prescriptive manner. Instead it must be largely descriptive and should emphasize approaches to the planning of systems rather than particular techniques. (We do have cases of failures that can help to prescribe approaches to avoid.) The tone must be tentative and the sense of evolution in these methods must be communicated. Fortunately, there is sufficient diversity in the details of operation in the key countries using intensive ITV that a sense of inviolate doctrine can be largely avoided. Further, the goal is to stimulate innovative planning and assessment particular to the conditions of each country which contemplates use of these technologies, so an avoidance of most firm doctrine is in fact desirable.

The apparent alternative, to wait until more convincing evidence is in and procedures have become more standardized, is not responsive to the facts that basic decisions will often be made before that time, on inadequate information, and that planning for even small new systems is likely to be a one, two, or even three year process. Of particular importance is the desirability of showing that the most successful applications to date have utilized a comprehensive systems approach, where television is but one element in a modified educational structure and an integrated array of institutional methods. Specific emphasis should probably be placed on the important, but altered, role of the classroom teacher, on methods used to maximize individualization, and on the integration of empirical methods designed to ensure continuing improvement in the system's effectiveness. Basic information that can help to make any initial planning as sound as possible seems to be needed now. This project is designed to begin to meet that need.

9

## Strategy

The project design represents a coordinated series of informational materials development and dissemination. It begins with a film with very general content and goes through specific on-site consultation. As potential and interest dictate, the program will provide a mechanism for administrators to obtain increasingly detailed information, ultimately sufficient to reach general decisions with respect to the applicability of the educational broadcasting technologies to their own objectives, priorities, and resources.

The entire effort will be aimed at illuminating possible uses of television and radio for educational reform, not to prescribe solutions from other countries which should be copied in detail or even accepted in general form. The purpose is to stimulate intelligent consideration and, if appropriate, hard-headed planning.

Film is chosen as the initial orientation medium principally because it provides a uniquely effective way to show the character of the educational experience of instructional broadcasting, both through being able to show sample television footage and to show the behavior of teachers and students in IDC classrooms which use television and radio. Further, film has the capacity to present fully, concisely and imaginatively basic concepts to busy men. This is a particularly important characteristic because of the requirement to introduce fundamental concepts of the systems planning process.

This use of a film is responsive to two facts. First, key administrators are busy. Workshops are generally beyond their available time, lengthy documents rarely get read and summaries rarely communicate adequately. Second, it is of utmost importance that a common basic understanding of this new approach to education be diffused over a wide range of key officials and educators within any country considering its use. One of the major deterrents to progress in utilizing this innovation has been the <sup>array of</sup> misunderstandings about the subject, especially its implications for teachers, which have unfoundedly polarized opinions. A film is a readily available resource that is uniquely effective in developing a sense of such common understanding.

A handbook on planning and other printed materials will be closely integrated in their preparation with the concepts in the film. Study of these materials will be designed to be logical following steps in a policy-maker's inquiry about instructional television and radio.

Finally, provision will be made for mechanisms for regional conferences and on-site consultations, both to disseminate these materials and to provide assistance to those wishing to pursue the inquiry further.

If successful, the project should lay a groundwork which would ultimately contribute to two results:

- (a) An increase in the number of well-reasoned and well-designed projects utilizing educational broadcasting that reflect an understanding of objectives, available resources, appropriate use of technology, and the practical requirements that are the concomitants to a reasonable expectation of success.

- (b) A diminution in both the number of inadequately prepared proposals and in the expenditure of funds upon high risk, low yield adventures in the utilization of educational broadcasting based upon an inadequate understanding of what it can do and what it requires to be successful.

Targets

By the end of the first year, films and materials should have been completed and field testing begun. Within 15 to 18 months, they would have been made widely available to appropriate personnel. By the end of two years, at least two regional on-site conferences will have been held and approximately six follow-up visits by consulting teams should have been carried out.

Response from mission personnel and host-country nationals will indicate whether succeeding years should see a continuation or termination of the services provided by the project, namely the provision of conferences and consulting teams. The basic materials should remain useful for perhaps three or four years. Consideration should be given to yearly review, however, for necessary revision.

Course of Action

The project should proceed through contract with a US non-profit institution capable of bringing together professional competence in film-making, writing, educational planning, and of course the use of educational broadcasting in LDC's. The project's detailed development would be undertaken through active professional collaboration between the Contractor and A.I.D. specialists. Following intensive initial planning, at least once-a-month meetings with A.I.D. would be required. In addition, to the extent feasible there will be actual collaboration in writing materials and conceptualizing the film.

The project would provide for the following:

1. A film to be distributed and made available to policy makers, both foreign and US, in LDC's. The film should convey a clear orientation as to the nature of educational technology (especially television) in its current stage of development, its strengths and unequivocally its limitations, the basic conditions thus far known to be required for its use in LDC's, the diversity of its actual and potential applications, and the elements that predispose its application toward success or failure. Filmed examples should be drawn from LDC's and reflect diversity of conditions and culture.

The systems approach to educational planning should be introduced and emphasized. The film should be 16 mm., sound, color, and approximately thirty minutes long. A completion date of nine to twelve months is anticipated.

2. A handbook to serve as a guide to US and LDC personnel who wish to pursue the question of how educational technology might be useful in helping to solve specific local problems. Its coverage might include:

- (a) A brief description of the state of educational broadcasting as presently developed, and a general overview as to how to approach determining its applicability to local problems.

- (b) An index of basic or typical problems with a brief citation of how educational technology has been used to meet the particular problem, where, under what conditions, and with what degree of success, plus a descriptive bibliography including indication of where the materials may be obtained.
- (c) A list of caveats in approach<sup>ing</sup>/educational technology.
- (d) The systems approach to educational development.
- (e) The basic ingredients of successful development and operation of educational technology systems.
- (f) The role of host country personnel.
- (g) Institutions and organizations interested in the development of educational technology or related applications, their area of concern, and the nature of their resources for assistance.
- (h) Procedural steps in developing a program utilizing educational technology, including the determination of feasibility.

3. Other printed materials. This would provide a variety of already available and newly developed materials. For example, where a commitment emerges to pursue feasibility studies of applying educational technology to a specific problem, information should be provided as to alternative avenues of approach. A pamphlet on this subject with a description of the various organizations that provide such a service should be very useful; it should include a frank appraisal of the approach characteristic of each.

Further, monographs on specific subjects such as "feedback systems", "individualization and mass media", "television and the teachers role" etc, would be prepared. In addition, already available materials useful to planners would be packaged or at least summarized.

4. The organization and conduct of regional on-site conferences. In each of three regions, countries should be identified where there is an on-going program demonstrating the effective use of educational technology. In each of these areas, a conference will be held with the purposes of both offering a demonstration of the application of technology and developing further understanding on the part of the participants of how to determine the applicability of educational technology to their own problems. The contractor will provide only the materials and personnel necessary to achieve this objective; all other costs will be provided by other sources.

5. In-country workshops. Where initial interest has been generated, it will be necessary to pursue in more specific detail the nature of educational technology and its potential application to the problems and conditions peculiar to a particular country. General materials cannot provide such information. Provision should be made for teams of from one to three qualified persons capable of conducting seminars with host country personnel at the policy making level. It must be stressed that failure to provide orientation and information at the top level produces the wastage and frustration of having

middle echelon apostles of change left as voices crying in the wilderness. Workshop planning, therefore, should consider the severe limitations of time characteristic of key personnel and design accordingly. Presentation should be imaginative, concise, and reflect knowledgeability as to the conditions and concerns of the particular country. Workshop leaders should be prepared to give realistic responses to questions. Teams should be prepared to follow up with longer sessions with key personnel designated by top leadership.

Such workshops should only be held where a desire to pursue the subject has been generated within the host country and where there is a willingness to pay for the service either in part or in whole. Proposals to provide such teams should include a breakdown of the costs of such service.

It should be noted that the purpose of these workshops is not to provide either a feasibility study or a program plan. The purposes are first, to respond to the desire of policy makers (where such desire exists) for authoritative orientation and discussion of the nature and potential of educational technology and its relevance to their particular needs and, second, to assist in the development of an action plan for proceeding with detailed planning. The number of such workshops will be determined later.

Clifford H. Block:mh:PPC/TA/EHRD:5/29/69

12