

I. PROJECT TITLE

RURAL RADIO EDUCATION

APPENDIX ATTACHED

YES NO

2. PROJECT NO. (N.O. 1003.2)
526-11-699-095.7

5. SUBMISSION DATE
 ORIGINAL 28 Feb. 75
 REV. NO. _____ DATE _____

CONTR./PASA NO. _____

3. RECIPIENT (specify)

COUNTRY PARAGUAY

REGIONAL INTERREGIONAL

4. LIFE OF PROJECT

BEGIN FY 1975

ENDS FY 1977

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US (U.S. OWNED)			
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY		
										(A) JOINT	(B) BUDGET		
1. PRIOR THRU ACTUAL FY													
2. OPRN FY 1975	196	72	18	18	18	36	70	72	18				60
3. BUDGET FY 1976	203	81	18	18	18	38	66	81	18				90
4. BUDGET +1 FY 1977	203	90	18	18	18	24	71	90	18				100
5. BUDGET +2 FY													
6. BUDGET +3 FY													
7. ALL SUBQ. FY													
8. GRAND TOTAL	602	243	54	54	54	98	207	243	54				250

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER <i>NPH/Clary</i>	TITLE EC/APO	DATE 28 Feb. 75
2. CLEARANCE OFFICER <i>WPSchoux/DBBarrigan</i>	TITLE PO/Actg.DIR	DATE 28 Feb. 75

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF	SIGNATURE	DATE

3. APPROVAL AAB OR OFFICE DIRECTOR'S

SIGNATURE _____ DATE _____

4. APPROVAL A/AID (See N.O. 1025.1 VI C)

SIGNATURE _____ DATE _____

TITLE _____

ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

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A. GOAL STATEMENT

The goal of this project is to expand access to primary education in rural areas of Paraguay.

The Ministry of Education has identified a potential target group which includes 1,639 schools which do not offer all six grades of primary education, schools which employ 2,309 teachers not fully accredited, the 144,932 students who are not making acceptable progress (i.e. slow learners, children over-age for the grade they occupy), 92,277 students who were not promoted, 74,478 children between the ages of 7 and 14 who did not enter school, and 43,320 who dropped out.

Within the target group, a number of different and complex needs and problems exist. This project does not expect to satisfy the full range of problems, nor will substantial progress be made during the life of the project toward their solution. However, the Mission believes that radio as a vehicle for instruction offers the Ministry of Education a low cost means of reaching those who are not adequately served by the present primary school system and expects that within the three years of this pilot project progress will be made in developing radio materials suitable for country-wide application.

MEASURES OF GOAL ACHIEVEMENT

Because this is a pilot project, and primarily concerned with developing and testing materials to determine their effectiveness as teaching instruments before their wider application, the project will focus on a manageable sample of the total potential target group. The goal will be considered achieved if the following conditions exist at the end of FY 1977:

1. 25 schools which either do not offer all six years of primary school or which simply employ teachers who are not accredited include radio education as part of each day's instruction.
2. Out of a sample of 5,000 primary students who have failed in school year 1974 or who are not making satisfactory progress and who participate in two years of radio education supported by this project, there will be a 25% decrease in the number who are not promoted to the next higher grade.
3. 1,000 elementary school drop-outs participate in supervised radio education classes.

MEANS OF VERIFICATION

1. Ministry of Education records.
2. The MDE and USAID will select a sample of 5,000 students from MDE 1974 records and perform a follow-up study in the last year of the project.
3. MDE records.

ASSUMPTIONS

1. Rural teachers will actively cooperate in the project.

2. Rural students and drop-outs will take advantage of the educational opportunities offered by the project.

3. PURPOSE STATEMENT

The purpose of this project is to develop MDE capability to provide radio instruction to a greater percentage of the rural population.

The project will determine and demonstrate the applicability of radio instruction and related supporting techniques such as workbooks and teachers' guides.

END OF PROJECT STATUS

1. The MDE staff is capable of preparing instructional tapes for use by government and participating private radio stations.

2. The MDE staff is capable of preparing back-up materials such as workbooks and teachers' guides for use by students and teachers in the field.

3. The MDE has a feedback and evaluation system to determine the effectiveness of its radio activities and make necessary corrections.

4. A national education plan which includes radio education as a means of offering education opportunities.

MEANS OF VERIFICATION

1. MDE and Mission Education Office reports.

2. An end of project evaluation to be performed by contract and/or AID/W personnel.

ASSUMPTIONS

1. That the MDE's Departments for Plans and Programs, Production of Educational Materials, and Service for Vocational Education cooperate with the Department for Primary Education and Center for Tele-Education in developing and implementing the project.

2. Private radio stations will donate time as a public service.

C. OUTPUTS

1. Recording studio equipped
2. Outline for outreach program
3. Instructional materials prepared
4. Training courses for MDE headquarters and field staff
5. Evaluation mechanism developed

MAGNITUDE OF OUTPUTS

1. The recording studio in the MDE headquarters has sufficient equipment to record courses for use by government and private radio stations. Selection and installation of the equipment will be done with the assistance of the project funded radio engineering consultant. Basic equipment will include items such as a stereo/monaural.

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5 channel mixer, microphones, tape recorders, tapes, filing cabinets, etc.

2. Outline for three broad instructional areas:

- a. Spanish language (with instruction in Guarani)
- b. Basic skills in reading, writing and arithmetic
- c. Arts and sciences in agriculture, homemaking, social studies and sciences

3. 15,000 workbooks for use by listeners, and 500 teachers' guides.

4. 24 training courses in communication techniques and evaluation.

5. Evaluation instruments adequate to determine the degree of listener interest and understanding of radio instruction, degree of learning, and capable of identifying need for changing the instruction being presented.

MEANS OF VERIFICATION

MDE and Mission Education Office reports

ASSUMPTIONS

That returned participants will work in the activities in which they were trained.

D. INPUTS

1. A.I.D. Grant Assistance

a. Personnel - the following personnel are planned:

(1) Radio Technology Consultant

Will serve project for a period of 36 months. He will provide the expertise in overall program planning, design and implementation of the new education techniques according to the plans of the MDE primary education department. He will also assist in the training of MDE personnel engaged in the project. (36 MM)

(2) Radio Engineering Consultant

Will serve project for a period of 9 MM. He will assist in (i) selection of equipment and design of the broadcasting studio; (ii) analyzing existing technology and its function in the geographic zones in which this project will concentrate; (iii) developing a time phased plan for implementation of radio education project; (iv) developing on-the-job training in operation and maintenance of equipment.

(3) Evaluation Expert

Will serve project for a period of 9 MM. He will assist the MDE in establishing evaluation criteria and in project evaluation. He will also train MDE personnel in evaluation techniques.

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b. Commodities

(1) Radio and sound reproduction equipment for the Ministry of Education's "Tele-Education" studio. Basic equipment will include a stereo/monaural 5 channel mixer, record turntable, stereo pre-amplifier, microphones, tape recorders, sound effects table, cassette equipment, control monitors, etc.

(2) Phonograph records, tapes and cassettes for production of radio programs.

(3) Materials and supplies for production of related instructional materials and developing evaluation instruments.

(4) Reproduction equipment to produce workbooks and teachers' guides.

c. Participants

It is anticipated that members of the project team will be invited to participate in international seminars and on observation trips to other Latin American countries with similar projects.

Short term scholarships will be provided to staff requiring additional training in specific areas. No long term scholarships are anticipated.

d. Other Costs

(1) Local travel and per diem of project team members.

(2) Local contract services for training of Paraguayan team members and delivery agents in communication techniques and evaluation.

(3) Contracts with local research organizations for project evaluation.

(4) Local purchases of supplies and materials for training and broadcasting activities.

MEANS OF VERIFICATION

Mission Education Office and Mission Controller reports.

ASSUMPTIONS FOR PROVIDING INPUTS

That qualified consultants are available for contracts during the desired time frame.

GOP INPUTS

The Mission estimates that the GOP's contribution exceeds 25% of the total cost during the period of active A.I.D. involvement. In addition to a direct counterpart contribution estimated at \$250,000 the GOP maintains ongoing educational activities budgeted under the Ministries of Health, Education, Agriculture, and Labor which are additional resources upon which this project will draw. It is also expected that the local communities in which this project is implemented will contribute both human and material resources. A written assurance of a 25% counterpart contribution will be included in each year's project agreement.

E. RATIONALE

The Government of Paraguay is committed to an accelerated rate of development in order to provide better opportunities for the people of the country, and recognizes that education constitutes an essential and integral part of this process. Under the leadership of the Minister of Education and Worship, who is responsible for the educational aspects of this development, a major effort has been made to provide improved educational plans and programs of study, teacher training programs, the construction of modern schools, the distribution of textbooks and other activities designed to improve educational services.

A.I.D. grant and loan assistance has assisted the Ministry to improve the formal school system. Loan funds have financed the construction of 32 new rural schools and three major training facilities; a mix of grant and loan funds have provided for the printing of new textbooks and teachers' guides for grades 1-6 as part of curriculum reform and have assisted in training 1,200 teachers in the new curriculum. The Mission has also provided technical assistance and budget support for a series of studies to assess problems in the education sector and to develop recommendations for their solution.

In spite of these efforts, with approximately 460,000 children enrolled in primary schools, education at the primary level (through sixth grade) is not adequate. This is exemplified by the following information submitted by the MOE in December, 1974.

1. 1,639 primary schools are incomplete in that they do not include all grades up through sixth.
2. 2,309 teachers are not adequately trained, and are not accredited by the MOE.
3. 144,932 students are behind their own age-group in school by one or more years.
4. 92,277 students were not promoted in 1974 and must repeat the same grade.
5. 74,478 primary age children (ages 7 to 14) are not in school.
6. 43,320 students dropped out of school during the year.

There are several major constraints which are preventing Paraguay from resolving problems in the education sector:

1. Sufficient funds to provide adequate schools with all primary grades (1-6) are not available and will not be available in the near future.
2. The dispersement of population in the rural areas make it difficult for some children to get to school on a regular basis even when schools are available; some 62.7% of the country's population is rural, according to the 1972 census. Even a small, centrally located school must serve such a large geographic area that the distance to school for many students is great. Without adequate roads or public transportation, this poses a problem for many children. During periods of heavy rainfall the roads become impassable to vehicular traffic.
3. Language is a major barrier for many children who speak only Guarani. If they do go to school, in many cases they are unable to get much from courses that are being

taught in Spanish. They become discouraged and drop out, having gained little from their time and effort. Others drop out for various reasons - distance from school, the need to work, the lack of success in school, the lack of shoes or clothes to wear.

4. Many students, whether it be the language barrier, irregular attendance due to the distance problem, or some other reasons, fail to complete a grade in the school year and must repeat the grade, thus adding to the costs of the school system and depriving others from a place in school.

Alternatives to the formal system are needed to reach those not adequately served, and at costs within the government's ability to fund. The Ministry of Education's Planning Office, headed by one of the highest ranking women in government, has played a key role in developing alternative methods of reaching the rural poor. The Mission and the government have designed two new activities which are scheduled for implementation this calendar year. The first is a non-formal training program which focuses on rural youth who dropped out of school and on adults who never attained literacy. Experimental training sessions will be conducted for these target groups to teach improved agricultural techniques, simple construction skills, home economics, and nutrition without literacy as a prerequisite. The second project, which is proposed in this PRQP, involves radio education aimed at those who have attained some literacy and can follow simple written outlines keyed to broadcast instruction.

Radio as an Instrument for Teaching

One of the most promising techniques to reach the potential students in the sparsely populated areas of Paraguay is radio. Television would have the advantage of visual as well as audio communication but it is not feasible at this time in terms of cost and available facilities, either transmitting or receiving. Radio is feasible, however, and most families, even in the remote areas, already have radio receivers. According to the 1972 census, 300,560 households out of the country's total of 427,810 had a radio. In the rural target area, 163,180 homes had a radio out of a total of 255,680 rural households. The number of radios increases yearly.

Radio programs prepared and broadcast for those living too far away to get to school can also be used in areas where a school does exist but does not include all grades, or even in areas where schools are available but for one reason or another children who are not in school are interested in pursuing their education through this medium.

Radio can be used to convey certain kinds of information and can be a powerful tool in strengthening the effectiveness of Paraguay's instructional program. But the effectiveness depends not only upon the quality of the broadcast itself, but also upon how and for what purposes it is used.

Open broadcast to an unidentified audience may have its educational values for certain types of needs but probably would not be appropriate in overcoming the problems indicated here. Rather, there is a need to identify each participating student as a member of the formal education system, and to establish two-way communication to provide feedback, either immediate or periodically. With such communication the student would be able to obtain assistance from someone, be able to complete assignments and have them evaluated.

Effective radio instruction, then, demands a well organized structure, supporting materials and monitors or teachers providing instructional assistance, as well as

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assessment of progress and attainment of objectives. If the radio instruction is to fill the gap of offering a complete primary program where complete schools are not available, then the program must have a carefully developed curriculum broadcast daily (or at least on a periodically planned basis) and carefully evaluated feedback.

The materials which are designed to be used in conjunction with the radio broadcast should, of course, be carefully selected in terms of the radio broadcast itself and the audience for whom it is designed. Other countries with similar problems have used radio instruction to good advantage, both from the economic standpoint and from the standpoint of a delivery system for education in remote areas. To the extent possible the knowledge that has been gained as well as the resource materials will be adapted to use in Paraguay, in order to avoid unnecessary duplication of effort. On the other hand, to the extent that such materials and/or procedures are not available from the experiences of others, then they must be developed here for Paraguayan use as needed.

In terms of Paraguayan needs, there are three broad areas of instruction that seem to be appropriate, bearing in mind that this is designed to be an integral part of the basic primary education program and that the curriculum of the radio instructional program will, by this fact, follow the primary school curriculum. The three broad areas are: (1) bilingual education, (2) instruction in the basic skills of communication (reading, writing) and computation (arithmetic), and (3) the practical and fine arts and sciences. Essentially this includes the fundamentals of learning to communicate in Spanish and learning to live and make a living in society, thus becoming a part of the mainstream of society.

A major factor in the success of such a program is the motivation of the people who are expected to participate in the project. There must be incentives which give listeners reason to believe that they will gain, in some way, by participating. The basic incentive, perhaps, is the commonly accepted assumption that if they obtain a certificate of completion of education at the primary level they will be able to achieve a higher level of employment and/or personal accomplishment. To many, this (the attainment of a primary certificate) seems remote, and, in fact, is a long way off. If short term courses are offered, which contribute toward, or lead to completion of the primary course, and at the completion of the course a certification of completion of the course is awarded, the individual would have tangible evidence of progress toward his goal, and, in fact, partial attainment of his goal. Another incentive may be simply the practical application of what he has learned in his everyday living, as, for example, the ability to speak Spanish when before he could speak only Guarani. For some, this would be a reward in itself.

To the extent that the curriculum of the practical and fine arts and sciences can be built around and provide assistance in dealing with real personal and community needs, the program can become action oriented. The more action oriented it becomes, with adequate leadership, the greater the probability of motivation and, as a result, the more learning is likely to be achieved.

Participation in such a radio instruction program does not need to be limited to the 7 through 14 year age group but could, and should, be open to any older person who feels a need and desire to participate. Although instruction would be provided for registered participants, there is always the probability that others will listen to the broadcasts; some will become interested and though they may not want to register for the supplementary instruction aspect, may wish to demonstrate their competencies in the course for credit toward completion of the primary course of study, or simply for the

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certificate of completion of the course. So long as the standards for completion are retained to equal those of the registered participants in the course and those completing a similar course at school, there is no ethical or professional reason why this should not be done.

There are few examples of any large scale productions that use radio instruction for the total curriculum. The closest to this is Mexico's Radio Primaria pilot project which in its first two years of operation broadcast 25 to 30 program a week in practically all primary school subjects. This is a tremendous undertaking; most countries have limited their coverage to a few subjects a week.

An area that has received particular success in other countries is the teaching of a second language and is appropriate for Paraguay, in the case of teaching Spanish to Guarani speaking students. This not only has its particular adaptation to listeners out of the classroom but also in the classroom where a bilingual problem prevails. In some cases the teachers as well as the students benefit from such a program.

From the practical standpoint it will not be feasible to offer all subjects in all grades at any one time. This can be rotated, however, to develop flexibility in the sequence of course offerings. For example, a student who is over-age and dropped out of school may want to pursue a course in agriculture or homemaking at the fifth or sixth grade level while needing to learn to read Spanish at perhaps the first or second grade level. To the extent that the student is able to pursue these courses successfully, there is no reason why this should not be acceptable. In fact, such flexibility would lend greatly to the success of the program.

To the extent that it is feasible in terms of geographic location and proximity to a school, the local school should be used as the coordinating center of the project. This does not mean additional work will be placed upon the existing staff. In fact, additional staff should be employed, as needed, depending on the scope of the project. Location at the school has several advantages. First of all, it provides a known, central location for headquarters which in most cases provides a facility that can be used to a good advantage. Secondly, the resources of the radio instruction program can also be used to good advantage of those enrolled in the regular primary school. Together they can serve to mutually reinforce each other and become a learning resources center for the community, providing the greatest good for the greatest number at the least cost.

F. COURSE OF ACTION

The project will be under the direction of the Director General of the Ministry of Education, and will be implemented by the Department for Primary Education and the Center for Tele-Education, with the participation of the Department for Plans and Programs, the Department for Production of Educational Materials, and the Service for Vocational Education. The project will be carried out in two major phases, Preparation, and Implementation.

Preparation

There are several basic steps that need to be taken prior to the beginning of the broadcast aspect of the Outreach Radio Program:

1. Selection of Subject Area, Content and Grade Level of Material to be Covered. This will be based on the primary education course of study and will include:

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- a. Spanish as a second language with Guarani as the first language.
- b. Basic skills in reading and arithmetic.
- c. Courses from the arts and sciences.

2. Preparation of Course Outline. A course outline will be developed for each course to be offered. In the language and basic skills program this may be just one course in each area in a semester or a school year. In the arts and sciences, however, this may be courses of varying lengths from six weeks, or perhaps even less, up to segments which cover full semester or year long courses. In all cases the program will be broken down into units of study or courses that are as short as is practical. The course outline will include (a) stated objectives, (b) procedures to achieve the objectives, including suggested activities, reference to texts or other materials, etc., (c) expected outcomes and (d) the measure to be used to determine if the objectives have been achieved.

3. Selection and Preparation of Central Staff. The central staff will be composed of Paraguayan personnel employed by the Ministry with technical assistance provided by USAID. There are several major components to this total operation that will be developed and closely coordinated. These components include:

- a. the production of the radio broadcast aspect of the program
- b. the production of the instructional materials to be used in conjunction with the radio broadcast
- c. preparing and providing public information about the program
- d. the overall evaluation of the project
- e. implementing the program through regional and local staffs
- f. planning and conducting in-service programs for all central, regional and local personnel, as needed.

The basic personnel for these categories will be selected prior to the initial production of materials and as a total team will be given an orientation of the overall project so they understand how each component interrelates with the others.

After the initial orientation of the basic central staff each team will proceed somewhat autonomously but in coordination with each other as the need may be.

4. Preparation and Production of Materials. Each of the above mentioned items a - d can proceed simultaneously with their respective steps of preparing and producing the needed materials.

Depending on the background of personnel employed, adequate staff training will be provided so the team will know the policies to be followed as well as theoretical and practical aspects of their operations. This will include time schedules and targets dates for completion of various phases of project as well as the planned beginning date for operation of the Outreach Radio Program.

a. Radio Productions: (1) The script for each 30 minute broadcast will be written based on the planned course. The ideas in each such script should be carefully reviewed and coordinated with the instructional materials team who must prepare

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materials to coincide with each broadcast. The broadcast itself will refer to and explain the use of the materials as appropriate. (2) Each broadcast will be taped in advance, so when the script is prepared, the broadcast program will be produced and recorded, ready for use.

b. Instructional Materials Production: The instructional materials will be organized so as to coincide with the radio broadcast and at the same time outline and provide adequate follow-up both in terms of the study, discussion, and action-oriented aspects of the program. The materials will be printed, in quantities needed in time for distribution to the local centers before they are needed.

c. Public Information Materials Production: Plans will be developed as to how the public is going to be adequately informed about the services that will be provided by the Outreach Radio Program, how a person goes about registering for the course, etc. The potential participant needs to know what he will get out of it in terms of certificate of completion of the course, credit toward completion of primary school, and any other advantages he may accrue. He also needs to know what his options are in terms of course offerings, what the expenses are other than getting to and from school (if any), the frequency of meetings, the types of meetings and field (community) activities, etc. This information, of course, must be in accord with the radio program and the related instructional program, so these must be closely coordinated. Furthermore, plans for awarding certificates of completion of courses, the application of these studies toward completion of primary school, procedures for awarding primary school completion certificate, etc. will be in accord with the policies and procedures of the Ministry of Education and Worship.

d. Evaluation and Collection of Baseline Data: The first step in terms of an adequate evaluation of this pilot project is the selection of the geographic areas to be serviced by the Outreach Radio Program. In addition, plans for interviews and an interview guide need to be developed to be used with both those who enroll and those eligible persons who did not enroll in the program.

5. Selection and Orientation of Field Staff. Prior to any public announcements about enrolling in the program or detailed description of the program, those persons who will be working with the Outreach Program itself and the staff of the schools where the Outreach Program will operate and interrelate need to be identified and fully informed through an in-service program about (a) the overall operation of the Outreach Radio Program, and (b) how it relates to the local school in terms of use of facilities and other matters.

6. Distribution of Materials. Distribution of the instructional materials to be used in the initial phase of the Outreach operation, the brochures and other materials about the program designed for dissemination to the public, registration materials, etc. will be made to the local centers where the program will operate.

7. Utilization of Community Resources. For programs that are action oriented and utilize community resources, the resources will be arranged for in advance of any public announcements about their use.

8. Informing the Public about the Outreach Radio Program. Mass media (radio, newspaper, bulletin board or whatever form of mass media is available) will be used to inform the public generally about the program and where locally they can obtain further information, including registration.

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Depending on the numbers involved and staff available there will also be general local meetings to explain and discuss the program orally, to confer personally with a potential student and/or his parent(s), and, if practicable, visits to the home.

9. Registration of Participants. Registration will take place simultaneously with the mobilization of community resources.

10. Broadcast of Program. After registration is completed, the plans for meeting to discuss broadcast and related activities are made, the instructional materials needed by the participating students are distributed, and the resources to be used at school are organized for such use, the program can begin.

11. Analysis of Initial Attraction. This phase of the evaluation does not need to be completed before the broadcast begins, but if the potential students or their parents are interviewed personally, then it may be expedient to collect this data at the same time.

Implementation

1. Techniques to be used. The basic techniques of instruction to be used in this project are as follows:

a. Radio Broadcast. Existing radio transmitting stations will be used to broadcast the programs. Since this project is designed to be a part of the formal primary education program, the radio programs will be based on the primary education course of study and will be presented in various forms as may be appropriate, including lectures, dramatizations, interviews, group discussions, etc. The responsibility of organizing the educational programs will be with the Department of Primary Education. This will be done in cooperation with the Department of Plans and Programs and other Departments concerned with the activities of this project.

b. Supplemental Instructional Materials. Materials will be developed to supplement the radio broadcast as may be appropriate, depending on the program. These may include discussion guides, correspondence type materials, and other instructional materials that expand upon the radio broadcast.

c. More Flexible Instructional Procedures. The radio programs will be taped in advance for broadcast by the various radio transmitters at a time available and appropriate to the area being served. Once established, however, the time of broadcast will be on a fixed basis. The follow-up, or related activities, may be a group of students who come together, at school or some other selected place, to meet with the teacher and/or facilitator, to listen to the broadcast, discuss it and plan follow-up activities as may be appropriate. It may not be possible for all students, or in some cases perhaps none of the students, to meet at the time of the broadcast. Instead they may schedule a meeting for some other time. If the program is broadcast daily it may be that the follow-up meetings as a group are scheduled only once or twice a week. In some cases individual students may not be able to meet at the time the others are meeting and will have to schedule meetings with the teacher and/or facilitator on an individual basis. In cases of remote location, direct meetings may not be possible, in which case correspondence by written communication may be the most acceptable procedure. Essentially, the principle of being as flexible and adaptable, to the extent possible while still retaining acceptable levels of performance by the students, should apply.

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The number of programs being broadcast at any one time will be limited, but students should be allowed to register for the courses if there is reason to believe they can do them satisfactorily regardless of the student's actual grade placement. A fourteen year-old or older student, for example, may have never matriculated and is unable to read or write. He may also speak only Guarani, but he may be a good farmer. He may want to take a language course to learn Spanish, or if he does already speak Spanish he may want to learn to read, which may be considered first or second grade level. But he may also want to learn more about agriculture through another radio program which could be considered sixth grade level. He should not be held back because he has not completed the other grades. In effect, the radio school program should be non-graded and each person should be allowed to take whatever is appropriate to him or her.

2. Program Components. Using the above described techniques, three major programs will be developed and will include activities both within the school and outside the school.

a. The Outreach Program. The outreach program is designed particularly for those children, ages 7 - 14, who have not completed primary school and are not currently attending school. These may be drop outs or those who have never matriculated. Others, older than 14, may also participate as students if they are interested and do not have a primary level education. The population, in general, will be those who live great distances from the community, where roads are poor or non-existent, where the time of getting to and from school is a major barrier, and those who live closer to school but are not in school for lack of adequate clothes, need to work, cannot speak Spanish, or for some other reason failed to matriculate or deserted school.

As previously stated, in conjunction with the broadcast, students will meet periodically with the local project staff, sometimes in groups and sometimes on an individual basis for assistance with specific problems, group discussions, etc.

Three broad instructional areas will be included:

(1) The bilingual program will provide instruction with Guarani as the first language and Spanish as the second language to be learned. Such a program is essential if Paraguay is, in fact, going to respect equally those whose native tongue is Guarani rather than Spanish. Many children fail in school simply because they cannot understand the teacher. If these children are to receive an education and become a part of the mainstream of society, they must be taught Spanish. This program should be used, as needed, in the regular primary school as well as in the Outreach Program.

(2) The basic skills program will provide instruction in reading, writing and arithmetic for those students not in regular school, and under certain conditions may also be used as a supplement to the basic school.

(3) The arts and sciences program will provide instruction in agriculture, homemaking, shop, social studies, science (as provided in the primary curriculum). Major emphasis in these courses will be on real life situations. These will be action-oriented programs designed to provide instructional skills to help the individual to improve his or her way of life and ability to make a living.

Program Description. Although no attempt will be made to provide a complete primary school program for all grades all at once, it is intended that persons

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participating in this program can attain a basic education equivalent to the primary level, and, in fact, when a person is able to pass the examination demonstrating the competencies expected at the completion of the sixth grade level, a certificate of completion of the primary program will be awarded. The radio courses in the arts and sciences program will be relatively short, offering a series of courses on topics in agriculture, for example, rather than one long, academic year length course in agriculture. This has several advantages. First of all it gives a wider range of selection of courses for the audience to select what they want. Secondly, the probability of completing a short course is much greater than for a long course. Thirdly, by scheduling short courses in a sequence a person may begin any time of the year, whenever a new course is being offered. Thus a person who is too busy or not interested at one time may begin when the time is appropriate; if work or other commitments make it necessary to discontinue, the person can resume whenever he can, as new programs are introduced.

Each course will be based on the primary curriculum and will follow a plan outline. The plan outline will include (a) the objectives of the course, which will be objectives from the primary curriculum in general, (b) procedures or ways that will be used to achieve the objectives (this includes the radio broadcast and the follow-up activities planned to be used in the field). (c) expected outcomes or what is to be expected to be achieved by the learner as a result of this course, and (d) how the student will be evaluated to determine whether or not he has adequately completed the course. A certificate of completion, indicating the course by title, will be issued to each person satisfactorily completing the course.

b. Complete Primary School. Many of the primary school in Paraguay (1,639 in 1974) are incomplete in that they do not offer all six grades. Many offer only the first three grades. The students have no choice. They have no chance to complete their primary education. In other situations the school offers all six grades but students frequently drop out of school (desert) because they have difficulty with Spanish, or for some other reason. They may return to school if they were adequately stimulated. Using the school as headquarters for the Outreach Program may provide an opportunity to work effectively with these problems. There are several major concepts that will be included in this project.

Concept No. 1. In the incomplete schools (offering less than six grades) emphasis will be made in the community that the children now have an opportunity to complete primary school, by means of the Outreach Radio School. Focus in programming will be on those grade level subjects not currently offered at school.

Concept No. 2. As already indicated, the arts and sciences courses will be action oriented, helping students learn by experiences in the community. The basic concept here is that the community is the classroom that people learn by doing and living in their total environment. As the Outreach Radio Program progresses, students in the regular school may use these programs and become involved in out-of-school activities themselves. When students become involved in learning outside the classroom as part of their regular school program, they vacate their places in the school while they are gone. This makes room for somebody else, if it is coordinated properly. If the activities of the students were coordinated so that they were outside the classroom, say one third of the time, enough space would be made available so that an additional grade level could be added to the school. The application of this concept will be analyzed as the program develops to determine if with radio and the community centered educational and present school facilities complete primary schools can be developed.

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Concept No. 3. Students drop out when they are failing and become discouraged. If the dropouts become involved with the school through the radio program, they may be encouraged to return to regular primary school to complete their work.

c. Continuous Progress. The Outreach Radio Program must be flexible in its scheduling of classes and allowing students to pursue work toward completion of primary school as explained earlier. The short course, with evaluation and completion of the course, will help provide that flexibility. As the radio program is used in the basic school, the same degrees of flexibility can be introduced. Students would not have to pass or fail at the end of the year but could be given credit for the courses they do complete and continue on to other courses in a continuous progress manner. Many students are over-age in the primary grades. This is costly in terms of having to spend more on the student who is there, and in terms of depriving those who cannot be there because of lack of school space. The continuous progress program needs to be carefully analyzed and, like other new programs, would require in-service training of the teachers to properly develop it.

G. EVALUATION PLAN

Of prime concern here is the applicability of this program to similar situations in Paraguay, since this is a pilot project with the expected outcome of broadening the project to serve similar areas.

1. Population to be Served

This project is designed to serve the following population of Paraguay:

- a. School-age children (7 - 14) who are not in school because they are unable to get to school due to inadequate transportation facilities (remoteness, insufficient roads, time and cost to get to school).
- b. School-age children who live within commuting distance of school but for some reason have not yet matriculated.
- c. School-age children who live close enough to school to attend and did matriculate (enter school) but deserted (dropped out) before completing primary school, or highest level by the school if not all primary grades are offered.
- d. School-age children who completed the highest level of school offered at the school but did not complete primary school because the school does not offer all grades.
- e. Individuals over age 14 but who have not completed primary school.

2. Selection of Geographic Areas for Project

The geographic areas selected for this project will be those which, collectively will contain a substantial number of potential students in each of the above categories. It is desirable to have more than one service area for each of these categories.

3. Overall Evaluation

The overall project will be evaluated in terms of the basic goal of providing an educational service for those now unserved children and others in need of primary

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education in rural Paraguay. In terms of this, the project will be evaluated by determining the degree by which this type of program can actually meet those needs for the populations in each of the categories (1.a-e).

a. Baseline data. In order to determine what portion of the population is served by the program, the total number of persons in each of the categories in each service area of the project needs to be determined. The data could be collected most conveniently and accurately at the local level by people who live in and know the community. It will be collected at the time plans are being developed to inform the people about the opportunity to participate in the Outreach Radio Program.

b. Progress data. (1) the first set of data to be collected after the above baseline data is the actual number of students who enrolled in one or more of the courses to be offered over a period of time, probably the first year of operation. A comparison between the total number to be served (baseline) and the total number enrolled will indicate the extent the program was able to attract the potential population. (2) A study of those in the potential population who did not enroll (on a sampling basis) will be conducted, using interview techniques to determine why those individuals were not attracted by the program, in terms of (a) to what extent they were aware of and adequately informed about the program possibilities, and how they learned what they do know about the program. This will, in part, constitute an evaluation of the dissemination techniques. (b) Of those who were adequately informed, why did they not enroll? Did they feel they did not have time to participate? Unable to meet periodically due to distance? Not mentally able to do this study (self-concept)? Did not think the program would be of any value personally? etc. (3) A study of those who did enroll should be made in terms of: (a) how they learned about the program (as part of the dissemination evaluation, (b) what are their expectations as far as the Outreach Radio Program is concerned. (4) A rate of progress study will be made to include all of those registered as participants and will include rate of completion analysis of registrants in each of the three broad categories of instruction: (a) the bilingual program, (b) the basic skills program (reading, writing, arithmetic), and (c) the arts and sciences programs. The data will include the number of initial registrants, the number of registrants completing the course (each course separately), the number of registrants not completing the course. Additional data will be collected from those not completing the course to determine the reasons for dropout. (5) An impact analysis will be made to determine (a) the extent to which the radio programs are utilized in the local primary school and the impact this has on (i) utilization of community resources, (ii) the development of a continuous progress policy, (iii) the expansion of the program to include more grade levels, (iv) the expansion of enrollment in the primary school. (6) An impact analysis will be made to determine the adequacy of the Outreach Radio Program to serve the unserved children as a means of providing a complete primary education as an alternative to enrollment in the regular primary school.

INTEGRATION OF WOMEN INTO THE NATIONAL ECONOMY

It is anticipated that at least 50% of the rural children who will participate in this project will be females. Programs will be designed in accordance with their interests and needs and will provide them with skills and knowledge required to maintain a household or enter the labor force.

Women will also play an important role in the planning and implementation of this project. The chief of the MDE "Tele-Education Center" is a woman and the majority of the project staff and field personnel will be women.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE PAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project:
From FY 1975 to FY 1977
Total U.S. Funding \$602
Date Prepared: 28 Feb, 1975

Project Title & Number: RURAL RADIO EDUCATION 526-11-699-095.7

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p> <p>To expand access to primary education in rural areas of Paraguay.</p>	<p>Measures of Goal Achievement:</p> <ol style="list-style-type: none"> 1. 25 schools which either do not offer all six years of primary school or which employ teachers who are not accredited include radio education as part of each day's instruction. 2. 5,000 students who have failed in 1974 or who are not making satisfactory progress and who participate in two years of radio education show a 25% decrease in the number not promoted. 3. 1,000 elementary school drop-outs participate in supervised radio education classes. 	<ol style="list-style-type: none"> 1. MOE records 2. MOE and USAID sample survey and follow up in FY 1977. 3. MOE records 	<p>Assumptions for achieving goal targets:</p> <ol style="list-style-type: none"> 1. Rural teachers will actively cooperate in the project. 2. Rural students and drop-outs will take advantage of the educational opportunities offered by the project.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project: _____
From FY 1975 to FY 1977
Total U.S. Funding: \$502
Date Prepared: 28 Feb. 1975

Project Title & Number: RURAL RADIO EDUCATION 526-11-699-095.7

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>To develop MOE capability to provide radio instruction to a greater percentage of the rural population.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ol style="list-style-type: none"> 1. MOE staff is capable of preparing instructional tapes for use by government and private radio stations. 2. MOE staff is capable of preparing back-up materials such as workbooks and teachers' guides. 3. MOE has a feedback and evaluation system to determine the effectiveness of its radio activities and make necessary corrections. 	<ol style="list-style-type: none"> 1. MOE and Mission Education Office reports. 2. An end of project evaluation to be performed by contract and/or AID/W personnel. 	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> 1. That MOE's Department for Plans and Programs, Department for Production of Education Materials, and Service for Vocational Education will cooperate with the Department of Primary Education and Center for Tele-Education in developing and implementing the project. 2. Private radio stations will donate time as a public service.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: RURAL RADIO EDUCATION 526-11-699-095.7

Life of Project:
From FY 1975 to FY 1977
Total U.S. Funding \$602
Date Prepared: 28 Feb 1975

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Outputs:</p> <ol style="list-style-type: none"> 1. Recording studio equipped. 2. Outline for outreach program 3. Instructional materials prepared. 4. Training courses for MDE headquarters and field staff. 5. Evaluation mechanism developed. 	<p>Magnitude of Outputs:</p> <ol style="list-style-type: none"> 1. MDE studio has sufficient equipment to record courses for use by government and private radio stations. Basic equipment includes tape recorders, microphones, tapes, etc. 2. Outline in three broad instructional areas: <ol style="list-style-type: none"> a. Spanish language (with instruction in Guarani) b. Basic skills in reading, writing, and arithmetic c. Arts and sciences in agriculture, homemaking, social studies and sciences. 3. 15,000 workbooks for use by listeners, and 500 teachers' guides. 4. 24 training courses in communication techniques and evaluation. 5. Evaluation instruments adequate to determine the degree of listener interest, and understanding of radio instruction, degree of learning, and capable of identifying need for changing the instruction being presented. 	<p>MDE and Mission Education Office reports.</p>	<p>Assumptions for achieving outputs: That returned participants will work in the activities in which they were trained.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 1975 to FY 1977
Total U.S. Funding \$602
Date Prepared: 20 Feb. 1975

Project Title & Number: RURAL RADIO EDUCATION 526-11-699-095.7

NARRATIVE SUMMARY				OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Inputs:				Implementation Target (Type and Quantity)		Assumptions for providing inputs:
	<u>FY 1975</u>	<u>FY 1976</u>	<u>FY 1977</u>			
Personnel	72	81	90	Long term radio instruction technology consultant 36 mm Radio engineering consultant 9 mm Evaluation consultant 9 mm	Reports of Mission Education Division and Mission Controller.	That qualified consultants can be contracted to work in the desired time frame.
Participants	18	18	18	18 mm per year of short term training in the U.S. and third countries in communication and evaluation		
Commodities	36	38	24	Recording studio equipment, tapes, and reproduction equipment and supplies for workbooks and guides		
Other Costs	<u>70</u>	<u>66</u>	<u>71</u>	Local travel and per diem of project team members, local contract services for in-country training in communication and evaluation, local contracts for project evaluation, supplies and materials		
TOTAL COSTS	196	203	203			

Handwritten calculations:

72	18	36	70
81	3	38	66
90	50	24	71
243		98	207

Handwritten calculations:

243
50
98
207
102