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MEMORANDO

A : Sr. James Smith
Departamento para América Latina
A.I.D. Washington

De: Rodrigo Cabrera G.
Asistente Planeación
Acción Cultural Popular

Materia:
Síntesis de la justificación de los
Proyectos presentados por ACPO a la
A.I.D.

Bogotá, 15 de Diciembre de 1975

Acción Cultural Popular de Colombia, Institución Privada dedicada a la Educación Campesina desde 1.947, ha venido desarrollando sus actividades apoyada en lo financiero por sus llamadas unidades de producción (Editorial Andes, Editora Dosmil, Prensadora de Discos, Radio Sutatenza), las cuales conjuntamente con recursos provenientes de algunas Agencias de Desarrollo Internacionales han generado los recursos necesarios para el desarrollo de dicha Obra.

Ha sido una preocupación fundamental de la Institución la generación de recursos financieros denominados Recursos de Auto-financiamiento, los que son resultantes de la explotación comercial de sus llamadas unidades de producción, las cuales utilizan el tiempo "marginal" de producción cultural a trabajos de este tipo.

La demanda creciente de los servicios culturales de la Institución de parte del sector campesino y del Estado Colombiano están obligando a la Institución a desarrollar grandes esfuerzos para mantener sus actuales índices de servicios, si a esto le sumamos los cambios fundamentales que se han experimentado

en el sector económico en función de las sostenidas crisis internacionales, debemos concluir en la necesidad de que la Institución adecúe sus fuentes de financiamiento y de generación de recursos a las nuevas realidades, tanto nacional como internacional.

Es una necesidad imperiosa el de crear una mayor participación de los sectores campesinos en las tareas del desarrollo nacional, participación ésta que debe estar referida a unos cambios sustantivos en las técnicas de producción y mercadeo, grados de educación, y tecnificación de la mano de obra. Esta importante tarea que podríamos denominar "desafío" obliga y compromete a una Institución del arraigo de ACPO, en los sectores campesinos, a no solo mantener sus actuales índices de servicios, sino por el contrario, a desarrollarlos en función de los requerimientos propios del desarrollo nacional.

Creemos que experiencias tales como la de ACPO, deben necesariamente trascender las dimensiones nacionales y ser ejemplo para otros países comprometidos en la misma forma en la tarea del desarrollo, este principio nos mueve a buscar las formas de diseminación de la experiencia ACPO hacia otras naciones.

Lo anterior nos enfrenta a tres situaciones o principios diferentes, los cuales nos demuestran la interrelación existente entre cada uno de los sub-proyectos sometidos a consideración de AID. Estos tres principios son:

- A - Mantenimiento de los actuales índices de servicios.
- B - Incremento o desarrollo institucional.
- C - Proyección Internacional.

A - MANTENIMIENTO DE LOS ACTUALES INDICES DE SERVICIOS

La confiabilidad del mensaje de ACPO, obliga a la Institución a un mantenimiento constante de los índices de sus servicios. Si consideramos el mantenimiento de la acción en términos puramente "estáticos", esto significa el que en una economía sana una institución podría preveer fácilmente la inversión requerida y los gastos que para los efectos de esa acción son necesarios. En el caso de Colombia, país este que no escapa a los efectos de la crisis económica mundial, esta no es la realidad, sino al contrario, deben efectuarse mensualmente correcciones monetarias para que en función de los costos de las materias primas, sueldos y salarios, transportes y energía, para citar algunos ejemplos, puedan producirse en el mismo volúmen los servicios.

Esta realidad va mermando progresivamente las reservas y capacidad financiera de la Institución. Para corregir esta difícil situación se ha recurrido a AID para que a través de un préstamo invertido en una nueva línea editorial, la Institución esté en condiciones de generar unos recursos "Financieros de Corrección".

En síntesis, el llamado préstamo permitirá incorporar una línea de producción editorial a las actuales que posee Editorial Andes, la cual en el empleo de su tiempo marginal o comercial generará los recursos necesarios para afrontar los mayores costos de papel, energía y mano de obra.

B - INCREMENTO O DESARROLLO INSTITUCIONAL

No solo el aumento vegetativo de la población nacional condiciona la mayor necesidad de servicios culturales. Creemos que estos guardan íntima relación con las prioridades del desarrollo, en el caso Colombiano donde la economía está sustentada en gran parte en lo que "pueda hacer o producir" el sector campesino, una Institución como ACPO debe permanentemente adecuar su extensión a estas tareas. La participación tan deseada del sector campesino en las tareas del desarrollo nacional, referidas estas a cambios en las técnicas de producción y mercadeo está obligando a la Institución a extender cada vez más sus servicios.

El incremento de los servicios necesariamente obligará a la Institución a una adecuación administrativa y financiera. El actual ordenamiento requiere de una fuerte "inyección" financiera que le permita responder adecuadamente no solo a la demanda de mayores servicios, sino que al compromiso que tácitamente ha asumido la Institución en el desarrollo del país.

La adecuación administrativa y financiera de la Institución solo podrá lograrse a través de un Capital de Trabajo que venga a corregir situaciones financieras tales como las derivadas de la no inclusión de los overhead de los proyectos desarrollados hasta la fecha y que tantos trastornos vienen causando, esto para citar un ejemplo, podríamos referirnos a las implicaciones del aumento de los intereses bancarios, etc. etc.

Si bien es cierto que es una condición indispensable para el desarrollo Institucional la adecuación administrativo-financiera, estamos seguros que el lograr a través de AID una donación para estos efectos, debe ser el resultado de un minucioso estudio tanto de factibilidad administrativa como de posterior inversión de los recursos.

La lógica derivada de nuestra experiencia nos obliga a preveer hoy más que nunca, unas acciones que redunden en el desarrollo de ACPO.

C - PROYECCION INTERNACIONAL

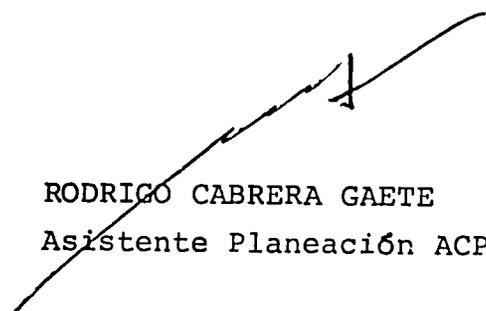
Decíamos en un comienzo que es necesario el aprovechar experiencias tales como las de ACPO, en programas de desarrollo en otros países de la región. Este convencimiento es derivado del interés demostrado por las Agencias de Desarrollo Internacional y los países de la región en nuestra experiencia. ACPO al comprometerse en esta acción que podríamos denominar de "diseminación" de su experiencia, requiere de una adecuación o más bien creación de un mecanismo para tales efectos. Este mecanismo lo hemos denominado División Internacional.

La División responsable de estos programas debe contar con un adecuado programa de Asistencia Técnica el cual está derivado del proyecto que conjuntamente con el CET de Tallahassee, se comenzará a desarrollar próximamente.

ACPO y CET buscarán, el concebir una síntesis del modelo ACPO susceptible de ser diseminado a otros países de la región.

En síntesis, la acción internacional está condicionada por dos cuestiones fundamentales que a su vez originan dos sub-proyectos sometidos a consideración de AID.

1. Creación de un mecanismo institucional, el que se logrará a través del proyecto División Internacional presentado en Washington.
2. Síntesis programática y creación de un módulo denominado: Modelo ACPO, previsto en el proyecto presentado a AID por CET de Tallahassee.



RODRIGO CABRERA GAETE
Asistente Planeación ACPO

SUMMARY OF THE JUSTIFICATION
OF THE PROJECT PRESENTED TO
A.I.D. BY ACPO

Bogotá, Enero de 1976

Acción Cultural Popular (ACPO) is an autonomous foundation which was chartered by the Colombian Government in 1949. It is an Institution dedicated to campesino education and has undertaken programs at a national level since 1947.

ACPO'S programs have been financed by its production units ("Editorial Andes", "Radio Sutatenza", "Editora Dosmil" and "Prensadora de Discos"), which in conjunction with funds donated by the Colombian National Government and International Development Agencies, have generated the necessary resources for the development of the task.

The generation of financial resources, "Self-financing Resources", has been a fundamental preoccupation of ACPO. These resources have been a result of the commercial use of the units of production, which utilize their cultural production "marginal" time on work of this type.

The growing demand for ACPO's cultural services on the part of the campesino sector and of the Colombian state is compelling the Institution to develop great efforts in order to maintain its present services indexes. If we add to this the fundamental changes which have taken place in the economic sector in relation to the international crises, we should conclude that the Institution (ACPO) must improve its financial sources and the generation of resources in order to meet the new national and international realities.

The creation of greater participation by the campesino sector in the task of national development, commits and compels an Institution of ACPO's steadfastness and credibility to not only maintain its indexes of services but to increasingly develop them.

We believe that experiences such as ACPO's should transcend and be an example for other nations committed to the tasks of development and social change. Consequently, ACPO searches for ways in which to communicate its experience.

The preceding confronts us with three situations, which when examined together show the existing interrelationship between each one of the sub-projects submitted to A.I.D. for consideration. These situations are:

- a) Maintenance of the present services indexes.
- b) Increase in institutional services and development.
- c) International Projection.

A. Maintenance of the Present Services Indexes

ACPO's services are oriented toward a population which is in constant movement and rapid growth. These characteristics of the target population make the services more and more necessary and consequently regular production indexes cannot be maintained.

When we speak of production indexes, we refer to the printing of didactic materials, radio messages, leaders of opinion and central administration of the programs.

If ACPO's action were developed within a sound national economy, the Institution could easily foresee the investments and expenses that are required for operating purposes. In other words, it could control its financial development.

In the case of Colombia, this is practically impossible, the country being unable to escape the effects of the international monetary crisis, whose characteristics can be cited as: constant monetary adjustments, increases in natural resources, salaries, energy and transportation. This makes it impossible to produce the same volume of services with the same investments from one year to another.

This progressively decreases the reserves and financial capacity of the Institution. To correct this difficult situation an appeal

has been made to A.I.D. so that through a loan, to be invested in a new printing line, the Institution will be able to generate "Corrective Financial" resources.

In summary, said loans will make it possible to add printing production line to the ones presently owned by "Editorial Andes". This, with the use of its marginal or commercial time, will produce the necessary funds to cover the major costs of paper, energy and labor.

B. Increase of Institutional Services and Development

The rapid increase of the national population alone does not make cultural services a major need. We believe these are closely related to the development priorities in the case of Colombia, where the economy is maintained, on the most part, by what can be "made or produced" by the campesino sector. An Institution such as ACPO should constantly improve its efforts in these tasks. The desired participation of the campesino sector in these national development tasks, such as change in production and marketing techniques is compelling the Institution to extend its services more and more.

The increase in services will necessarily compel the Institution to improve administratively and financially. The present situation requires a strong financial "boost" in order to make it possible

to adequately respond not only to the demand of increase in services, but also to the commitment of the Institution to the development of the country.

The administrative and financial improvements of the Institution will only be achieved by means of a "working capital", which will correct financial situations such as those caused by the exclusion of the overhead of the projects developed to date and which are causing problems; and to cite another example, we could refer to the implications of the increase in bank interests.

Given that administrative and financial improvement is absolutely necessary for institutional development, we are aware of the fact that to obtain a donation to this effect from A.I.D. will only come as a result of a careful feasibility study of the administration and subsequent investment of the resources.

C. International Projection

We have already stated that it is necessary to take advantage of experiences, such as those of ACPO, in the development programs of other countries of the region. This belief is based on our experience of the interest shown by the International Development Agencies and the countries of the region. Upon committing itself to this action of "disseminating" its experience, ACPO requires

an improvement, or rather, a creation of a mechanism for such effects. We have called this mechanism "International Division".

The Division responsible for these programs must be able to count on an adequate Technical Assistance program, and this is derived from the joint project with CET of Tallahassee, which will be developed shortly.

ACPO and CET will try to summarize a model of ACPO which can be easily disseminated in other countries of the region.

In summary, the international action is conditioned by two fundamental questions which in turn are the basis for two sub-projects which have been submitted to A.I.D. for consideration:

1. The creation of an institutional mechanism, which will be achieved through the International Division project presented in Washington.
2. Synthesis and creation of a module called: "ACPO Model", foreseen in the project presented to A.I.D. by CET of Tallahassee.

Tentative Outline of Final Report
FSU/ACPO Evaluation Project

I. Introduction

A. History and Setting of ACPO

- 1) Socio-cultural context
- 2) Characteristics of Colombia Campesino
- 3) Historical description of ACPO (1947-present)
- 4) Goals & objectives of ACPO

B. Description of ACPO Model from organization point of view

1) Organization

- a) organizational chart
- b) description of each unit
- c) functions of each unit

2) Components

- a) Radio
- b) Cartellias
- c) Biblioteca
- d) Newspaper
- e) Institutes
- f) Volunteers
- g) Correspondence

C. Description of ACPO Model from participants' point of view

- 1) Radio school
- 2) Use of materials and leaders
- 3) Service available

II. Evaluation Plan

A. Introduction

B. Evaluation Design and Methodology

- 1) Objectives
- 2) Design
- 3) Measured variables indicators & instruments
- 4) Sample

II. Evaluation Plan

C. Evaluation Procedures

- 1) data collection techniques
- 2) interviewer training
- 3) interview format
- 4) data analysis

III. Results based on empirical data

A. Summary of Effectiveness

- 1) Total Program
- 2) By regions
- 3) By component
- 4) Comparison of participant, listener, non-participant

B. Data on learning gains

- 1) Total Program
- 2) By regions
- 3) By component
- 4) Comparison of participant, listener, non-participant

C. Data on attitudinal changes

- 1) Total Program
- 2) By regions
- 3) By component
- 4) Comparison of participant, listener, non-participant

D. Data on behavioral changes

- 1) Total Program
- 2) By regions
- 3) By component
- 4) Comparison of participant, listener, non-participant

E. Data on characteristics of audience

- 1) Total Program
- 2) By regions
- 3) By component
- 4) Comparison of participant, listener, non-participant

F. Interactions of audience characteristics and effectiveness

- 1) Total sample
- 2) By region
- 3) By indicator
- 4) Comparison of participant, listener, and non-participant

IV. Results based on observation and anecdotal evidence

- A. Changes occurring as a result of participation in ACPO
- B. Unanticipated outcomes
- C. Relationship of ACPO to development programs sponsored by Colombian government

V. Cost and effectiveness analysis

- 1) cost analysis
- 2) cost-effectiveness of components

VI. Conclusions and Recommendations

- A. Strengths
- B. Targets for improvement
- C. Limitations of ACPO Model
- D. Methods for increasing effectiveness
- E. Suitability of ACPO Model for other Latin American countries
- F. Suggestions for adoptions based on cost-effectiveness analysis

FSU/ACPG Evaluation Project

BUDGET ESTIMATE
(30 months)

Principal Investigator - 7.5 man-months	\$ 21,000
Project Director - 20 man-months	38,400
Professor - 9 man-months	19,500
Senior Research Associates - 24 man-months	52,800
Research Associates - 40 man-months	60,000
Secretary - 30 man-months	21,000
Clerk-typist - 20 man-months	8,000
	<u>220,700</u>
Graduate assistants - 120 man-months	51,000
	<u>\$271,700</u>
Fringe Benefits (14.85% of \$220,700)	32,774
Unemployment Compensation (0.6% of \$271,700)	1,630
Health Insurance (150.5 man-months at \$15.19)	2,286
	<u>\$308,390</u>
CONSULTANTS	
40 man-days at \$150	6,000
Travel 10 trips at \$450	4,500
	<u>\$ 10,500</u>
TRAVEL & TRANSPORTATION	
Airfare:	
20 Round trips in U.S. at \$250	5,000
32 Round trips U.S. to Colombia at \$450 (FSU Project Staff)	14,400
10 Round trips Colombia to U.S. at \$450 (ACPO Project Staff)	<u>4,500</u>
Per Diem	
80 Days in U.S. at \$30	2,400
275 Days in Latin America at \$35 (FSU Staff)	9,625
350 Days in U.S. at \$25 (ACPO Staff)	8,750
12 Days in travel status at \$24	<u>288</u>
Excess Baggage Allowance	
8 Round trips Colombia to U.S. at \$75	600
Incidentals	
35 Trips at \$60	2,100
30 Trips at \$90	<u>2,700</u>
Total Travel:	<u>\$ 50,353</u>

BUDGET
Page Two

MATERIALS & SUPPLIES

Office	\$ 1,800
Instructional	3,400
Survey	<u>3,000</u>
	\$ 8,200

OTHER DIRECT COSTS

Computer Services	6,500
Communications	7,500
Postage and Shipping	3,000
Duplicating and Reproduction	6,000
Health Insurance (for Latin American Research Associates and Assistants during training in Tallahassee)	.500
Passport/visa fees, immunizations	<u>.500</u>
	\$ 24,000

SUBCONTRACT

See separate attached budget	\$265,925
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OVERHEAD

50% of \$271,700 (Direct Labor)	135,850
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GRAND TOTAL ESTIMATED COST:

BUDGET SUMMARY

CATEGORY	AMOUNT
Salaries	\$308,390
Consultants	10,500
Travel and Transportation	50,363
Materials and Supplies	8,200
Other Direct Costs	24,000
Subcontract	265,925
Overhead	<u>135,800</u>
TOTAL:	\$803,178

SUBCONTRACT BUDGET ESTIMATE

SALARIES

Project Director - 20 man-months	\$ 30,000.00
Research Associates - 48 man-months	48,000.00
Research Assistants - 60 man-months	48,000.00
Secretary - 27 man-months	10,800.00
Clerk Typist - 27 man-months	9,450.00
Student Assistants - 175 man-months	<u>52,500.00</u>
	\$198,750.00

TRAVEL AND TRANSPORTATION

Airfare - 20 Round trips Colombia to other Latin American countries at \$500	10,000.00
Per Diem - 120 days at \$40	4,800.00
Incidentals - 20 trips at \$100	<u>2,000.00</u>
	\$ 16,800.00

MATERIALS AND SUPPLIES

Office	2,200.00
Survey	5,000.00
Instructional	<u>3,000.00</u>
	\$ 10,200.00

OTHER DIRECT COSTS

Communications	6,000.00
Postage and Shipping	1,000.00
Duplicating and Reproduction	3,000.00
Preparation of publications and reports	<u>6,000.00</u>
	\$ 16,000.00

Total Direct Costs

	\$241,750.00
<u>OVERHEAD</u>	
10% of \$241,750 (All Direct Costs)	<u>24,175.00</u>
GRAND TOTAL ESTIMATED COST:	\$265,925.00

ANNEX D

CET Cost Sharing (30 months)

PERSONNEL

Professor	15%	9,375
	20%	14,000
Assoc. Professor	20%	11,250
	10%	5,750
Asst. Professor	20%	9,250
Research Associate		
	10%	4,625
	10%	4,000
	15%	9,750
Technical Associates		
	20%	7,500
Secretarial	Two (2) at 30% time	8,100
		<u>77,850</u>
Graduate Students		
	Two (2) at 25% time	4,800
		<u>82,650</u>
	TOTAL PERSONNEL	82,650
Fringe Benefits	14.85% of \$77,850	11,560
Unemployment Compensation	0.6% of \$82,650	496
Health Insurance	75 man-months at \$9.98	749
		<u>\$95,455</u>
Consultants	20 man-days at \$150	3,000
Travel and Transportation		1,500
Instructional Materials		1,500
Computer Services	(instruction & data analysis)	5,000
Facilities		
	(instructional space, media facilities, library)	7,500
Overhead	50% of \$82,650	41,325
		<u>\$155,280</u>

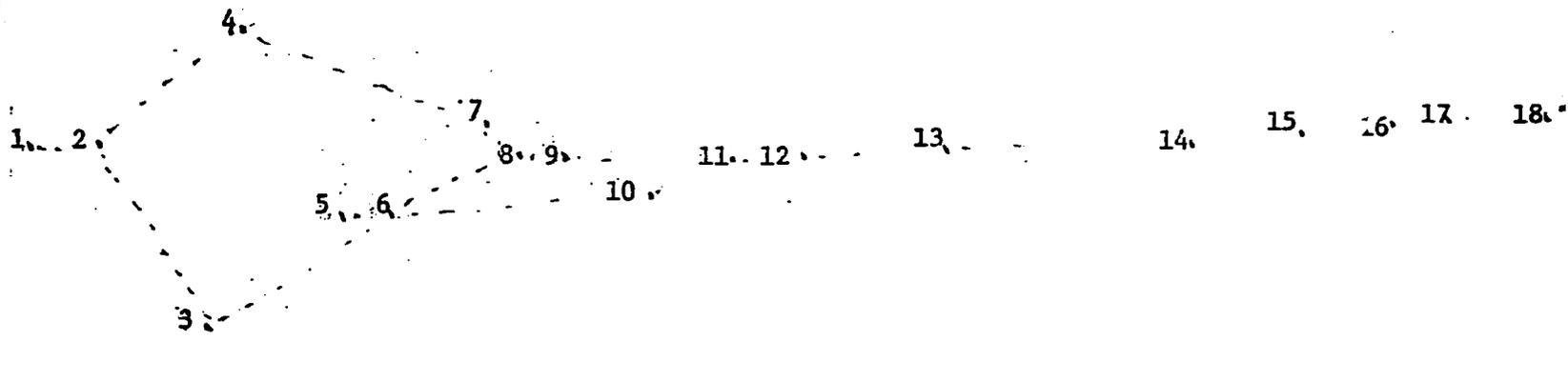
Annex 2

PROJECT PERFORMANCE TRACKING CHART

MONTHS IN LIFE OF PROJECT

SEQUENCE
OF
KEY EVENTS
FOR
ACHIEVEMENTS
OF
PROJECT
PURPOSE
and
Critical
Path
Network

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32



Monitor Critical
Progress Indicator

X X X X X X X X X X X X X X

**LIST OF KEY EVENTS FOR ACHIEVEMENT
OF PROJECT PURPOSE**

1. Project Approval Obtained
2. Contract(s) Signed; Coordination and staffing begun; Evaluation strategy planning begun; Design of training program begun
3. Staffing and coordination complete
4. Evaluation strategy planned: Analysis of ACPO goals and target population begun; design of field instruments begun
5. Special training program developed
6. Training complete
7. Analysis of ACPO model and target population complete; variables of evaluation identified
8. Evaluation design and methodology complete; sample for survey selected
9. Instruments field-tested and validated
10. Field staff fully trained
11. Sample data (from sample area) fully collected
12. Analysis of initial data complete
13. Field staff for subsequent (other areas) prepared
14. Data for other areas fully collected
15. Data analysis completed
16. Report completed, manual prepared. Seminar conducted.
17. Additional (supplementary) reporting completed. Follow-up Consultation to other radiophonic systems underway.
18. Continuing consultation by ACPO (not funded as part of this project)

THE INSTRUCTIONAL SYSTEMS DEVELOPMENT CENTER

Mission

The mission of the Instructional Systems Development Center is three-fold: (1) to improve and economize educational programs through the application of research and technology; (2) to broadly engage in developmental research on all aspects of education; and (3) to provide training and technical assistance to educational agencies and institutions.

In the conduct of its mission, both within and outside the United States, ISDC cooperates with the University's academic departments and other support units.

Education has not traditionally had available to it the mechanisms and resources for the systematic improvement and upgrading of its teaching processes. Instructional reform has been an evolutionary process, too slow to keep pace with changing societal demands, and only minimally responsive to the needs for increased efficiency and effectiveness. Yet, the relatively new discipline of Educational Technology, combining knowledge and techniques from modern management science, communications technology, and the behavioral sciences appears to have much to contribute to improved educational practices. ISDC is a response to the need to bridge the gap between new research knowledge and products and their operational use in education.

In the fall of 1968 a group from Florida State University met with members of the Florida House Education Committee. Student enrollments and the associated total annual cost of education in Florida were extrapolated through the year 1980. By also projecting the growth of state revenues for

this twelve year period, it was evident that cost of education would exceed the state educational budget somewhere between 1978 and 1980. The recent energy crisis, the depressed economy of the state and the increased inflationary rate, were not anticipated in 1968 and the threat of bankruptcy of Florida's state educational system is occurring earlier than had been estimated. The problem of too few resources to provide the kind and level of education needed is not a problem unique to Florida, but is being experienced by all other states and nations.

The responses that can be made to this problem in Florida or elsewhere are limited.

State income could be increased through heavier taxation of Florida's citizens.

Educational costs could be reduced by restricting access of students to free public education, an alternative being considered seriously by the State University System today.

Educational quality could be diluted by simply spreading the fixed resources over larger and larger number of students.

Or, alternative means could be found by which instruction could provide instruction more economically without diminishing its quality.

In recognition of these general problems, Florida State University created some organizations several years ago which now comprise the Instructional Systems Development Center. The Instructional Systems Development Center (ISDC) is tasked by the university to change and improve instruction. ISDC's first priority is in the improvement of the teaching-learning process on the FSU campus. However, ISDC is being used as a resource for instructional improvement by other off-campus education and training groups as well. For example, through the use of funding from outside the university budget ISDC

has worked to support teaching improvement projects in Florida county school districts. It has also been involved in project work for several federal agencies, such as the Department of Defense, the Department of Labor, and several others. Finally, ISDC has had substantial participation in a number of national educational reform programs in foreign countries.

In efforts to improve instruction at Florida State the focus is on learning outcomes rather than on teaching processes. The ends of education should determine the means! The effectiveness and efficiency with which instruction can lead to well-defined learning outcomes can be measured. ISDC emphasizes four dimensions of the instructional improvement process. These are 1) the quality of the student's learning, 2) the time required for the learning, 3) the cost of the instruction, and 4) learning opportunities are maximized for the largest number of students. Clearly these are not unrelated conditions. Quality may be improved through either increasing expenditure or by allocating more time to the process. However, what is systematically sought are educational programs which result in the greatest qualitative yield and the widest opportunity for learning that require the least time and the least money.

Organizational Capability

The Instructional Systems Development Center is in FSU's Division of Educational Services and ISDC's director, Dr. R. M. Morgan, is responsible to the Vice President for Educational Services. ISDC is organizationally divided into four coordinate units. These are:

- Center for Educational Technology
- Center for Media Research and Development
- Center for Instructional Development
- Center for Educational Evaluation

Each of these Centers has its own faculty, research associates and technical support staff, totaling about 160 people, and has defined focal areas which determine the programs in which it will engage and the clients it will serve. Taken together the four units include all the resources requisite to comprehensive development research in education. Detailed résumé of the faculty level personnel are included in Appendix B.

Following is a summary organizational chart of ISDC showing the directors and principle areas of responsibility for each unit. As can be seen from the chart ISDC engages in a wide variety of educational development activities. Those listed for each of the Centers reflect the kinds of programs which that Center tends to emphasize. Some activities such as instructional materials development, faculty development and research are undertaken by all of the groups. There is considerable coordination and mutual support between the Centers and their programs. Research Staff are assigned to various projects on an as-need basis even when these projects are in Centers other than the one to which they are administratively assigned.

**INSTRUCTIONAL SYSTEMS DEVELOPMENT CENTER
ORGANIZATION AND FUNCTIONAL RESPONSIBILITIES**

ISDC

Dr. R.M. Morgan

**Office of
Planning & Management**

Dr. John McLanahan

**Office of
Dissemination and Diffusion**

Mr. Cliff Paisley

**Center for
Educational Technology**

Dr. M.A. Cusack

**Center for
Media Research & Development**

Dr. Dan Isaacs

**Center for
Instructional Development**

Dr. John Merrill

**Center for
Educational Evaluation**

Dr. Raoul Arreola

- International Development
- Non-formal Education
- Low-cost educational technology
- Educational Systems Analysis
- Information Exchange Networks
- Military-Industrial Training

- Regional Film Library
- Media Support Services
- ITV Production & Broadcast
- Instructional Media Research
- AV Equipment Maintenance
- Multi-Media Development

- University Instruction Development
- Computer Applications Research
- Learning Resource Center
- Competency Based Education
- Computer Managed Instruction
- Educational Management

- Evaluation Research & Service
- Faculty Instruction Rating
- Test Scoring and Analysis
- Test Construction
- Field Evaluation
- Faculty Development

The following activities are representative of the types of work in which ISDC has been engaged.

Individualized Instruction

By applying systematic approaches to curriculum design it has been possible to define course objectives operationally, provide self-test progress checks and select or develop instructional sequences that will permit virtually all students meeting entry prerequisites to achieve mastery of the course. The emphasis is on qualitative improvement of learning by adapting instruction to the variation in learning rate and style of individual students.

Multi-media Instruction

The cost-effectiveness of mediated instruction as a supplement to or a partial replacement of a live instructor has been demonstrated in U.S. and International settings.

Computer Applications to Instruction

Florida State University has pioneered much of the research on the utilization of the computer for instructional purposes. This work includes Computer-Assisted Instruction, Computer-Managed Instruction, Gaming and Simulation, and using the computer in an interactive tutorial mode.

For example, FSU developed the first operational programs in Computer-Managed Instruction in this country. CMI uses the computer to help diagnose specific learning deficiencies and to prescribe instructional events on an individual basis, with most of the student's learning taking place away from the computer terminal.

Cost savings of 50-65% have been realized with no reduction in the quality or amount of learning. Currently, the most promising new development in this area is the Plato System, with which FSU is presently experimenting.

Student and Faculty Evaluation

FSU Faculty regularly evaluate the effectiveness of their instruction throughout ISDC's Office of Evaluation Services. A relatively new concept of educational measurement is assessing student's performance on an absolute rather than the traditional normative or relative basis. The rationale here is that a student's performance should be assessed in terms of how many of the course objectives he has attained rather than that he has performed better than his fellow students. These and other modern concepts are promulgated through ISDC conducted faculty workshops on the techniques of testing, measurement and evaluation of student performance.

Curriculum of Attainments

The Curriculum of Attainments is presently in the experiential stages at FSU. It joins the tutorial approaches associated with Cambridge and Oxford with modern instructional technology. The student progresses at his own rate through his program based on periodic demonstration of competency attainment to a faculty jury.

Information Networks

Through the Center for Educational Technology, ISDC is developing criteria for cost effective networks in the area of educational technology between FSU and other institutions (foreign and domestic) which produce and utilize educational technology information.

Included in this task is the development and testing of criteria for

specifying procedures for identifying the producers and users of educational technology, and their characteristics which condition the form, language, training, substance, etc. of knowledge needed in the area.

Research and Development as Derived from Selected School Needs in Leon County

ISDC has undertaken a study of school district needs, represented by examples from School Districts, to reveal their implications for educational research and development. The basic assumptions underlying the study were that (1) school needs are often complex, requiring a variety of activities that include administrative, financial, and political considerations, besides the actions implied by the phrase "research and development"; (2) that the research and development aspects of school needs are usually not well communicated to the people who may be able to do something about them.

Interservice Instructional Development Project

ISDC personnel are in the final stages of a multi-year project designed to improve and standardize methods of developing instruction within the armed forces. The Center's initial involvement in this project began in 1972, when the Combat Arms Training Board (CATB) of the Army asked FSU to assist in finding a vehicle to improve the cost-effectiveness of its training. The vehicle decided upon was the Instructional Systems Development (ISD) Model. Subsequently, it became a jointly-sponsored project for all four services.

Technical Assistance Projects Overseas

CET has been heavily engaged with several foreign governments in the reform of their educational programs. Work has been undertaken with the governments of Korea, Colombia, Iran, Venezuela, Peru, Zaire and Ethiopia, etc. In some cases this work is sponsored by one of the international

agencies such as the U.S. Agency for International Development, the Organization of American States, or UNESCO. In other cases it is being funded by the local government itself. Selected programs are:

Korea

CET is responsible for the design, development, and implementation of the Korean Educational Development Institute (KEDI) in Seoul, South Korea. This is FSU's most comprehensive education reform effort. The KEDI Broadcasting System was funded not only to present regular school programs, but to serve high school and college correspondence projects, and programs for pre-schoolers. This project is expected to equalize educational opportunities, particularly for school children, by bridging geographical and cultural gaps and through specialized instruction for the physically handicapped. By using a carefully engineered curriculum which includes individualized instruction, coordinated with televised teaching, Korea will realize a 15% savings per student per year on costs for the nation's elementary and middle schools. This will allow the enrollment of over a million students for whom there has been no room in school in the past without any net increase in annual educational expenditure.

Colombia

ISDC is focusing on the use of low-cost, intermediate technologies in non-formal education in Colombia. ISDC is participating with Accion Cultural Popular (ACPO) of Colombia in an extensive field evaluation of the use of records/programmed books in self-instruction in reading, and educational radio for illiterate campesinos to accelerate rural development and help bring this disadvantaged population into the mainstream of the Colombian national economic and social system. The results of this developmental research project will be made available for use by educational planners in other areas with similar rural development problems, and goals.

ACCION CULTURAL POPULAR

ESCUELAS RADIOFONICAS

BOGOTA-COLOMBIA

M E M O R A N D O

De : Mons. José Joaquín Salcedo

Para: Mr. Herman Kleine

Bogotá, Febrero 18 de 1976

Después de nuestra entrevista de fecha 10 de Febrero, le agradezco la atención y la amabilidad que usted ha manifestado para apoyar la ayuda que está solicitando Acción Cultural Popular para sus campañas de educación del pueblo campesino colombiano y de transferencia de tecnología a otros países de América Latina.

Me ha parecido importante comunicarle a usted por medio de este Memorando que la situación financiera de Acción Cultural Popular se podría dividir en tres concretas realidades:

- (1) La Editorial Andes - Unidad de producción, que es una de sus fuentes principales de autofinanciación, ha venido consolidando su operación financiera, administrativa y comercial. Esta unidad no tiene ni en el presente ni en el futuro ningún problema financiero distinto a la necesidad de aumentar su capacidad de producción de recursos. Para esto el Empréstito que estudia actualmente la Misión de la A.I.D. en Bogotá, será elemento definitivo en la generación de recursos de financiación para la Institución, salvo que estos recursos no podrán empezar a generarse antes del final del año 77, si el proyecto en cuestión es prontamente aprobado.
- (2) La segunda parte de la situación financiera de la Institución se refiere a toda su operación educativa que está recibiendo actualmente ayuda del Gobierno de Colombia y cuyo aporte nacional está siendo intensamente estudiado por el Gobierno para la consolidación futura de la Institución. Para esta operación recibe la Institución ayuda de organismos alemanes y algunos pocos de Holanda quienes están renovando la aprobación de los proyectos.

Esta segunda parte financiera de la Institución por el momento permite asegurar por un tiempo la adecuada marcha de la Institución. Es precisamente para perfeccionar este objetivo financiero para lo cual se hace muy importante la aprobación de los proyectos del Centro de Tecnología Educativa de Tallahassee y del D.P.G. Internacional.

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ACCION CULTURAL POPULAR

ESCUELAS RADIOFONICAS

BOGOTA-COLOMBIA

Memorando al Sr. Herman Kleine - AID - Pág. 2a.

- (3) La tercera parte se refiere a salvar las circunstancias propias de los países en vías de desarrollo, aumento inflacionario de precios, crisis precios del papel, recesión económica en varios sectores y problemas de crédito local por razón de control monetario, a este respecto la Institución está solicitando ayudas especiales del Gobierno Nacional de Colombia, de entidades Alemanas y tangencialmente en la conversación con usted se trató este punto importante para el futuro.

Con este Memorando Sr. Kleine, quiero manifestarle que la Institución que dirijo asegura a usted el correcto funcionamiento de los proyectos para los cuales estoy solicitando respetuosamente su aprobación final y que en caso de que hubiere problemas que agudicen los conflictos económicos de estos países y que necesariamente afectan a la Institución, oportunamente acudiríamos a adecuadas soluciones con los expertos de la A.I.D. de manera tal que por ningún motivo fuera a menoscabarse el buen nombre y la eficiencia administrativa de la A.I.D. en buena hora encomendada a su alta dirección.

Con sentimientos de consideración y aprecio, me suscribo cordialmente.

Mons. JOSE JOAQUIN SALCEDO
Director General

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INFORMATION MEMORANDUM FOR THE ASSISTANT ADMINISTRATOR (LA)

FROM : LA/DR - Donor M. Lion

SUBJECT: Issues Paper: LA Regional; Radio Schools of Latin America (PP Grant)

A DAEC meeting has been scheduled for Tuesday, November 18, at 9:30 A.M. to review the subject PP. The PP recommends a grant of \$806,000 to the Center for Educational Technology (CET) of Florida State University to carry out the project purpose. The amounts for FY-76 and the I.Q. are in accord with the FY-76 Congressional Presentation.

The purpose of the project is to develop sets of guidelines for effective application of learning-by-radio techniques to assist Latin American rural villagers in improving health and agricultural practices. The guidelines will be developed by conducting an analysis and evaluation of the effectiveness of learning-by-radio methodologies practiced by Accion Cultural Popular (ACPO) in Colombia. ACPO is the prototype which other Latin American learning-by-radio systems have followed. The project will determine, through stratified random sampling and subsequent data analysis, what the significant factors have been in ACPO's success in securing positive behavioral changes among its audience of rural poor. From that analysis, guidelines will be developed for cost effective adaptation of those methodologies by other learning-by-radio systems in Latin America. The project is funded as a regional project.

The DAEC will discuss the following issues and points:

1. Is there sufficient likelihood that results of the project will contribute in any significant way to the benefit of A.I.D.'s target group? (Issue) The PP notes the many on-going attempts to utilize radiophonic learning. However, the probability of progression from development of recommendations based on the proposed study, to adaptation by other systems, to significant changes on the part of target audiences, may not be very high. Is the expectation that other systems will use the results of this project a reasonable one?

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2. Since the project will be implemented primarily in Colombia, how does it relate to A.I.D.'s phase-out strategy in that country? (Issue) While, as a regionally-funded project, this does not form part of the phase-out "package," nevertheless the phase-out in Colombia may have implications for how this project is handled.

3. Is the amount of funding proposed commensurate with the results intended? (Discussion Point) The project stresses preparation of a manual. The total cost is over a million dollars. Have other, less costly means of achieving project purposes been considered?

4. What are the implications for the role of women in this project? (Discussion Point) The PP does not discuss this explicitly. The implications of the project for the role of women should be clarified.

Drafter: LA/DR/EST, JFSmith;js;11/12/75 js

Clearances: LA/DR, CStockman /s/
LA/DR, CWeinberg ✓