

AID 1350-1 (10-79) PIO/T	UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY AGENCY FOR INTERNATIONAL DEVELOPMENT	1. Cooperating Country Interregional	Page 1 of 3 Pages
	PROJECT IMPLEMENTATION ORDER/TECHNICAL SERVICES	2. PIO/T No. 3611427	3. <input checked="" type="checkbox"/> Original or Amendment No. _____
		4. Project/Activity No. and Title Radio-Assisted Community Basic Education (R-ACBE) (936-5807)	
		5. Appropriation Symbol 72-1111021.5	

DISTRIBUTION	6. Allotment Symbol and Charge 145-36-099-00-20-11	7. Obligation Status <input checked="" type="checkbox"/> Administrative Reservation <input type="checkbox"/> Implementing Document	8. Project Assistance Completion Date (Mo., Day, Yr.) 9-30-85	
	9. Authorized Agent AID/W	10. This PIO/T is in full conformance with PRO/AG N/A Date _____		
	11a. Type of Action and Governing AID Handbook <input checked="" type="checkbox"/> AID Contract (HB 14) <input type="checkbox"/> PASA/RSSA (HB 12) <input type="checkbox"/> AID Grant (HB 13) <input type="checkbox"/> Other		11b. Contract/Grant/PASA/RSSA Reference Number (if this is an Amendment) N/A	
	12. Estimated Financing (A detailed budget in support of column (2) is attached as attachment no. _____)			

Maximum AID Financing		(1) Previous Total	(2) Increase	(3) Decrease	(4) Total to Date
		A. Dollars		\$450,000	
B. U.S.-Owned Local Currency					

DS/PO OFFICIAL FILE

13. Mission References

14a. Instructions to Authorized Agent

SER/CM/COD is requested to conduct a competitive procurement for the services described in Block 18, "Statement of Work" (Attachment no. 1).

Attachment No. 2 "Detailed Budget" and Attachment No. 3, "Evaluation Criteria for Competitive Procurement" are included.

This PIO/T partially funds the estimated costs for the first year of this contract. Total costs for the five year contract are estimated at \$4,268,000.

Voucher Identification: In each instance of voucher (SF 1034) submission for payment hereunder, the following identification data shall appear on the face of the voucher. Contract: _____ Project Officer: DS/ED, D. Foster-Gross
Project: 936-5807 Obligation Number: 3611427

14b. Address of Voucher Paying Office
SER/FM/PA
Room 608, SA-12
AID, Washington, D.C. 20523

15. Clearances—Include typed name, office symbol, telephone number and date for all clearances.

A. The project officer certifies that the specifications in the statement of work are technically adequate	Phone No. 235-9012	B. The statement of work lies within the purview of the initiating and approved agency programs	Date 4-23-81
D. Foster-Gross, DS/ED	Date 4/22/81	D. Sprague, DS/ED	
C. J. R. Oliver, DS/ED	Date 4/22/81	D. Funds for the services requested are available FUNDS RESERVED BY B. Williams	
E. W. Alli, DS/PO	Date 26/81	B. Williams, FM/PAD POSTED SER/FM/CSD	

15. For the cooperating country. _____ and conditions set forth herein are hereby agreed to	17. For the Agency for International Development
Signature _____ Date _____	Signature <u>Kenneth C. Milow</u> Date <u>5/26/81</u>
Title _____	<u>K. A. Milow, Chief Project Division, DS/PO</u>

Interregional

PIO/T

Radio-Assisted Community Basic Education (936-5807)

SCOPE OF WORK

18. THE SCOPE OF TECHNICAL SERVICES REQUIRED FOR THIS PROJECT ARE DESCRIBED IN ATTACHMENT NUMBER _____ HERETO ENTITLED "STATEMENT OF WORK".

19. SPECIAL PROVISIONS

- A. LANGUAGE REQUIREMENTS (SPECIFY) Spanish and other*
(IF-MARKED, TESTING MUST BE ACCOMPLISHED BY AID TO ASSURE DESIRED LEVEL OF PROFICIENCY)
- B. ACCESS TO CLASSIFIED INFORMATION WILL WILL NOT BE REQUIRED BY TECHNICIAN(S).
- C. DUTY POST(S) AND DURATION OF TECHNICIANS' SERVICES AT POST(S) (MONTHS)
- D. DEPENDENTS WILL WILL NOT BE PERMITTED TO ACCOMPANY TECHNICIAN.
- E. WAIVER(S) HAVE BEEN APPROVED TO ALLOW THE PURCHASE OF THE FOLLOWING ITEM(S) (COPY OF APPROVED WAIVER IS ATTACHED)
- F. COOPERATING COUNTRY ACCEPTANCE OF THIS PROJECT (APPLICABLE TO AID/W PROJECTS ONLY)
 HAS BEEN OBTAINED HAS NOT BEEN OBTAINED
 IS NOT APPLICABLE TO SERVICES REQUIRED BY PIO/T
- G. OTHER (SPECIFY)

*Phase I of project will be in the Dominican Republic where Spanish will be required. Three additional sites for Phase II will be identified during year III of the project. It is anticipated that sites will require other language competencies, possibly French, Arabic or Quechua.

20. BACKGROUND INFORMATION (ADDITIONAL INFORMATION USEFUL TO AUTHORIZED AGENT)

Thorough understanding of experiences in the Nicaragua Radio Math project is essential. Reports are available from DS/ED.

For abbreviation purposes the official title should be referred to as "R-ACBE."

21. SUMMARY OF ATTACHMENTS ACCOMPANY THE PIO/T (INDICATE ATTACHMENT NUMBER IN BLANK)

- 2 DETAILED BUDGET IN SUPPORT OF INCREASED FUNDING (BLOCK 12)
- 3 EVALUATION CRITERIA FOR COMPETITIVE PROCUREMENT (BLOCK 14)
- _____ JUSTIFICATION FOR NON-COMPETITIVE PROCUREMENT (BLOCK 14)
- 1 STATEMENT OF WORK (BLOCK 18)
- _____ WAIVER(S) (BLOCK 19) (SPECIFY NUMBER)

22. Relationship of Contractor or Participating Agency to Cooperating Country and to AID

A. Relationships and Responsibilities

The Contractor will collaboratively carry out all implementation tasks, working with the Government of the Dominican Republic, (for Component One: the pilot project) and with the selected host countries (for Component Two: multi-site follow-on assistance/dissemination of the model).

B. Cooperating Country Liaison Official

Secretary of Education: Andres Reyes Rodriguez (Component One) Dominican Republic.
Other countries, to be identified during FY 83. (Component Two)

C. AID Liaison Officials

AID/W D. Foster-Gross, DS/ED
USAID/DR, T. Nicastro

LOGISTIC SUPPORT

23. Provisions for Logistic Support

A. Specific Items (Insert "X" in applicable column at right. If entry needs qualification, insert asterisk and explain below in C. "Comments")	IN KIND SUPPLIED BY		FROM LOCAL CURRENCY SUPPLIED BY		TO BE PROVIDED OR ARRANGED BY SUPPLIER
	AID	COOPERATING COUNTRY	AID	COOPERATING COUNTRY	
(1) Office Space		X		X	
(2) Office Equipment		X	X		
(3) Housing and Utilities			X		
(4) Furniture			X		
(5) Household Equipment (Stoves, Refrig., etc.)			X		
(6) Transportation in Cooperating Country			X		
(7) Transportation To and From Country			X		
(8) Interpreter Services/Secretarial			X	X	
(9) Medical Facilities			X		
(10) Vehicles (official)			X		
(11) Travel Arrangements/Tickets			X		
(OTHER SPECIFY) (12) Salaries* of Dominican Staff			X		
(13) Transmitter**			X		
(14) Electronic Equipment***			X		
(15)					

B. Additional Facilities Available From Other Sources

APO/FPO

PX

COMMISSARY

OTHER (Specify, e.g., duty free entry, tax exemption) Duty free entry

*Project Administrator and Administrative Assistant will be funded by AID, on a gradually decreasing percentage basis, as GODR assumes full responsibility over the four-year period.

**If the situation is such (supported by the feasibility study results) that a transmitter is needed, AID will fund its construction.

***Electronic equipment needed to equip the radio production studio and, if necessary the broadcasting station, will be funded by AID.

RADIO-ASSISTED COMMUNITY BASIC EDUCATION STATEMENT OF WORK (BLOCK 18)

I. General Objectives

This five year incrementally funded project is to develop a practical, low-cost, effective radio-based instructional system for primary-school age children in the Dominican Republic, and to provide technical assistance to at least three additional sites. This assistance will enable LDCs to apply the pilot project model in their own countries and assist Missions with planning, securing funding, and implementation. The viable, tested, cost-effective education system will enable LDCs to extend basic education opportunities to children who now have no access to schooling and to improve the quality of classroom instruction. The system uses radio to broadcast primary level instruction and to help mobilize a community's resources for educating its own children. Radio, the major medium, will be reinforced with printed materials and face-to-face assistance from village facilitators.

The strategy features:

- 1) use of non-certified teachers, (paraprofessionals or "promotores"),
- 2) settings that are not traditional classrooms,
- 3) reliance on radio, rather than on print alone,
- 4) reliance on community support, and
- 5) instructional systems design technology procedures for program development.

The system will follow procedures that have proven to be effective in other settings: ACFC (Colombia), Paraguay Radio, Nicaragua Radio Math, Radio Santa Maria in the Dominican Republic and Project IMPACT in the Philippines.

This is a new, independent project; however, it is an integral part of an ongoing DS/ED program to develop tested models that provide innovative solutions to educational problems through the use of modern technology — in this case, radio. The project will synthesize experience gained from a series of previous projects involving use of radio for instruction and from research in the fields of community development, rural nonformal education, use of paraprofessionals for education, peer - tutoring, self instruction, and primary or basic skill development.

The project will design, implement, and test a workable instructional model in the Southwest Region of the Dominican Republic, which was identified by the Government of the Dominican Republic and by USAID/DR as the most deprived region in the country. It is a direct follow-up to the Nicaragua Radio Math Project and the Kenya Language Arts Project and will apply and adapt the findings of those projects to the task of developing an instructional system which educates children who are not in school.

The instructional system will be designed to enable minimally trained paraprofessional to carry out a successful primary education program and to be logistically and economically feasible for an LDC school system.

The programs may be used in classrooms as well, but the primary purpose of the project is to develop a system that can succeed without a trained teacher or a formal classroom. By the end of the pilot project component 1200 children in the Barahona area, between the ages of 7 and 14, will have completed three years of instruction by the radio system and will have achieved an education comparable to that of third graders in schools in the area. An additional 7500 children from the other four provinces of the Southwest will be using the grade 1 and 2 programs. The Government of the Dominican Republic will provide equivalent certification to students who successfully master the Primary Cycle 1 objectives through completion of the radio course.

The project consists of two major components: Component One (October 1, 1981 through September 30, 1984) is the pilot project in the Dominican Republic and Component Two (October 1, 1983 through September 30, 1985) will provide follow-on adaptation assistance to at least three additional countries. The Contractor will provide the technical services, commodities and logistical support necessary to achieve the project purposes.

Component One: Dominican Republic Pilot Project

The Contractor will provide a technical advisory team selected with the approval of the GODR and the equipment necessary to establish broadcasting, radio production and materials development capability; train Dominican personnel; and supply ancillary print and other support materials during the development and testing phase of the project. The GODR will pay salaries of local personnel, project operating costs, and broadcast transmission costs. At the close of the project, the GODR will assume responsibility for carrying on the educational activities. This cost is expected to be within the GODR capability since one of the project's objectives is to develop a low-cost, affordable system.

The Contractor Chief of Party will work with a Dominican from the Ministry of Education who has responsibility for primary curriculum. Their tasks are to implement the project by coordinating all of its activities and to assist the Dominican Republic in planning for dissemination of the instructional program in other regions of the country. One of their major tasks will be to develop a systematic plan for training the local staff and for gradually increasing their management responsibilities.

The Contractor's major tasks in Component One are:

- a) To develop an instructional radio production center with a core staff of fifteen full-time Dominican professionals who systematically design and

produce radio instructional programs and ancillary print materials to achieve specific educational objectives for specific audiences. The Center will have the capability to conduct all activities related to designing, utilizing and evaluating instructional radio. It will have the capacity to train field personnel and others as needed to expand access to instructional programs. This task includes equipping the facility, training staff, and establishing efficient operational procedures.

b) To develop a coordinated set of radio lessons that enable children and youth to achieve primary level education objectives in settings other than a formal school. The lessons will consist of a series of radio broadcast tapes and scripts; ancillary printed materials for learners, facilitators and trainers; and a cadre of trained regional coordinators and "promotores." The learning objectives will be based on the country's official curriculum for primary school. The instruction will emphasize mastery and application of skills that are relevant to rural life.

The program for grades 1-3 will be tested in fifteen communities near Barahona, and disseminated to the other Southwest Provinces. At the conclusion of the four years, the tested instructional radio system will be available for use in other areas of the Dominican Republic and for adaptation by other countries.

c) To conduct a Public Services Broadcast Feasibility Study for the Dominican Republic, and to provide transmitter capability for the Southwest, if necessary.

d) To evaluate the project on these dimensions: (1) program efficiency in achieving objectives, and (2) program cost-effectiveness, compared to available alternatives for providing primary education. This involves designing an evaluation plan including measurement instruments, training and supervising evaluators, collecting and analyzing data and preparing final report documents.

AID/W funding will cease at the end of FY85 (September 30, 1985) at which time the GODR will assume full responsibility for continuing the development activities through grade 4 to complete Primary Cycle I, and for disseminating the program throughout the Southwest and in other areas of the Dominican Republic.

Component Two: Assistance to other countries for additional sites.

At the end of the third year of the pilot project tested materials and procedures should be available by the Contractor for use in other countries.

Lesotho, Mali, Botswana, Guatemala, Yemen Arab Republic, and Peru have expressed interest in being considered as Component Two sites. It is anticipated that interested AID Missions and Regional Bureaus will allocate funding necessary for full-scale operation. DS/ED will provide the following kinds of assistance:

- 1) short-term consultants to assist with design of the project;
- 2) English translations of all scripts, materials, training manuals and other printed matter necessary for adaptation and application; and
- 3) short-term technical assistance during the first two years of each project to facilitate adaptation to specific settings. This will include training local personnel and assistance with translation into language(s) appropriate to the specific country.

A major activity of the Contractor in Component Two will be the development of a procedural handbook and a documentary film/videotape in English. The specific objectives are described in detail in Section II E.

II. Specific Objectives

A. Component One: Dominican Republic Pilot Project

1. The Contractor will establish working relationships with the Government of the Dominican Republic, the Secretariat of Education (SEEBAC), the Institute for the Development of the Southwest Region (INDESUR), USAID/DR, and the Barahona Regional Education Office.

Since this project will be a collaborative effort, early in the first year full and complete agreement on procedures and implementation strategies will be established among these agencies. The project will be integrated into the Barahona Regional Offices of SEEBAC and INDESUR which have been recommended by ONAPLAN as the appropriate implementation agencies. Implementation will be carried out by a team of technical advisors working collaboratively with Dominican counterparts assigned to the project. Project personnel will work most directly with SEEBAC and INDESUR staff in the Barahona offices.

A Policy Planning and Coordination Board will be formed to assist with project implementation. The meetings will be chaired by the Project Director. Acting members will include one representative designated by each of the following institutions:

CNAPLAN (GODR National Planning Office)

SEEPAC (National level)

Barahona Province Education Office

INDESUR

USAID/Dominican Republic

Representatives from other agencies will be invited to participate, as appropriate, from time to time, such as the Preschool Project of the Southwest Region, the Telecommunications Office, Radio Enriquillo, Radio Santa Maria, and units within the Secretariat of Education (for example, the Curriculum Office or the Research and Evaluation Office).

The Board will coordinate the activities of the various GODR agencies to insure that project activities are being carried out on schedule, will provide guidance on GODR policy and will participate in project evaluation activities.

The Board will meet quarterly, with meeting sites alternating between Santo Domingo and Barahona.

2. The Contractor will provide five technical advisors working in Barahona a total of 126 person/months (10.5 p/yrs.) and 40 p/mos. of short-term consultants. The long-term technical advisory staff is comprised of:

1 Chief of Party/Instructional Systems Design Specialist (48 months)

1 Educational Broadcaster (24 months)

1 Formative Evaluation Specialist (18 months)

1 Community Outreach Specialist (18 months)

1 Primary Curriculum Specialist (18 months)

3. The contractor will collaborate with GODR to identify Dominican Republic project staff personnel.

The Dominican Republic will select the following personnel and pay their salaries during the life of the project:

- * 1 Director
- * 1 Administrative Assistant
 - 1 Secretary
 - 2 Primary Curriculum Specialists
 - 1 Outreach Coordinator
 - 2 Radio Producers
 - 2 Radio Technicians (to operate and maintain equipment)
 - 1 Education Research and Evaluation Specialist
 - 1 Print-shop Operator
 - 1 Graphic Artist
- Part-time talent for radio programs as required
- 2 Clerk-typists
- 1 Education Counselor

*AID Contribution to Counterpart Salaries

Since the positions of Project Director and Administrative Assistant were created specifically for the project, AID will provide their salaries on a gradually decreasing basis to enable SEEPAC to incorporate the positions into their salary scale. The last year, GODR will pay 100% of their salaries:

	<u>US AID</u>	<u>GODR</u>
Year 1	100%	
Year 2	60%	40%
Year 3	20%	80%
Year 4	—	100%

The GODR is expected to continue the program after AID/W funding terminates, which will require a staff to develop and test programs and a field utilization staff. The number of people working on utilization will vary depending on the GODR plans for extending use of the program.

Field Staff for Program Utilization

Throughout the life of the project, the field staff will need one "promotor" for each pilot community and a field supervisor for each 10 "promotores. Up to ten classroom teachers can be included in the pilot testing on a volunteer basis. During the second and third years of the project, levels two and three of instruction will be added. In some instances the same "promotor" will handle all levels of instruction, perhaps with the help of an aide. In others, it may be necessary to have an additional "promotor", depending on available meeting space, size of the group, promotor's personal preferences and other specific community factors. By the end of the project as many as 25 "promotores," 15 classroom teachers and 8 field supervisors may be involved at the pilot sites.

4. The Contractor will conduct a feasibility study to ascertain alternatives available to the GODR for public service broadcasting.

The report will include 1) a description of current and proposed radio and broadcasting facilities, including ownership, funding base, rate schedules, scheduling and time allocation policies, and management procedures; 2) a citation of laws, governmental regulations, guidelines and other documented references to broadcast policy in the Dominican Republic; 3) a description of possible strategies for providing nation-wide, full-time public service radio broadcasting capability in the DR; and 4) specifications and costing information necessary to establish this capability in the Southwest Region, assuming that to implement the Radio-Assisted Community Basic Education Project, at least 6 hours daily of broadcast time will be needed at times that may possibly conflict with prime time commercial requirements, and that constructing and establishing a separate public service broadcast facility is a viable option.

An interim report will be presented jointly to DS/ED, USAID/DR and the GODR, no later than 6 months after this contract goes into effect. The final feasibility study report will be submitted no later than 12 months after the signing of this contract.

5. The Contractor and DR project staff will collaboratively develop a detailed and specific implementation plan. Although this will be a joint effort, the Contractor will bear final responsibility for its successful completion. This design will be tailored to the Southwest Region of the DR and will include the following elements:

- a) identification of at least 10 project communities and 5 project schools;
- b) development of a tentative, broad outline of the radio instructional materials for the Cycle I program in the areas of basic communication skills (reading and writing), arithmetic, and applied science, based on official GODR curriculum;
- c) specification of procedures for securing and maintaining facilities and equipment related to the project;
- d) specification of GODR and Contractor staff roles and procedures to insure cooperative implementation of the project;
- e) specification of procedures for developing the instructional components, including feedback data collection, and program revision;
- f) specification of necessary training components; and
- g) specification of dissemination plans for extending the program throughout the Southwest.

The Contractor will be responsible for carrying out all necessary training, evaluation and development activities as outlined above and in the detailed implementation plan.

6. The Contractor will review relevant radio projects or programs in LDCs and in developed countries and insure that information from those experiences is available to project staff.

7. The Contractor will secure broadcast time necessary for the project (two hours per day in year one, four hours per day in year two, and six hours per day in year three). GODR has agreed to assist with this effort.

If findings from the feasibility study warrant construction of a transmitter and of a broadcasting facility, the contractor will develop specifications and construct the facility.

There are four radio stations operating in the Barahona area. During the first year of the project, two hours per day will be required, but when the program is fully developed it is estimated that a minimum of thirty (30) hours of broadcast time per week will be required to provide basic instruction for all three levels and to achieve the primary education objectives. The Contractor may need to budget for airtime. The Telecommunications Office is exploring various possibilities for the one and a half hours needed daily during the first year of broadcasting and will provide technical advice. The Telecommunications Office indicated that time could be made available to the project either by donation or by a special discount rate for government sponsored education programs. As indicated above, an important activity during the first year of the project is the public broadcast feasibility study to be conducted jointly by AID/W and the Government of the Dominican Republic.

8. The Contractor will be responsible for carrying out specified staff training to insure that all aspects of the instructional development process will be efficiently carried out, and will provide in-country training activities for all project related personnel. Off-shore, short-term training will be provided for 6 to 12 people (36 person/months). Training will begin in the first year of the project. In-country workshops for all project staff will be conducted by long-term technical advisors, and short-term consultants in cooperation with GODR personnel. Village "promotores" will be brought to central points for orientation sessions conducted by the field coordinators. Upgrading sessions will be held periodically throughout the life of the project.

The Contractor will fully integrate the "promotores" and teachers of the pilot project into the program by conducting orientation and planning workshops to familiarize them with the aims and operations of the project, by conducting regularly scheduled meetings throughout the school year, and by utilizing radio broadcasts on a regular basis for keeping field staff apprised of ongoing activities, and problems that have arisen, and to disseminate examples of exemplary practices observed in individual learning centers.

At the end of the project, as a result of on-the-job training, in-country workshops, and offshore training, there will be a trained and experienced group of Dominicans capable of designing additional radio education programs and of disseminating radio-based education programs in other areas. The group will consist of an instructional systems design specialist, two radio producers, a community outreach specialist in radio education, an educational media research and evaluation specialist and two radio curriculum development specialists. There will also be a trained utilization staff of fifty field coordinators and twenty primary school supervisors in the Southwest region.

The Contractor will be responsible for carrying out procedures that result in the gradual assumption of responsibility for the project's operation by DR staff. By the end of the project DR staff will have received adequate training to enable them to assume independent leadership roles in implementing the RCBE program.

9. The Contractor will provide approximately 40 person/months of short-term consultant assistance, as needed, to assist with specific tasks throughout the life of the project. The following kinds of assistance will be required: 1) selection, specification, installation, operation and maintenance of equipment; 2) radio production, 3) print and graphics production; 4) subject matter expertise in primary math, science and language arts; and 5) evaluation. It is anticipated that some of the short-term assistance can be secured locally. The feasibility study to determine possibilities for public service broadcasting will require at least two person/months of consultant assistance during the first year of the project. During the first few months of the project, assistance will be required to complete a detailed program evaluation design, to set up a feedback collection and data analysis system, to train field staff in observation techniques, to collect baseline data and to design and help administer pretests.

Near the end of each year of broadcasting outside assistance with post-testing, and data analysis may be required. Radio Enriquillo can supply production and equipment technician expertise both conducting workshops and by training staff as intern apprentices, on-site at Radio Enriquillo. One

important need is for consultants with new ideas. Some consultants may be available locally from Radio Santa Maria and Radio Enriquillo. Others should be brought in from creative educational media projects outside the Dominican Republic.

10. Learner objectives will be specified for the complete basic education radio series. This will correspond to Primary Cycle I of the Dominican Republic.

The primary school has two cycles. Grades 1-4 comprise the first cycle. In the funding period, it will be possible to completely develop and test grades one through three and to develop the overall outline for grade four. During the last year of AID/W involvement, grade four lessons will be pretested, and the staff will begin development of lesson plans, printed materials and scripts. By the end of FY85, the trained and experienced Dominican staff will be able to complete the development and testing of the grade four program, so that by the end of FY86, the complete Primary Cycle I program will be ready for dissemination.

The specific learning objectives will be consistent with the official primary curriculum of the Dominican Republic. The approach will be to develop basic skills, to foster practical application of knowledge, and to improve the quality of life.

The RCBE program cannot provide the complete primary education experience that is possible in a well-equipped school with a qualified teacher. It will however, provide an adequate basic primary education, concentrating on essential skills and knowledge objectives. The instructional activities will include art, physical education, music and other experiences since these are important learning activities as well as necessary for motivation and for reinforcement of learning.

The three year pilot instructional program will enable an average learner to achieve an education comparable to that of a successful third grader in a traditional school. Spanish is the medium of instruction.

11. The Contractor will develop, in collaboration with the GODR, a tested, effective instructional radio package for grades one through three for use in other areas of the Dominican Republic as well as in other countries. The package will consist of approximately 1800 hours of radio lessons on broadcast quality tape, with accompanying printed materials for students, "promotores" and field coordinators. The Contractor will test and organize systems for efficiently dealing with the logistics of broadcasting radio programs, delivering instructional materials, and analyzing student performance. In order to accomplish this, the Contractor will conduct trial runs in conditions similar to those presented by the selected school project sites to identify and deal with eventual logistical problems before the programs are broadcast to project learning centers.

Background

DS/ED's long-range strategy is to develop the following radio-based primary education programs which LDCs can select and adapt to meet their own individual situations: 1) math, 2) language arts, 3) science, and 4) community basic education.

The math program has been developed and is being disseminated. Thailand is in the process of adapting it and requests for orientation have been received from several other countries. The language arts project is getting underway in Kenya, and the basic series will be developed and available for adaptation by other countries by 1984. Both the math and the language arts series are for use primarily in formal classroom settings.

In view of the difficulty of reaching all children through the school system, the decision has been made to develop an instructional model that can succeed outside of schools. In determining the form which the instructional model would take, experience from projects other than those that are primarily radio-based was taken into account. Project PAMONG, (Indonesia) IMPACT (Philippines) and the Improved Efficiency of Learning System (Liberia) rely on programmed teaching and programmed learning approaches embodied in printed materials. The print modules are for use in formal or quasi-formal settings, using qualified teachers and paraprofessionals as learning facilitators.

This project will build on the lessons learned from these projects and will adapt materials and procedures to the needs of a community supported basic education program that has radio as a major instructional medium. Specifically, the math program will be adapted to fit the less structured RCBE setting; materials from DS/ED radio reading project in Kenya will be fed into the RCBE development process as they become available, and programmed printed materials from the Improved Efficiency of Learning Systems Project (Liberia) will be used as resource materials.

The guiding principles for this model that emerged from the analyses of other programs are:

- 1) Regular supervision and equipment maintenance must be an integral part of the system;
- 2) Program efficiency improves with adherence to instructional systems design procedures (i.e., specified behavioral objectives, learner trials, feedback and program revision until objectives are reached);
- 3) Multi - media programs using radio, print and human facilitators are more effective than a single medium for instruction;
- 4) participant involvement in planning and development improves program quality;
- 5) plans for long-range financing of the system must be considered from the beginning;
- 6) learners achieve more when frequent overt responses are required, and when immediate feedback is forthcoming;
- 7) since parents are more willing to help their children get an education when the program is officially recognized than when it is not, it is important to give a recognized primary certificate for PCBE participants who can meet equivalency requirements;
- 8) radio is cheaper than print;
- 9) the conditions necessary for institutionalization of a system are:
 - a) creative, competent energetic leaders who support the program,
 - b) a range of financing alternatives, and
 - c) a program that people value.

B. The Instructional Program

1) Radio Lessons - Radio will provide about 30 hours per week of direct instruction to children, who may be listening and studying in groups assisted by a village paraprofessional, by their parents at home, or, in some cases, by a classroom teacher. There will be daily radio lessons on three levels of instruction and print materials distributed to learners, "promotores", teachers, and parents.

The following table shows the proposed daily time allotment for radio lessons by the end of the project:

SUBJECT	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Communication Skills	30 minutes	30 minutes	20 minutes	to be developed
Reading/Writing	30 minutes	30 minutes	30 minutes	by GODR
Mathematics	30 minutes	30 minutes	30 minutes	
Applied Science	30 minutes	30 minutes	40 minutes	
Promotores Notes	(15-30 minutes per week)			
Public Relations	(10-15 minutes per day)			

2) Design Procedures - Materials development will be the joint responsibility of the instructional production specialists. The primary content technical assistants (TAs) will work with a team of Dominican curriculum materials writers to design the detailed lesson plans. They will work as a team with the production unit to develop scripts, radio programs, worksheets, and other materials that are needed.

A team of Dominican education evaluators, long-term TAs and consultants will develop instruments and evaluation strategies (based on those that have proved successful in Nicaragua and elsewhere) and will assist with classroom observations, the administration of periodic achievement tests, and the scoring and analysis of tests. They will be responsible for supplying feedback information to the materials development staff on a regular basis. The materials writers and producers will visit classrooms on a regular basis to observe total lessons.

Working from a primary curriculum objectives matrix that is based on the curriculum guide, the materials developers will continue to write detailed unit and lesson plans and to produce the radio broadcasts, student materials and teacher-notes. They will observe classrooms periodically and consider the achievement test data as they revise earlier lessons and adapt future lessons on the basis of the classroom trial feedback. They will conduct teacher in-service training sessions as needed.

Specific findings relating to effective radio instructional message design from the Nicaragua math and the Kenya language project will be systematically tested and adapted to the subject of applied science, and to the different cultural setting.

Content of all materials for this project is to be based on collaboratively agreed upon culture-specific criteria. The general guideline is that all content relate to at least one of the following purposes 1) assist the learner in developing a prescribed skill, 2) relate to children's needs and interests, 3) contain useful information, 4) foster socially functional attitudes, and/or, 5) reflect values of the culture. Conversely, materials will be screened to insure that they do not violate the society's sensibilities or its mores and they are not perceived as fostering undesirable attitudes.

Design of all instructional components is subject to change, based on data collected systematically as part of the formative evaluation plan. The product of this project is to be a proven, successful instructional package. Therefore, elements must be subjected to rigorous testing, and lesson revision made on the basis of the results. This feedback collection and revision will be an ongoing process throughout the development phase of the project.

Cost is a critical factor in IDC utilization and must be taken into account when considering alternative learner activities, materials, teacher training and supervision strategies, message design and media mixes. Critical cost issues are to be identified and systematically tested, to determine maximum payoff for minimum possible cost. Alternative instructional formats will be tried in selected project groups to determine the comparative instructional efficiency and cost. Data will be collected according to the specifications of the evaluation component of the detailed implementation plan.

Primary instructional materials will be developed, pilot tested, and prepared for field use. The materials will include the audio tapes for radio broadcasts as well as printed materials accompanying the radio lessons.

Lessons will be divided into three segments:

Part I: A brief introduction by the classroom teacher, using teacher notes provided by content specialists. This period may include review of previous lessons, a song or other related activity, questions that relate to the current theme, or similar activities.

Part II: A radio broadcast approximately thirty minutes long, during which a complete lesson will be presented. Children will be listening and actively responding either orally, in writing, or by physical activity.

Part III: Reinforcement activities conducted by the "promotores", using student materials and teaching notes developed by specialists.

3) Community Participation - Communities will actively participate in the education of their children by selecting and assisting the "promotores" and by providing places for learning groups to meet (churches, community centers, homes or wherever seems appropriate). In some cases, volunteers may help classroom teachers teach more children in the classroom or after school hours. Children who would otherwise not have been able to acquire a primary education will, with the assistance of the "promotores" and others in their villages, use radio lessons and the printed materials to learn

(1) reading; (2) writing; (3) arithmetic; and(4) basic scientific knowledge applied to problems of daily life. Some children will be prepared to continue their education in the school system by having earned an equivalency certificate.

4) School Participation - The Barahona Regional Education Office will authorize the participation of five schools in the pilot project. Other classroom teachers may, of course, listen and use the broadcasts. However, they will receive no direct support from the project, nor will the practice be encouraged, because using untested lessons during the development state may produce negative attitudes since the broadcasts will not be as high in quality, or as effective, as will the later, tested, finished products.

5) Field Staff - Field Coordinators will coordinate and support village "promotores". Coordinators will be qualified teachers paid by the government. Each coordinator will work with ten promotores. Coordinators will make initial contacts with villages, groups or individuals to explain the RCPE concept and to help organize participation. Coordinators will assist in the selection and orientation of "promotores". Coordinators must have their own transportation since it is imperative that they interact regularly with "promotores" and learning groups. A successful ploy in other projects has been to allow coordinators to purchase motor bikes by providing long-term, low interest financing. This, and other possibilities will be considered. Coordinators are to observe utilization practices, demonstrate appropriate techniques, collect data from learner achievement tests and solicit opinions from learners, "promotores" and the community. During the instructional program development phase the feedback role will be a major activity. When the country's expansion and utilization of the program phase is reached, the coordinators will assume a major role in training other coordinators. The ongoing role of the coordinator is to organize and support local "promotores".

Village "promotores" may be teachers or any adults nominated by a village or group of parents to carry out the task of helping the children learn by using the RCBE broadcasts and materials. Capability and commitment will, no doubt, vary widely. To the extent they are able, "promotores" will assist with both development and utilization of the program. They will assist during the development phase by participating in the content, method and format selection processes by supplying feedback

regularly to the program development specialists through the field coordinators. After a viable RCPE program has been developed, the "promotores" will support utilization of the program by performing three kinds of tasks: 1) they will mobilize community self-help efforts and encourage participation on the radio listening groups; 2) they will manage and assist with learning activities in villages; and 3) they will serve as a communication link between the village and various outside agencies concerned with education and development - particularly the central Radio Communication Basic Education Program staff.

Most "promotores" will not be full-time teachers, but will work with one level of learners probably not more than three hours per day. They will conduct listening groups and follow-up sessions enlist peer-tutor and volunteer aid, distribute materials, collect feedback, assist with evaluation of learners, solicit community opinions, ascertain local needs and serve as the link between the village and the CRPE staff. The "promotores" will receive a small salary from the CODR which will be supplemented, wherever, possible, by cash or in-kind contributions from parents and/or community organizations.

12. Live Support Broadcasts

Radio will be used for support activities, as well as for direct instruction. The contractor will develop procedures for producing "live" supportive broadcasts for the general public and for the field staff personnel.

Public Relations Broadcasts

There will be occasional (at least one per week) broadcasts for adults to explain the program and to give ideas for helping children to learn. These will be "live" and will include news, items of local interest or general utility, and entertainment. The outreach staff will provide content and participate in production.

Notes For "Promotores" Broadcasts

There will be a daily broadcast for coordinators and "promotores" explaining the current radio lessons - purposes, procedures and expected outcomes, problems and suggestions for overcoming them. These will be broadcast at the time most convenient for "promotores". The purposes are: 1) to reduce dependence on printed teaching guides, 2) to motivate "promotores", and 3) to inform parents and community about the daily instructional program. They should be live, currently topical and entertaining. The program should contain contributions from "promotores", parents and other listeners. One of the features of this broadcast will be naming "promotores" who are performing in an outstanding manner and describing their successful techniques. Field coordinators will assist with these broadcasts.

13. The Contractor will equip a suitable radio production studio, a print and graphics facility, and provide office equipment. The Regional Education Office in Barahona will provide a building that is suitable for the production, print and graphics, instructional design, and field coordination units. INDESUR will provide an additional office in Barahona as well.

The Contractor will provide radio receivers, batteries and printed materials to "promotores" for the listening groups. Two vehicles and five motor-bikes will also be provided. SEEBAC will assist the project by providing waivers for taxes and duties that may be imposed on ex-patriate salaries, importation of private vehicles and household effects, importation of project commodities and the like.

The GODR will pay for utilities and routine maintenance and operating costs for facilities and vehicles, with the exception of gasoline, and authorized long distance phone calls which will be provided by the Contractor.

14. The Contractor will assist the GODR in disseminating the program throughout the Southwest Region. It is estimated that the Grade 1 program will be ready for use in FY84. In order to expand use of the program effectively, the following steps must be taken:

1. Identify participating "promotores" and classroom teachers.
2. Hire and train field coordinators (one per ten "promotores").
3. Orient school supervisors who wish to participate in the program.
4. Provide radios to "promotores" and classroom teachers, when necessary.
5. Plan the print materials distribution system and put it into operation.
6. Plan for providing vehicles to coordinators.

The Contractor will (a) train approximately ten field coordinators from each of the five provinces of the Southwest Region in FY84 and FY85; and (b) provide orientation for school supervisors. The Contractor will provide fifty radios to promotores, on the basis of need, in each of the five provinces (a total of 250 radios).

The proposed development and implementation schedule is shown in the table below:

Proposed Development and Dissemination Schedule

<u>Year</u>	<u>Pretesting</u>	<u>Broadcast/testing Pilot sites only</u>	<u>Dissemination (General use)</u>
FY82	Grade 1	-	-
FY83	Grade 2	Grade 1	-
FY84	Grade 3	Grade 2	Grade 1
FY85	Grade 4	Grade 3	Grade 2
FY86	-	Grade 4	Grade 3
FY87	-	-	Grade 4

15. The Contractor will assist the GODR with long-range plans for expanding access to RCPE throughout the country, should it prove to be successful and cost-effective.

16. The Contractor will be responsible for carrying out evaluation activities, as specified in the detailed implementation plan.

Evaluation Arrangements

The evaluation activities will have three separate functions: a) to assess the effectiveness of project management and to make recommendations for overcoming problems and for improving efficiency, b) to collect information about the utilization of the program components in order to improve the program, and c) to assess the overall impact of the project in order to develop competent dissemination strategies and to improve the state-of-the-art in radio instructional systems design. The evaluation activities will be a collaborative effort among USAID, the Contractor and the GODR.

A detailed evaluation plan will be developed collaboratively during the early states of project implementation, as part of the overall detailed implementation planning process. The following evaluation activities will be included:

- a) collection of baseline data, to include pretests and anecdotal information about behaviors and attitudes in communities that are potential project participants.
- b) systematic collection of feedback from users of the system: learners, "promotores" teachers, coordinators, parents and community members. Data collection instruments will include objective-based tests administered to learners, opinion questionnaires, and observer information. This data will be collected by field coordinators routinely as part of their regular assignment and will be analyzed by the Project Evaluation Specialist and submitted to the Instructional Designers.

c) an internal A.I.D. evaluation approximately one year after the beginning of the project to assess management effectiveness and to make recommendations for improving implementation of the project, for which the Contractor should budget. One DS/ED representative, one contractor representative, one external evaluator, and one other A.I.D. representative will participate in the review. A second internal review will be held after thirty months.

d) an outside evaluation after 18 months and again near the end of the project to assess 1) management practices; 2) program efficiency in achieving learner objectives; and 3) program cost-effectiveness compared to available alternatives for providing primary education. This involves designing an evaluation plan including measurement instruments, training and supervising evaluators (the field coordinators will assume this role), collecting and analyzing data and preparing final report documents. The assumption is that the SEEPAC Education Research and Evaluation Unit will be working closely with the project on evaluation. Evaluation activities will be the responsibility of AID/W and the Contractor.

e) a final summative evaluation. This evaluation will take place at the end of the project in 1985. It will be a DS/ED and/or REDSO effort, employing the use of one outside consultant who is expert in cost-effectiveness evaluation. It will evaluate the project and make recommendations for specific follow-on projects.

Component Two: Additional Site Assistance

At least three LDC's will be assisted to utilize the tested Radio-Assisted Community Basic Education model, over a period of three years beginning on or about October, 1982.

Dissemination materials to assist other countries in adapting the program will be based on the Dominican Republic model, and will include a documentary film, a procedural handbook, and English translations of all radio scripts and printed instructional materials.

1. The Contractor will provide English versions of materials developed in the DR Pilot Project. (scripts, texts and worksheets, handbooks and teaching guides, and summative evaluation reports).

2. The Contractor will provide technical assistance to at least three LDC Missions and/or Ministries to perform the following task:

- a) plan projects and write funding proposals (4 weeks per site);
- b) train local personnel, establish adaption procedures and assist with pretesting and beginning of production of first twenty translated lessons (2 months per site);

c) provide technical assistance to Ministries as requested for continuation of projects (8 weeks per site for continuation technical assistance);

d) carry out data collection and analysis activities for all sites; supervise field testing; analyze test data and prepare summary reports; collect information on how lesson adaptation is handled; and make recommendations to improve procedures (8 weeks per site).

The Contractor will provide logistical support for all follow-on site activities and will insure that lessons learned from the pilot project are incorporated into all aspects of Component Two.

3. The Contractor will prepare a final report, that includes site-specific information and multi-site comparisons and recommendations.

4. The Contractor will develop the following dissemination materials:

a) A media packet, consisting of a thirty minute sound film, and a slide/tape program for use with Mission and LDC personnel to introduce them to the project's purposes, procedures, results and possible applications.

b) A "how-to-do-it" handbook for use by education planners who wish to adapt this RCBE program for use in their own country.

c) A summary of the project describing the procedures followed and summarizing significant findings.

d) A set of prototype materials to be used in workshops with Mission and LDC personnel who wish to adapt this program for use in their country. The prototype materials will consist of the complete English language working set of materials developed: curriculum overviews and outlines, lesson plans, scripts, teacher guides, and copies of printed ancillary material for students. The set will include ten sample audio tapes of the broadcast lessons.

5. During the last three months of the project the Contractor will assist A.I.D. in conducting at least four regional seminars (one in each of the geographic regions of Africa, Latin America, the Near East and Asia) by providing technical assistance from project staff. During these presentations the dissemination materials will be used to introduce Mission and IDC staff to the project.

III REPORTS

Within 30 days of completion of each operational year of the project, the Contractor will submit to DS/ED an annual report in 15 copies. Each report will contain a description of major activities and accomplishments during the reporting period, problems encountered and solutions applied (or recommendations for solutions by parties other than Contractor), and proposed activities for the subsequent year.

In addition to the annual reports, the contractor will submit the following special reports:

- 1) a report in 5 copies of the Public Service Broadcasting Feasibility Study within 30 days after its completion;
- 2) an informal anecdotal "log" type report submitted monthly by Chief-of-Party to DS/ED.
- 3) an end of project summary report in 50 copies that includes overall evaluation results with interpretive analyses of experience gained that could be relevant to application in other countries.

ATTACHMENT NO. 2 Detailed Budget

Table 1: COMPONENT ONE: (Dominican Republic Project

Estimated Expenditures (\$000)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Total</u>
<u>1. Technical Assistance</u>					
- Long-term	\$500	\$450	200	\$150	\$1300
- Short-term	60	50.5	40.5	33	184
<u>2. Commodities</u>					
- Radio prod. unit	60	-	-	-	60
- Office equipt.	10	-	-	-	10
- Print/graphics eqt.	30	-	-	-	30
- Local Transportation (2 vehicles/\$10 5 motor bikes/\$1)	25	-	-	-	25
- Radios	3	-	-	-	3
- Supplies	20	15	15	15	65
<u>3. Training</u>					
- U.S./Third Country	54	-	-	-	54
- In-Country	15	8	5	-	28
<u>4. Other Costs</u>					
- Transmitter Contingency	-	50	-	-	50
- Contingency, other	20	4	4	4	32
- Overhead, other direct costs	115	205	190	122	632
- Local salaries*	40	32	12	5	89
<u>SUBTOTAL</u>	(\$952)	(814.5)	(\$466.5)	(\$329)	
Inflation factor 20%	-	162.9	\$112.0	82	356.9
<u>TOTAL EST. EXPENDITURES</u>	\$952	\$977.4	\$578.5	\$411	\$2918.9

*Project Director and Adm. Asst. on decreasing support basis of 100% Yr.1, 60% Yr.2, 20% Yr.3, 0% Yr.4. Miscellaneous part-time radio performers, as needed, approximately \$5000/yr.

PUDGET

Table 2; Component Two (Follow-on Multi Site Assistance)

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>TOTALS</u>
Salaries	\$75,000	\$75,000	\$75,000	\$225,000
Consultant Fees	43,000	51,000	61,000	155,750
Fringe Benefits (@ 14% of Salaries)	10,500	10,500	10,500	31,500
Overhead (50%)	71,950	94,350	208,800	375,100
Travel and Transportation	5,400	17,400	35,400	58,200
Other Direct Costs (Printing, Workshops, Computers) film production	10,000	35,000	235,000	280,000
	<u>215,850</u>	<u>283,250</u>	<u>626,450</u>	<u>1125,550</u>
Inflation (20%)	41,170	56,650	125,290	223,110
	<u>\$257,020</u>	<u>\$339,900</u>	<u>\$751,740</u>	<u>\$1348,660</u>

Table 3: Total Project Budget

(rounded to nearest \$000)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>TOTAL</u>
Phase One	\$952	\$977	\$579	\$411	\$ -	\$2919
Phase Two			257	340	752	1349
Total Project	\$952	\$977	\$836	\$751	\$752	\$4268

ATTACHMENT NO. 3

Evaluation Criteria For Competitive Procurement

The prospective contractor should be an established organization with the following characteristics:

1. A professional capability to plan, implement, manage, and evaluate a radio-based education project in a developing country. The staff should have academic training and/or experience in educational technology, curriculum development, lower primary education, educational evaluation/research, radio production, and management of large-scale projects.
2. Demonstrated prior successful experience in the field of educational technology; previous experience in less developed countries is desirable.
3. Active affirmative action with respect to minority groups and women as evidenced by contractor's organization staffing.

Criteria For Selection of Contractor

- A. Responsiveness and Quality of Proposal-----35
 - 1. Understanding of project purpose (15)
 - a) relevance of cited research
 - b) extent to which proposed strategy relates to project objectives
 - 2. Feasibility of proposed strategy (20)
 - a) adequacy of detail
 - b) realistic awareness of LDC constraints
 - c) soundness and clarity of approach
 - d) creativity and innovative concepts described

- B. Institutional Experience and Capabilities-----35
 - 1. Evidence of effective affirmative action (5)
 - 2. Evidence of ability to provide logistical support required (15)
 - 3. Evidence of competence in managing and implementing large scale development media and education projects.-----(15)

- C. Quality and experience of personnel-----30
 - 1. Experience in designing, implementing, evaluating, and disseminating a major, successful primary education program, that utilizes audio media in an integral way. (10)

Criteria for Selection of Contractor (cont'd)

2. Experience in carrying out educational research and/or development projects in developing areas of the world.-----(10)

 3. Demonstrated competence in either primary education, primary science, reading instruction, evaluation, instructional design, radio production or management of media-based R&D projects.-----(10)
- 100

NOTE: (1) Price has not been assigned a numerical weighting. Although selection will be based primarily on technical criteria, awards will be made to those offerors whose overall proposal promises the greatest value to the Government, technical and price factors included.

(2) The above selection criteria may be met in part through the utilization of subcontractors.