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Extension of Rural Primary Schools:

Radio Language Arts

Annual Report

September 26, 1979, to September 25, 1980

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ANNUAL REPORT

SEPTEMBER 26, 1979, to SEPTEMBER 25, 1980

I. INTRODUCTION

On September 26, 1979, the Academy for Educational Development (AED) was contracted by the U.S. Agency for International Development (AID) to implement a five-year project in a developing African country to provide equitable access to effective primary school education through the use of modern communication media and educational technology. Specifically, the project will develop and test a language arts/reading system using radio as the major medium of instruction.

The project is an integral part of an ongoing AID/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 research in the field of language and reading instruction and the experiences of previous projects using radio for instruction. It will design, implement, and test a workable instructional model in a developing country's school system. It is a direct follow-up to the Nicaragua Radio Mathematics Project and will apply and adapt the findings of that project to another important primary school subject: reading/language arts.

II. PRINCIPAL OBJECTIVES FOR THIS PERIOD

Phase I of the project--September, 1979 through June, 1980--was to be preparation for operational development. The specific objectives for Phase I were as follows:

- A. Assist AID in negotiating final site selection.
- B. Conduct an in-depth study of the host country's cultural linguistic features.
- C. Review relevant language arts/radio projects or programs in developing and developed countries and ensure that this information is available to project staff.
- D. Establish working relationships with the host country's government and education officials.
- E. Develop, with the host country's project staff, an implementation plan.

Phase II of the project--July, 1980 through September, 1980--was to be operational. The specific objectives for Phase II were as follows:

- F. Carry out in collaboration with the host country the activities specified in the implementation plan.

- G. Specify learner objectives for a complete three-level language arts/reading program in the primary schools.
- H. Carry out specified staff training.
- I. Develop, pilot test, and prepare for classroom use Level I language arts materials.
- J. Begin to develop instructional materials for Levels II and III.
- K. Select experimental and control schools.
- L. Organize and test systems to efficiently deal with the logistics of broadcasting radio programs, deliver instructional materials, and analyze student performance.
- M. Collect and analyze baseline data on the target population and develop student profiles.
- N. Conduct teacher orientation.
- O. Produce a teachers' handbook.
- P. Revise Level I materials based on feedback from classroom trials.

III. ACTIVITIES UNDERTAKEN

In the following section, the activities undertaken for the project during the first year are discussed in relation to the objectives where appropriate. In the absence of a firm country agreement, however, few of the specific objectives set forth for the project's first year were met in full; therefore other relevant activities are discussed. The description of the project's activities and the year's accomplishments is followed by a brief paragraph commenting on the problem areas.

A. Site Selection and Negotiation of Agreement

The contractor's initial activities related to working with AID on selecting a possible site for the project and subsequently negotiating a working agreement with the selected country.

1. Site selection

The contractor was to assist AID in selecting a site. Prior to awarding the contract, the decision was made by AID to focus on Anglophone Africa, and action cables soliciting interest in the project were sent to several African countries. Positive responses from the AID missions in Kenya and Lesotho warranted site visits by Academy and AID personnel. Approximately 10 days were spent in each country. Using criteria developed before the

the site visits by the project director and project manager, Lesotho was recommended as the site for the project.* Upon reaching agreement on the site, AID/Washington notified AID/Lesotho. The Lesotho Ministry of Education, apparently at some urging from the AID Mission, decided not to accept the project. This decision was contrary to the expectations formed in discussions with the Ministry's personnel during the site visit.

Subsequently, AID/Washington and the contractor reevaluated the situation in Kenya and decided that the project could be effectively implemented there if they were genuinely interested in the project. AID/Kenya was informed of this intention and requested to indicate the continuing level of interest by the Ministry of Education. The restructuring of the Ministry of Education into two separate ministries--Basic Education and Higher Education--and the Christmas holidays delayed a positive response until after the new year.

2. Agreement negotiation

Near the end of February, AID's project manager and the contractor's project director traveled to Kenya to negotiate the agreement between AID and the Government of Kenya (GOK) through the Ministry of Basic Education and the Kenya Institute of Education (KIE), the implementing agent. KIE's response to the project was enthusiastic, and negotiations were cordial. A draft agreement, orally approved by KIE, was left with KIE and AID/Kenya to proceed with final negotiations and signature by appropriate officials. During the next three months, some progress was made by KIE in getting the agreement through the Ministry of Basic Education, but not through the final steps toward signature.

In June, AID/Washington and the contractor sent the project director to Kenya to facilitate the signing of the agreement. After seven weeks the finalized agreement was ready for signature, but still unsigned. The country agreement was signed on August 14, 1980.

Comments: No one anticipated the difficulty in signing an agreement with the host country, especially since any disagreements over specific issues were minimal and easily resolved. The delay resulted in two serious problems for the project: (1) two new field team members had to be recruited to replace the two who could not serve with the project, and (2) all but two months of Phase I had passed without a country agreement. The project is one year behind schedule, and few of the objectives for Phase I have been met.

One beneficial result of the amount of time spent by the contractor in Kenya was the establishment of good working relations with the personnel at

* The criteria, evaluation, and narrative account of the site selection process are included in the Site Selection Report, Appendix A.

KIE. Since AED and KIE, the two implementing agents under the contract, were never in any adversary roles, relations continue to be cordial and frank (see Objective D in Section II).

B. Field Team Recruitment

The unanticipated delays in securing the host country agreement made it necessary to replace two of the originally proposed field team members--the field coordinator and one of the language arts specialists. Additionally, the tentativeness of the situation made it difficult to maintain the interest and involvement of the proposed team members. Until the agreement was signed and Letters of Appointment could be offered to field personnel, there was always the question whether proposed personnel could or would accept the appointments.

The contractor, in collaboration and consultation with AID, spent countless hours in the recruitment effort. The unfilled positions required nontraditional combinations of skills and experience. In addition, only persons with considerable experience in similar projects, preferably overseas, were considered. These two factors, plus the uncertainty about when the project would actually begin, made this task more time-consuming than anticipated. Since the positions required nontraditional academic training and experience, the recruitment procedure relied heavily on the contractor's personal contacts in academic and development institutions.

Throughout the recruitment procedure there seemed to be an urgency to quickly select personnel because of the delays. If fact because of the delays, there could have been more widespread advertisement of the positions. It is not likely, however, that this would have genera ed any more qualified applicants. Senior-level people, with the breadth of experience solicited for these positions, were generally employed in professionally rewarding positions.

Comments: Recruiting for a two- to four-year overseas assignment is not an easy task. The strongest attraction for most prospective candidates is the project itself: whether they see it as a professionally and personally rewarding project that they are willing to suspend their careers for and take up a temporary one. The financial inducements, for the most part, are meaningless, because these are offset by the problems of dislocation, the interruption of an academic or professional career for a longer than usual period, and the limited access to professional materials and collegueship. The seemingly liberal incentives are not enough to attract qualified people who already have good jobs.

The extensive discussions with top-level people in development work, both in academic institutions and government and private agencies, did enable us to identify highly qualified field personnel who were available for the project. Although cumbersome and time-consuming, the lengthy recruitment procedure did enable the contractor to widely explore the field and talk extensively with potential candidates and those who recommended them. This resulted in the selection of a strong field team.

C. Predeparture Planning and Field Team Orientation

Upon signature of the agreement, three related planning and orientation activities were held: (1) a strategy meeting of AED, AID, and the two subcontractors, the Center for Applied Linguistics (CAL) and the Institute for Mathematical Studies in the Social Sciences (IMSSS); (2) formal field team orientation; (3) and an advisory committee meeting with the field team. All of these activities were held in Washington, with some overlap of the meetings so that field team members could meet with key subcontractor personnel and the advisory committee. Agendas for these meetings are attached as Appendix B.

The strategy meeting largely addressed the anticipated problems of implementing the project nearly one year behind schedule. The major objective of the meeting was to guide the field team in establishing priorities, particularly in the early stages of work, toward meeting the project's objectives. A summary of this meeting is appended as Appendix C. Attending the meetings were Patsy Layne, AID; Barbara Searle, IMSSS; Richard Tucker, CAL; and Cheryl Greenwood and Maurice Imhoof of AED. Philip and Debbie Christensen, AED, and Donald Foster-Gross, AID, joined the meeting the second day. Jodi Crandall, James Dias, and Anne Convery of CAL joined the meeting late in the second day.

The orientation sessions had several objectives as follows: (1) to introduce team members to one another and to the contractor's staff, (2) to facilitate interaction between team members, (3) to familiarize team members with the logistical support system and personnel for the project, (4) to familiarize team members with required personnel procedures, and (5) to discuss the issues raised in the strategy meeting. The orientation handbook prepared by AED for project personnel is appended as Appendix D.

Although the Academy's project director and logistical support staff were in regular contact with the field team members from the time of their identification and candidacy, the formal orientation in Washington brought the team together for the first time. The contractor also felt strongly that the wives of the team members should be involved in the orientation, the professional as well as the logistical discussions. The success of a team member in the field is very closely linked to the success of the family in dealing with a new environment and continuing to learn and grow in that environment. The contractor therefore involved the wives in the entire orientation process, soliciting their own professional training and experience. Attending these meetings were Patsy Layne, AID; Barbara Searle, IMSSS; and the following AED personnel: Cheryl Greenwood, Judy Brace, Alex Greeley, Lynda Buss, Ricardo Villeta, Barbara O'Grady, Maurice Imhoof, and the field team members.

The advisory council meeting was an all-day session held at the State Department. Those attending this session were Patsy Layne and Donald Foster-Gross, AID; the following advisory council members: Donald R. Drach, an independent bilingual education/reading specialist, formerly with a U.S. Virgin Island Department of Education project; Dr. Jamesine Friend, an independent consultant, formerly field coordinator of the Radio Mathematics Project in Nicaragua; Dr. Jerome Harste, associate professor in the reading

program at Indiana University; Ivan Propst, English language specialist with the Department of Education, Saipan, Northern Marianas Islands; and Dr. Dorothy Strickland, professor of language arts and reading at Teachers College, Columbia University; the field team members; and Cheryl Greenwood and Maurice Imhoof of AED. The major purpose of the advisory council meeting was to acquaint the team members and council members with one another. In addition, the contractor was interested in assessing the potential contribution of council members as long-term consultants to the project. Each was chosen for his or her special contributions in educational areas directly related to the project. The emphasis during this initial meeting was on reading. Since the two subcontractors will provide ongoing consultation in the areas of evaluation, curriculum design, and linguistics, these areas, plus those specializations of the field team members, were not emphasized on the council.

Another purpose of the meeting was to acquaint the council members with the project. Members came with a minimum of preparation and orientation. The meeting, therefore, provided a brief overview of the project and the manner in which it relates to AID's global efforts in the support of education through communications technology and processes. Patsy Layne, DS/ED, provided this background. Cheryl Greenwood, director of the International Division, AED, provided the context in which the project fits within the Academy's activities.

The discussion with council members on specific project activities centered on the issues raised during the previous strategy meetings to alert the field team members to these issues and possible strategies for resolving these problems and issues. It was not anticipated that in the time given to this meeting that all the innovative and practical solutions would be given. The necessary familiarity with the project, the Kenyan context, and the strengths and weaknesses of the entire field team operation were lacking in the meeting. What was achieved was a growing sense in the group that the project offered tremendous potential to combine many of the things we know about language teaching with some of the new directions in reading instruction using a radio medium. Contributions were less in the form of this is what you must do and more in the nature of this would be a great opportunity to do... The discussion was more theoretical and suggestive than specific and practical. It did, however, identify several of the issues that the field team would have to confront in Kenya.

Comments: The contractor was regularly in touch with the subcontractors, who were understandably concerned about the delays in starting up the project. One of their major concerns was keeping key people until project start-up. Only one member of the CAL sociolinguistics survey team did, in fact, have to assume other responsibilities.

The advisory council membership will be further considered during the early months of Year II. The council requires two kinds of professionals: (1) educational planners with a global view of educational development and knowledgeable in the ways that media can augment, reinforce, or replace traditional educational modes, and (2) curriculum developers with experience

directly related to the specific task of the project. It will be necessary to expand the committee's membership to ensure that the council represents both kinds of expertise. Further considerations on the committee's format will also be necessary to ensure maximum utilization of the committee members' knowledge and experience.

D. Logistical Support and Planning

Planning activities in anticipation of the needs of the field team began early in the year. Initial activities were in travel support of the project director who spent 13 weeks on site selection and field negotiations.

In discussions with the host country, information on the benefits provided by the AID mission and the host government was carefully reviewed and integrated within the Academy's support plans for the team. Subsequently, in consultation with KIE, support for the work of the team at KIE was reviewed, and final plans were drawn up. Bids for equipment and supplies were solicited early and periodically updated. Modifications will be necessary as the project settles into its work in Kenya, but the major logistical support system is in place.

Because of the difficulties of fielding a team in Kenya, particularly with the field coordinator not in place until December 1, it was decided by the contractor, with the concurrence of the project manager, to send a logistics coordinator to the field shortly before the field team was due in Kenya. Barbara O'Grady left Washington on September 25 to assume these responsibilities. She primarily focused on establishing banking arrangements, office facilities, and temporary or permanent housing.

Two other major logistical support activities, which were anticipated but could not be initiated until the agreement signature, were (1) Contracts Office's approval of salaries and equipment purchase and shipment, and (2) relocation of field team personnel, including travel, shipping of personal effects, storage and so on. These predeparture activities began late in the contract year and will continue throughout the first two months of next year.

Comments: The logistical support system is working well.

E. Research on Reading and Radio

Activities relevant to Objective C (Section II) have been carried out by the project director. Efforts to identify radio projects in developing countries have not unearthed many beyond those previously covered in the literature survey conducted for the technical proposal. These educational development projects have largely been for adults in nonformal education with only minimal language teaching. Where language has been an integral part of these nonformal efforts it has been in the form of literacy programs in the mother-tongue, rather than second-language teaching.

A survey of radio language-teaching efforts in the United States has revealed insubstantial activity, although there have been short-lived attempts to use television for foreign-language teaching. Although apparently used in some closed-circuit broadcasts on college campuses, they seem to have no commercial TV audience.

Research on language arts has focused on the relationship between the developing theory of language acquisition and the reading process. This research is of the most immediate benefit to the field team and therefore has received the most sustained effort. A position paper, "Reading by Radio," is now in draft form and will be shared with team members before a final version of the paper is completed about December 15.

Comments: Although an extensive survey of what has happened in radio-based instruction, particularly in language teaching, would be of general interest, the preliminary investigation revealed there is not enough useful information to warrant major attention at this time. The final documentation of this survey and additional efforts over the next two to three months will be prepared in January. This paper will include, in addition to the information on radio projects and programs in developing countries, information on radio language teaching in the developed countries. It is not expected that this review will substantially contribute to the Radio Language Arts Project, but it will ensure that there are no unheralded projects that could substantially benefit out project.

F. Problems or Anticipated Problems

1. Despite host country agreement to provide personnel for the project, most substantially the four Kenyan team members, it will be increasingly difficult for KIE to do this. Already, they are experiencing difficulty in recruiting personnel from outside Nairobi because of the high cost of living in Nairobi and the relatively poor pay. The project is focusing on help for rural schools, and it is imperative that Kenyan team members with rural experience be involved in the writing of materials if the project is to produce relevant radio lessons. One cannot expect personal sacrifice any more for this project than any other. Recruiting and keeping experienced, productive, and creative personnel will predictably be difficult over the life of the project.

2. Kenyan educators working at KIE are generally assigned to training programs abroad. These are usually specific, short-term programs that expand the capabilities of individuals to make them more useful members of the KIE staff. There will be an expectation on the part of the Kenyan staff in this project that at some point they will receive training abroad. KIE is aware that there is no training component of this sort in the project, but the American team members will undoubtedly receive requests and will have to deal with these expectations on the part of their Kenyan colleagues.

3. Producing radio lessons on cassette will create some difficulties during the initial implementation year. One can anticipate some scheduling, production, and distribution difficulties. These can, with careful planning, be controlled for the most part. Additionally, one can expect some problems with getting the cassettes played at the right time and in the right manner by classroom teachers. This will require careful orientation of teachers and monitoring by the observer/evaluators during this cassette period.

4. The necessity to do everything at one time, and immediately, will create situations in which the team will feel inadequate. It will be necessary to provide substantial consulting during the initial months of the project, using consultants with specific experience who can spend a minimum of two weeks in the field to actually help with the heavy work load of getting the project started. This in itself will put a heavier load on the field team and support staff in the field and perhaps overburden personnel. It will be important for the Washington staff to be responsive as quickly as possible for support activities.

SECTION IV

BUDGET

CONTRACT NUMBER AID/DSPE-C-0051

<u>Category</u>	<u>Expenditures to September 30, 1980</u>
Salaries and Wages	\$ 64,150.08
Employee Benefits	17,255.31
Consultant Fees	2,720.00
Travel and Transportation	24,551.99
Overseas Allowance	-0-
Other Direct Costs	16,214.19
Equipment	-0-
Overhead	30,278.14
Subcontracts	-0-
<u>TOTAL</u>	<u>\$ 155,169.71</u>

Academy for
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Development



XD-AMM-
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SITE SELECTION REPORT

Radio Language Arts Project

by

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November 8, 1979

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PREFACE

On September 29, 1979, the Development Support Bureau/Education Office (DS/ED) of AID/Washington signed a contract with the Academy for Educational Development to develop and test a language arts/reading system using radio as the major medium of instruction. The overall goal of the project is to provide equitable access to effective primary school education through use of modern communications media and through innovative application of educational technology.

The project is an integral part of an ongoing AID/DS/ED program to develop tested models that provide innovative solutions to educational problems through the use of modern technology--in this case, radio. It is a direct follow-up of the Nicaragua Radio Mathematics Project and will apply and adapt the findings of that project to language arts/reading.

From October 1 through October 22 a site-selection team composed of one member from AID, one member from AED, and an educational broadcasting consultant visited two sites which had expressed earlier interest in the program--Kenya and Lesotho.

This report presents the results of that trip. A narrative summary describes the criteria for country selection and presents detailed information about each country, grouped around areas of particular concern in the site selection. This narrative summary

is followed by a matrix, based on the site selection criteria, which is used to report observations and compare characteristics of the two countries.

This material was compiled for presentation at a site-selection meeting in Washington on November 8, 1979.

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NARRATIVE SUMMARY REPORT ON VISIT TO KENYA AND LESOTHO

In accordance with the terms of contract No. AID/DSPE-C-0051, personnel from the Academy for Educational Development and AID made a site-selection trip to Kenya and Lesotho. Patsy Layne, AID project manager; Maurice Imhoof, AED project director; and Pamela Brooke, educational broadcasting consultant, visited both countries between October 1 and October 22, 1979.

The site-selection team used the following criteria in developing a matrix for reporting its observations:

- a. The stated intention of the host country officials to incorporate into their educational system the innovations included in this project, if they prove successful.
- b. The willingness of the host country to enter into partnership in the planning and operation of this project.
- c. The commitment of the host country to cooperate by contributing personnel and materials to the project.
- d. The technical capabilities of host country personnel.
- e. The stated intention of the appropriate host country ministries to establish, implement, and see to completion the planned operations of this project.
- f. The stated intention of host country education administrators and teachers who would be connected with the project to cooperate in the stated purposes of the project.
- g. The stated intention of the host country MOE to ensure a male-female balance of students and staff insofar as it is practically possible.

h. The existence of a host country language arts curriculum that permits the development of a primary language arts instructional program that utilizes children's first language during the beginning stages and includes the skills of speaking, listening, reading, and writing, and the cognitive objectives related to literature and the nature of language.

The following narrative report summarizes major observations made by team members. There is no attempt in the report to follow a chronological order of visits and discussions; a list of persons contacted during the trip is, however, included. The report groups detailed information around areas of concern in the site selection. The matrix, which follows the narrative report, applies the criteria for site selection.

The following areas of concern are reported for each country:

- I. Educational System
- II. English Language Curriculum
- III. Classroom Situation
- IV. Broadcast Capabilities
- V. Personnel
- VI. Local Support
- VII. Conclusions

KENYA

I. EDUCATIONAL SYSTEM

The educational system is structured into six years of primary education, followed by six years of secondary education. Completion of the first four secondary grades is followed by an exam (equivalent to Cambridge "O" level); completion of the two additional years is followed by another exam (equivalent to Cambridge "A" level). "A" level is followed by university education. By no means are all who qualify at any level continued on to the next level.

Since education was declared free, there have been approximately 500,000 students at each primary grade level. There are about 10,000 primary schools and 70,000 teachers, 30,000 of whom are untrained. There is little or no in-service teacher training, but increasing attention is being given to pre-service primary teacher training.

The Ministry of Education allocates 30 Kenya shillings (\$2.85) per pupil for school equipment. Buildings are provided by the community, and books are purchased by parents.

The official language policy seems to be stated in the Constitution and requires an act of parliament to change. The mother tongue is the language of instruction for the first three years. English is taught as a subject for three years and then becomes the medium of instruction. Kiswahili begins as a subject in the fourth grade.

Considerable variation in this pattern was observed and mentioned in our discussions with educators. Because of the complex linguistic situation with dozens of languages spoken in Kenya, few teachers are equipped to teach in the mother tongue. Materials are scarce and expensive except in a few of the languages. Kiswahili, which serves as a major lingua franca, is sometimes introduced from the first year.

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Teacher training for primary teachers in the teacher training colleges normally parallels the upper two years of secondary education, but some candidates come into the teacher training colleges directly from only six years of primary education or two years of secondary education.

II. ENGLISH LANGUAGE CURRICULUM

At the primary level, the Primary Division of the Ministry has overall responsibility for implementation of the curriculum, including language arts. Eight periods per week are scheduled for English instruction, with a total of approximately two hours per day for all language arts. Some teaching materials are now developed in 14 mother tongues, and 6 more are expected immediately. It is highly optimistic to think that teachers make use of these materials. They must buy these expensive materials, and production and distribution seem to be real problems.

Of major importance to the primary curriculum is the Primary Education Project. This is a curriculum reform which projects piloting the first and second year in 1980. Radio broadcasts are planned to supplement the classroom instruction. A language arts team of about 32 people (teachers, inspectors, teacher trainers, university professors, etc.) is coordinating all language arts, and a block of time is set aside as part of the Primary Education Project. They have been working for 6 or 7 months. When objectives are agreed upon, guidelines will be developed by the team and materials will be written. The project will be piloted in 50 schools. Courses will be implemented in five years.

According to the British Council,¹¹ there is rather general agreement that there is a downward spiral in the teaching of English, caused in part by the increasing numbers of primary pupils and untrainedⁿ teachers.

The objectives for and methods of teaching English at the primary level are normally set out in the series of books entitled Progressive Peak.

III. CLASSROOM SITUATION

Primary classes are large, about 55 students per class. There are not enough textbooks, and they do not arrive on time. Distribution of all materials is very poor. Students seem to have desks, and teachers have room to move about.

With respect to broadcasting, programs do not always start on time. Schools do not always have radios. Reception may be poor. There is no system to maintain or repair radios which do not work.

IV. BROADCAST CAPABILITIES

According to the media specialist with the British Council, studios and equipment are poor, but production staff is good. The school broadcasting is the best part of the Voice of Kenya, he said.

Broadcast capabilities at KIE are to be considerably strengthened by new facilities and radios. This is one of the major reasons, it seems, KIE would like our project. It would strengthen their capabilities and provide experts and additional staff for the media division.

V. PERSONNEL

There are trained broadcasters at VOK and educational media specialists at KIE. We were assured that there would be counterparts available. The statement was made that sufficient numbers of teachers are employed by the MOE so that some people can be released for special assignment to places such as KIE. We did observe through school visits that there are not always enough teachers in the schools. The nature of the project, and its support by the MOE, would perhaps ensure that we receive sufficient counterparts.

VI. LOCAL SUPPORT

On the surface, local support looks good. Although personnel and facilities are expensive, such things as housing, secretarial staff, facilities for workshops, computer facilities, and so on, are available.

The project would probably be attached to the KIE. It was not clear whether or not office space is actually available there, but we were assured that it could be provided. The KIE seems to have a great deal of autonomy in decisions regarding curriculum design and development. The current revisions of curriculum and strengthening of the media division would seem a good context for the project. Obtaining approval of objectives, curriculum, materials, etc., did seem rather cumbersome. It is not clear how much of that would apply to the pilot materials we would develop. In the present context, coordination with the media specialists and the curriculum planners would seem relatively easy.

Support from the academic community is likely to be good. Dr. Mohammed Abdulaziz, Department of Linguistics, Nairobi University, indicated his own personal interest and indicated that his colleagues at Nairobi University and at Kenyatta University would no doubt be willing to cooperate on the project. Some members of the relevant departments are already members of the Primary Education Project.

At AID, the multi-sector officers were frank in their comments that the Mission does not do much for contractors. It probably is not necessary that they do much. We have a good idea of what they can offer, and we simply would have to determine what must go into the project agreement to ensure that necessary communication and support is maintained. They would, of course, be helpful during negotiations with the host government.

The Mission director expressed interest in the media aspects of the project. He would need continued briefing from the multi-sector officers to keep him informed of the nature of the project and its special use of radio.

The American ambassador, whom we did not meet, is a former Ford Foundation specialist who was in Kenya in the mid-1960s when the English language program was being overhauled. He is, by report, still very interested in the language questions in Kenya and would be an invaluable ally if he remains there,

LESOTHO

I. EDUCATIONAL SYSTEM

The educational system is structured into seven years of primary education, followed by five years of secondary education. The first three forms of secondary school (A-C) are called Junior Secondary School and completion results in a Junior Certificate. The higher level secondary forms (D-E) result in the Cambridge Overseas School Certificate "O" level (COSC). During the past few years, the level has been considerably lower than "O" level, and this decline is of mounting concern to the Ministry of Education.

Approximately 100 percent of the seventh-year primary students pass, but all do not continue on. About 50 percent pass the Junior Certificate. Only about 40 percent pass the Cambridge Overseas School Certificate. Students drop out along the way, so these figures do not represent percentages of those who enter the system, but only those who attempt the final exams.

After the completion of 10 years of school--receipt of the Junior Certificate--students can go to the National Teacher Training College (NTTC), the agricultural school, and other vocational schools. Students with a Junior Certificate and the NTTC program become primary teachers. Students who have completed the COSC and the NTTC program become secondary teachers. Unqualified teachers, that is, those who have not received the Junior Certificate before entering service, can come to the NTTC for in-service training. Through the in-service program, they can upgrade their certification to a Primary Teacher Certificate. During the in-service training, they pass through continuous assessment and a final examination locally produced by the NTTC. In order to serve these teachers, the NTTC offers courses during all school holiday periods,

In addition, qualified teachers who hold the Primary Teacher Certificate can come back for additional training; they are usually placed as administrators and may gain a rank similar to COSC graduates. From all appearances, in-service training is participated in enthusiastically.

There are approximately 1,100 primary schools in the country. We heard rumors that there were going to be considerably more created next year, but the Permanent Secretary of the Ministry of Education assured us that only a very few would be added over the next three years, not to exceed 1,200 all together. About 75 percent of these schools are in the lowland.

There seems to be no official language policy except as outlined in the official Syllabus for Primary Schools (Ministry of Education, Lesotho, 1967). Both English and Sesotho are taught for the entire seven years of primary school, with Sesotho receiving greater attention during the first year only. English is expected as the medium of instruction by the fifth year, according to some authorities, although that is not stated explicitly in the syllabus. In practice, teachers and principals indicated that a great deal of Sesotho was used, and English is ignored much of the time in some schools. Our observation of some primary teaching would indicate that many of the unqualified teachers simply do not have the language skills necessary to teach English.

The quality of instruction in primary schools varies greatly, of course. Some of the more established Mission schools do a creditable job. Some of the newly created government schools are understaffed with unqualified teachers.

By our observation, classes are very large at the lower primary level. Seventy students in attendance was quite common. It was reported from several sources that students often come only on alternate days, with a brother or sister coming on the other days. This seems to be the case especially with boys who must watch after the herds beginning at a very young age, perhaps between four and six years. Peace Corps teachers were especially concerned about this pattern of attendance.

II. ENGLISH LANGUAGE CURRICULUM

The National Curriculum Development Center (NCDC) is the unit within the Ministry of Education responsible for curriculum design and implementation. It also is involved in pilot testing of new materials.

Within this center is a primary curriculum unit. At present, the primary English language syllabus is the Day by Day English Series (Longman). It is referred to in the primary syllabus, and parallels are drawn between English language teaching and Sesotho language teaching.

The relation between the NCDC and the NTTC has not been clearly delineated. Any links between the two have almost dissolved since the departure of the British Council language specialist who used to provide the personal link. The English teachers at NTTC said there simply was not time.

The Permanent Secretary suggested that the Radio Language Arts Project remain somewhat autonomous during the initial stages of the project. The implication of this was that he did not want to attach the project to the NCDC which is presently not functioning in its capacity as curriculum designer. On the other hand, he perhaps did

not want to attach the project to another agency until he has time to get the various MOE units reshuffled. It was clear that he saw the project cooperating with both units and others as well.

III. CLASSROOM SITUATION

Classes are very large. We observed over 70 students in classes of the first three grades.

There were few textbooks in any classroom. Even in the best mission school (in terms of facilities and probably instruction) this was true.

Teaching was very poor. At all levels of instruction at the first three grades, the same English lesson was offered for our inspection. This included mainly "What's your name? What's my name?" Of course, superficial observation is unfair, but in only one classroom did we see any real classroom management, and this was from a teacher who was not the regular teacher of the class.

Classrooms were dark and crowded; generally, several classes met in the same large room. There were simple blackboards but no other equipment in the rooms. Many children did not have desks.

IV. BROADCAST CAPABILITIES

Radio Lesotho assured us that broadcast time is available. The MOE broadcast unit did not use the allocated time, and its time has been reduced.

There are currently three production/broadcast studios in operation at Radio Lesotho. A new studio building has been constructed; equipment is evidently on hand, but wiring has not been completed. They hope to have three new studios in operation in the early months of 1980.

In addition to the studios of Radio Lesotho, the Lesotho Distance

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Teaching Center (LDTC) has one production studio which is overused. By report (we did not visit it), the agriculture department has a studio.

The director of Radio Lesotho indicated that there would not be adequate production time available for our project.

Radio Lesotho is currently, or will shortly be, broadcasting with a more powerful transmitter. This will considerably bolster the range of their transmission, some say well beyond the borders of Lesotho. In addition, there would be a further boost when they complete facilities and install equipment to be purchased with a World Bank loan. It would seem that medium wave transmission would still be uncertain in some of the mountainous areas unless auxiliary transmitters were installed, but technical experts would have to answer these questions. We had no way of observing the effectiveness of transmission in these areas.

V. PERSONNEL

There are trained operators (producer/broadcasters) at LDTC and Radio Lesotho. They have generally had training in Germany, Holland, and, in some cases, in the UK. Production at Radio Lesotho is simple - generally, recorded events in the field, e.g., choirs, speeches, etc., or recorded music programs and commentary. The small staff at the LDTC seems to do more sophisticated programs.

There is not a large body of trained broadcasters. The Radio Language Arts project would have to identify a number of qualified persons to receive on-the-job training in production, writing, and broadcasting. If selected carefully from trained and articulate language arts graduates, they should do well on the project and receive skills

valuable for development of the country. There are obvious positions within the educational system after the project terminates.

VI. LOCAL SUPPORT

Since Lesotho is so small, there are few key people. That fact makes it easier to identify the right people to see, but sometimes means there is intense pressure on their time from the large numbers of development personnel in the country. The project would probably come directly under the Permanent Secretary who has just returned to Lesotho after completing his doctorate. He would be the key person for specific approval of necessary mechanisms for working within the educational system. It was his recommendation that the project remain somewhat autonomous during the first phase, but have cooperative links with both the NCDC and NTTC.

Support from NTTC, especially the IMRC, and LDTC is likely to be excellent. The NTTC could provide space for training workshops if they are carefully scheduled. Since we would probably be dealing with small numbers, this should not be a problem.

The AID EHRD officer is enthusiastic about the project and would very much like to see it come to Lesotho. Although overworked, he would make it his first priority. He is very practical, knows all the right people, and seems on excellent terms with them. Others at the Mission also indicated their willingness to help negotiate and implement the project.

The Mission director asked to reserve judgment at this point. He did not indicate any reservations about the project itself, but he is being very cautious in his response to another development project for Lesotho.

The major problem with Lesotho as a site is one of logistics. Housing, office space, and production facilities would require careful coordination with other AID projects in order to ensure adequate facilities. Space would have to be developed or built, as the host government seems unable to provide it.

VII. CONCLUSIONS

Every effort has been made on the site-selection trip to record objective observations about the educational situation in the two countries. One cannot prevent subjective impressions from entering into one's thinking about the possibilities for success of the project. It is our judgment, based on what we saw, heard, and felt, that the project could be carried out in either country. Both countries, however, have certain problems identified in the Narrative Summary and in the Matrix comments. In either case, critical problems would have to be addressed before a final determination is made about the site. It is difficult to draw any final conclusions about a potential site. This report is presented primarily for comparison and discussion purposes in order to identify crucial issues and possible solutions.

MATRIX OF COUNTRY SELECTION CRITERIA

Radio Language Arts Project

CONTENTS

I. EDUCATIONAL SYSTEM

- A. Need
- B. Articulation potential
- C. Institutional relationships

II. LANGUAGE

- A. Official national language(s)
- B. Vernacular language(s)
- C. Dialects
- D. Instructional language(s)
- E. Use of English
- F. Existing language arts curriculum
- G. Stability of language policy/situation

III. PERSONNEL

- A. Educational broadcasters
- B. Language arts materials writers
- C. Radio presenters/talent
- D. Project field personnel
- E. Educational researchers
- F. Radio technicians
- G. Clerical staff

IV. FACILITIES

- A. Radio transmission
- B. Radio production
- C. Printing
- D. Office
- E. Transportation
- F. Computers
- G. Schools
- H. Housing
- I. Contact with AED

V. SUPPORT

- A. Host government
 - 1. Incorporation of project into educational system
 - 2. Cooperative planning and implementation
 - 3. Contribution of personnel and facilities
 - 4. Commitment to implementation
- B. USAID Mission
 - 1. Mission capability
 - 2. Mission interest

VI. SUMMARY

- A. Probable impact of radio instruction
- B. Probable impact of this project
- C. Replicability
 - 1. Level of educational development
 - 2. School language policy

Potential or Success Scores: Countries are to be rated on each question with a score ranging from one (success potential low) to five (success potential high).

	LESOTHO	KENYA
I. EDUCATIONAL SYSTEM		
A. Does the project serve the expressed needs of the educational system?	A number of educational projects indicate efforts to improve primary education: IMRC, NTTC, NCDC, Radio Lesotho. Primary language arts program is weak. Many untrained teachers.	Excellent education infrastructure. Distribution of resources poor. Revising curriculum. Trying to use instructional radio as part of curriculum. Many untrained teachers. No inservice teacher training. Downward spiral in quality of English teaching.
B.1 Is there potential for the project and the project model to articulate with the present educational system?	MOE organizational plan encourages this kind of project; the NCDC is involved in curriculum development. Not functioning well at present. High interest in Ministry, which sees project's potential as catalyst. Model could solve some of the problems in language arts instruction, especially in rural areas.	Project duplicates processes of KIE which is involved in curriculum design and development. Pilot testing of materials and evaluation. Model could solve some of the problems with untrained teachers and lack of materials in the classrooms.
B.2 Is the project compatible with the current primary language arts curriculum?	The project could make use of the present language arts syllabus and materials. Project could improve the present materials by localizing them.	The project could make use of the present language arts syllabus and materials. Revised curriculum, expected to be implemented in five years might make revision of radio language arts curriculum necessary, or result in non-utilization of the radio program.
B.3 Is there a balanced male-female school population which the project can serve?	Early primary population is mixed male-female.	Early primary population is mixed male-female.

	LESOTHO	KENYA
B.4 Does the project fit the present educational philosophy and educational planning of the host country?	Plans to make primary education more relevant to students and their lives. Plans to revise curriculum and to make greater use of educational broadcasting. Positions already created in Ministry. Hope to reach more remote areas through greater transmission power.	Free education (i.e., non-tuition) for the primary grades means increasing attention to education for life for much larger school population. Radio language arts curriculum could help.
C.1 Is there potential for the project to articulate with other educational institutions and donors?	Excellent articulation with NTTC which trains primary teachers. Little done at present with primary language arts and only sporadically with reading. Potential articulation with NCDC which will be building new facilities. Suggestion by the Permanent Secretary that we remain somewhat autonomous for the time being until administration of NCDC is involved.	Potential within KIE seems excellent. The role of the project in relation to other educational development activities might be restricted.
C.2 To what extent can the project cooperate with appropriate ministries, e.g., education, information, etc.?	The British Council, Media Department report on "Educational Broadcasting in Lesotho" (October-November 1978) recommends the creation of a Council for Educational Broadcasting. This would unify efforts between all agencies involved in educational broadcasting. The council has not yet been created.	There is interest in educational broadcasting and quite a lot is being done. The media division of KIE buy-production and broadcast time from the Voice of Kenya.
C.3 To what extent would the universities support the project or project model?	University departments train secondary teachers, not primary teachers. However, the education research faculty support and interest.	Expressed interest by linguistics department, University of Nairobi. Probable interest by Kenyatta College as well. Contacts were limited.

	LESOTHO	KENYA
C.4 To what extent would the teacher training college(s) support the project?	NTTC acting director, the IMRC staff (located at the NTTC), the English language staff all eager for the project.	Strong support probable. Teacher training colleges make good use of the primary language arts materials in their training programs. Some colleges have expatriate teachers in the English departments.
C.5 What other educational projects by institutions and donors seem to relate to the project? To what extent do these seem supportive to the project.	Radio Lesotho has received a World Bank loan to boost transmission power. They have an expressed interest in improving educational broadcasting and would provide broadcast time. IMRC, funded by AID, will build facilities at the NTTC which includes a radio production studio. Regional centers could also provide mechanism for implementation of project. This project would coordinate with textbook project, funded by a World Bank loan. LDTC, which uses radio, engages in media research and is enthusiastic about potential for collaboration.	The media division of KIE has a World Bank loan to purchase equipment and improve facilities for instructional radio. They are very interested in the project.

	LESOTHO	KENYA
II. LANGUAGE		
A. What is (are) the official national language (languages)? Does the project seem to suit this situation?	The official national languages are Sesotho and English. The mother tongue is Sesotho.	The official national language is English. Kiswahili is viewed as an important lingua franca.
B. What is the vernacular language situation? Does the project seem to suit this situation?	Apparently the only vernacular language is Sesotho. This would simplify the project, especially at the earliest stages of instruction. High literacy rate claimed in an earlier report is being refuted by current test results and surveys.	There are many vernacular languages, some with large numbers of speakers and some with only a few. Many of the vernacular languages have little written materials. This situation would complicate the project, especially in the earliest stages of instruction.
C. What is the dialect situation? Would this have any effect on the success of the project?	There is apparently a distinct northern dialect and a southern dialect. It is not clear whether these have any implications for beginning reading instruction, but probably few implications for English instruction.	Dialect differences are not as important as the language differences. Few implications for language instruction.
D. What is (are) the language (languages) of instruction? Does the project seem to suit this situation?	Sesotho for the first three years; English as a subject. English becomes the medium of instruction by 5th grade. (In practice probably later.) Increasing hours of English, decreasing hours of Sesotho throughout primary school.	In theory, the mother tongue initially, with English as a subject. At 4th grade English becomes the medium of instruction and Kiswahili is added as a subject. In practice English and Kiswahili are often introduced from the very beginning. The teacher often does not know the mother tongue of the students.

	LESOTHO	KENYA
E. Is there use of English in the environment beyond the classroom?	Newspapers and magazines are available in English, published in South Africa. Movies are in English. Radio and television are in English and Afrikaans. Only radio would be available to the rural population.	English is widely used throughout the country. Movies, newspapers, magazines in English are widely distributed in Nairobi at least.
F. What is the existing language arts curriculum? Is the project compatible with the present curriculum?	Based on the <u>Day by Day English Series</u> with first year completely oral work. Few students have textbooks. Radio instruction compatible.	Based on the <u>Progressive Peak</u> series. Curriculum under review with a target date for implementation in five years. Radio instruction is not a feature of primary language arts, but is used at the secondary level. Radio instruction compatible.
G. Is there stability in the present language policy and situation?	Policy seems to be stable even though Sesotho seems to have a larger role in practice than stated policy.	Some instability in the language policy and situation. In practice, mother tongue literacy is not taught much. Materials are only now being developed in a few of the languages. Some movement to make Kiswahili take the role in the educational process now taken by English. Likely to become more heated political discussion.

	LESOTHO	KENYA
III. PERSONNEL		
A. What is the potential for educational broadcasters?	Both Radio Lesotho and LDTC have trained broadcasters. Production at Radio Lesotho is simple, and broadcasters come with minimal educational background. Broadcast positions at MOE. Personnel could be identified for training.	Both VOK and KIE have trained broadcasters. KIE has a mechanism and positions for broadcasters in its media division where instructional radio is part of its ongoing activity. KIE indicated that counterparts for the project would be no problem.
B. What is the potential for language arts materials writers?	Positions in MOE for trained language arts personnel. The NTTC could be very helpful in identifying qualified personnel.	KIE has regular positions for broadcast materials writers. It should not be difficult to identify language arts materials writers.
C. What is the potential for radio presenters, i.e., actors, musicians, etc.?	Radio production in Lesotho does not make much use of such personnel. It does field recordings of music programs, etc., and such talent could be identified.	Talent is available.
D. What is the potential for project field personnel?	The NTTC has trained observers and supervisors for its interns. Positions as field officers within the MOE structure would also serve as a mechanism for the field personnel.	KIE has developed a system for evaluating materials through observation in 50 pilot schools. The project could make use of this mechanism.

	LESOTHO	KENYA
IV. FACILITIES		
A.1 Is radio transmission adequate to reach the target audience?	Recently boosted to 100 watts. Apparently will receive a further boost with new World Bank loan. Adequate for all but the most isolated mountain valleys.	Apparently adequate. Some complaint about reception but may be due to receivers.
A.2 Is broadcast time available for the project?	Assured by Radio Lesotho that broadcast time is available. Ministry of Education has not used its allocated time.	KIE purchases time from VOK for instructional radio. Time is available in the school broadcast time schedule.
B. Are production facilities available (studio, control room, etc)?	In short supply. Possibility of production studio space in new IMRC facility.	Production facilities are also rented from VOK. Apparently there is adequate studio space, although the facilities are old.
C. Are there adequate printing and duplicating facilities, and can the project have access?	Printing and duplicating facilities at NTCC and IMRC are adequate for the project.	Ministry of Education materials are printed by the Kenya Foundation which can produce quality work. Editorial assistance would be necessary. Issue of copyright could present problems.
D. Is office space for project staff (four expatriate and four to six local) available?	Office space would have to be built in conjunction with some other project. There apparently is no space that can be provided by the host government. There may be a possibility of renting temporary office space.	Assured by KIE that there would be no problem.

	LESOTHO	KENYA
E. Is there a transportation system adequate for necessary distribution and school visitation?	Adequate road system only in the lowlands. Project vehicles would be necessary. Distances between project schools is probably short.	Good road system. Project vehicles would be necessary. Representative schools nearby could be identified, although some linguistic/cultural variety would be useful.
F. Are computer facilities and time available?	Not available in the country.	Apparently available through Statistics Bureau.
G. Can the project have access to an adequate number of schools?	School visitation and observation not a problem.	School visitation and observation not a problem.
H. Is housing available for expatriate project staff?	Housing would have to be built in conjunction with other AID project. Sites were offered by GOL. Delayed implementation and/or temporary housing would be necessary.	Housing is evidently available but expensive.
I. Is communication with AED and project director adequate?	Mail service is slow. Telex and telephone service is adequate.	Mail, telex, and telephone service is adequate.

	LESOTHO	KENYA
V. SUPPORT		
A.1.a To what extent can/will the host government incorporate the project into the educational system?	Eager to improve primary education and extend to rural areas. Other educational development projects suggest they will be able to incorporate the project into the educational system. Both the teacher training and the distribution system are being upgraded.	Eager to improve instructional radio at the primary level. World Bank loan to improve the media division of KIE suggests they will be able to incorporate the project into the educational system. The educational bureaucracy is complex. Changes in language policy seem imminent, which could jeopardize use of project's product in Kenya.
A.1.b Is there a mechanism for educational development in which this project could function?	The project fits development plans at the NTTC, NDCD, Radio Lesotho, and the Textbook Project.	The project fits neatly into the KIE operations, which are curriculum development and evaluation, and instructional radio.
A.1.c Is there a mechanism for dissemination of the model at the conclusion of the project?	There are presently education broadcast positions within the Ministry. These positions could provide the mechanism for dissemination of the model.	Implementation of new curricula is through the Inspectorate of MOE. There is a mechanism for implementation, but approval of new materials is rather cumbersome.
A.2 Is there a mechanism for cooperative planning and implementation? That is, how does the project relate to the MOE?	The Permanent Secretary suggested a somewhat autonomous role for the project in the beginning with cooperative links with NCDC and NTTC (curriculum development and teacher training).	A panel of experts from KIE, the universities, the MOE Inspectorate, and teachers is the major planning body for curricula revision. These are subject matter specialists who plan, develop guidelines, and write new materials. The constitution of this committee ensures cooperation between the various interested parties.

	LESOTHO	KENYA
A.3 Is the MOE willing to provide personnel and facilities?	To the extent possible for them to do so. It would probably be necessary for the project to work out an increasing scale of commitment on the part of the MOE for personnel. They would need help with facilities.	KIE assured us that personnel and facilities would be provided.
A.4 What is the commitment to implementation of the project? Who made the commitment? What did they actually say?	The Permanent Secretary of MOE supports the project strongly. The acting director of NTTC, the director of LDTC, and the director of Radio Lesotho also endorsed the project and expressed interest in cooperating. The Planning Office indicated their support of the Permanent Secretary.	The director of KIE and the Head of the media division indicated their willingness to provide facilities and personnel. We were unable to reach the Permanent Secretary and the Planning Office. The P.S., however, had expressed a general willingness to support the project during a previous visit. No specific comments were made above the KIE level.
B.1 To what extent is the USAID Mission able to support the project?	AID/Lesotho has an energetic and capable EHRD officer who is willing to give this project high priority and total support. Mission is small, but the staff works in an extremely cooperative and competent fashion. There is a general impression that Mission staff stay on top of things.	There is no education officer in Kenya. The multi-sector officers indicated they would cooperate in whatever way they can be useful. They are apparently overworked.
B.2 To what extent is the USAID Mission interested in the project?	The USAID/Lesotho education officer is enthusiastic about the project. The Mission director is noncommittal until he knows whether Lesotho has been selected. He was not negative...just cautious.	Not a great deal. MS & Eng. officers are interested in education projects for Kenya but stated they have no time to assist. The Mission director expressed his objection to primary education projects but indicated he would support the project since it involves media.

	LESOTHO	KENYA
VI. SUMMARY		
A. What is the probable impact of instructional radio on the educational system?	It is the only way in the foreseeable future that children in the rural, mountainous areas could receive quality instruction or, more accurately, any at all.	With increasing numbers of students and lack of trained teachers, instructional radio is becoming more important to the educational system.
B. What is the probable impact of this project on instructional radio and on the educational system?	Formal instructional radio no longer exists in Lesotho. This project could serve to strengthen the educational broadcasting infrastructure and stimulate the development of similar instructional packages in other subject matter areas. The PS wants to use radio as a major strategy for Lesotho education. This project could make that possible.	Although instructional radio is being used, it has been used only as supplementary support to the regular classroom instruction. This project would be the first to make the radio lesson the central instructional mode. This could give new life to instructional radio, especially at the primary level.
C.1 To what extent does the Radio Language Arts model seem to be replicable, given the level of educational development of the host country?	Lesotho would seem a rather typical country in terms of educational development. It is very poor, with the heritage of a private (church mission) school system which reached only a portion of the population. Now moving into more universal education, the MOE is struggling with every aspect of the educational system. The infrastructure for education is weak and the authority of the MOE tenuous. The obvious area for immediate improvement is at the primary level.	The educational infrastructure in Kenya seems quite atypical. Although there are serious problems with the distribution of human and material resources in the system, educational development seems much further along than in many other developing countries.

	LESOTHO	KENYA
C.2.a To what extent does the project model seem to be replicable, given the school language policy for introducing English language?	The project has obvious implications for countries which introduce a second language into the curriculum at the primary level. This is certainly not universal in developing countries but is a common pattern in countries in which there is no unifying national language or where the national language is not one of the major languages of the world.	The school language policy and practices seem quite ambiguous at present. The extent to which the project could make the policy less ambiguous might aid Kenya but diminish the chances for a model that would be replicable.
C.2.b To what extent does the project model seem to be replicable, given the school language policy with regard to number of languages dealt with?	The situation in Lesotho is that students come with a common mother tongue and learn a second language as a medium of instruction. This would be a fairly typical situation in developing countries and the project should therefore be replicable.	(See C.2.a also.) The lack of a common mother tongue in the country means that the primary English language arts program would have to be developed without reference to another language. Theoretically, that should make the model replicable in any other situation. This means, however, that the linguistic knowledge that the child brings with him/her is not made use of and progress is likely to be much slower. This complexity of the linguistic situation is typical of some developing countries, e.g., Sudan some West African countries, and some Asian countries.

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SCHEDULE OF VISITS BY DATE

London

- Oct. 1 & 2 Liz Maloney, British Council, English Language Division,
formerly in West Africa
- Bob Dodd, British Council, formerly in Kenya, Testing and
- Brendon Carroll, British Council, formerly in Kenya, Testing and
evaluation specialist. Wrote report on use of radio
- Gillian Marsh, British Council, formerly in Botswana
- Dick Fletcher, Media Division, formerly in Lesotho, now
consulting with Malawi Correspondence College

Kenya

- Oct. 2 Ms. Margery Painter, English Department, Kigari
Teacher Training College
- Oct. 3 B. M. Mugiri, Director, Kenya Institute of Education (KIE)
- J. O. Menya, Deputy Director, KIE
- Roy H. J. Thomson, Assistant Director, Media Division, KIE
- Mary Ngechu, Head of Audio Section, KIE
- Elizabeth Gatna, Deputy Head, Primary Section, KIE
- A. Goko, Primary Education Section (in charge of mother
tongue)
- Dr. J. Okech, Basic Research and Evaluation Section, KIE
- Oct. 4 Kevin O'Donnell, Multi-sector Officer, AID/Kenya
- Charles Patalive, Assistant Multi-sector Officer, AID/Kenya
- Roy Thompson, KIE
- Mary Ngechu, KIE
- Production personnel, Voice of Kenya radio
- Oct. 5 Ms. Freda Nturibi, former primary teacher, now
Educational Media Service, KIE (acted as our guide)
- Peter Kiai, Director, Thogoto Teacher Training College (TTC)
- Mr. Pierce, Head of English Department, Thogoto TTC

Mr. Ngugi, Nagutuini Primary School

Oct. 6 Ms. Vivian Anderson, AID/Malawi Representative

Oct. 8 Dr. Mohammed Abdulaziz, Linguistics Department, Nairobi University

Dominic D'Antonio, AID/Kenya, Contracts Office

Darma Halbaken, AID/Kenya, GSO

Jack Barrott, British Council Representative, Kenya

Mike Marrett, British Council, Media Specialist

Oct. 9 Charles Patalive, AID/Kenya

Glen Roane, Mission Director, AID/Kenya

Brendon Robinson, REDSO

Audrey Smock, REDSO

Oct. 10 Barry Vogeli, IMRC Project/Lesotho

Oct. 11 Dr. Zak Matsela, Permanent Secretary, Ministry of Education

Barry Vogeli, IMRC Senior Advisor

Mosia Rakebutu, Director, IMRC

Andrew Letsia, Assistant Director, IMRC

Hamish McIntosh, UNESCO, Chief Technical Advisor

Mrs. Motisi, Head of English Department, NTTC

Mrs. Kutelo, English teacher, NTTC

Oct. 12 Ken Tsekoa, Director, Lesotho Distance Teaching Center

Theo Derkx, (Irish donor) Advisor to Tsekoa

Oct. 15 Operators/producers, Radio Lesotho

Assistant Director, Radio Lesotho

Oct. 16 Mr. Leloka, Acting Director, NTTC

A f

Dennis Bethea, Assistant Director, Peace Corps/Lesotho

Mr. Ntsane, Director, Radio Lesotho

Robert Bonnaffon, Controller, AID/Lesotho

Ms. Tlale, Education Broadcast Officer, Radio Lesotho

Ms. Tlali, Broadcast Officer, MOE

Oct. 17 School visits: five primary schools
 Visiting Team included Mosia, Vogeli, Layne,
 Imhoof, and Brooke

Oct. 18 Joe Carney, EHRD, AID/Lesotho

Ms. Moji, Office of Planning

Dr. Zak Matsela, Permanent Secretary, MOE.

Joe Carney, AID

Byron Bahl, AID

Senior Education Officer for English, MOE

Education Testing Officer, MOE

Ash Hartwell, UN, Planning Office MOE

Oct. 19 Roger Boulter, Assistant Representative, British Council

Joe Carney, AID

Frank Correll, Mission Director, AID/Lesotho

Luncheon meeting with Matsela, Carney, Vogeli, Mosia

Academy for Educational Development

AED
International Division

RADIO LANGUAGE ARTS PLANNING GROUP

OBJECTIVE: Develop a preliminary research plan to guide development of implementation plan.

PARTICIPANTS: Patsy Layne, DS/ED
Barbara Searle, IMSSS, Stanford
Richard Tucker, CAL
Cheryll Greenwood, AED
Maurice Imhoof, AED

AGENDA

- | | |
|---|--|
| Wednesday, September 10
9:00 a.m. - 4:00 p.m.
(Center for Applied
Linguistics) | I. Project Objectives
II. Implications of Kenya site
A. Parameters
B. Time Frame
C. Field Team
III. Curriculum design and revision
A. Design
1. General Kenyan issues
2. Sociolinguistic variables
3. Radio
B. Revision
1. Data gathering, pilot schools
2. Use of data
C. Other components affecting curriculum
revision
IV. Evaluation of the project
A. Experimental design
B. Testing language objectives
1. Tests
2. Sampling
3. Analysis
C. Relation between formative and summative
evaluation
V. Roles of CAL and IMSSS |
| Thursday, September 11
9:00 a.m. - 11:00 a.m.
(Center for Applied
Linguistics) | |

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Academy for Educational Development

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International Division

RADIO LANGUAGE ARTS PLANNING GROUP

AGENDA, Continued

Thursday, September 11
11:00 a.m. - 12:00 p.m.
(Center for Applied
Linguistics)

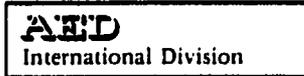
Meet Field Team

Tucker and Searle give brief idea of their institutions and interests. Layne, brief idea of background to project.

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Academy for Educational Development



RADIO LANGUAGE ARTS PROJECT

FIELD TEAM ORIENTATION

Thursday, September 11
11:00 a.m. - 12:00 p.m.
(Center for Applied
Linguistics)

Meet with Patsy Layne
Development Support Bureau
USAID/Washington
Project monitor

Richard Tucker
Director
Center for Applied Linguistics
Sociolinguistics Survey

Barbara Searle
Institute for Mathematical Studies
in the Social Sciences
Stanford University
Research design and evaluation

1:00 p.m. - 5:00 p.m.
(Academy for Educational
Development)

AED Orientation
Cheryll Greenwood
Judy Brace
Alex Greeley
Lynda Buss
Ricardo Villeta
Barbara O'Grady

Friday, September 12
9:00 a.m. - 4:00 p.m.
(Center for Applied
Linguistics)

- I. Project Objectives
- II. Implications of Kenya site
- III. Curriculum design and revision
- IV. Evaluation of project
- V. Subcontractors and consultants

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Academy for Educational Development

AED

International Division

RADIO LANGUAGE ARTS PROJECT

FIELD TEAM ORIENTATION, Continued

Monday, September 15

9:00 a.m. - 4:00 p.m.

(Room 1406, State Department;
Meet at 8:30 a.m. at the
Academy)

Research Group

1. Very brief overview of project objectives and Kenya
2. Issues and ideas in language teaching, especially for the young
3. Issues and ideas in teaching and reading
4. Using radio to teach reading

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I. INTRODUCTION

The following is an attempt to summarize essential points raised in a strategy meeting held in Washington on September 10 and 11, 1980 on the Radio Language Arts Project. The report assumes basic familiarity with the project objectives and proposed activities. This report does not include, therefore, a general description of the project and refers only to project activities as they relate to immediate strategies for fielding the project team and developing the implementation plan called for as the first stage of the project.

Participants in the meeting were Patsy Layne, Development Support Bureau/Education Division, USAID; Barbara Seattle, Institute for Mathematical Studies in the Social Sciences, Stanford University; G. Richard Tucker, Center for Applied Linguistics; and Cheryll Greenwood and Maurice Imhoof, Academy for Educational Development. They were joined the second day by Philip and Debbie Christensen, Radio Language Arts project team, AED; and Donald Foster-Gross, USAID.

Discussion and suggested strategies centered on (1) the implications of Kenya as site for the project, (2) the process of curriculum design and revision, (3) the process of and responsibilities in evaluation of the project, and (4) the roles of CAL, IMSSS, and AED in these activities.

II. OBJECTIVES

The Radio Language Arts Project has as its goal the design and evaluation of radio-based English language arts instruction that will be as effective, or more effective, than a traditional language arts program. Both pedagogical effectiveness and cost effectiveness will be measured.

The goal will be judged with specific respect to instruction in Kenya where the project will be implemented. Additionally, it is expected that the curriculum and instructional materials can, with minor modifications, be used in LDCs with similar language education policies and goals.

III. IMPLICATIONS OF KENYA SITE

The selection of Kenya as the Project site imposes particular constraints on the project which necessarily influence the research design and implementation. We anticipate that, while these constraints will force us to particularize the project for Kenya, they will not be so unique as to prevent extension of the results to other countries.

A. LANGUAGE EDUCATION POLICY

The official language education policy in Kenya presently requires the use of mother-tongue instruction in the first three primary grades. English is introduced in the first grade as a subject. English becomes the medium of instruction at grade four, when Swahili is introduced as a subject and mother-tongue instruction ceases. English continues a medium throughout elementary, secondary, and university schooling.

Limited random observation in schools only a short distance from Nairobi indicates that practical modifications of the official policy are made by schools and individual teachers. Both English and Swahili serve as media of communication in some schools from the very beginning. Students are given intensive instruction in either of these non-vernacular languages to facilitate communication between the students and teacher who does not know the students' mother-tongue. The language situation in any particular school is likely to be unique and complex. Language teaching materials seem to be more plentiful in English than in other languages.

B. KENYA INSTITUTE OF EDUCATION

The Academy and the Kenya Institute of Education (KIE) will be implementing agents for the Project. In service to the Ministries of Basic Education and Higher Education, KIE designs and evaluates curricula and instructional materials. The Radio Language Arts Project then fits the ongoing curriculum revision activities of KIE.

The Project would be associated most closely with the Media Division, Audio Section, which currently develops and produces radio lessons. The Audio Section produces radio broadcasts which supplement the activities of textbook-based instruction. These lessons are carried over the National Service of the Voice of Kenya during the school day. There is a full day of broadcasting with lessons designed to supplement both the primary and secondary curricula.

The Radio Language Arts Project would bring a new concept of educational broadcasting to KIE. That is radio lessons which provide the major instruction in a subject.

C. PROJECT TIME FRAME

The academic school year is roughly the calendar year. It consists of three terms divided by month-long vacations. The first term begins approximately January 15 and runs to April 15; the second from May 15 to August 15; the third from September 15 to December 15.

The arrival of the Project Team, shortly after October 1, and the immediacy of the termination of the 1980 school year and the beginning of the 1981 school year, necessitate some modification of the proposed curriculum development and broadcast schedule. The decision was made to begin school broadcasts at the beginning of the second term, that is about May 15, 1981. Two terms, or two-thirds of the school year, would provide adequate broadcast and evaluation time for the first year of the project.

Although this provides adequate broadcast time for trial of the cassette lessons, it has other implications which the team will have to deal with.

1. Permission for this timetable must be obtained from KIE and perhaps the Ministry.

2. The team will need to assure education authorities that children are receiving a full year's work in English.

Probably the most effective strategy would be to indicate that lessons will pick up where the students are at the beginning of the second term, but that considerable review will be a feature of the broadcasts. This would permit designing materials during this shortened year that would be maximally useful the next year when they are broadcast. What is necessary and practical or possible for the project must have the appearance of matching the instruction carried out in regular classrooms.

Lead time is somewhat shorter than originally proposed for development of the implementation plan and preliminary curriculum and lesson outlines. Heavier participation by the Project Director and the Project Manager, who will both be in Kenya during October and November, will facilitate some of this work.

D. AIR TIME ON VOK

School broadcasts are carried by the National Service of VOK. No broadcast time during the 1981 school year is available to the Project. The programs for the first year of the project, therefore, will be on cassette recordings. The first radio broadcasts, revisions and expansion of the cassette recordings, will be in 1982. Level two will be broadcast in 1983- level three in 1984. Materials will be developed one grade level at a time.

The implications of cassetting the first year, rather

than broadcasting include the following:

1. Distribution of cassettes will require careful scheduling and accessible schools.

2. Teachers will need orientation on the use of the cassettes and equipment. They will also need to develop positive attitudes toward the program to insure they actually use them. Frequent observation may be necessary to insure th lessons are actually used.

E. FIELD TEAM

The American team is comprised of the Field Coordinator, who is also the instructional systems design specialist, two language arts specialists, and an educational broadcaster. The Kenyan team, to be selected in consultation with the American team upon their arrival, is to be comprised of an observation/evaluation specialist, two language arts specialists, and an educational broadcaster. Qualifications and descriptions of the positions will be provided by the team to KIE. In addition to the field team members, up to twenty part-time observer/evaluators will be participating in the formative evaluation process. This will be coordinated by one of the Kenyan team members and the Field Coordinator.

IV. CURRICULUM DESIGN AND REVISION

The agreement with the Ministry of Basic Education states that "the radio-based language arts instructional system will be designed to reach official Kenyan language arts curriculum

goals and objectives as outlined by the Ministry. Instructional approach, learner activities and media will be selected by the project staff, in consultation with the Director of KIE, following Instructional Systems Design methodology, and based on a professionally conducted sociolinguistic survey."

A. KENYAN ISSUES

The current curriculum followed is the Progressive Peak English Course, a series of texts for the elementary grades with teachers books, student books, and a separate syllabus.

At KIE, the Primary Education Project (PEP), a World curriculum revision project, is at work revising the entire primary curriculum. The Radio Language Arts Project will, therefore, be cognizant of the various curriculum strands operating at present, but by terms of the agreement, meet the goals of the English language curriculum through its own route and methods. Careful coordination of activities and delineation of curriculum objectives will be necessary to avoid misunderstandings with Kenyan colleagues involved in other curriculum projects, specifically PEP. Some mechanism for sharing information will need to be worked out between the team and the Primary Division of KIE.

B. SOCIOLINGUISTIC SURVEY

The sociolinguistic survey is intended to provide the field team with linguistic and cultural data which will define many of the variables they must consider in the development of

language lessons. On or about November 1, the sociolinguistics team, comprised of James Dias and Deborah Fallows, will spend approximately two weeks in Nairobi meeting with the Radio Language Arts team, identifying resources in Kenya--such as the Summer Institute of Linguistics staff and materials, the University of Nairobi Linguistics Department, and the Central Bureau of Statistics--and formulating a strategy for conducting the survey. The sociolinguistic field team will return to Washington for further research and design of the survey instrument. On or about January 15, the sociolinguistic field team will return to Nairobi to conduct the language survey in the target communities, spending as much as six weeks in Kenya. The survey will be both formal and anecdotal, making use of survey instruments and informal interviews. In addition to providing sociolinguistic data for the materials writers, the survey will help identify plausible experimental and control schools. The expected target date for the completed survey is mid-March.

C. RADIO

The special use of radio as the major medium will guide much of the curriculum design. Broadcasts of up to 30 minutes per day throughout the entire school year have been agreed to. These broadcasts will be designed to carry the major instructional load, with appropriate pre- and post-broadcast activities conducted by the teacher. A teachers' manual will suggest specific activities for the teacher.

Experience in the Radio Math project indicates that the teachers' role in the instructional process must be minimized, with radio carrying the major burden of instruction. The teachers' understanding and acceptance of the radio lessons is crucial to the success of the project, however. There is no doubt that with good teachers the students will make more progress, but the instructional system designed for this project must minimize the use of print materials and teacher instruction. For maximum extension of the project to other educational environments, the less reliance on the teacher the better.

Instructional objectives and activities will focus on the receptive skills of listening and reading. To the extent that they support the development of these educationally critical skills, speech and writing will be important classroom activities, but will not be major instructional objectives. The success of the radio curriculum can be judged most effectively by measuring growth in listening and reading abilities. It is these skills which have the most immediate pay off in the school environment.

D. REVISION

Approximately 20 pilot schools will be selected to represent the range and variety of the national environment. Up to 20 part-time observer/evaluators will be identified to observe and report to the team. Not every school needs to be observed every day, but each lesson should be observed by

at least two people. In addition, each team member should observe classes, especially the script writers.

Data from the observer/evaluators will be coordinated by a Kenyan team member and the Field Coordinator. Classroom observations and discussion with the teachers will form the basis for revision-forward process which was a distinctive feature of the Radio Math Project success.

E. SCRIPT WRITING

After gaining familiarity with Kenyan education in general and the KIE staff in particular, on or about December 1, the team under the guidance of the educational broadcasters, should write sample scripts. Simply for training purposes, these should be 10 to 15 minute scripts which develop and clarify the instructional strategies to be used, the modes of response expected. They should be for lower primary, but probably not standard one. They should be tried out in class-- not the pilot schools, but perhaps a school near KIE could be identified for this purpose. Production quality is not important, or at least not the overriding concern. The purpose is to settle on the lesson format.

After this exercise, the team should write and produce 5 to 10 lessons that are designed to teach a portion of the curriculum. These should be pretested and posttested, and then rewritten on the basis of testing.

The next step would be the writing and production of lessons for the first year of cassette broadcasting.

It is important for the project team to accept the position that all team members are script writers. Each should be familiar with broadcast techniques, format, and limitations, so that time is not wastefully spent translating print-oriented lessons into radio lessons. It cannot be expected that all team members will be equally adept at writing acceptable broadcast-quality scripts, but the entire team should be involved from the very beginning in the process which translates language curriculum goals into specific language activities which meet these goals and which are then developed into radio scripts and produced as radio broadcasts. Given the task of producing daily broadcasts, it is crucial that the entire team develops the facility to think in a radio format.

V. EVALUATION OF THE PROJECT

Formative and summative evaluations are largely the responsibility of the Radio Language Arts Team. Aid in formulating adequate evaluation procedures, including the kinds of data, the frequency of collection, and the kinds of analyses to employ, will partially be the responsibility of IMSSS and CAL. The actual collection of evaluation data in the field is the responsibility of the Team.

A. EXPERIMENTAL DESIGN

The experimental design will closely parallel that used in the Radio Math Project. Local Kenyan considerations will have to be taken into account, but the formative evaluation

stage should concentrate on pilot schools which reflect the variety of the Kenyan schools, quite typical of classrooms one is likely to find in other third world situations. The selection of approximately 20 pilot schools should reflect not only the diversity of the Kenyan linguistic, economic, and regional environment, but the variety of teacher preparedness and ability.

The experimental treatment, which is to be compared with instruction in traditional primary standards 1 through 3 classrooms, will have the following components.

1. English lessons, no more than 30 minutes in length, broadcast once each school day, with a total of approximately 180 for the school year.
2. Broadcasts in English medium only. To the extent necessary in early broadcasts, instructions to the teacher during the broadcasts will indicate at what points the teacher may use mother-tongue to clarify items.
3. Teachers' manuals indicating specific activities for the teachers to conduct during the pre- and post-broadcast sessions. The teachers' manuals will also include descriptions of each radio lesson.
4. Minimal supplementary materials for use during the English lessons. Print materials would be provided only when radio cannot produce the desired or necessary activity.

5. Orientation sessions for teachers in the pilot classrooms.
6. Tests administered to all students by the radio, with answer keys provided to teachers through the manual.
7. Classroom observation and feedback to project team by part-time observer/evaluators.
8. An established mechanism for communication with teachers. This has not been established, but it might be through the observer/evaluators or through the school inspector's office in the region.
9. Visits of project team to schools, especially the language specialists and broadcasters. Their visits need not be as frequent or regular as the observer/evaluators, but they must maintain close contact with the children who are listening to the broadcasts.

B. TESTING

It will be necessary to administer pre- and posttests very soon after the team's arrival in Kenya. Posttests for standard 1 will have to be administered no later than November 15 and perhaps as early as the first week of November. The pretest for standard 1 will have to be administered at the beginning of the school year about January 15.

To the extent possible, the tests should be administered by tape recorder. The use of mother-tongue instructions and

directions for the test will be necessary for the pretest and, perhaps to some extent, for the posttest.

The posttest should be designed to assess performance on the broadly stated curriculum objectives and representative of the specific linguistic objectives of the standard 1 syllabus as exemplified in the Progressive Peak series.

The pretest should assess the extent to which children entering school have been exposed to English. It is expected that in the non-Nairobi setting exposure will be minimal or nonexistent. Estimates of aural comprehension, letter and word familiarity, and speaking and/or reading skills will be necessary for evaluation purposes.

C. FORMATIVE AND SUMMATIVE EVALUATION

Formative evaluation procedures will follow on the techniques developed in the Radio Math project. In short, the procedures developed make use of a feedback model in which classroom observations, worksheet evaluation, and regular testing are used to revise strategies so that future lessons will be designed to take into account the students' success or failure in responding to the lessons. Gross errors can be corrected in earlier lessons, but the emphasis is on providing activities in future lessons which will correct deficiencies in previous work by the students.

Summative evaluation will measure the extent to which an instructional system using radio can be significantly more

cost-effective than traditional classroom techniques for the learning. Basically this means that radio-based instruction will reduce the dependence on print and on English language teacher training. important, however, is the relation between pedagogical effectiveness and cost-effectiveness. Even if the quantity of print materials cannot be significantly reduced, this may be offset by substantial gains in student progress and achievement compared to the conventional program. If cost-effectiveness is demonstrated, the following will stand as accomplishments:

1. The host country will have in place a cost-effective system which can be extended to meet the second-language skill need of its primary school population.
2. The instructional systems model developed by the Radio Mathematics Project will have been successfully adapted to another country setting and subject.

Pedagogical effectiveness will be judged according to the following questions:

1. On the average, do children in radio classes learn as much or more English than those in traditional classes? That is, do children achieve a greater degree of general proficiency in English?
2. On specific linguistic objectives, how do achievement levels of children in radio and traditional classrooms compare?
3. Can we relate the effectiveness of radio instruction

to student, teacher, classroom, school, mother-tongue characteristics?

VI. ROLES OF CAL AND IMSSS

The two subcontractors will fill major consultative and substantive roles in the Radio Language Arts Project. These roles are outlined very broadly here only to indicate major areas for which the project team may wish or expect assistance. The contributions of the subcontractors in quite flexible, constrained more by budget, i.e. person/time involvement, than by areas of interest or expertise. We need to use this time effectively, but there are many areas where the subcontractors' expertise could be requested.

A. IMSSS

Barbara Searle, the subcontract Project Director, has described her institution's role in the project as relating to three areas:

1. Consultation about the Radio Math experience.
2. Being involved in evaluation, particularly formative evaluation techniques and procedures.
3. Analyzing data.

These very broad categories can cover specific requests for advice and consultation. In each instance, the specific nature of services requested and the anticipated time required would be discussed and agreed upon with the subcontractor.

B. CAL

Richard Tucker, the subcontract Project Director, has described his institution's role as relating to these areas:

1. Cultural-linguistic survey to be conducted by two CAL professional staff members in association with the AED field team.
2. Consultation about language arts materials and methods.
3. Consultation on research design and summative evaluation.

While the first is a specific task to be largely carried out by CAL staff, the other two areas are purposely broad for the same reasons the IMSSS areas are. Again, the specific needs of the field team will determine the requests made for advice and consultation. These requests, in writing, would be discussed and agreed upon with the subcontractor.

RADIO LANGUAGE ARTS PROJECT

ORIENTATION MANUAL

SEPTEMBER 1980

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REPUBLIC OF KENYA

COUNTRY BRIEFING

- Geography:
- 224,960 square miles (slightly smaller than Texas).
 - Kenya lies on the east coast of Africa, bounded by the Indian Ocean and Somalia to the east; Sudan and Ethiopia to the north; and Tanzania to the south.
 - The northern three-fifths of the country is arid and sparsely populated; the southern two-fifths, where most of the population and economic activity is centered, is comprised of a low-lying coastal area and a plateau varying in altitude from 3,000 to 8,000 feet.
 - The Great Rift Valley, extending from Lake Rudolph in the north to Kenya's southern border, is the agricultural center. The valley varies from 30 to 40 miles wide and at points is 2,000 to 3,000 feet lower than the surrounding terrain. Mt. Kenya and Mt. Elgon are located in the Aberdare Mountains of the Great Rift.
 - Over six million acres have been designated as wildlife areas and national parks.
- Population:
- 15 million (1980).
 - 90 percent of the population live in rural areas. 75 percent of the population are farmers.
 - Major ethnic groups, according to percentage of population, include Kikuyu (20), Luo (14), Luhya (14), Kamba (11), Kissi (7), and Meru (5); approximately 2 percent of the population are non-Africans (Asians, Europeans, and Arabs).
- Capital:
- Nairobi
 - Population 800,000.
 - Nairobi is the commercial and industrial center of east and central Africa.
- Government:
- Kenya became independent within the British Commonwealth in December 1963.
 - The country has a parliamentary form of government, with a separate executive branch headed by a popularly elected president. The current president is Daniel Arap Moi.
 - The National Assembly consists of 158 elected representatives and 12 additional members appointed by the president.
 - The country is divided into eight rural provinces, excluding Nairobi which maintains its own special status and is governed by a city council consisting of 41 councillors elected from 41 wards.

- Government
(Continued)
- The rural provinces are subdivided into districts, each headed by a commissioner appointed by the president.
 - The only political party is the Kenya African National Union (KANU).
- Language:
- 44 distinct languages and dialects are spoken.
 - English and Swahili are the official languages.
 - Swahili is widely used as the lingua franca, while out in the rural areas, the local tribal languages predominate.
- Religion:
- No one religion predominates in Kenya; major religions, by percentage, are Animist (38), Protestant (37), Roman Catholic (22), and Muslim (3).
 - Nairobi is predominantly Christian.
 - The population of the coastal area is predominantly Muslim.
- Climate:
- The northern three-fifths of the country is arid; tropical temperatures are found south of the Tana River and in the coastal areas.
 - The climate is cooler at higher altitudes.
 - The coastal and interior areas have an average temperature of 80°.
 - Kenya has two rainy seasons: the "long rains" from April to June, and the "short rains" from October to December.
 - Nairobi has four distinct seasons, but the overall temperature changes are moderate. In mid-December through March it is mainly sunny and warm by day, cool at night, and generally dry. April and May are the rainy season, with lower day temperatures. Through September it is mainly dry, but often cloudy and cool, with very cool nights. October and November are the short rainy season, with long sunny periods, warm days, and cool nights.
 - The average annual rainfall is 34 inches.
 - Temperatures in Nairobi:

Month:	J	F	M	A	M	J	J	A	S	O	N	D
Temperature F°												
Average Low:	54	55	57	58	56	52	51	52	52	55	56	55
Average High:	77	79	77	75	72	70	69	70	75	76	74	74
- Currency:
- The monetary unit in Kenya is the shilling (Ksh).
 - The current exchange rate is 7.20 Ksh = U.S. \$1
- National
Income:
- Major export crops are coffee, tea, and sisal.
 - Tourism is a major source of Kenyan income.
 - Agriculture is the most important economic activity.

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Information:

- Embassy of Kenya
2249 R Street, N.W.
Washington, D.C. 20037
Telephone: (202) 387-6101

Hours: 9:30 a.m. to 1:00 p.m. and 2:00 p.m. to 4:00 p.m.
Monday through Friday

- Kenya Visitors' Information Bureau
Mama Ngina Way
(next to the Nairobi Hilton Hotel)
P.O. Box 42278
Nairobi, Kenya
Telephone: 23285 or 21855

Hours: 8:30 a.m. to 12:30 p.m. and 2:00 p.m. to 5:00 p.m.
Monday through Saturday

GENERAL DEPARTURE INFORMATION

TRAVEL

All project personnel and their dependents will be required to have valid passports and visas to enter the country. Arrangements for passports and visas will be coordinated by the Academy.

Passport: Obtain your passports at least two months prior to departure, and then turn them in to the project director's office which will in turn forward them to the Academy's logistics coordinator for securing entry visas for Kenya.

The following items are required to facilitate passport processing: proof of U.S. citizenship (certified birth certificate or previous passport), two recent photographs (color or black and white 2" x 2"), and photo identification.

Visa: Applications will be provided by the Academy.

Upon your arrival in Kenya, the USAID Mission will arrange to have your passports endorsed to permit you to take up residence and/or work in Kenya during the assignment. Endorsement of passports will also facilitate your ability to travel into and out of the country.

International Travel: All travel arrangements to Nairobi, Kenya, for project personnel and their dependents will be arranged by the Academy.

Questions concerning travel arrangements should be directed to Maurice Imhoof or Lynda Buss of the Academy.

HEALTH

A complete medical examination is required prior to assignment in Kenya for long-term personnel and their dependents. The Academy will cover costs of the examination up to \$85.00 for adults and \$25.00 for children under age 11. Arrangements should be made with your personal physician.

Immunizations

Gamma globulin, typhoid, and vaccines against childhood diseases are strongly recommended by the State Department.

An up-to-date health certificate is required verifying cholera and yellow fever immunizations when leaving Kenya to travel in an area where those diseases are reported, or when returning to Kenya from such an area. Since these immunizations and smallpox vaccine are required by some other countries in Africa and are difficult to obtain in Kenya, anyone planning regional travel for vacation or official purposes should receive these while still in the U.S.

Malaria is common outside Nairobi and in many other African countries. Therefore, the regular use of malaria suppressive drugs is recommended. You should consult your personal physician on the type of medication required (chloroquine, amodiaquine, pyrimethamine, or proguanil monohydrochloride) and the proper dosage for each member of your family. When you leave a malarious area, your physician may recommend that primaquine base be taken concurrently with a malaria suppressive medication.

SHIPPING

Authorization of shipping allowances for long-term personnel is addressed in a separate allowance package. See Maurice Imhoof, project director, or Lynda Buss, logistics coordinator, for further details.

Customs and Duty Clearance

Team members enjoy "first arrival," duty-free privileges. "First-arrival" privilege does not entitle the duty-free entry or purchases of alcoholic beverages, tobacco products, or petroleum at any time.

The Kenyan Ministry of Finance will issue a letter authorizing goods to be brought into the country duty-free for the period of time specified in the agreement (within three months of first arrival or for such further period as the Treasury may approve in writing). This letter will be issued to the Academy or the project, and will go to the clearing agency which then does the clearance in Mombasa and delivers goods.

In order to clear customs, the employee must furnish the complete inventory of goods shipped, bill of lading or airway bill, and identification with a valid passport. The local agent will clear personal shipments and ensure door-to-door delivery. The agent is:

NOTCO, LTD.
Haile Selassie Boulevard
P.O. Box 75758
Nairobi, Kenya
Telephone: 28931
Telex: 22316 NOTCO

PACKING SUGGESTIONS

Generalizations are very difficult to make. Availability of items may change very quickly, and individual life styles vary so much that information may not be appropriate for your situation. The information contained in this section is based on personal observations and discussions with expatriate residents in Nairobi, and on information provided in the Department of State's Post Report on Kenya. One thing that staff members should keep in mind is that almost anything that one might need is available in Nairobi, but it may be difficult to find or prohibitively expensive.

Clothing

As a general rule, clothing of all types is expensive and of poor quality. Therefore, it is recommended that you bring all the clothing you and your family will need for the tour.

The following items of clothing should be taken to Kenya for each member of the party: warm weather clothing; medium weight clothing and plenty of sweaters are essential for Nairobi's cooler seasons; shoes and boots (especially narrow sizes); undergarments; shoes and clothes for any sporting activities; and a light raincoat and umbrella.

Men's clothing: Usual working clothes consist of cotton slacks and shirts. A coat and tie are seldom worn except for meeting ministers or other semi-formal occasions. Formal attire is rarely needed, but a black dinner jacket may be worn occasionally.

Women's clothing: Lightweight wools, cottons, polyesters, silks, and knits are worn in Nairobi. Cotton dresses are often worn for work. Kenyan women seldom wear pants to work, but there is no objection to their use.

There are a number of charity balls and other dances which are semi-formal. For evening social affairs, women wear pants, informal long dresses, etc. Evening wraps will be needed all year round as evenings are cool (51-- 58°F).

It should be noted that lingerie and pantyhose marketed in Nairobi are of very poor quality; therefore, an ample supply should be taken.

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Children's clothing: Bring everything you can for children. Recommended items include: underwear, socks, T-shirts, jeans, shorts, slacks, blouses, jackets, swimsuits, and pajamas. A good supply of children's sneakers and shoes should be brought. Any corrective shoes should be purchased prior to departure as they are not available in Nairobi.

Infant's clothing: Since nights are cold, warm sleepers for infants are advised. These are not sold in Nairobi. Cloth diapers are made of terry toweling and are not as good as American brands. European diapers and disposable diapers are occasionally available, but are not comparable in quality to U.S. brands. An adequate supply of plastic baby pants should also be taken.

Domestic Supplies

Toiletries: Hairspray, shampoo, cosmetics, antacids, band-aids, hand cream, soap, suntan oil, toothpaste, sanitary napkins, and tampons are inferior in quality and expensive. Take a good supply of those items needed with you.

Linens: Blankets, bath towels, sheets, and table linens tend to be expensive and are of inferior quality to those marketed in the U.S. Pillows and blankets should also be included in your shipment. Electric blankets are recommended if you get cold during the night.

Electrical Appliances

Local Kenya electrical current is three-phase: 220v - 240v, 50 cycle, AC. American 110v appliances, such as percolators and blenders, need transformers. If you take 110v appliances, take an adequate number of transformers. They are usually not available locally--if they are, they are prohibitively expensive (e.g., a 500 watt transformer now sells for over \$100). Reliable and General Electronics (Wisconsin Avenue) in Washington sells 220v appliances and transformers.

U.S. 60 cycle appliances such as fans, clocks, and phonographs operate at 5/6 speed unless specially converted. Phonographs may be converted in the U.S. or, when parts are available, in Nairobi. Bring American 220v, 50 cycle small appliances such as irons to the post as they are expensive in Kenya. If you have a cook, you will not need many kitchen appliances.

The Academy will arrange for the purchase and shipment of the following appliances: stoves, refrigerators, washers, and dryers.

You may want to bring small electric heaters (220v) for winter as it is cold indoors, especially during July.

American television sets should not be brought unless they are first adjusted in the U.S.; no facilities in Kenya are available to make adjustments. Sets must be adapted by having channel 3 adjusted to CCIR channel 4. Use of a transformer is required in addition to the modification. American color sets will only receive programs in black and white in Kenya. Most American employees either buy or rent sets locally. If you want to take your own TV and videotape recorder, there is an AID-Embassy club you can join to exchange tapes (1/2 inch BETA system).

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Emergency Appliances

Bring auxiliary lighting, gas lanterns for example, or battery lights for power outages. Kerosene lamps, lanterns, candles, etc., are available locally but are generally more expensive. A small campstove (kerosene or white gas) should also be brought for use in the event of power outages. (Do not bring a bottled gas campstove as bottled gas is not available in Nairobi). Kerosene and white gas are available locally.

Miscellaneous Supplies

Sewing supplies: Almost all items for sewing and knitting are available locally, but are not up to U.S. standards. It is recommended, if you sew extensively, that you bring a good supply of notions such as thread, hem bindings, zippers, snaps, etc. Some fabrics are available in Kenya such as excellent quality, locally screen-printed yardage in African and animal patterns. Indian silks are available at high prices. There is a shortage of good cottons, synthetics, knits, felts, wools, and corduroys and lining materials. Also bring patterns as the selection is extremely limited and not up-to-date. Crewel and needlepoint kits are NOT available and should be taken with you.

Sporting goods: Camping gear and any sporting equipment such as golf clubs, tennis racquets (tennis balls should be pressurized for high altitude), snorkling equipment, ping-pong tables, dart-boards, fishing gear, etc., should be taken to Kenya.

Photography supplies: Cameras may be purchased in Kenya; however, if you desire a specific model, it is better to purchase it in the U.S. to ensure availability. Black and white and color film are available in Kenya, but prices are high compared to the U.S. Some brands of color films must be processed in Britain or the U.S., but some prints and films can be processed locally. There is 24-hour service for processing Agfa color film which is available locally.

Food Service

If you entertain frequently, bring silver, china, glassware, and a good supply of kitchen utensils. Kitchen utensils, baking dishes, pots and pans, and containers are in very short supply and expensive. Paper plates, Saran wrap, foil, and other disposable food service items are either very expensive or in very short supply.

Food Supplies

Meat is generally plentiful; pork and lamb are sometimes scarce, but of very good quality; chicken costs over \$2.00 per pound; both fresh and salt water fish is available, but it is not always good in Nairobi and is rather expensive.

Bring scarce expendables to the extent of any extra weight allowance you may have. There are shortages of certain food items, or when available, these items are unbelievably expensive. The milk supply is very undependable. Bring powdered milk for children especially. Such items as tuna, chocolate baking chips, dry salad dressing mixes, and chocolate drink mixes should be brought

with you if you desire them. There are other food shortages which tend to be more sporadic. Other frequently mentioned shortages include: rice (none has been available in the open market for months, although it is available with the right "contacts"); flour, and cooking oil (sometimes, but not serious shortages).

For information regarding packing and shipping contact Maurice Imhoof or Lynda Buss of the Academy.

LIVING IN KENYA

HOUSING

Authorization for housing allowances for long-term personnel is addressed in the separate allowance package. Contact Maurice Imhoof or Lynda Buss for further information regarding these allowances.

Suggested Housing Sites for Lease

The following areas are recommended by the U.S. Embassy housing office:

- Methiga (on the KIE side of town)
- Riverside Drive
- New Methiga (on the KIE side of town)
- Spring Valley
- Lavington
- Westland (some areas)

The area known as Karen is not as highly recommended as those listed above.

EDUCATION

American children in Kenya may attend either public or private schools. The International School of Kenya and the Rosslyn Academy follow an American syllabus. Hillcrest School, Braeburn House School, Kistral Manor School, and Banda School follow the British school system. These schools begin in September, have three-month terms with one-month vacations and end for the year in July.

St. Mary's School, Loreto Convent, and Hospital Hill School follow a Kenyan system, beginning in January with three-month terms separated by one-month vacations ending in November.

Bring the child's previous school records for registration purposes. Preregistration is recommended. A letter to the school should be sufficient for this purpose.

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Educational Allowances

Educational allowances and authorization for the children of long-term personnel are addressed in the allowance package. Contact Maurice Imhoof or Lynda Buss for further information.

TRANSPORTATION

Local Travel in Kenya

Local and long-distance, official travel arrangements will be made by the field coordinator through the Kenya Institute of Education.

Home Leave Travel

After successful completion of an initial two-year appointment, home leave travel is authorized for long-term personnel and their dependents only when the employee's appointment is extended for at least one additional year in country. See the USAID Handbook 22 for further information regarding this travel.

HEALTH CARE IN NAIROBI

Tropical diseases are rare due to the altitude of Nairobi. Piped water supplies in Nairobi are entirely safe. The sale of all perishable foodstuffs, such as meat, fruit, and fresh vegetables, is strictly scrutinized by city health inspectors as are the kitchens of hotels and restaurants.

Local hospitals are acceptable for treatment and diagnosis of most illness. There are some limitations to providing complete medical care, and evacuations to Frankfurt, Germany, supplement any inadequacies in medical care in Nairobi. General hospitals are Kenyatta National Hospital, Nairobi Hospital, Aga Khan Platinum Jubilee Hospital, and Mater Misericordiae Hospital. Gertrude's Garden is the local hospital specializing in child care.

Pharmacies are abundant in Nairobi and most medications and drugs are available though frequently under different trade names. If you require specific drugs bring an adequate supply (6 months') with you as exact or similar products may not be available. Arrangements through a U.S. physician and/or pharmacist should be made for replenishing prescriptions. Pouch privileges can be used for this purpose. Over-the-counter drugs such as aspirin and vitamins may be more expensive in Nairobi. If you favor any particular brands, you may want to take these medications with you. The water has ample flouride. Vitamins with flouride should not be used in Nairobi.

Dental care: General dental care in Nairobi is good. Orthodontia is limited to a few dentists who will maintain, but not initiate, complicated orthodontic treatment.

Optical care: Good ophthalmologists as well as opticians are available in Nairobi. Prescriptions for glasses can be filled locally, and standard bifocals can be obtained at the same price as in the U.S.

CURRENCY

The monetary unit is the Kenyan shilling (Ksh). The current exchange rate (as of July 1980) is Ksh 7.20 = \$ 1 U.S. Currency in bank notes is in denominations of 5, 10, 20, and 100 shillings; coins are in denominations of 5, 10, and 50 cents, and 1 shilling.

BANKING SERVICES

Banking facilities are plentiful in Nairobi. Major British banks and a few U.S. banks have offices in Nairobi. A minimum deposit is standard policy (the First National Bank of Chicago requires a minimum of Ksh 5,000). It is advisable to keep a personal account at your bank in the U.S. and to cash checks from that account in one of the Kenyan banks.

Personal checking accounts in Kenya are not absolutely necessary, but many employees find it more convenient to maintain local checking accounts since payment by check is the preferred method of settling accounts. The AID Mission can recommend which Kenyan banks to use.

A VISA credit card is very useful in Kenya. Barclay's Bank, which serves as one of the VISA member banks, will provide up to \$500 in travelers' checks or advance cash on your credit card, of up to \$150 per day. Most banks have telex facilities and can check quickly with your own bank for emergency situations. An American Express card is useful for purchases and travel, but American Express does not have full banking facilities in Kenya.

WEIGHTS AND MEASURES

The international metric system of weights and measures is used in Kenya. Gasoline and other liquids are sold by the liter; cloth by the meter; food and other weighted items by the kilogram. Distance is measured by the kilometer.

TAXES, EXCISE AND LICENSE FEES

Our most current information indicates that the following taxes, registration, or licenses for personal property items are applicable in Kenya. An employee owning any of these personal property items, as designated by the Kenyan government, must pay taxes on these items. The field coordinator should contact his liaison at AID upon arrival in Kenya for information on this topic and communicate the information to the other team members.

Automobiles: Imported automobiles must be registered and licensed within three months of arrival in Kenya. The following fees will be incurred:

- Registration (once only) - Ksh 100.
- License sticker fee - Ksh 200-450 yearly (depending upon vehicle weight). A refund of the unused portion of a paid vehicle license may be obtained if the car is being shipped out of Kenya.
- When a car imported duty free is sold to a person not entitled to duty free privileges, the seller must pay the duty at rates prevailing at the time of sale.

Radio: Ksh 20 per set

Television: Ksh 60 per set

Dog: Ksh 30 yearly

Bicycle: Ksh 20 yearly

Motorcycle: Ksh 80 yearly

Driver's License: Ksh 40 yearly

Sales Tax: A 10% sales tax is paid on all goods purchased

Fishing License: Varies according to the type of fishing

Tax Exemptions

Personnel (other than citizens or permanent residents of Kenya) are exempt from paying customs duty and sales tax on new or used household and personal effects, provided that (a) in all other respects the customs and sales tax laws and regulations for the time being in effect shall remain applicable, and (b) that in the event of such goods being sold or disposed in Kenya other than to a person or organization similarly privileged, customs duty and sales tax shall then be payable thereon in accordance with the appropriate rates. Included in this provision is one motor vehicle, imported or purchased prior to clearance through customs within the first three months of their first arrival in Kenya, or for such further period as the Treasury may approve in writing.

Personnel (other than citizens or permanent residents of Kenya) are exempt from all direct tax and national social security contributions on income or any other emoluments received.

COMMUNICATION

All official project communication is to be cleared by the field coordinator and transmitted through the State Department's communication facilities. All other communication, emergency or otherwise, may be transmitted through the following channels:

Telephone and Telegraph

Satellite telephone service to the U.S. is excellent. Local telephone service is average. Telegraphic service to all parts of the world is fair.

Mail and Pouch

Transit time for international airmail averages 6 days. Surface mail transit time may take three months or more.

Under the terms of the contract, project personnel may use the U.S. Embassy's pouch mailing system for first class letters under two pounds. U.S. postage stamps are required for pouch mailing; stamps are not available through the Embassy, so a supply should be taken with you if you plan to use this system.

Mail should be addressed to and from team members as follows:

● Pouch Mail for personal mail to Kenya:

(Individual's name)
Nairobi (ID)
Department of State
Washington, D.C. 20520

● International mail can also be used (unless a personal P.O. Box is preferred) addressed to:

(Individual's name)
Kenya Institute of Education
P.O. Box 37231
Nairobi, Kenya

● Pouch mail for official mail to Kenya:

(Individual's name)
USAID/Nairobi, Kenya
AID
Washington, D.C. 20523
(Unclassified via air pouch)

● Pouch mail for official mail to Washington:

(Individual's name)
AID
SA-18
Department of State
Washington, D.C. 20523

Official pouch mail to the U.S. should be deposited at the AID/Kenya communications and records room, or sent to:

- USAID
Backstop Officer
Box 30261
Nairobi, Kenya

for mailing. The AID/Kenya staff can advise you of this procedure in detail during your orientation there.

Radio and Television

Voice of Kenya provides English and Swahili radio and television broadcasts, but little international news. Some American feature films and British and German programs are televised.

In order to obtain overseas broadcasts a shortwave radio may be desirable. Voice of America shortwave reception is fair, and U.S. Armed Forces broadcasts can be received. BBC news coverage and reception are good.

Newspapers and Magazines

The following newspapers and magazines are available locally:

- The Standard and The Daily Nation are daily Kenyan newspapers published in English.
- Taifa Leo is the daily Kenyan Swahili newspaper.
- The International Herald Tribune arrives two to three days after publication and costs approximately \$1.00 per copy.
- British Sunday newspapers are available late the same day.
- Weekly Review (a weekly news commentary magazine), European editions of Time and Newsweek, and other European magazines, and many technical journals (especially in trade and agriculture).

Libraries

The British Council, the French Cultural Center, the Goethe Institute, Kenya National Library, American Cultural Center, the Italian Cultural Institute, and the Nairobi City Council (the MacMillan Library) maintain libraries in Nairobi. However, it is recommended that you bring reference books for adults and children as both libraries and bookstores have limited stocks.

TOURISM

TOURISM AND LOCAL TRAVEL

Many travel agents are available throughout Nairobi. Newspapers will carry ads of special offers by various agents, and expatriates living in the country can also make recommendations. With your residence visa you can also obtain special discounts for travel within Kenya.

International Transportation

By air: Nairobi is an international air center. Kenya's international airport, Embakasi, is located 8 miles from Nairobi. Frequent flights are available for practically any place in the world.

Internal Transportation:

By air: Regular air service is provided from Nairobi to other destinations throughout East Africa. Kenya Airways operates extensive internal service.

By rail: Kenya Railways provides overnight train service from Nairobi to Mombasa and from Nairobi to Kisumu.

By bus: Bus and rapid taxi service are available to all main points in Kenya.

By lake: A steamer service from Kisumu is planned to connect various lake ports.

By land: Most major towns are connected by roads of fairly good standards. Many roads are now surfaced with bitumen, the remainder with earth and gravel, which can cause delays in wet weather. Road accidents are common and are a serious threat to all personnel.

Local Travel

The most efficient means of personal travel within Nairobi is self-driven vehicles. Taxis are expensive and difficult to obtain except around a few large hotels frequented by tourists. Buses serve most areas of Nairobi but are not generally used by American personnel.

The terms of the contract provide for shipment to Kenya of one personal vehicle. (Shipment of personal U.S. manufactured vehicles is waived for this project site under certain conditions. See USAID Handbook 22 for further details). These shipments will be coordinated by the Academy's logistics coordinator. Personnel cannot import vehicles which are assembled in Kenya. These include Land Rover, Range Rover, and VW Combi.

Since traffic travels on the left-hand side of the road in Kenya, it is strongly advisable to have a personal vehicle with right-hand drive while in the country. Although no restrictions exist on the importation of left-hand drive vehicles, large American cars are difficult to maneuver on the narrow roads and more hazardous to handle because of diminished visibility for passing. In addition, spare parts for American cars cannot be obtained locally. If you ship an American car, bring or arrange for a supply of essential parts.

To obtain a Kenya driver's license, a valid international driver's license (obtainable from AAA in the U.S.) or a valid U.S. driver's license and two photos no larger than 1 3/4" x 1 3/8" are necessary. Sometimes persons having only a U.S. driver's license are required to take a local road and oral driving test which has proven difficult to pass. Therefore, it is recommended that anyone who is planning to drive while in Kenya obtain an international driver's license.

RECREATIONAL AND SOCIAL ACTIVITIES

Staff stationed in Nairobi do not qualify for rest and recuperation travel benefits; however, many cultural, educational, and recreational opportunities are available in Kenya.

Service Organizations

There are several, very active clubs operating in Nairobi, including among others: the American Women's Association, the University Women's Club, National Christian Council of Kenya, Rotary International, East Africa Women's League, a local Consumer's Organization, and church and school groups.

The American Cultural Center offers lectures by visiting Americans, seminars, and other activities. Other national cultural centers offer similar programs, film series, etc., the French and German centers being especially active. The Nairobi Museum offers courses on African culture, history, and art.

Entertainment

Nairobi has many movie theatres which show fairly current popular movies. Concerts and theatre productions are frequently presented at the National Theatre, French Cultural Center, and the Donovan Maule Theatre. There is also a wide variety of restaurants, an International Casino, large hotels with dinner dancing, and numerous small nightclubs.

Recreation

For the sports enthusiasts, Nairobi clubs offer facilities for swimming, tennis, squash, golf, and other sports. Fishing and mountain climbing are popular upcountry, and the coast provides excellent swimming, water skiing, sailing, snorkeling, skin-diving, and deep-sea fishing. Safaris are easy to arrange through commercial or private groups.

U.S. EMBASSY COMPLEX

U.S. Ambassador - William C. Harrop

U.S. Embassy

Cotts House (1st, 5th, 6th, 7th, and penthouse floors)
Wabera Street
P.O. Box 30137
Nairobi, Kenya

Telephone: 334141-50

Officers at the Embassy with regional responsibilities:

- medical officer
- communications officer
- security officer
- agricultural officer
- budget and fiscal officer
- personnel officer

AID Mission

Union Towers (5th - 12th floors)
Government Road
P.O. Box 30261
Nairobi, Kenya

Telephone: 331160-69

Other AID agencies located in Nairobi include:

- AID Regional Economic Development Service Office (REDSO)
This agency designs, implements, and monitors AID projects in eastern and southern Africa.
- Regional Housing and Urban Development Office (RHUDO)

International
Communication
Agency (ICA)

Shankardass House (4th floor)
Government Road
P.O. Box 30143
Nairobi, Kenya

Telephone: 20261-4

Other ICA divisions located in Nairobi include:

- ICA Library and Cultural Center
National Bank House (Ground floor)
Harambee Avenue
Nairobi, Kenya
- Voice of America Regional Correspondent
Agip House

Telephone: 25622

Peace Corps

Kantaria House
Muindi Mbingu Street
P.O. Box 30518
Nairobi, Kenya

Telephone: 27081-3

Medical facilities

A medical unit, located in the Embassy building, can be used by the field team members for obtaining referrals to local physicians and for obtaining immunizations.

PROJECT BRIEFING

THE RADIO LANGUAGE ARTS PROJECT

OBJECTIVE: To provide equitable access to effective primary school education through the use of modern communications media and develop within the country the capability to plan and support national-level programs after the project's termination.

DURATION: 1979 to 1984

SPONSORS: U.S. Agency for International Development;
The Government of Kenya

The purpose of the Radio Language Arts Project is to develop, implement, and test the cost-effectiveness of an instructional system which uses radio to teach English as a second language at the primary school level. Specifically, project personnel working in Kenya will assist in developing an implementation plan for the instructional system, designing radio lessons and production systems, preparing instructional materials including teachers' guides, training Ministry of Education counterparts and production staff, conducting ongoing analysis of program data and effectiveness, and coordinating project activities with Kenyan counterpart personnel.

After the project's completion, field team members will assist in the development of the project's final reports and participate in the planning for the regional seminars and other information-sharing activities.

Pre-Departure Preparation

Prior to your departure, an orientation packet will be provided containing instructions, a description of your specific assignment, and other relevant information as it becomes available.

You are encouraged to contact Maurice Imhoof, the project director, before your departure to discuss your work assignment, what will be expected of you in concrete terms, the existing situation in the field, how you can work most effectively with your Kenyan colleagues, and any other questions you may have. If there are any special materials, supplies, equipment, etc., which you feel are needed to carry out your assignment, please check with the project director to determine their availability.

Orientation Upon Arrival in Nairobi

Soon after your arrival, you will be assisted by either the field coordinator or KIE personnel in obtaining a residence permit, driver's license, etc., and resolving any difficulties which may occur. The field coordinator will discuss with you the various forms, reports, etc., which will be required throughout the project. Please discuss at that time any questions you may have concerning either living in Nairobi or your assignment. After you are settled, you will

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be introduced to your new colleagues, and begin your new assignment.

Support Services

The procurement of office supplies will be coordinated by the Academy's logistics coordinator, the project director, and the project assistant. Any of these individuals should be contacted in the event of procurement problems.

Office space will be provided by the KIE. The field coordinator will be responsible for coordinating the acquisition of office furniture, typing assistance, and facilities.

Transportation

Vehicles with drivers will be provided by the project for job-related travel. Until the project vehicles arrive in Kenya, cars will be leased to meet the minimal transportation needs of the field team.

All local business travel must be authorized by the field coordinator; all in-country travel expenses, per diem, and other project-related expenses will be disbursed through the field office.

Professional Responsibility

Staff affiliated with the Center for Applied Linguistics or Stanford University are ultimately responsible to the Center or University, respectively. AED staff shall be responsible to the Academy. The field coordinator will be the spokesperson for the team and consultants in Kenya. He will be responsible for administering and coordinating the business and management activities of the project in the field and acting as the liaison between the Academy, the Ministry of Basic Education, and USAID. The field coordinator will ensure that appropriate administrative support is provided for staff personnel, participate in project activities, coordinate the activities of staff members, and inform the project director of the project's progress and administrative and management details.

Working with Kenyan Colleagues

In some instances, a team member will work principally with a specific Kenyan colleague assigned by the KIE. Each technician will be expected to become integrated into the team and to participate as fully as possible in the development and growth of all facets of the project's activities.

REPORTING REQUIREMENTS

Individual Reports

To meet the need for continuing feedback to the project director's office and to document the project adequately, team members will be expected to submit brief monthly reports to the project director. These may be as brief or detailed as the month's activities warrant. Essentially, they should include, from the individual team member's perspective, the month's activities, accomplishments, and problems. In cases where problems have been solved, some detail about the solutions or the strategies employed should be given.

The project director will prepare a summary quarterly report for the field team, with information copies to USAID/Kenya and AID/Washington.

Each field team member will be expected to submit an end-of-tour report prior to his return to the United States. That report will summarize his or her activities, assess the progress made in his or her field of specialization, and include recommendations for follow-on action.

AID-Required Project Reports

The following reports must be completed and submitted to AID under the terms of our contract. Individual team members will be asked to assist in the preparation of such reports as appropriate.

Annual Report

Within 30 days of the completion of each operational year of the project, an annual report will be submitted to DS/ED. 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 other parties), and proposed activities for the subsequent year.

Cultural/Linguistic Survey

A detailed cultural/linguistic survey will be undertaken to investigate the social, cultural, and economic factors which affect and are affected by the language.

State-of-the-Art Review

An in-depth state-of-the-art review will be undertaken to examine as many innovative language and reading skills programs as possible, particularly those employing radio and other media.

Detailed Implementation Plan

A detailed implementation plan shall be completed within nine months of the contract signing. This plan will define the project's intended methodology and will include the following items: a final plan for the summative evaluation, a detailed budget to reflect the plan, and a final project schedule. Following approval of this plan, the program will move into the operational phase.

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In-Depth Project Review

An in-depth project review will be conducted during the end of Phase III.

Final Project Report

A final project report will be developed to determine whether the instructional system and methodology are cost-effective in providing language teaching at the primary level in both urban and rural settings.

In addition to the more formal reporting process delineated above, copies of all official correspondence, articles, reports, and other writings by team members are to be submitted through the field coordinator to the project director for placement in the project archives.