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UNIVERSITY OF THE WEST INDIES
EVALUATION PLAN REPORT

Rural Satellite Program:
Evaluation Management Contract

February 3, 1983

Larry C. Kerpelman, Project Director

Prepared for:

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February 3, 1983

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Manager, Rural Satellite Program
Agency for International Development
Department of State
S&T/ED, Room 606, SA-18
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RE: Contract No. DPE-5811-C-00-1027-00
UWI Project Evaluation Plan

Dear Larry:

Enclosed is the UWI Project Evaluation Plan. It, of necessity, had to be drastically revised from the earlier draft as a result of the recent changes in, or additions to, AID's wishes with regard to the UWI evaluation. I hope that this revised draft will fully meet AID's needs.

The enclosed plan will provide for comprehensive evaluations of the UWI subprojects we have chosen to evaluate. If the agricultural extension application gets underway and AID wants to have it assessed, the extent of the evaluation possible will have to be examined within the context of budget constraints. In essence, the revised budget provided to you on January 27 leaves room for an agricultural extension evaluation, but not an overly complex one or one that involves extensive travel.

Cliff Block's request to see whatever data collection instruments we have developed thus far should be satisfied by the preliminary draft instruments included in this Evaluation Plan. Again, I stress the words "preliminary" and "draft"; when Bob Schenkkan called me in January to tell me not to continue work on any data collection instruments, we stopped any further development of them. We shall not recommence work on them unless and until I have specific technical direction from you that we may do so.

The revised Indonesia Project Evaluation Plan will follow along shortly: it may be a day late from the target date of February 7 we were shooting for.

Also enclosed for your information is a typed copy of the labor loading chart to accompany the revised budget figures I gave you during your January 27 visit here.

Sincerely,

Larry Kerpelman

Larry C. Kerpelman, Ph.D.
Project Director

LCK:bjr
Enclosures

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1.0 THE RURAL SATELLITE PROGRAM AND EVALUATION OF THE RSP PROJECT IN THE UNIVERSITY OF THE WEST INDIES

The U.S. Agency for International Development (AID) has launched a major program to assess whether satellite communications can contribute, reliably and cost-effectively, to progress in rural areas of developing countries. AID's Rural Satellite Program (RSP) intends to transfer a broad range of communications technologies to developing nations. The program will encourage the use of existing satellites to provide domestic communications for rural areas in the developing world. It will make telephone, radio, and other communications modalities available to support rural development activities in the agricultural, education, and health sectors.

Major segments of the RSP include:

1. Demonstration projects in Indonesia, the Caribbean, and Peru.

2. Investigation of innovative systems designs and technologies.

3. Development of policy studies on satellite services for rural areas of developing countries.

4. Information-gathering and dissemination on the RSP and other satellite-related activities.

5. Evaluation of each of the demonstration projects in Indonesia and the Caribbean and of the RSP as a whole.

AID has contracted with Abt Associates Inc. to conduct the evaluation activities mentioned under Item 5. As required by the contract, this report presents an Evaluation Plan for the RSP project to be implemented under the auspices of the University of the West Indies (UWI), known as UWIDITE (University of the West Indies Distance Teaching Experiment). The application of the system is under the contractual aegis of the Academy for Educational Development (AED).

Another report presents a similar plan for the project being developed in Indonesia. In this introductory chapter of this report, we discuss briefly the character of the UWI RSP Project and its implications for its evaluation and for that of the total RSP. The designs and current situations of the UWI and Indonesian RSP evaluation plans reflect important

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similarities and differences between the two projects. These areas of uniqueness and overlap will enable the evaluations to learn much more from the two projects together than they could have yielded separately.

In particular, UWIDITE has come into being through a rather distinctive political process of advocacy and entrepreneurship, which may be especially necessary where the sponsoring organization (in this case the University of the West Indies) extends across the boundaries of several nations of diverse political character and differing levels of development.

Satellite telecommunications may offer neighboring developing countries many kinds of opportunities to make common cause more effectively than in the past. UWIDITE affords the example of an experiment in such international cooperation; from it, we may be able to learn how such a collaboration works, what gets in the way of such a collaboration, what it takes to overcome obstacles, and how people determined to foster their nations' development can make effective use of their own and outside resources.

Before any on-site implementation, UWIDITE has focused on a specific set of local needs to which it plans to apply the project's telecommunications resources. These, in turn, break down into some 16 subprojects, each with its own target clientele, as listed in Exhibit 1-1. We have organized the UWIDITE evaluation around these subprojects, planning to evaluate five in depth and three others less intensively. Resources will not permit us to pay any systematic attention to the remaining eight.

Within each of the subproject evaluations, we shall address the four basic policy and operational questions that underlie the Rural Satellite Program:

1. What was the baseline situation before UWIDITE?[1]

2. How were the UWIDITE telecommunications resources implemented and used?

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[1]The UWIDITE system is already well along its way in terms of planning and scheduling. In addition, it may soon start up some of its applications. For these two reasons, there no longer exists a pure baseline situation, since UWIDITE is already a reality. Consequently, much, if not all, of the baseline data will have to be collected retrospectively.

Exhibit 1-1

UWIDITE PROJECT STRUCTURE

SUBPROJECT CATEGORY	SUBPROJECT	TARGET PARTICIPANTS
Teleconferencing	** 1. Administration	Administrators
	** 2. Challenge Exams	Administrators, faculty
	** 3. Curriculum	Faculty
Teaching	** 4. Challenge Exams	Extramural students
	* 5. Certificate in Education	Teachers of deaf
	* 6. Certificate in Education	Teachers of reading
Training	7. Lab Technician Program	Lab teachers
	8. Lab Technican Program	Lab assistants
	* 9. Health Management	Project administrators
	10. Day Care	Day care supervisors
	11. Day Care	Day care coordinators
	12. Medical	Students
	13. Civil Servants	Project teachers
Consultation	*14 Library Connection	Librarians
	**15 Agricultural Extension	Extension agents
	16. Medical	Physicians

**Subprojects to be evaluated in depth.

*Subprojects to be evaluated less intensively, to examine use and impacts of the RSP.

3. What changes have resulted from the installation and operation of the UWIDITE equipment and associated organizational resources?

4. What has the UWIDITE experience taught us about a possible full-scale system embodying current technology?

The five UWIDITE subprojects that we have chosen for close evaluation represent three of the four major subproject categories: teaching, teleconferencing, and consultation. The training modality will be evaluated only at the second, less intensive level.

Chapter 2 of this plan discusses the evaluation of the three subproject groups we shall examine intensively:

2.1 UWIDITE's teleconferencing applications: administration, Challenge examinations, and curriculum development via teleconferencing.

2.2 UWIDITE's teaching applications in support of the Challenge exams.

2.3 The anticipated subproject that provides consultation for agricultural extension.

Also discussed in Chapter 2 are our plans for exploring some of the other RSP applications, such as health care management; library consultation, and the Certificate in Education programs. Chapter 3 describes the organization of the UWIDITE evaluation team and the planned mechanisms for coordinating the various evaluation activities.

2.0 EVALUATION OF THE UWIDITE SUBPROJECTS

In this chapter, we provide a discussion of how we shall examine the impacts and effectiveness of the UWIDITE subprojects we have chosen to evaluate. For each subproject, we discuss the questions or issues to be addressed and describe how we intend to go about collecting data. We have scattered examples of the type of data that will be collected or, in some instances, have provided preliminary drafts of data collection instruments, through Chapter 2. Naturally, the final form of any data collection activity needs to be worked out in greater detail among us and our AID, AED, and UWI colleagues.

Exhibit 2-1 provides an overview of the data collection plan and related activities: the reader should refer to it as he or she reads each succeeding subsection in order to see how the data collection activities will be carried out.

2.1 Administrative, Challenge Examinations, and Curriculum Development Applications Via Teleconferencing

Teleconferencing is one of the most visible aspects of the UWIDITE system. Those who will use it are among the most influential of the system's intended beneficiaries. The advantages of conducting certain aspects of University business via teleconference are apparently clear in advance to many members of the faculty: fifteen departments have already signed up by early 1983, with seven teleconferences scheduled in January 1983.

Since teleconferencing seems to respond to already-existing demand, it appears likely that it will provide particularly visible demonstrations of the applicability of satellite telecommunications. Support for the project's continuation and expansion after AID's involvement ends may well depend on the success of UWIDITE's teleconferencing component in making itself necessary.

2.1.1 Evaluation Questions

The evaluation questions for the teleconferencing applications are discussed in this section in some detail. They follow the line of overall questions discussed in Chapter 1 above. Not all of these questions can be addressed, due to various constraints, but it is worthwhile to list and describe them in order to provide a context.

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Exhibit 2-1

OVERVIEW OF EVALUATION DATA COLLECTION PLAN

APPLICATION	DATA COLLECTED BY WHOM	SOURCE OF DATA	METHOD OF COLLECTION	WHEN	FOR WHAT EVALUATION QUESTIONS[1]	COMMENTS
Teleconference Applications	1. AAI Contract Staff	UWIDITE Administrators	Interview	Spring 1983 Fall 1984	I II, III, IV	
	2. Local Data Collectors[2]	UWI Faculty (Users and Non-Users)	Self-Administered Questionnaire	Fall 1983 Fall 1984	II, III, IV II, III, IV	
	3. AAI Contract Staff	Pre-UWIDITE Cost Records	Archive Search, Interviews	Spring 1983	I	
	3' AAI Contract Staff	UWIDITE Cost Records	Archive Search, Interviews	Fall 1984	III, IV	
	4. AED[3]	Teleconference Usage Logs	System Process Reports	Continuous	II, III, IV	
	4' AED[3]	Teleconference Coordinator Reports	System Process Reports	Continuous	II, III	
	4'' UWI3	Teleconference Coordinator Trouble Reports	System Process Reports	Continuous	II, III	
	5. AAI Contract Staff	Systems Operations Personnel	Teleconference Interview	Fall 1983 Fall 1984	II, IV II, IV	
Challenge Exams	6. AAI Contract Staff	Challenge Exam Archives	Archive Search	Fall 1983	I, III	
	6' AAI Contract Staff	Challenge Exam, University Archives	Archive Search	Fall 1984	III	
	7. Local Data Collectors[2]	UWI Students	Self-Administered Questionnaire	Fall 1983 Spring 1984 Fall 1984	II, III II, III II, III	
	8. AAI Contract Staff	Challenge Exam Administrators	Interview	Fall 1983 Fall 1984	I, II, III, IV II, III, IV	Can be coordinated with Item 1 data collection
	9. Local Data Collectors[2]	Challenge Exam Faculty	Self-Administered Questionnaire	Fall 1983 Fall 1984	I, II, III, IV II, III, IV	Can be coordinated with Item 2 data collection
	10. AED[3]	Usage Logs	System Process Reports	Continuous	II, III, IV	
	11. AAI Contract Staff	Pre-UWIDITE Cost Records	Archive Search, Interviews	Spring 1983	I	Can be coordinated with Item 3 data collection
	11' AAI Contract Staff	UWIDITE Cost Records	Archive Search, Interviews	Fall 1984	III, IV	Can be coordinated with Item 3' data collection

(continued)

Exhibit 2-1 (continued)

APPLICATION	DATA COLLECTED BY WHOM	SOURCE OF DATA	METHOD OF COLLECTION	WHEN	FOR WHAT EVALUATION QUESTIONS[1]	COMMENTS
Agricultural Extension	TO BE DETERMINED WHEN APPLICATION IS MORE FULLY PLANNED					
Other Applications	12. AED[3]	Usage Logs	System Process Reports	Continuous	II, IV	Can be coordinated with Item 4 data collection
	13. AED[3]	Trouble Reports	System Process Reports	Continuous	II, IV	Can be coordinated with Item 4 data collection
	14. AAI Contract Staff	Application Coodinators, UWI Administrators	Interviews	Spring 1983 Fall 1984	I, II III, IV	Can be coordinated with Item 1 data collection

[1]Evaluation questions:

I. What was the baseline situation before UWIDITE?
II. How was the UWIDITE teleconferencing equipment implemented and used?
III. What changes have resulted from the installation and operation of the UWIDITE equipment and associated organizational resources?
IV. What has the UWIDITE experience taught us about a possible full-scale system embodying current technology?

[2]We envision local data collectors being campus-based persons (e.g., graduate students) under the supervision of a campus-based evaluation coordinator (e.g., a faculty member).

[3]Data "collection" will consist simply of forwarding to AAI reports generated by system users during normal course of system use.

I. What was the baseline situation before UWIDITE?

A. What aspects of the UWI administrative inter-campus communications seemed susceptible to improvement by means of UWIDITE teleconferences?

B. How might the University's academic and curricular functions benefit from UWIDITE teleconferencing?

C. Who has had a stake in the status quo? Will anybody's budget, perquisites, status, or independence be compromised by the availability of teleconferencing? Who has argued against the project? In what terms? To what effect?

II. How was the UWIDITE teleconferencing equipment implemented and used?

A. What technical implementation problems were encountered?

B. How has the system been used?

C. How has the service been received?

D. How reliably have the system and its components performed?

III. What changes have resulted from the installation and operation of the UWIDITE equipment and associated organizational resources?

A. How cost-effective has UWIDITE teleconferencing been?

B. What side effects, or unexpected effects, has teleconferencing generated?

IV. What has the UWIDITE experience taught us about a possible full-scale system embodying current technology?

Each of the above questions will be reflected in one or more questions that will comprise the data collection instruments. After consulting with our UWI colleagues it may be the case that some questions will be considered unanswerable. If so, we may have to drop that research question from consideration.

The questions of highest priority must necessarily be those with the greatest implications for the future applicaton of satellite teleconferencing, in the West Indies and elsewhere in the developing world. Teleconferences will have lasting value where people genuinely need to take counsel

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together in extended groups more frequently than they can afford to come together. Given the need, teleconferences will satisfy it only to the extent that they are effective (the job gets done, and the new way of doing it does not get unduly in the way) and economical (it costs less to do it in the new way).

Whatever questions we may ultimately be able to answer, they will have to focus upon some aspects of each of these three necessary conditions of success: need, effectiveness, and economy. Growing usage and "customer satisfaction" will be prima facie evidence of the first two. As long as AID funds the activity, however, that funding will distort our picture of the third factor. The question of cost comparisons thus becomes very important: however well teleconferences may do the job, people will not pay for them out of their own funds unless they are more cost-effective than the alternatives. Indeed, when the outside money goes away, the alternative of forgoing the communications (and their costs) becomes salient once more.

2.1.2 Data Collection

It appears that we shall have enough resources to conduct the following data collection activities:

- Interview a purposive sample of faculty and the relevant administrators at the three main campuses (Mona, Cave Hill, and St. Augustine) in early 1983 and again in mid-1984. These interviews, to be conducted by Evaluation Management Contractor staff, will address many of the more impressionistic and judgmental questions, especially those relating to retrospective assessments of need for the kinds of services and facilities that UWIDITE provides. These interviews will be in-depth, taking the form more of conversation than a formal interview. Indeed, the formal structure of the interview should not even become apparent during the conversation, and the interviewers will be free to develop important points that spontaneously emerge and had not been foreseen by the research staff.

- Survey participant and nonparticipant faculty at all five campuses (the three main ones, plus the two Extramural Centers in St. Lucia and Dominica) in mid-1983 and in mid-1984. These surveys will take the form of self-administered questionnaires conveyed to the respondents by local graduate-student research assistants under the supervision of a local evaluation coordinator. It will be important to keep the length of these questionnaires

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to a minimum, and to ask only rather factual questions that will impose little in the way of time or effort burden on the respondents.

- Consult University financial records, in early 1983, to investigate the costs of pre-UWIDITE conferencing, and then again in mid-1984, collect financial data on equipment and operational costs associated with the teleconferencing applications. This will be supplemented by interviews with selected faculty, technical, and administrative personnel to estimate the professional time costs associated with use of the system. These data will be analyzed to produce, to the extent possible, a financial accounting of the use of teleconferencing facilities. Exhibit 2-2 shows the categories of data that will be investigated.

- On a continuous basis, gather the written reports of teleconference participants, self-administered at the end of each conference.

- On a continuing basis, gather usage data from system logs.

- Interview, perhaps by telephone or teleconference, in mid-1983 and mid-1984, a sample of technicians, facility supervisors, and others directly involved in the system's day-to-day operations.

Given these "windows" on UWIDITE teleconferencing, we should be able to arrive at some judgments with regard to each of the questions listed above. The persuasiveness of those judgments will vary with the difficulty of the questions and the quality of the data available; the most difficult inferences may well be the crucial ones about the relative costs of pre-UWIDITE and UWIDITE communications.

2.2 Challenge Examinations Teaching

The regular, full-time course of study for a Bachelor's degree from the University of the West Indies Faculty of Social Sciences is accomplished in two parts:

I. Examinations taken at the end of the first year in five subject areas; and

II. Examinations taken in the second and third years in nine subject areas.

Courses are offered at the main campuses in Jamaica, Barbados, and Trinidad. However, the University serves 11 additional territories. For many potential students on these islands, the travel, tuition, and

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Exhibit 2-2

PRELIMINARY DRAFT QUESTIONNAIRE
FOR DATA ON SYSTEM COST ITEMS

A. SYSTEM COSTS

Estimate the following costs associated with the UWIDITE system:

1. Capital Costs

CATEGORY	YEAR 1	YEAR 2	YEAR 3
Electronics			
Studios			
Transmission facilities			
Other: _____ _____ _____			

2. Operating Costs

CATEGORY	YEAR 1	YEAR 2	YEAR 3
Telecommunications charges			
Maintenance			
Parts			
Technicians* (fully loaded)			
Other: _____ _____ _____			

*If fully loaded costs not available, give wage cost only and estimate overhead ratio (accounting for benefits, supervision costs, equipment and vehicle costs, etc.).

Exhibit 2-2 (continued)

B. PERSONNEL TIME AND COSTS

1. Enter estimated time saved (or, in brackets, additional time needed) by each category of personnel for each major application of the RSP system.

APPLICATION	HOURS SAVED PER YEAR (Use brackets to indicate additional hours needed, if appropriate)			
	Senior Faculty	Junior Faculty	Professional Administrators	Clerical Administrators
1. _____				
2. _____				
3. _____				
4. _____				

2. Estimate wage and fully loaded hourly costs for each category of personnel.

APPLICATION	Senior Faculty	Junior Faculty	Professional Administrators	Clerical Administrators
A. Average wage (annual)				
B. Effective hours normally worked per year				
C. Overhead ratio*				
D. Fully loaded hourly cost (A x C ÷ B)				

*Ratio of total costs (including wages, benefits, offices, supplies, etc.) to wage cost.

Exhibit 2-2 (continued)

C. OTHER COSTS

Identify extent of other cost increases or reductions associated with use of RSP system (first two row are pre-entered for illustration; please be certain that all cost increases or reductions other than those covered in A and B above are included.

NATURE OF COST INCREASE OR REDUCTION	COST INCREASE (explain)	COST REDUCTION (explain)
1. Use of class-rooms		
2. Utility costs		
3. _____		
4. _____		
5. _____		
6. _____		

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maintenance costs associated with matriculation on the main campuses are prohibitive.

In response to the need for locally based instruction, the Challenge Examination Scheme was developed in 1977. Instruction and support in Part I subject areas are now offered in the non-campus territories, usually via a mix of the following:

- Courses taught by local tutors in one or more subjects;
- Lectures in one or more subjects by visiting professors from the main campus; and
- Course syllabi provided in the subject area for which a student has registered to take the exam. Syllabi are usually provided at least six months prior to the exam and are especially important to students who want to take an exam in a subject for which no course or lecture is provided; in this case, the student studies on his or her own.

At the end of the academic year, Extra Mural students "challenge" the University by sitting Part I exams and, if successful, become UWI students working toward Part I degree requirements without ever having had any formal classroom instruction.[1] On average, students sit two exams per year so that it usually takes at least two years for an Extra Mural student to complete Part I exams.

The UWIDITE system will be used to teach Part I courses to Extra Mural students in St. Lucia and Dominica. The application of UWIDITE for this purpose will change the entire "Challenge" Examination scheme. Instruction will be provided two hours per week over the system. Exhibit 2-3 lists the courses to be taught from each campus, selected from the Part I subject area.

2.2.1 Evaluation Questions

We plan to study the Challenge Examination Program in terms of the impact added by the distance teaching capacity. This is quite different from studying the Challenge Examinations program itself. Specifically, we

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[1] Success in Part I does not automatically assure entry into Part II; such spaces are limited, competitive, and costly.

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Exhibit 2-3

PART I COURSES TAUGHT VIA THE UWIDITE SYSTEM

SUBJECT AREA	A	B	C			D	E		
	Elements of Economics	Introduction to Sociology	Accounting I	History of the Caribbean	Foundations of New World History	Introduction to Politics	Mathematics and Statistics	Basic Mathematics for Social Scientists	Statistics and Scientific Method
TAUGHT VIA THE SYSTEM FROM:	Cave Hill Campus, Barbados	St.Augustine Campus, Trinidad	Mona Campus, Jamaica	Mona Campus, Jamaica	—	—	—	—	—

plan to conduct an analysis designed to examine any changes caused by the distance teaching capacity in:

- The number of students enrolled in the Challenge program;
- The percentage of enrollees who register to take the exam(s);
- The percentage of enrollees who take the exam(s); and
- The percentage of enrollees who pass the exam(s).

In addition, we shall consider any changes caused by distance teaching in:

- The types of students enrolling in courses, and completing and passing them;
- The satisfaction students derive from the Challenge program;
- The influence distance teaching has on career plans; and
- The percentage of students who go to one of the main campuses for their Part II studies.

In pursuit of these goals, it will also be important to document how Challenge Exam students use the telecommunications facilities. We shall also consider how students are affected by whatever combination of teleconferencing, telewriting, and slowscan video capabilities are implemented at UWI.

2.2.2 Experimental Design for the Study of the Challenge Exams

The logic of the design entails contrasting students enrolled in Challenge on islands where distance teaching is used with:

- Students enrolled in Challenge courses on these same islands in years before distance teaching began; and
- Students enrolled in Challenge courses from islands that did not get distance teaching when the other islands received it.

The current plan is for St. Lucia and Dominica to receive a distance teaching capacity in February, 1983, while nine other (control)

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territories will not. The basic design is as shown in Exhibit 2-4, with St. Lucia and Dominica collapsed for heuristic purposes into one group and the other islands collapsed into another single "control" group.

Effects would be suggested if (a) a change occurs in St. Lucia and Dominica after distance teaching and (b) the change is greater than any changes noted with Challenge students in islands without distance teaching.

This design has one major problem concerning the stability of estimates. The number of Challenge students from St. Lucia was 10 (1977), 13 (1978), and 30 (1979); while the corresponding figures in Dominica were 10, 14, and 0.[1] Our guess is that the enrollment figures will be higher in 1980 and subsequent years; but still unstable annual estimates are to be expected from island to island. Several things can be done to reduce the problem, especially collapsing across adjacent years and treating St. Lucia and Dominica as a single entity for research purposes. Such collapsing, however, requires great sensitivity to fluctuations by year and by island in order that such fluctuations not influence estimates of the Challenge program's impact.

On St. Lucia and Dominica, four courses will involve Challenge tutorials using distance teaching as of February 1983. Five other courses will not involve distance teaching (refer to Exhibit 2-3). Thus, some students will take all of their Part I courses using distance teaching, others one, and some none. This means that we have the potential of answering questions such as, "Will students' knowledge that distance teaching is part of the course structure alter the courses for which they enroll?" Another way of asking this question is "Will the proportion of students enrolling for two courses using distance teaching increase after the capabity is introduced when compared with the period prior to the capacity being available?"

The fact that distance teaching is not used in all courses has a second advantage for trying to infer the effects of UWIDITE on the Challenge exams. One could subdivide the St. Lucia and Dominica courses in the basic experimental design into two sets: those using and those not using distance teaching in 1983. One would expect any benefits of distance teaching to be

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[1]The 1979 figure of "0" for Dominica reflects an unusual situation that is not likely to recur.

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Exhibit 2-4

EXPERIMENTAL DESIGN FOR EVALUATION
OF UWIDITE CHALLENGE EXAM TEACHING

CAMPUS	TIME PERIOD							
	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985
St. Lucia/ Dominica	0	0	0/*	0	0	0	X 0	X 0
Control territories	0	0	0	0	0	0	0	0

NOTE: 0 = Observations made and data available (or to be available).

X = Distance teaching available.

* = No students took the Challenge Exam 1979-1980 in Dominica and therefore no observations are available.

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more apparent in the former than in the latter courses after 1983, but one would not expect the same differences in the control islands.

The few courses where distance teaching is used are among the most popular of the nine Challenge courses. Some students will be in two Challenge courses, others in one, and some in none. Since the Challenge courses are among the more popular, we can expect higher percentages of students taking two, than one or no, Challenge courses. This means that for many analytic purposes, the data will be based not on a sample of students enrolled in Challenge, but on the numbers of students who take courses that are distance taught. Consequently, a student can appear several times in the data set if he or she enrolls in more than one course that uses distance teaching. While this creates problems associated with the independence of error terms, it may well also increase sample sizes for some analyses.

The design outlined above is only relevant to variables routinely collected by the UWI system and deposited in its archives. Fortunately, these are among the most important variables. They include number of course enrollees, course graduates, and Challenge graduates, all of which appear to be available. However, a modified version of the design for examining attitudes is shown in Exhibit 2-5. Students are enrolled in Challenge for several years since they have to pass five courses but only take two, on the average, per year. Thus, the design outlined in Exhibit 2-5 is conducted both (a) with separate cohorts taking a distance-taught course for the first time; and (b) with a group of students who are taking a distance-taught course for the second year having taken one or more the previous year.

2.2.3 Data Collection

Challenge Archival Measures. Most of the previously mentioned data will come from Challenge/UWI records since 1977. Specifically, we will collect information on the number of enrollees in the program in general; the number enrolled in each distance-taught and non-distance-taught course; the percentage completing these courses; the percentage passing; and the characteristics of students who enroll, drop out, and successfully complete the course.

Exhibit 2-5

RESEARCH DESIGN FOR EXAMINING STUDENT ATTITUDES
TOWARD UWIDITE CHALLENGE EXAM TEACHING

CAMPUSES AND COURSES	TIME PERIOD					
	Fall 1983		Spring 1984	Fall 1984		Spring 1985
St. Lucia and Dominica						
Distance-taught courses	0	X	0	0	X	0
Non-distance taught courses						
Control Islands						
Courses that are distance-taught elsewhere	0		0	0		0
Non-distance-taught courses						

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General University Archives. We would have to use regular university records to measure the percentage of Challenge students who go on to courses at one of the main campuses. If it is difficult to link Challenge and regular University records, the effort may not be worthwhile.

Student Attitude Questionnaires. These measure satisfaction with each aspect of distance teaching -- reliability of system, clarity of presentation, quality of subsequent discussion, etc. Also involved are evaluative measures: "Would you like more distance-taught courses in Challenge?" "Would you advise friends to take such courses?" etc. We shall also attempt to assess students' resolve to go to a main campus, the degree to which the student feels prepared to go, and their career plans. We might also solicit feedback about where they think the system falls short and how, from a student's perspective, it should be improved. For these purposes, we shall develop self-administered questionnaires for all participants.

Administrator Interviews and Faculty Questionnaires. These are to probe, intensively, faculty and administrator reaction to distance teaching. We should sample all administrators with responsibility for the system and try to collect data from a broad range of faculty who have used the telecommunication system, including those who have used it before but are not using it at the time the interviews or questionnaires are administered. All participating faculty will provide information on changes on their attitudes over time.

Usage Measures. These will be collected from system use logs. Little variability is expected in individual usage given the high motivation of Challenge students and the two-hour distance-taught lectures that occur at preordained times. However, course dropouts will occur, and we plan to measure this, comparing completion rates for distance-taught and non-distance-taught classes among Challenge students to see if there is differential dropout. No further analyses of dropouts will take place. Of course, the student attitude survey can include a series of questions asking students if they heard the lecture on X, Y, and Z, with X and Y being the topics for lectures that were actually given, and Z being a "validation item" to check on the validity of responses. This could also provide a measure of exposure to distance teaching at the individual level, should preliminary field work indicate more variability than currently anticipated.

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Financial Data. Cost data will be gathered for Challenge examination applications of the UWIDITE system in the same format as that recommended for evaluating the teleconferencing applications (see Exhibit 2-2 above).

2.3 Agricultural Extension Activities

An initial emphasis of the RSP was the use of the system for the dissemination of agricultural extension information. There has been a great deal of interest from AID, UWI faculty and administrators, the non-campus territories, and agricultural sector organizations in the use of the UWIDITE system for this purpose.

Implementation of this component remains at issue. At present, no specific plans have been made for an agricultural extension program. A memorandum was drafted by AED in February 1982 discussing exploration of the needs, possible applications, and level of support for agricultural extension applications, but this preliminary fact-finding memo did not provide actual plans for what may ultimately be implemented. We understand that a more substantive discussion on this issue among AID, AED, and UWI representatives is scheduled to occur in February 1983. Should these discussions result in implementation of an agricultural extension application within UWIDITE, we shall attempt to develop an evaluation component for it within the budget and schedule constraints that may exist at the time with regard to the entire UWI evaluation.

2.4 Other Applications

In addition to the detailed investigations of selected UWIDITE applications, the UWI evaluation will examine other applications that add to the project's capabilities as a development resource. These applications will be examined in less detail than will be devoted to evaluation of the other UWIDITE application described above.

The balance of this section contains a description of three applications that will be examined to explore the impacts of the RSP methodology, outlines an analysis framework that will be used to assess the evaluation data, and presents a data collection approach.

2.4.1 Health Management Training

The University of the West Indies' Health Development Planning and Management Project, begun in October 1981, is funded separately from the RSP via a USAID grant to the American Public Health Association. The University of the West Indies is a subcontractor under this grant to the University of Pittsburgh. The project's primary objective is to improve the capabilities of managers in the Caribbean region's health care sector by developing health management resources at UWI and among a group of consultants that can be drawn on by regional health care planners and providers. The project involves several mutually supportive components, including research, on-campus training, in-service training, and technical assistance activities. These activities will be organized so as to provide the maximum amount of benefit to the managers of health care programs and facilities.

Five of the university's departments are involved: Government, Management Studies, Social and Preventive Medicine, the Institute of Social and Economic Research, and Extra-Mural Studies. The project will operate in Jamaica, Barbados, Trinidad, and St. Lucia and is anticipated to begin operations during February of 1983. The RSP system is likely to be used for in-service training as well as technical assistance activities and will use the medium of teleconferencing among sites to coordinate project activities and discuss project administrative issues. It may also be used to actually deliver training and technical assistance.

2.4.2 Library Interconnection

A telecommunications link to the On-Line Computer Library Center at Ohio University (Athens) is being considered that would allow the UWI libraries to gain access to a computerized cataloguing system. This interconnection would be used both to improve cataloguing procedures in the UWI libraries and to determine the location of books and journals that are of interest to faculty and students in the university. The interconnection could also be used to share information from the UWI catalogue with university libraries and other libraries in the United States that participate in the Computer Library Center's programs. The intent of the interconnection application would be to introduce more

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uniform cataloguing procedures into the university's libraries and to make the cataloguing process less time consuming by automating at least a part of it.

The University of the West Indies would be linked to the On-Line Computer Library Center through two network control devices, located at the U.S. gateway and the St. Lucia hub of the UWIDITE system. These switches could also be used for interconnections with other types of information data bases, affording this application the potential for additional spread and diffusion. For this reason, we shall monitor the decision-making process about whether to fund this application and to evaluate it if it is implemented.

2.4.3 Certificate in Education Program

In the Caribbean Region, entry into the teaching profession is through the Teacher Education Colleges. The Certificate of Education Program was designed to upgrade teacher education in the region.

The program is usually a one-year (October through June) course taught only on the Mona campus. Certificates are awarded to experienced practitioners who are teachers of the deaf, reading, mathematics, science, English, physical education, social studies, creative arts, and Spanish.

The programs for Teachers of the Deaf and Teachers of Reading have been selected to participate in distance teaching via the UWIDITE system. Practitioners in the five territories will receive in-service instructions via the system over an 18-month period (January 1983 through June 1984).[1] The following schedule is proposed for each of the certificate programs:

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[1] Those currently enrolled at Mona will not be involved in UWIDITE because they have already completed half of their course work.

	Lecture Hours on the System (two-way audio-communications)	Videotapes (taped at Mona, sent to sites pre-discussion via system)
Foundation Subjects		
Psychology of Education	10	10
Philosophy of Education	10	10
Curriculum Development	10	10
Specialist Subjects		
Reading or Deaf	30	10

These two certificate programs will replace the one-year course of study that otherwise would have been taught at Mona during the 1983-84 academic year.

2.4.4 Analysis Framework for Other Applications

As mentioned above, this component of the RSP evaluation will be less intensive than the portion that was described in Sections 2.1 through 2.3. Nonetheless, it will be necessary to gather enough information about the conceptualization, development, and implementation of the three applications to be able to draw conclusions about their effects. This evaluation will collect two types of information: quantitative data on the utilization of the RSP as part of these applications, and qualitative information about the manner in which these applications were used in the UWI community as well as outside of it. The quantitative evaluation data will be analyzed for these three applications individually. The qualitative information will be used primarily to supplement the analyses. Each of these two portions of the analysis are discussed further below.

Quantitative Analysis. The systems usage for these applications by UWI faculty and administrators and by representatives of other institutions and sectors will be the primary focus of the quantitative analysis. This component of the analysis will examine the specific types of utilization that each application generates and will study the characteristics of that usage. It will explore the purposes for which the system was utilized, the technological capabilities of the system that are employed (e.g., equipment used, the linkages between sites), the types of use (e.g., teleconferencing,

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information transmittal, etc.), the number and types of users, and the volume of use. Simple descriptive statistics will be prepared that describe the applications and their relation to the rest of the UWIDITE system. Changes in these data will be examined over time to detect trends in the utilization of these applications, and conclusions will be drawn about the extent of initial use and the spread of system use over the life of each subproject application and, to the extent feasible, UWIDITE as a whole.

Exhibit 2-6 provides an analysis matrix that outlines the significant issues and topics that will be addressed by the quantitative analysis. This analytic matrix will be completed as fully as possible within the constraints that are imposed by the availability or non-availability of quantitative information concerning system use and the implementation decisions relating to the two applications that are pending.

Qualitative Analysis. The qualitative analysis of subproject effects will be more broadly focused than the quantitative analysis because of the potential for each of the three applications to shed further light on the use of the RSP for a range of development activities. A case study approach will be used to provide an overview of the process by which the application was implemented and operated, and the lessons that were learned from the UWI administrators and the application-specific persons who were most involved with the application. The case studies will explore a number of different issues, including the relationship of these applications to the primary UWIDITE RSP applications, the question of cross-fertilization among applications, the management issues that arose in their implementation and use, and the nature of the uses themselves. The case studies will include a characterization of the users, the purpose of the use, the duration and "intensity" of the use, and trends that were observed in the use. They will also include a discussion of the lessons that were learned about how the applications should or should not be conceived of and used in other settings.

2.4.5 Data Collection for Other Applications

System usage log forms for teleconferencing, teaching, and training applications will be used to provide information about the quantitative characteristics of the use. Abt Associates has suggested some revisions

Exhibit 2-6

OTHER USES QUANTITATIVE ANALYSIS MATRIX

APPLICATION	USAGE				
	Purposes of Use	Equipment Used	Frequency of Use	Duration of Use	Type of User
Health management training					
Library interconnection					
Certificate of Education					

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to this log form that will allow it to gather a number of useful data items for this analysis. This revised log form appears as Exhibit 2-7. The University has also developed a system usage "reaction form" which Abt Associates has reviewed and for which we have suggested some modifications. This revised form is shown as Exhibit 2-8. A draft trouble report form is appended as Exhibit 2-9. This form should be filled out each time equipment or connections malfunction in such ways as to cause any significant interruption or degradation of a session. It should be filled out by the technical person in charge of the session and forwarded to Pro-Vice-Chancellor Lalor's office (with a carbon duplicate) so that it can be used for corrective and maintenance action, with a copy being forwarded from there to the evaluation team. Undoubtedly, these suggested forms will undergo further revision before being implemented in the evaluation. As other forms are developed, Abt Associates will be providing suggestions on how they could be tailored to provide the types of information that will prove useful to the evaluation.

Qualitative information will be obtained from process-oriented, exploratory interviews with UWI administrators and faculty and the persons charged with the development and operation of these applications. These interviews will cover a range of topics, which are summarized in Exhibit 2-10. It is anticipated that these topics will be developed into a brief process questionnaire that users of these applications will be asked to complete after they have had sufficient experience with the system and application in order to be able to make some judgments about it. A questionnaire will be prepared in conjunction with UWIDITE project staff that will yield the case study information desired to evaluate these "other" subprojects.

Exhibit 2-7

REVISED USAGE LOG FORM

UWIDITE NETWORK REPORT

(To be completed by each individual connecting through the system)

Type of Activity _____

ID _____ Time _____ to _____

Day/Month/Year/Sequence # (for that system usage for that day)

1. Your location:

- Mona ☐
- Cave Hill ☐
- St. Augustine ☐
- St. Lucia ☐
- Dominica ☐
- Other _____ ☐ (SPECIFY)

2. With what other sites were you connected? (CHECK ALL THAT APPLY):

- Mona ☐
- Cave Hill ☐
- St. Augustine ☐
- St. Lucia ☐
- Dominica ☐
- Other _____ ☐ (SPECIFY)
- Other _____ ☐ (SPECIFY)

3. How many participants were there: At your site? _____

At all other connected sites? _____

4. Overall, what was the quality of the connection:

- Excellent ☐
- Good ☐
- Fair ☐
- Poor ☐

5. What types of equipment were used (CHECK ALL THAT APPLY):

- Audio teleconference (including telephone connection) ☐
- Slow scan video ☐
- Video tape ☐
- Facsimile ☐
- Other _____ ☐ (SPECIFY)
- Other _____ ☐ (SPECIFY)

6. NOTE ANY PARTICULAR PROBLEMS WITH THE USE OF THE NETWORK AND THEIR DURATION. NOTE ANY LESSONS LEARNED OR ACCOMPLISHMENTS.

_____

_____

_____

7. Network use arranged by: _____

8. Technical Operator: _____

Site Coordinator/Group Moderator/Chairman _____ (signature)

Exhibit 2-8

REVISED USAGE REACTION FORM

UWIDITE TELECONFERENCE EVALUATION FORM

Teleconference Title or Purpose _____

Teleconference Activity: |_| Administration |_| Challenge Exam |_| Research
|_| Curriculum Development |_| Training |_| Teaching
|_| Other _____
SPECIFY

Dept./Organization _____

ID _____ Time _____ to _____
Day/Month/Year/Sequence # (for that system usage for that day)

1. Your role: Organizer |_|
Participant |_|
Observer |_|
Other _____ |_|
SPECIFY

2. Is this your first teleconference? Yes |_| No |_|

3. Did the medium present any difficulty? Yes |_| No |_|
IF YES:
What was the problem? _____
How long did problem last? _____
_____
What action was taken to correct it? _____
_____

IF THE PROBLEM LASTED FOR MORE THAN 3 MINUTES, PLEASE FILL OUT A TROUBLE REPORT.

4. Were you adequately familiarized with the equipment?
Yes |_| No |_|
IF YES:
By whom? _____

5. Have you used this type of equipment before:
Yes |_| No |_|

6. How would you rate the overall usefulness of the session?
Very high |_| High |_| Moderate |_| Low |_|

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Exhibit 2-8 (continued)

7. Were the objectives of the session met?

Yes |_| No |_| Not sure |_| Too soon to tell |_|

8. Did you have enough opportunity to participate? Yes |_| No |_|

9. Would you describe the time allocated to the session as:

Too long |_| Adequate |_| Too short |_|

10. Do you think the session was:

Very well organized |_| Moderately well organized |_| Not well organized |_|

11. How would you rate the overall technical quality of the network?

Excellent |_| Good |_| Fair |_| Poor |_|

12. If there were no teleconferencing, would you have communicated with colleagues about the topic of today's meeting?

Yes |_| No |_|

13. If there were no teleconferencing, would you have communicated as effectively about the topic?

Yes |_| No |_|

14. If there were no teleconferencing and you would have communicated with colleagues, what method would you have used to communicate?

_____

_____

15. Have you any suggestions for future use of the network, improvements or other comments? _____

_____

_____

Exhibit 2-9

PRELIMINARY TROUBLE REPORT

Type of Activity _____

ID _____ Time _____ to _____
Day/Month/Year/Sequence Number

1. Was connection established at all?

   Yes [ ] No [ ]

2. If connection was established but spoiled:

   For how many minutes was there total disconnection _____

   For how many minutes was there total inaudibility _____

   For how many minutes was there poor audibility _____

   Was the poor audibility at: Your end? [ ]

   The other end? [ ]

   Both ends? [ ]

3. Nature of the problem (CHECK ALL THAT APPLY):

   _____ Broken connection

   _____ Noise

   _____ Cross talk

   _____ Other _____
   SPECIFY

4. Locus of the problem (CHECK ALL THAT APPLY):

   _____ Telephone operator functions

   _____ Telephone network

   _____ Telephone on-site

   _____ Loudspeakers

   _____ Microphones

   _____ Casette recorder

   _____ Slow scan TV set

   _____ Microcomputer

   _____ Modem

5. Summarize the nature of the problem.

   _____

   _____

   _____

6. Was the problem repaired or is it continuing?

   Yes [ ] No [ ]

Exhibit 2-10

TOPICS FOR THE PROCESS-ORIENTED, EXPLORATORY INTERVIEWS

DEVELOPMENT OF RSP APPLICATIONS

(Questions to be asked of the central UWIDITE staff.)

1. How was the application originally conceived of and developed?

2. Who was primarily responsible and who provided support for this process?

3. Who was responsible for expanding the preliminary concept into a fully-developed application for the UWIDITE system?

4. What was the process by which this occurred?
   - Identification of other projects of relevance to the application concept?
   - Solicitation of funding or sponsorship?
   - Recruitment of staff or institutions to develop the concept and relate it to the UWIDITE system?
   - Sites and staff involved with each application?

5. What was the objective of the application and how was it developed?

6. How couldthis application development process have been improved if it were to be done again?

7. What aspects of the process were completely successful and should be repeated if the process were to be done again?

IMPLEMENTATION OF THE APPLICATION

(Questions to be asked to the central and site UWIDITE staff.)

1. How did the planning for the implementation of this application occur?

2. Who was responsible for carrying it out?

3. What procedures, record-keeping requirements, and accounting procedures were developed? Who developed them?

4. Who was responsible for the operation of the project at each site and centrally?

5. Briefly, what were their qualifications and past experience?

6. What types of support were required (e.g., money, supplies, people, etc.)?

7. Were there any difficulties in obtaining this support?

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Exhibit 2-10 (continued)

8. What were the results of the applicaton; what were its specific accomplishments.

9. Did it achieve its objectives?

10. What were the three best features of the application?

11. What were three drawbacks about the way in which the application was implemented?

12. What were the benefits of this application?

13. What were the financial costs?

14. What were the non-financial costs?

15. Could the application have existed in the absence of UWIDITE? Why or why not?

16. How was staff time spent operating the application on a monthly basis? For each staff member list the average number of hours spent on:

- Administration of the application
- Servicing or maintaining equipment
- Technical assistance to system users
- Promotion of the application
- Orientation of users to the application
- Other activities.

ORGANIZATIONAL ISSUES

1. Describe the organization of the UWIDITE staff and reporting responsibilities.

2. What were the qualifications and past experiences of the staff?

3. Who was responsible for scheduling system usage and for coordinating of requests for use?

4. How was coordination accomplished between the various applications?

5. What type of information and reports were provided about the operation and use of the UWIDITE system? To whom were they sent and what follow-up occurred?

6. What was the relationship between applications and their users at the site and central levels?

3.0 THE EVALUATION TEAM, ITS ROLES, AND LIAISON WITH UWI

The successful completion of the UWI RSP project evaluation calls for integrating the activities of various organizations both in the U.S. and in the Caribbean. Our approach to this complex problem is to assign specific tasks to specific individuals or organizations whose attention to the area in question will ensure a comprehensive assessment that is useful to the many audiences to be addressed. The tasks are operational as well as analytical; some are simultaneous, while others are phased. The careful interweaving of task and task coordination is required for the performance of timely, quality work. In this chapter, the requisite organizational arrangements are presented, followed by a discussion of the organizational interactions that will result in effective liaison with our colleagues in the Caribbean.

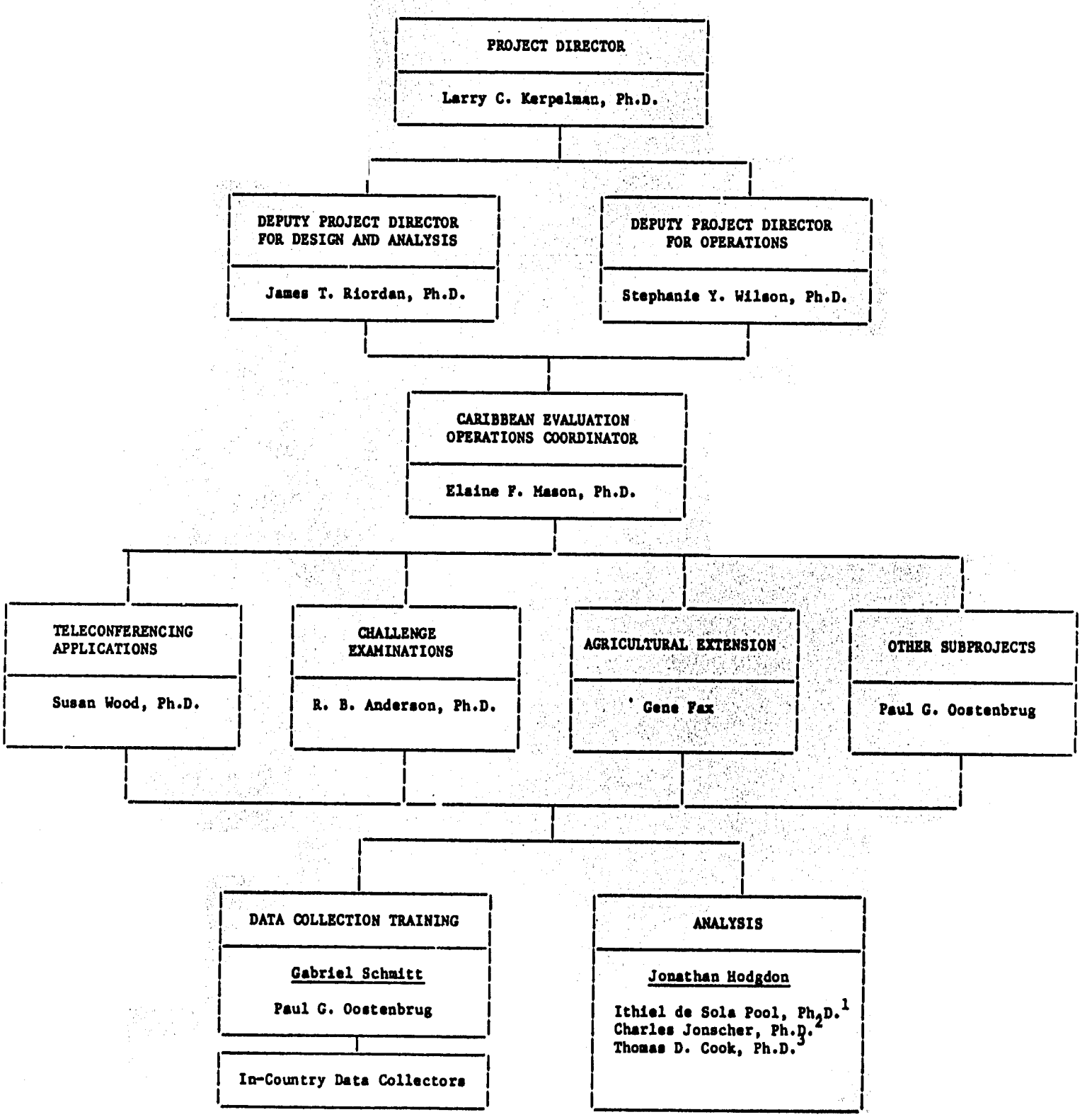
3.1 Organization of the Evaluation Team

As shown in Exhibit 3-1, the UWI RSP project assessment is under the overall direction of the contract's Project Director. In recognition of the necessity to have both analytical and operational components function smoothly, we have a Deputy Project Director for each of these major components reporting to the Project Director. In order, however, to integrate the UWI evaluation activities and to have one person serve as a central contact point for information regarding UWIDITE, we have a Caribbean Evaluation Operations Coordinator (CEOC) responsible for these activities. Under the CEOC, each of the four major subproject areas to be examined is arrayed. Each is under the purview of an Abt Associates staff member who has the responsibility for seeing that the appropriate kinds of evaluation data for examination of each subproject is planned for, obtained, and readied for analysis.

Some of the data to be collected requires that it be done by locally based data collectors (see Exhibit 2-1). This, in turn, dictates that these data collectors be trained in order to have the data collected in a consistent manner. We plan to use Caribbean-based data collectors who will be carefully trained by our Data Collection Trainer and will be under the supervision of a Caribbean-based evaluation coordinator. The team of trainers will establish standards which will ensure that those data are of

Exhibit 3-1

ABT ASSOCIATES' UNIVERSITY OF THE WEST INDIES RSP PROJECT EVALUATION TEAM



[1] MIT, Center for International Studies, Research Program in Communications Policy.
[2] Communications Studies and Planning International, Inc.
[3] Cook and Cook, Inc.

high quality, are collected in a consistent fashion, and are obtained and submitted in a timely manner.

The analysis per se will be done by each individual subproject coordinator and a "SITE" (Social-Institutional, Technological, Economic-Financial) team of analysts, who will collectively analyze the evaluation data emanating from the UWIDITE Project.

3.2 Liaison with UWI and Other Caribbean Institutions

As liaison between the U.S.-based evaluation management team and UWI, the Caribbean Evaluation Operations Coordinator (CEOC) will facilitate entry and implementation on the UWI campuses by ensuring close working relationships with host country colleagues and UWI project staff. To accomplish this, AAI plans to develop a collegial relationship of cooperation among equal partners.

A collegial working relationship with UWI can only be established through direct and open channels of communication. Abt Associates' CEOC will be available for direct input from the UWI on project evaluation matters and will be charged with communicating UWI concerns, ideas, and opinions directly to the rest of the Abt Associates staff. Representing AAI in the absence of other evaluation team members, the CEOC will keep the UWI informed of the activities of the AAI team and will provide the UWI with current information regarding future evaluation activities, ideas, and any other project-related data. It is hoped that the UWI and AAI can thereby create a mutual two-way channel of communication regarding all aspects of the project evaluation.

The evaluation will take place in a West Indian framework, and all activities must be relevant to that milieu. Abt Associates staff will make every effort to be sensitive to the customs and values of host country users and institutions and to be mindful of the cultural context in which the project is implemented. Perhaps even more importantly, AAI will strive to take into account the distinguishing characteristics of each island in order to create cooperative relationships and equality of partners.

The AAI team will follow all normal West Indian lines of protocol and communications in scheduling appointments, requesting information, and obtaining data. It is hoped that the overall sanctions provided to

the UWIDITE project activities by the governments of the host countries will be translated into appropriate operational procedures through the close working relationship of the CEOC and the UWI Project Office. The latter will be relied upon to facilitate access to relevant university and government offices by presenting the appropriate protocol to follow — in each country — in scheduling appointments and obtaining relevant permissions. While the main Caribbean Project Office will be housed on the Mona Campus under the directorship of the UWI Pro-Vice-Chancellor, the other campuses must be brought into the project, with consideration for established organizational structure and protocol, for purposes of consulting with the contract team on evaluation design and issues and data collection instrument design.

In pursuing the establishment of a collegial relationship with the UWI, Abt Associates intends to share various written products with the UWI. Mutual review is a part of a cooperative relationship and will result in a higher quality, more relevant project. It will also enhance equal input of ideas and suggestions into the project, and, it is hoped, engender a relationship of mutual trust and cooperation between Abt Associates and the UWI. Abt Associates will provide the UWI with as much lead time for review as possible, consistent with the contract schedule and other requirements. At the same time, the UWI must recognize that delay in providing the Abt Associates team with review comments may result in production and dissemination of the specific document without the benefit of their input.