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ABSTRACT

Fourteen innovative educational programs implemented by countries in Asia and the Pacific region are described to aid other educators engaged in planning and implementing innovative programs. The programs are: faculty-oriented breakfast programme (Australia); farm school on the air (India); multimedia, inservice teacher training for primary teachers of Kerala State (India); educational broadcasting (Japan); the educational TV seminar for citizens along the Chuo Line (Japan); TV and radio broadcasting for open university education (Japan); the parents and children simultaneously watching TV movement in Saitama Prefecture (Japan); educational television service (Malaysia); educational radio service (Malaysia); educational broadca. ng (Philippines); radio broadcasting for elementary schools (Republic of Korea); Air and Correspondence High School (Republic of Korea); and Air and Correspondence Junior College (Republic of Korea). (Author/RM)

Inventory of Educational Innovations in Asia and the Pacific

EIA Nos. 131-144

ACEID
Asian Centre of Educational Innovation for Development

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Asian Programme of Educational Innovation for Development

The *Inventory of Educational Innovations in Asia and the Pacific* brings together brief write-ups on innovative efforts under way in the Member States in Asia and the Pacific for the benefit of those who, in their search for solutions to urgent problems, are engaged in planning and implementing innovative educational programmes.

To date four issues of the Inventory have been published, totalling 130 write-ups. The first issue with 56 write-ups was published in 1975; the second with 39 write-ups in 1976; the third with 14 write-ups in 1979; and the fourth with 21 write-ups in the first half of 1980.

The present issue—the fifth—is devoted to educational broadcasting and contains 14 write-ups from six of the participating countries of APEID.

As in the previous issues, the top right-hand corner shows the Educational Innovations in Asia (EIA) serial number, as each write-up is numbered sequentially. Each write-up is also numbered sequentially by country. This numbering system has been adopted to facilitate the receiver's classification of the write-ups to suit his need and use.

The Asian Centre of Educational Innovation for Development (ACEID) would welcome comments and also contributions for possible inclusion in the Inventory.

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

1981 Dispatch

EIA Nos. 131-144

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)
Country: AUSTRALIA
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No: 5
Date of issue: February 1981

Title: FACULTY-ORIENTED BREAKFAST PROGRAMME

Background

6NR is one of 27 Australian public broadcasters, holding a category 'S' license under the jurisdiction of the Australian Broadcasting Tribunal through the Western Australian Institute of Technology.

The station broadcasts at a frequency of 927 kilohertz on the AM medium wave band, at a strength of 500 watts, to a potential listening audience located through almost the total area of Western Australia's capital city, Perth.

The programme content is mainly spoken word, and 6NR broadcasts from 7 a.m. through until midnight, 6 days a week, Monday to Saturday inclusive. Of the total broadcasts, approximately two-thirds of the programme are broadly educational and one-third of them are community access generated programming. Of the programmes produced by the community (one-third), two-thirds are generated by more than 25 different ethnic groups.

Late in 1979, discussions were held about the nature of the station's present breakfast programme. In the three years since the station started broadcasting, the programme provided music of an alternative kind to that already presented on commercial stations, as well as community news. In addition, information relating to campus activities such as public lectures, performances and open courses was passed on, and selections from overseas news tapes were broadcast in a half-hour programme called News Refill.

The breakfast programme had always been regarded as the lead-in to the educational and spoken word programmes that followed through the morning, and initially acted as a bridge to the contrast of the familiar broadcast patterns of commercial and Australian Broadcasting Commission stations on the one hand, to the unfamiliar educational content of the public broadcaster, with the added input from newly-fledged community producers, on the other.

It was suggested that, as the station entered its fourth year of broadcasting, a breakfast format that was more related to the educational philosophy of the station might be appropriate. The suggestion was put that the breakfast programme should more clearly reflect the academic purposes of the Institute. The Departments of English and of Social Studies undertook the responsibilities of implementing the proposal.

Objectives

The primary objective was to familiarize the listening public with some of the ethos of a particular field of study, in a non-threatening manner.

The community would be made aware of the department's activities and courses, and also to become aware of the benefits of education for living, including the enjoyment of literature, the heightened awareness of community and world developments and of the background to events, the different treatment given to these by sections of the media and some of the reasons for that.

Academics themselves would be seen as people, and the distance between the campus community and the metropolitan community would lessen. Information could be disseminated that would be helpful to intending students in their application to study.

Within the station itself, it was felt that such a concept would incorporate the academic staff of the campus within the educational broadcasting structure on a much more intimate and committed basis. Rather than using an outsider to disseminate information and programme material, it would be much more effective coming from the lecturers themselves, leaving the station staff in a support role, and allowing them to turn their energies more to production of documentary and series material.

The Western Australian Institute of Technology (WAIT) would also acquire a more human face, and strengthen its ties with the community, both in relating to them in a more informal manner, as well as being aware of the community responses to the new format.

Scope and strategy

This very much depends on the individual and the particular department or school that is represented.

The scope extends, on the one hand, from the basic level of general information being presented to the community week by week, with a background of music by a person who is building up a strong relationship on the department's behalf, to the raising of consciousness in the community itself on issues such as health, the environment, politics and education.

The inclusion of interviews and half-hour programmes on a particular topic also serves to increase community awareness, and to provide support from the strong educational resources of the campus.

These can be packaged and used again if considered suitable, and disseminated throughout the state as a resource for distance and continuing education.

The strategy used relates more to the timing of the various kinds of input from the school or department.

For example, the earlier section of the breakfast programme (from 7 a.m. through until news at 7.45) contains mainly music, interspersed with short snippets of information that relate to activities on the campus for the week, courses that are open to the public, extracts from press or journals that are short but informative (and that might not be read by the public normally) and supportive to a better community understanding. A similar format is observed throughout the six breakfast programmes, so that although six different announcers may be heard through the week, the routine is identifiable.

Between 8 a.m. and 8.30 a.m., following the news, a programme called 'News Refill' is broadcast. This can be taken from international news tapes that are sent to the Institute from Radio Nederland, Deutchevelle, B.B.C. and Radio Japan, or, (and this has become the practice), some academic expertise from the school or department is utilized to provide a deeper perspective.

The English Department has a professional journalist to examine the issues in the day's press and to evaluate reasons for the different treatment and placing of news.

The Social Sciences provide historic, anthropological, economic background to political events, and link that to its regular programme 'Insight', which gives some alternatives for crisis management.

The Health Sciences take a detailed perspective on environment and health issues, using both their own staff and stories from various world networks.

This is followed at 8.30 a.m. by a short interview with either a staff member or a visiting lecturer on a specific project or topic.

At 9.00 a.m. until 9.30 a.m., a programme is produced that is of educational value in a community sense. This may be presented by a lecturer, or by one of the station's educational producers.

The English Department has recently completed a literature series for final year students from high schools. The Social Sciences have concentrated on reviewing national developments in a series of three to a country. The Health Sciences have included several series, one on keeping fit for older people, one on the use of drugs, and one on the use of techniques in relaxation to stop smoking.

These series may be packaged later and distributed on cassette, or kept in the station archives for regular rebroadcast.

Implementation

All the academic staff are given a period of training in the studio. The station employs a 'hands on' technique, therefore it is essential that the breakfast programmer is confident in using all the studio equipment, as well as being able to bring the station itself into readiness for broadcast.

Some production is important too. The lecture room 'delivery' is not the most suitable for radio, and potential broadcasters need to be aware that they must modify their communications accordingly. It is suggested that they only 'talk' to one person, as there is usually only one individual listening to most radios.

Once the programmer is confident that he can handle the manual techniques involved, pilot programmes are 'put down' so that both he and the station staff have a sense of the sound of the format.

At the appropriate time the breakfast programme is scheduled and the programmes advertised, both inside and outside the campus. The programmers are always supported through the initial broadcast and as many of the consecutive programmes as they wish by the presence of a station person.

Regular workshops are held with all breakfast programmers so that information can be exchanged, and a consensus of some type develops. Most of the breakfast staff listen to one another, and their comments are always supportive and useful. This leads to an interdisciplinary relationship as well as a stronger link with the station.

Performance and impact

It is apparent that performance has improved steadily as the programmer becomes more confident. Other members of the department become more used to the concept of radio as they are drawn in more and more regularly by their fellow staff member.

Students from the school or department listen, and in fact have been included in the programme by the producers on a regular basis. The community has responded to the new format enthusiastically, and phone calls are received regularly, expressing both interest in some particular section of the morning's programme, and appreciation of the opportunity to share in the resources of the WAIT, as well as to obtain a clearer insight in matters of educational policy and the background to public issues. Demand has been great for individual programmes and series.

Resources

The station has a record library which is adequate, if not large, and which is supplemented by record wholesalers, donations, and private collections of staff and students. It obtains taped material which reflects the interests of schools and departments from Radio Nederland, Deutchevelle, the Japan Broadcasting Corporation, the B.B.C., and Radio Canada International. The station is also a subscriber to the PACIFICA network, and obtains programmes from the group on a regular basis, which are replayed and then returned.

Programmes are also exchanged throughout the network of 27 public broadcasters throughout Australia. These are sent on a set of master tapes to the public broadcasters who have requested them, and then returned to the home station. No charge is made for this service, but freight is usually paid by the station requesting the series. Master copies can usually be taken from the original tapes on request. This ensures an exchange of perspective between many of the tertiary education institutions in Australia, and utilizes a series of resources generated from many different schools of study.

The station is supported by other colleges in the Perth metropolitan area, and in fact one of these, the Nedlands College of Advanced Education, is presently preparing to broadcast a breakfast programme of its own, to be scheduled weekly, and to operate in much the same way within its own campus as has been established on 6NR. This programme will go on the air in mid-1980.

Evaluation

A formal evaluation process that can be applied successfully to the breakfast format is still to be designed. Some obvious success can be recognized by the increasing number of applications for a breakfast programme. The Department of Psychology and the School of Business and Administration have staff that have expressed interest in producing a regular breakfast programme, within one semester of the concept being originated.

Other institutions, in addition to the Nedlands CAE, are interested in programming at this time, which of course is the best listening time in terms of audience for the day.

More and more staff in departments and schools are conceptualizing ideas for programme material, series and documentaries. This in turn leads to the development of a greater resource for distance and continuing education, a very important issue in a state that is as large and sparsely populated as Western Australia.

Problems and constraints

The one that springs most readily to mind is that of there only being seven morning in a week, which is not enough to hold all the programmes that seem to be generated throughout the Institute. Adjustments to the calendar, however, are beyond the capacity of the Institute!

There is of course the lack of the station's own identity in terms of station 'personalities' no longer being in the forefront in the morning programme. This is outweighed by the unique concept that 6NR has established as a public broadcaster with a strong bias towards educational content.

There is the danger of material being repeated by one programmer who has not heard another member of staff use that particular reference the day before; but this is less likely to happen when entirely different areas of study are being focused on.

There is also the necessity of selecting with care the member of staff who will present the morning programme on behalf of the department. The best qualified academic is not necessarily the best person to present the department or school's format. It is very important that one remember that the personality that comes across is that of the department, as well as the programmer.

Individual staff members have had to defend their choice of music too! It is usually suggested that a variety of music is included, if possible, and enhanced by the particular interest of the programmer.

Major innovative features

The significant new developments which emerge from the organization are:

1. the use of academic staff in the direct presentation of the programme, without technical or station support after the initial phase;
2. the concept of an educational breakfast format, identified with a particular discipline;
3. the use of the two and a half hour timeslot to develop input from departments and schools in a gradual way, without putting the responsibility of a half-hour programme immediately on to academic staff;
4. the use of a different individual each morning of the week, and thus the presentation of a different perspective;
5. the commitment of a department or a school to the broadcasting concept, rather than just the utilization of individual producers; and
6. the particular feeling that goes along with such a production, which is different from the appreciation of a particularly well produced programme, and which seems to strengthen and unify the school or department, students and staff.

Contact person: Pieta O'Shaughnessy
Assistant Manager
6NR
Western Australian Institute of Technology
Hayman Road
South Bentley
Western Australia

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

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Title: FARM SCHOOL ON THE AIR

Background

Quick dissemination of information and results of research and development plans to aid farmers and to introduce new techniques into day-to-day farming is vital in any programme for rural development. The use of modern communication media to impart new knowledge, change attitude, teach new skills and widen the horizon of the rural masses is inevitable in a country like India, with its large rural adult population. Unless we develop our human resources, we cannot develop materially, economically, politically or culturally.

Education plays a vital role in the development of human resources. But the formal system of education is not suitable for educating large numbers of rural adults. It is necessary, therefore, to use methods of non-formal education to provide learning facilities to the rural adults. The experience shows that learning is faster if it could be geared to the economic activity of the learner. Agriculture and animal husbandry being the primary occupations of the majority of the rural population, agriculture education through radio would benefit a large number of the rural population. The establishment of special Farm and Home Units in 1966 at selected stations has marked the beginning of a new era of rural broadcasting. At present there are sixty Farm and Home Units in the country, providing specialized informative support to agricultural and rural development. These Farm and Home Units use various formats in their programmes. Perhaps the most recent innovation in farm broadcast is Farm School on the Air.

Objectives

The purposes of Farm School on the Air programme are as follows:

1. To educate the farmers about new agricultural technology;
2. To improve the farmers' skill in application of agricultural technology; and
3. To inculcate scientific temper among the rural adult population.

The overall objective of the programme is to popularize improved agricultural practices to improve food production.

Scope and strategy

1. Selection of topic

After a careful study of the cropping pattern and needs of the farmers in a particular region, a topic may be selected with the help of a committee consisting of local agricultural scientists, the Department of Agriculture, extension officers and Farm Radio staff. Efforts may be made to tie up the topic with the calendar of agricultural operations of the region.

2. Designing syllabus

The syllabus for the course is designed carefully by the same committee. All the aspects related to the topic selected are discussed and a series of lessons are developed. The committee also suggests an appropriate expert for each lesson who prepares the material for his lesson for broadcast. For example, a course on paddy cultivation broadcast from AIR Bangalore was divided into 23 lessons; a course on profitable poultry rearing broadcast from AIR Trichur was divided into 31 lessons. A separate committee is formed for each course.

3. Advance publicity

In order to generate interest and arouse curiosity among the rural listeners, suitable publicity is given through radio announcements, circulars, letters, local newspapers, extension workers, field publicity units, TV and field workers of all the departments concerned with rural development programme.

4. Registration

To encourage regular listening, the listeners are asked to register for each course. In launching a registration campaign, help of all the agencies involved in rural development work is sought. Advance publicity helps in registering large numbers of listeners for each course. A brief proforma is sent to all development blocks and other village-level institutions such as co-operatives, panchayats, schools, Mahila Mandals for distribution among the farmers interested in registering for the course. For the course on paddy cultivation in Bangalore, about 12,000 farmers registered as listeners. Like this, thousands of farmers have been registering for various courses.

5. Programme presentation

No particular method of delivering the message can be singled out for a particular course. However, experience shows that lecture-cum-discussion followed by questions-answers is best suited for the 'Farm School on the Air'. Each lesson is conducted by an expert who is assisted by Extension Guide and Farm Radio staff who act as students and ask questions. At the end of each lesson, the expert asks certain questions based on the lessons broadcast which the listeners are supposed to answer and send to radio stations for evaluation. Thus, this programme has a built-in feed-back component.

6. Evaluation

To create a sense of purpose and re-inforcement in the listeners, it is necessary to evaluate the gain in terms of knowledge, comprehension and retention of the contents of broadcast. Though the method of

4. 91% of the respondents wanted the lessons to be repeated at a later date.

According to the evaluation study conducted by the Tamil Nadu Agriculture University, Coimbatore, to find out the utility of this new programme, it was revealed that one-third of the farmers who listened to this programme had adopted improved seeds, manuring and plant protection measures, and also nearly 40% of them had adopted other practices. More than 80% of the farmers expressed their views that the lessons were applicable to their situation.

Resources

An expert committee is formed for each course in All-India Radio consisting of experts in the concerned subject, input agencies, departmental staff and radio staff.

Problems and constraints

Good co-ordination of all the departments involved in the specific course and radio staff is very much required to make this programme successful. There should be continuation listening.

Major innovative features

This is the first of its kind in All-India Radio in that public sectors and private sectors have come forward to donate money for purchase of prizes such as bullock carts, power sprayers, day-old chicks, improved breed of milch cattle, transistorized radio sets, etc., for distribution to the successful listeners of this programme.

Contact person: Joint Director (FH)
Directorate General
All-India Radio
Akashvani Bhavan
Sansad Marg
New Delhi-110001, India

evaluation may vary from station to station, periodical quizzes are conducted, and registered listeners are encouraged to send their answers to the stations, which are forwarded to the experts for evaluation. The mark sheet is properly maintained, and the results of the quiz are announced in the next programme. Certain stations have conducted elaborate tests with the help of Farmers' Training Centres for the registered listeners.

7. Incentives

To generate enthusiasm and interest among the listeners, certain incentives are arranged for regular and successful listeners. These incentives could be in the form of prizes and/or certificates, which go a long way in building larger audiences for such programmes. The State Government, Public Sector Undertakings, Banks, etc., have instituted certain prizes for the successful farmers in certain States.

8. Publication support

One of the limitations of the radio is that it has no material to offer for future reference. In the 'Farm School on the Air' programme, at the end of each course, the entire material is published in the form of a booklet and distributed to the registered listeners. This is done with the help of the State Departments of Agriculture and the Agricultur University located in the region.

9. Contact programme

In this programme, after a month's broadcast of the programme, the farmers are advised to go to the nearest Farmers' Training Centre or Agriculture University where practical demonstrations are arranged on the subjects covered during that period. This is done in co-ordination with the Farmers' Training Centres and Agriculture University, and provides a forum to supplement the broadcast information with practical demonstrations and group contact.

Implementation

The Farm School programme was introduced in 1973 at two stations of AIR. Now about twenty-three AIR stations have started this programme. So far a little over 200 courses have been conducted by different AIR stations in agriculture, animal husbandry and nutrition subjects. The duration of these courses varied from one month to three months, and the number of listeners registered were somewhere around 300 to 20,000 farmers, which included farm women also.

Performance and impact

A number of studies have been conducted by the Audience Research Unit of All-India Radio to know the usefulness of the Farm School on the Air. The summary findings of the evaluation survey conducted at AIR, Bangalore for the Farm School on the Air on dairying are as follows:

1. 96% of the listeners said that the lessons were useful and, only 3% felt that they were not useful.
2. 97% said that the lessons had helped them to adopt scientific methods of dairying.
3. 73% of the respondents said that the animal feed and veterinary medicines recommended in the lessons were available at their places.

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Title: MULTI-MEDIA IN-SERVICE TEACHER TRAINING FOR PRIMARY TEACHERS OF KERALA STATE

Background

Kerala is a small State in the extreme south of India, with a population of 22 million. It has a school-going student population of over five and a half million, and a teacher population of over one hundred and fifty thousand. Literacy in Kerala is the highest in India - 60.2% compared to all-India figure of 29.2% - and Kerala has a remarkable history of educational development. The vast expansion of educational facilities led to a general fall in the standard of education and a certain degree of wastage and stagnation at various stages of the education system. During the seventies stress was laid on qualitative improvement of education by effecting structural changes at various levels of education. This was to be achieved through a revision of curricula, specially in science and mathematics, production of updated textbooks, revision of examination techniques and re-orienting teacher education. So in pursuance of the educational reforms, the syllabus in science and mathematics was revised and enriched and introduced in the system from 1970-71 in a phased programme. The introduction of enriched syllabi called for teachers who were better equipped in the new instructional content. To train 120,000 primary teachers overnight to equip them to handle the revised instructional material was the problem the State Department faced. A three-tier system for training was first introduced - to train a nucleus staff of selected competent high school and training school teachers for a period of three months or more, who in turn would organize centres of training at the educational district level to give training to other groups of secondary teachers, and these teachers in turn would form the instructors at the grass-roots level, i.e. primary school teachers' level. Academic and administrative problems put hurdles for an effective implementation of this scheme - drawing away a big number of teachers from schools leave the classrooms unattended and instructional procedure in the classrooms at a stand still for weeks; trainees' travelling and daily allowances to attend the daily courses; and above all the need to keep the training period as short as possible so as not to disturb too much the educational programme of the State. Even if all these problems could be solved, the traditional classroom training method will take decades and expenses running to the tune of millions of rupees. In spite of the efforts of the State Institute of Education in mobilizing all the available human and material resources and channelling them to this area

of training over the past several years, the majority of the teachers still remain outside the ambit of these training courses.

Objectives

To give the best available training in the revised content to the 120,000 primary teachers of the State in the shortest possible time in a phased programme with the minimum of expenditure, and to have immediate effect reflected in the system of education, more so due to the fact that what is current today is outdated tomorrow.

Scope and strategy

The pilot project started in November 1975 in training in science for grade VI teachers. Out of the 120,000 primary teachers in the State, 1,500 primary teachers who were attached to the secondary schools of the State were to be enlisted in this project. It was ensured that they had listening facilities in their schools. This multi-media training programme was conceived in five parts:

1. Printed notes on selected lessons to be supplied to participant-trainees, in advance of broadcast lessons;
2. Broadcast of the training lessons: the registered teachers listen to the broadcast and put questions to the radio-teacher for clarification of doubts. The replies are to be given in subsequent broadcasts;
3. Participant-teacher fills up the response sheets given at the end of each supporting print material sent to him, and returns the filled-in formats to the State Institute of Education, where they are evaluated, and corrected response sheets sent back to the teacher;
4. A contact course of three days to be held at different key centres for conducting laboratory experiments and discussions on the content taught over the radio; and
5. On the basis of the responses and contact courses, the participants' achievements are graded on a five-point scale and certificates issued by the State Government.

Implementation

Science syllabus of grade IV covers three disciplines: physics, chemistry and biology. Not all the lesson units in the syllabus are covered. Topics which the teachers reported difficult to teach because they have not studied them themselves, or those which they found difficult to teach effectively in the classroom, are selected in consultation with the State Institute of Education (SIE) and groups of primary teachers. These topics selected by teachers and SIE are broken up into training lesson units - sometimes more than one unit for one topic. Often one unit of the support material requires two broadcast units, and hence the number of broadcasts exceeds the number of units in terms of print support material.

The print support material does not duplicate the textbook material, nor is it the usual teacher's handbook or guide, but enrichment material to enhance and enrich the teachers' equipment in content and proficiency, and instil confidence in teachers. These were formulated and shaped in a workshop of 15 days' duration for teachers trained in syllabus making, textbook writing and resource teaching. The lessons were prepared on

the lines of programmed instructional material. After identifying each area, flow charts were prepared for each unit. The contents consist of essential concepts for classroom teaching and enrichment material for teachers. After each concept is explicated, simple questions were provided for teachers to answer, and the correct answers were given at the bottom of each page to provide immediate re-inforcement to the teachers. Test items were attached to the end of each unit to be answered and returned to the SIE by the participant-listener. Hints for practicals in classrooms and furtner reference were also appended.

Radio lessons are different fror the printed notes - classroom situations reflecting here and there. These had in general four parts - introducing the concent matter, presentation of the matter in different situations and formats, discussion on the application of methodology with a primary teacher and replies to queries from listeners. The last part establishes the direct link with the participant-teacher, builds confidence in him and establishes a rapport. All the different formats in radio presentation techniques are tried out in these lessons. The lessons are correlated to the support material; they complement and expand the ideas in the notes supplied. Broadcasts were so timed that teachers could listen to them in the schools. The number of broadcast lessons were 30, broadcasting two lessons per week, each for a duration of 30 minutes. These broadcast lessons were also given shape in a workshop of experienced broadcaster teachers.

The contact course of three days' duration formed the practical training of the programme. Experiments were tried out in school laboratories. These were held in training schools and the training school teachers helped as resource persons.

Performance and impact

Registration for the course was voluntary, and 1,454 teachers volunteered from 735 schools, out of which 93 were primary schools. A special cell of resource teachers was instituted at the SIE to implement the course, evaluate and grade the responses. More than 10,000 responses were received by SIE during the project period. On an average, about 150 letters were received per month from teachers seeking additional information and clarification of points discussed in the broadcasts which were replied to in the subsequent broadcasts. The number of such queries was so big that two additional broadcasts had to be put out to answer the most common and relavant queries. Apart from this, hundreds of letters were received from parents and students.

Resources

Workshops, support materials, evaluation and contact course were the responsibility of SIE, whereas production and transmission of broadcasts were done by All-India Radio. The project is a collaborative venture of SIE and All-India Radio throughout.

Evaluation

In addition to the concurrent evaluation and grading the response sheets by the SIE, a detailed study was conducted by the Audience Research Wing of All-India Radio, Trivandrum, by a postal survey through a questionnaire of 44 independent questions, circulated among the participant-teachers. Of the 1,454 participants, 1,068 teachers returned the questionnaire fully answered. This gave a broad profile of the participant-teachers, the nature and extent of listening, application

of the training information in classroom situations, and the utility of the course. The ratio of men and women teachers were almost one to one, and were well spread out in the age-group 20 to 50 years. Only 10% of the participants were graduates, and about 60% had more than 10 years of teaching experience. 79% of teachers found that the broadcasts helped them to change or modify or try out new teaching techniques. 93% of teachers found that students evinced more interest and understanding by the application of the newly acquired knowledge of content and methodology. Half the number of participants found their multi-media course more interesting and useful than the usual training courses. Teachers expressed the need for such courses in other subjects like mathematics and languages.

The success of this experiment led All-India Radio and the State Education Department to continue the scheme by introducing such courses in sciences, mathematics and the regional language for different groups of teachers teaching in different grades. Language courses are run with the collaboration of the Central Institute of Indian Languages situated in the neighbouring State of Karnataka. About 30,000 teachers have been trained under this scheme in different subjects for different groups till March 1980. This scheme is being adopted with some modifications in a few other States also, though on a lesser scale. The period of training was extended to one full year to synchronize with the progress of teaching in schools.

Problems and constraints

Constraints in human and material resources forced the SIE to limit the number of participants in the pilot project and for the courses thereafter. The broadcasts originated at AIR, Trivandrum, had to be relayed by three other stations in the State, as teachers were enlisted from all over the State. Power breakdowns and atmospheric disturbances during the monsoons affected the reception of broadcast programmes in a few instances, and there were a few cases of late postal delivery of support materials. On an average, only 75 to 80% of success could be claimed. The course has to be a continuous one or at short intervals to cater to the fresh entrants to the profession.

Major innovative features

1. This is the first of its kind in India where a large-scale training of teachers was started through distance education techniques on a year-long basis. The project is still continuing.
2. It is a multi-media training system where curricula of print, contact and radio components were integrated to form a unified composite one.
3. A day-to-day dialogue was established with teachers of remote areas, bringing to light the problems of classroom instruction to be discussed and solutions arrived at in a forum of teachers and educationists.
4. This is the first training scheme where the teacher is trained at his post of work without drawing him away from his classroom and disturbing the daily teaching activities of the school.
5. The programme is so conceived as to integrate the classroom teaching and teacher training activities, the trainee experimenting with the new techniques immediately after he learns about it in his classroom and shares his experience with others in similar situations for revising or rethinking.

6. It is an instance where an entire State is converted into a large training classroom where all the activities of teacher training are conducted effectively, using most of the aspects of the modern communication technology - an example of attacking wider issues with larger techniques.

7. A good illustration of cost-effectiveness in mass training with individual attention - a lead for a revolutionary concept in teacher training and continuing education for the teachers when the number of recipients runs into hundreds of thousands.

Contact person: Chief Producer (Educational Broadcasts)
Directorate General
All-India Radio
Akashvani Bhavan, Sansad Marg
New Delhi-110001, India

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

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Country: JAPAN EIA No: 134
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Title: EDUCATIONAL BROADCASTING IN JAPAN

Background

1. Pupils/students

Compulsory education in Japan comprises six years of elementary school and three years of junior high school. In 1974, 99.90% of the population of school-going age attended elementary school and junior high school. In short, all children finish the nine years of compulsory education. After finishing junior high school, the students who pass the entrance examination would go to high school. In 1976, 93% of the population in the corresponding age bracket were high school students.

2. Teachers

Almost all Japanese teachers are graduates of four-year teachers' college or university and have passed the teachers' qualifying examination. Every five years they have to undergo an in-service training course. Japanese teachers and school administrators prefer the curriculum enrichment programmes of educational broadcasting to those which are direct teaching.

3. Curriculum

In the Japanese education system, curriculum contents are controlled by the Ministry of Education and the Board of Education. The Ministry of Education makes up the course of study at intervals of about ten years. It controls the objectives, contents of each subject matter and the total number of school hours. The Board of Education decides on the details of the school curriculum in accordance with the course of study. Thus there is considerable uniformity (about curriculum and school hours) throughout the country.

4. TV and radio sets

In 1965, 97% of all elementary schools possessed at least one TV set. However, in that year each school had less than three TV sets. Since elementary schools in Japan have 12 classrooms on the average, the pupils were obliged to move from their classrooms to the TV viewing room (audio-visual room). But since 1966, the number of TV sets at schools, including junior high schools and high schools, had increased rapidly, thanks to the combined efforts of the educational authorities.

In 1975, each elementary school had an average of 11.9 sets. This meant that 78% of the elementary schools in Japan had installed one TV set in each classroom. NHK survey indicated in 1974 that 90% of elementary school teachers used at least one TV series programme and 70% used them every week.

In Japan, each family has one or more TV/radio sets. NHK programmes and commerical programmes are broadcast from morning till mid-night. Housewives and elderly groups are absorbed in television about 4 hours per day, and this phenomenon has resulted in a rapid growth of new styles for 'adult education' using TV programmes all over the country.

Objectives

In Japan, the objectives of educational broadcasting are very complicated. For example: (a) English conversation programmes for junior high school - direct teaching or basic presentation; (b) Science programmes for high school - curriculum enrichment; (c) open classroom programmes for elementary school - learning how to utilize television; (d) "the study room for mothers" (programme for housewives whose children are in grades 1 - 6) - to stimulate interest in curriculum and teaching at their children's schools, and to present the learning materials and information for adult education.

Scope

NHK offers a number of TV and radio programmes for various subjects and grade levels. The contents are planned and prepared to be watched in succession.

Programme diversification tendencies have become remarkable since the 1970s. In addition, NHK general and educational programmes are recorded by the teachers at their homes and schools, and teacher-pupil-made programmes, prefectural-wide school broadcasting sponsored by the Board of Education and other formats have been brought into the classroom to be used along with the NHK school broadcasting.

Performance

1. School broadcasting

The rate of utilization of school broadcasts by kindergartens and elementary schools reached 90 - 95% in the 1960s.

At the beginning of the 1970s, the use of school broadcasts by junior high and high schools increased rapidly along with the diffusion of video-tape and cassette-tape recorders.

These wide-spread use of school broadcasts in Japan is largely due to the existence of a well-organized group of teachers using such broadcasts. Teachers from kindergarten, elementary school, junior high school, high school and special education (mentally retarded and physically handicapped), parents, NHK directors and producers, and other specialists in the field gather for the meeting of All-Japan Teachers Federation of Educational Broadcasting Research Association once a year. The first meeting of this Federation had only 1,300 participants in 1950, but the 30th meeting in 1979 had 13,000. The objectives of this meeting are to expand the use of broadcast in education, to study teaching strategies using the school broadcasting programmes, and to discuss and exchange opinions between programme users and makers.

2. Educational broadcasting (including non-formal education)

In addition, from the mid-1970s, simultaneous or parallel viewing by parents and children has been promoted. These new experimental attempts have been successfully undertaken in a number of localities.

Activities involving the use of TV in adult education, particularly for housewives and elderly groups, have also become more prominent. Normallly, these groups watch previously-agreed-on programmes at home, then once or twice a month gather together for discussion and reviewing the programme for the second time. Teachers are often invited to help and guide their discussion.

Evaluation

The evaluation system of school broadcasting is as follows:

1. NHK selects the members of Local Advisory Councils and the Central Advisory Council from among teachers, experts in the field, and educational administrative officials. These Councils discuss and evaluate the policies for school broadcasting.

2. The annual curriculum of an individual series and the programme contents are also discussed and evaluated by Programme Committees consisting of teachers, educational experts and educational administrative officials whom NHK chooses, in addition to NHK programme directors. Each series has its own Programme Committee which holds three to four meetings a year.

3. All-Japan Teachers Federation of Educational Broadcasting Research Associations holds its meeting once a year. At this meeting, the programme users (teachers) form themselves into groups according to the various ways the programmes are used, and exchange opinions with the programme makers.

4. The Japan Society for the Study of Educational Broadcasting and the Japan Society for the Study of Audio-Visual Education joint meeting is held once a year. Audio-visual specialists, NHK and commercial TV programme producers read papers on the results of their research and discuss them at this meeting.

5. NHK Radio and Television Culture Research Institute presents its annual report about "the utilization of school broadcasting in Japan", "the changing needs of teachers selected to school broadcasting", "current problems of school broadcasts" and others.

Problems and difficulties

In the history of educational broadcasting in Japan, diffusion and development has been so rapid as to leave little room for comparison. However, because of these rapid diffusion and development, many problems and difficulties have appeared and must be solved. The following discussion of the various problems is centred primarily around TV more than radio.

1. Problems related to production

   1) The potential of broadcasting is not fully utilized. Almost all school broadcast programmes are pre-recorded. Some of them are even re-broadcasts from the previous

year, particularly in the case of science programmes. Even if the classroom is viewing the programme 'on-air', the programme itself is not live, so the advantages of the 'instantaneousness' of broadcasting are being completely ignored.

ii) Broadcasting is presented as an 'amplifier' for increasing cognitive abilities. At the same time, the affective domain - emotions, introduction of sentiments, sympathy, etc. - are seen as secondary. There are only a few programmes that, depending upon the image they present, result in both divergent thinking and diverse interpretation.

iii) Programmes emphasize verbalization through oral explanations which never refer to the images being presented. In other words, television programmes are centered around a digital symbol system; the iconic is given only second place at best.

2. Problems related to utilization

a) Educational broadcasting research is viewed as only a kind of educational movement with little direction being given towards improving and generalizing its results. Both national and regional level meetings - Teachers Federation for Educational Broadcasting Research Conferences - are held every year. However, transferring the results of this research from one sponsoring region to the next for use the following year very seldom happens. Organization for research and management is developed within these meetings, but each year it must be done over again from scratch. These meetings may be effective as a means for diffusing the use of school broadcasting, but their results in improving the quality of research are not significant.

b) There are only exchanges of slogans and ideologies instead of a pursuit of the real essence of school broadcasting research, e.g., audio-visual literacy, and the underlying factors and structures which formulate these abilities, and relationships with the intellect, personality, etc., are not being clarified.

c) Teaching strategies and tactics related to the use of school broadcasting are almost never generalized. Therefore some teachers who make use of broadcasting are using it in exactly the same way as they use textbooks and other printed media.

d) Dualism predominates. For example, the purposes and methods for using broadcasting are divided into either 'TV - textbook in parallel style' versus 'TV - textbook in combination style' or into 'direct teaching' versus 'curriculum enrichment'. Statements like these demand the selection of a single point of view and the exclusion of any other. These 'either-or styles' are against the diversity, multivocal trends of the time.

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)
Country: JAPAN
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Title: THE EDUCATIONAL TV SEMINAR FOR CITIZENS ALONG THE CHUO LINE

Background

There are many cities 'chained' together along the Chuo Line of the Japan National Railway in Tokyo. The inhabitants of these cities are almost all well-educated, white-collar workers, and they and their families are motivated to study something useful for their lives through non-formal education (adult education). Therefore, the Board of Education of these cities asked NHK in 1975 to promote non-formal education (adult education) through its TV programmes. The Board of Education and NHK then organized a committee to plan the new project: "The Educational TV Seminar for Citizens Along the Chuo Line". Seven cities and three wards joined in this project from the beginning of the seminar.

Objectives

Non-formal education or adult education can be organized effectively if the public education organizations in different cities co-operate with one another. Educational broadcasting can be very useful as the 'tie' of co-operation. The benefit to the participants is that, after watching the TV programmes or listening to the radio programmes in their homes, they can attend in person follow-up courses and seminars related to the broadcast courses.

Scope and strategy

In each participating city, the city officers in charge of public education conducted research to find out what courses were wanted by the citizens of their city. After this research was completed, the courses and the NHK TV programmes to accompany them were decided, and then the people were informed about them. Course applicants registered by mail. At the same time, pamphlets about this project were printed and given to the people who wanted to attend some of the courses. NHK also broadcast announcements about this plan during station breaks.

Implementation

The project got under way in 1975. Each city and ward set up different courses, for example: a psychology course in Chiyoda-ku, a mother's study room in Hachioji-shi, and a Japanese history seminar in Hino-shi. All the people who participated in the courses had the responsibility to watch the TV programmes before attending special seminars or classes held in each city. These seminars were conducted once a month at locations near railroad stations (in order to make it easy for the participants to commute to the locations of the seminars).

Performance and impact

Year	Session number	Duration	Number of cities	Number of courses	Number of attendants
75	1	10/75-3/76	7(3 wards/ 4 cities	9	847
76	2	3/76-9/76	7(3w./4c.)	11	469
	3	10/76-3/77	11(5w./6c.)	15	904
77	4	4/77-9/77	9(5w./4c.)	17	583
	5	10/77-3/78	11(6w./5c.)	18	861
78	6	4/78-9/78	9(5w./4c.)	14	772
	7	10/78-3/79	10(5w./5c.)	15	698
TOTAL				99	5,134

Programmes used in the 7th Seminar (10/78-3/79)

	Name of city/ward	Name of programme
CHUO LINE	Chiyoda Ward	Junior High School Students' Diary
	Shibuya Ward	Invitation to History Junior High School Students' diary
	Shinjuku Ward	Women's Handbook
	Nakano Ward	World History for Senior High School Review of Ancient China
	Musashino City	The Structure of Meiji Spirit (Univ.)
	Mitaka City	Audio for Beginners
	Tachikawa City	Invitation to History
	Hino City	Invitation to Japanese Literature
OTHERS	Sumida Ward	Junior High School Students' Diary Japanese History
	Chofu City	Gardening as a Hobby Japanese Old Literature Sunday Art Museum

All attendants had the responsibility to watch certain TV programmes in order to prepare to attend a certain seminar. The seminars were held once a month for two hours at a time. According to research, the attendants consistently watched the required TV programmes and were able to redevelop the habit of how to study something continually. They were also able to make more effective use of the free time in their lives.

Resources

Personnel resources: The public education officers of each city arranged for the hiring of teachers for the seminars, taking into consideration the recommendations and suggestions of NHK. The teacher should be a suitable person (such as a university professor, TV director, audio-visual expert) for the seminar.

Teaching materials: The study material for the TV programmes was made available in the textbooks for the TV programmes which were published by NHK.

Evaluation

This was a pioneer project in using TV programmes for non-formal education. This kind of project has now taken root among the citizens, and another project of this kind was started in 1980 in the north-eastern part of Tokyo. This project is called the "KeiHin Tohoku TV Seminar".

The project has opened a new field in non-formal education and, as a result of its success, projects in other areas and increased attendance have resulted.

Problems and constraints

There were too many applicants for the seminars and, since each class had an enrolment limit, the public education officers sometimes had to refuse applications owing to lack of space. Another problem was that the range of study interests of the applicents was too broad. They had interests in many different fields, for example, the Japanese economy, cooking, and sports. However, the number of NHK TV programmes is limited, and so classes for many different subjects could not be opened.

Major innovative features

1. TV programmes were used effectively in non-formal education.

2. The participants have come to think of TV also as a medium of education, and not merely a medium of entertainment.

3. The broadcasting staff and the members of the public education offices in the local government bodies learned to co-operate more with each other.

Contact person: Junichi Kamiyama
Professor
Komazawa Women's University
Akabanedai
Danchi 12-711
1-3 Akabanedai Kitaku
Tokyo
Japan 115

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: JAPAN EIA No: 136

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Title: TV AND RADIO BROADCASTING FOR OPEN UNIVERSITY EDUCATION

Background

According to research by the Ministry of Education, over 60% of the Japanese people above the age of 18 are motivated to study university-level courses in their homes. In recent years, 40% of college-age youth have entered university, but there are still many others who would like to study at the university level, if possible. Because of this situation, the Ministry of Education has had a plan for ten years to start an 'Open University' for such people.

Objectives

Modern industrial technology has been developing quite rapidly and now all people in society, whether they are young or old, have a desire to study new subjects. The Open University can give them the latest knowledge and guarantee them an opportunity to learn.

Scope and strategy

According to the plan for the Open University, at the beginning the TV UHF waveband and the radio FM band will be used to cover the Kanto Area (around Tokyo), where one-third of the Japanese people now live. Students will normally study textbooks in conjunction with the broadcast programmes. Learning Centres will also be set up in many places in co-operation with universities and various government institutes. Students will have to attend seminars in the Learning Centres during the summer season. Thus, Open University education will be conducted along two dimensions, both through correspondence and through attendance at seminars.

Implementation

The Open University is not yet started (in 1980). The Open University Law has been discussed in the Lower House of the Japanese Diet, but it was shelved when the Lower House was recently dissolved for new elections.

Performance and impact

Information is not yet available.

Resources

- An Open University Centre will be built in Chiba City.
- The total number of facilities to be used is about 300.
- Programmes will be transmitted from the Tokyo Tower to the Kanto area.
- Course titles: a. Life Science
  b. Sociology and Industry
  c. Civilization and Nature
- Limitation of students: Beginning - 17,000
  Final - 450,000
- Budget: 8,800 million Yen (capital coast, excluding buildings and land)
  4,000 million Yen (base cost)

Evaluation

Not yet available.

Problems and constraints

1. What kinds of organization should the Open University have?

   Various kinds of organization have been discussed in the Japanese Lower House, but no decision has been made yet. Among the forms of organization discussed are: a national foundation; a private university system; and a special corporation.

2. The freedom of the university

   In Japan, all universities are independent of the government and have academic freedom. If the Open University is under the control of the government (and especially the Ministry of Education), how does the government affirm the academic freedom of the university?

3. The broadcasting law will be changed or rewritten for the Open University. Under the existing broadcasting law, no allowance is made for use of electronic broadcast waves except by NHK and other (private) broadcasting stations.

4. The present plan is for the Open University to start operation in the Tokyo area. However, some people think that it should be made available in local areas (where there are a small number of colleges) rather than in a metropolitan area like the Kanto area around Tokyo.

Major innovative features

1. The Open University breaks the traditional image of university education.
2. The Open University can provide re-education for working people by offering them new knowledge and technical information.
3. The Open University can assure each person the opportunity to receive a university education.

Contact person: Toru Aoyagi
Supervisor of the University Bureau
Ministry of Education
Kasumigaseki, Chiyoda-ku
Tokyo 100, Japan

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: JAPAN EIA No: 137

No: 17 Date of issue: February 1981

Title: THE PARENTS AND CHILDREN SIMULTANEOUSLY WATCHING TV MOVEMENT IN SAITAMA PREFECTURE

Background

In Saitama Prefecture, the Board of Education planned to promote life-long education of the people through watching educational TV programmes. With this objective, the "Parents and Children Simultaneously Watching TV Movement" has been in progress since 1977.

Objectives

1. Improving the relationship between parents and children through their talking about TV programmes that they watch simultaneously in different places (the school and the home).
2. Rebuilding the self-education custom for life-long education.
3. Creating good TV culture by taking into account the audience reactions to the programmes.

Scope and strategy

1. Build up the basic theory about the function of the parents and children watching TV together.
2. Promote research into good TV watching habits in each home.
3. Make teacher-parent teams of simultaneous TV watching in primary schools, junior and senior high schools.
4. Create good TV culture through active utilization of educational programmes in local towns.

Implementation

The Board of Education of Saitama Prefecture asked many Parent-Teacher Associations (PTAs) to co-operate in this movement and listed the co-operating PTAs. It also decided on the Programmes which the parents and children would watch simultaneously. For example, the programmes for school class were "Midori-no-Chikyu" (the Green Earth) for environmental education "News for Children", "Japanese Fairy Tales" and so on.

Performance and impact

This project was started in 1977 and is continuing. The parents, especially mothers, watch the chosen educational programmes in their houses and the children watch them in their school class simultaneously. After watching the programmes, the parents and children talk about the programmes at home, for example, how to keep our green earth clean.

Resource

NHK educational TV programme.

Evaluation

1. Conversation and discussion between parents and children have developed naturally.
2. Children have opened their eyes to social problems because of the stimulation of their parents.
3. The children especially have written many good reports about the problems of their environment and communities.

Problems and constraints

1. Children whose parents work outside the home, in factories, offices and schools, cannot join in this project.
2. In high schools, low utilization of educational programmes is an obstacle to this project.

Major innovative features

1. Simultaneous TV watching opened a new way to utilize educational programmes in non-formal education.
2. School education and social education (non-formal education) can be linked through this movement.
3. PTA activities became very active.

Contact person: Suga Noboru
Supervisor of the Adult Education Division
in Saitama Board of Education
3-15-1, Takasago
Urawa-shi
Japan

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

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Title: EDUCATIONAL TELEVISION SERVICE IN MALAYSIA

Background

Educational TV in the schools of Malaysia began in a very cautious manner as a pilot project. The initial trial of the project was carried out in 1965. A 10 - lesson programme on general science was produced for Form One pupils (i.e. first year of secondary school). The telecast of the 10 lessons lasted for two weeks. In 1966 another 10 lessons on biology were produced for Form Four pupils. These two pilot programmes were produced locally with Malaysian teachers presenting the lessons. The evaluation results of these pilot projects contributed substantially to the decision to begin ETV broadcast to schools on a permanent scale.

Objectives

Broadly, the aim of establishing ETV in Malaysia is directed at improving the quality of education by demonstrating effective teaching methods through the multi-sensory medium of television. More specifically, ETV is employed by the Ministry of Education to carry out the following functions:

1. Supplement the Ministry's overall educational programmes for schools, particularly those in the rural areas;
2. Improve the quality of education by demonstrating good teaching models;
3. Assist in curriculum reforms through speedy and effective delivery;
4. Assist in the teaching of subject areas where trained teachers are in short supply - especially in science, mathematics, and technical and vocational subjects;
5. Promote civic consciousness and national unity through civics programmes;
6. Improve standards in Bahasa Malaysia and Bahasa Inggeris (English Language) through language programmes;
7. Disseminate information of educational interest to parents and also keep teachers up-to-date on curricular innovations and practices;

8. Assist in teacher training programmes, both pre-service and in-service, through the employment of new media techniques;

9. Develop, improve and expand pupils' general knowledge through Hal Ehwal Semasa (current affairs) programmes;

10. Improve and expand humanities and other subjects such as history, art and music.

Scope

ETV now covers the whole of Peninsular Malaysia, Sabah and Sarawak. The weekly telecast time in Peninsular Malaysia has increased to 36 hours 10 minutes covering 29 series of programmes per week in 1979. The programmes developed are in the areas of science, mathematics, civics, Bahasa Malaysia, history, English language and commerce. They are directed to pupils from the upper primary to upper secondary classes, except for Bahasa Malaysia which also caters for pupils in Standard Three in lower primary classes. The "World of Education" series is produced for teachers and parents, while a Hal Ehwal Semasa (current affairs) programme started in 1978 for all levels of primary and lower secondary classes. The total number of programmes broadcast has increased to 553 in 1979. To-date, ETV has produced 29 series of programmes compared with only 6 in 1972.

Arrangements have been made to dub programmes produced at the ETV headquarters in Kuala Lumpur for broadcast in Sabah and Sarawak. A different set of programmes timetable is used for the two States to cater for their own needs and conditions in schools.

Personnel

The ETV Section of the Educational Media Service Division is headed by an Assistant Director. Specialist teachers in the various subject areas who received training in ETV, serve as producers, graphic and set designers. Personnel in other supportive services of the ETV include film-cameramen, photographers, soundmen, film assistants, film editors, make-up artists, propsmen, technicians, studio crew and set-makers. Script-writers and presenters are selected from serving teachers who are prepared to work on a part-time basis.

Management

The organization and administration of ETV service is the responsibility of the sectional head, Assistant Director (ETV). He is directly responsible to the Director of the Educational Media Service Division. Working under the Assistant Director are ETV officers who serve as producers, graphic artists and set designers, film unit team, including editors and photographers, make-up artists, script assistants, propsmen and set-makers.

The overall planning and policy-making of ETV and other educational media services are vested on an Advisory Committee chaired by the Director-General of Education with representatives from all Divisions in the Ministry of Education together with nominees from the Ministry of Information, and the Telecoms Department.

Inputs

Because of the high costs of television equipment and materials, the annual budget allocated for the operations of ETV services in Peninsular Malaysia is around 1.5 million ringgit. This sum excludes the salary of production staff, training officers and technical personnel. To ensure effective utilization, 7,582 TV sets and 4,010 generators have been distributed to schools in Peninsular Malaysia, Sabah and Sarawak. Generators are supplied to schools in areas where there is no electricity supply. With this move, every school in the country now has at least one television set. However, schools are encouraged to acquire additional sets from their school funds. It is worth mentioning here that Parent-Teacher Associations of a good number of schools have displayed their keen co-operation and generosity in donating TV sets through their fund-raising projects.

Implementation

The ETV Service in Malaysia was officially launched on 19 June 1972 by the late Prime Minister, Tun Haji Abdul Razak bin Dato' Hussein. For the initial three years, the broadcasting of telelessons was confined to Peninsular Malaysia. Two Unesco experts assisted in conducting training courses in production, utilization and evaluation.

Efforts were concentrated on utilization training because it was realized that ETV would have no viable effect on pupils' learning if the programmes were not properly integrated with classroom instruction by the teacher. In essence, the utilization training scheme involved the training of trainers and key personnel who in turn would train teams of teachers and headmasters who, in turn, would train teachers at the local school level.

A Publication Section was also set up to publish and distribute teachers' notes developed for the telelessons. The programmes schedule for the year is made available to all schools before the beginning of the school year, so that teachers could plan and integrate their lessons with the programmes broadcast.

In 1975, efforts were made to extend ETV services to Sabah and Sarawak. A major evaluation project had been undertaken to ascertain the effects of ETV and to obtain feedback from teachers on its utilization. The service to Sabah and Sarawak was successfully launched on 31 August 1976 by the then Minister of Education, Dato' Seri Dr. Mahathir Mohamad.

In the implementation of ETV service in these two States, a loan of 9.37 million ringgit had been acquired from the World Bank to cover the costs of capital equipment.

Impact

Malaysian pupils have been exposed to the influence of ETV for the past eight years (four in the case of Sabah and Sarawak). Evaluation of the service was started in 1975 by the Educational Media Service Division to determine the extent to which the programme broadcast have succeeded in supporting curriculum development and in meeting the classroom needs of pupils. Insofar as Peninsular Malaysia is concerned, the results have been very encouraging. Similar evaluation activities is being carried out for the States of Sabah and Sarawak.

One cannot deny the fact that the ETV service in Malaysia has helped in disseminating content information (especially in the areas of science and mathematics) not only to pupils but also to teachers and parents. ETV has also partially alleviated the problem of the lack of specialist teachers in certain subject areas by bringing quality programmes not only to the classroom but also to the homes of many children.

Problems

Because the work involved in television production, programme evaluation is demanding in terms of manpower and time, the ETV Section is frequently experiencing insufficient personnel to carry out the work to meet the target or deadline scheduled. In terms of utilization, teachers have repeatedly moaned about the difficulty of time-tabling and of fitting the programmes broadcast into their record of work. The problem of time-tabling is basically related to costs. The magnitude of the problem could be reduced if there were either enough TV sets or video cassette recorders supplied to each school. The problem of fitting the programmes into their individual teaching schedules arises because teachers generally 'want everything to be adjusted to their personal convenience'. But, then, television is never made compulsory in schools. This poses a constant challenge to educational technology especially in terms of orientating teachers to new technological approaches, practices and innovations.

Innovative features

1. Even though emphasis was centred on the production and transmission of telelessons to pupils in school, the Educational Media Service Division has extended its ETV service to the Teacher Training Division by assisting in the development and production of video-taped materials for both in-service and pre-service training.

2. The Educational Media Service Division is also collaborating with other Divisions in the Ministry of Education to develop and produce programmes which highlight their activities for the purpose of information to special target audience, i.e., teacher-trainees and teachers. However, these programmes also help the general public to understand some of the objectives/ aims of the various Divisions in the Ministry of Education.

3. In order to enhance the all-round mental and educational development of pupils, and in developing their potentialities, interests and skills, ETV has embarked on the production of programmes under a new series called "Education in Perspective". This series aims at the following:

   a) To increase general knowledge and outlook in the practical field of science and mathematics;

   b) To guide pupils in developing positive attitudes in day-to-day activities/life;

   c) To inculcate and develop interests in various hobbies and activities which are creative and purposeful.

   This series will be broadcast beginning 1981.

Contact person: The Director
Educational Media Service Division
Ministry of Education
Jalan Ampang
Kuala Lumpur, Malaysia

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

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Title: EDUCATIONAL RADIO SERVICE IN MALAYSIA

Background

Malaysia has not had a long history of educational broadcasting. Prior to 1966, Radio Malaysia had rendered its service to children by way of transmitting some informal educational programmes which included songs, stories and drama for children. In early 1966, the Ministry of Information, with the co-operation of the Ministry of Education, formed the School Broadcasting Division. This Division was under the administrative umbrella of the Department of Broadcasting. Trained and practising teachers from schools were drawn to serve the Division established. Malaysian schools began to receive their first own school broadcasts in May 1966. The early programmes produced were mainly for children in the primary schools (i.e., for pupils from age 6 to 12). These programmes were intended to assist pupil-learning in subject areas where trained teachers were in short supply.

In January 1972, the service was transferred to the Educational Media Service of the Ministry of Education. At present (1980), the Educational Radio Section broadcasts 44 hours weekly. There is a total of 77 programmes for pupils from Standard One in the primary schools to Form Six in the secondary schools. There is also a programme broadcast weekly through the national network for parents and teachers.

Objectives

Educational radio has been established to help strengthen the national education system. It supports in particular the overall objective of promoting national unity by implementing the policy of national linguistic unity through the use of Bahasa Malaysia as the main medium of instruction. The aim of broadcasting of educational radio programmes is also to help improve the quality of education at all levels in the school.

Personnel

The personnel comprised of teachers and education officers transferred from schools to the Radio Section of the Educational Media Service Division. The head of this Section is the Assistant Director (Educational Radio).

Inputs

The current budget required for operating Educational Radio Service is about half a million ringgit a year. Technical facilities are provided for by Radio-Television Malaysia through

inter-ministerial co-operation. Most of the script writers are qualified teachers. Producers are recruited from teachers and are given professional broadcasting training. Announcers are employed on a part-time basis. Foreign specialists have been used to advise on improving the programmes.

Management

The Educational Radio Section is now headed by the Assistant Director (Educational Radio) of the Educational Media Service Division. Earlier this service was run by the Department of Broadcasting, Ministry of Information.

Implementation

Of the 77 school programmes broadcast weekly, 33 programmes are in Bahasa Malaysia, 14 in English and 15 each in Chinese and in Tamil. The programmes broadcast in the morning are repeated in the afternoon. The subjects covered are mainly in the humanities. In most instances, care is taken to ensure that the subject areas covered by educational radio do not duplicate those assigned to educational television. In East Malaysia, Educational Radio Service has been extended to the State of Sabah since 1972. In the State of Sarawak, the schools have been receiving educational radio programmes since 1962.

Impact

Based on the number of schools with radio sets, it is estimated that 69.5 per cent of primary schools and 33.6 per cent of secondary schools are following the programmes broadcast. Feedback from teachers through the Evaluation and Utilization Unit of the EMS Division indicates that the Bahasa Malaysia, the English language and singing programmes are well received.

Problems

Most of the problems experienced are mainly technical in nature. Since school broadcasts are sharing the same wave-band frequencies with Radio Malaysia, there is limited air-time for the broadcast of school programmes. Many schools encounter difficulties in the utilization of the radio programmes transmitted because they do not possess good radio receivers and tape-recorders to record programmes so that they could be played back. It is also found that because of the hilly terrains in the country, radio reception is particularly poor in certain areas.

Innovative features

Efforts are now being directed to produce school radio programmes that are geared to the needs and background experiences of children in the rural schools. In addition to the normal broadcast programmes, 'off the air' programmes are produced and recorded on audio cassettes. These are to be distributed to schools through the State EMS centres using fast duplicators. With the supply of radio cassette recorders to all schools, both the normal and the 'off the air' programmes would fully cater for the requirements of the schools.

Contact person: The Director
Educational Media Service Division
Ministry of Education
Jalan Ampang
Kuala Lumpur, Malaysia

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UNESCO BANGKOK

INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: PHILIPPINES EIA No: 140

No: 25 Date of issue: February 1981

Title: "LINGAP NG PANGULO SA BARANGAY" SCHOOL-ON-THE-AIR PROGRAMME IN THE PHILIPPINES

Background

Development communication as an innovative communication concept has penetrated the educational process in the Philippines through "Lingap ng Pangulo sa Barangay" (Concern of the President for the Barangays) - the first integrated educational broadcast created by President and Prime Minister Ferdinand E. Marcos in his Letter of Instructions No. 561 signed on 23 June 1977.

With the Office of the President as overall co-ordinator, concerned ministries and other government agencies were directed to implement the programme on a nationwide scale. The lead government ministries directly involved with the programme are the Ministries of Education and Culture, Local Government and Community Development, Agrarian Reform, Agriculture, Natural Resources, Social Services and Development, Health and the National Media Production Center. Today, other linkages including the private sector are tapped for better Lingap implementation.

To oversee the overall implementation of the project, the Letter of Instruction (LOI) also created a Sub-Cabinet Committee headed by the Political Deputy Minister of Education and Culture for Non-formal Education; but the chairmanship hereof may be rotated in the order for a period to be determined by the members themselves. This Committee later on created the 'Lingap' Operations Center now based at the National Media Production Center to oversee the implementation of the programme all over the country.

Objectives

The general objectives of the Lingap ng Pangulo programme are the following:

1. To develop among the rural folks proper values, attitudes and appreciation of our rich cultural heritage and to instil love of country, nationalism, spirit of service and commitment to country and fellowmen;

2. To bring to the rural people information on the latest technologies of farming and food production, agrarian reform, community development, nutrition, population control, family planning, health services, natural resources conservation and other related matters;

3. To inform the rural folks of the development programmes of the government, how these programmes ameliorate and improve the quality of their lives and what contributions they can make to these programmes.

Scope and strategy

Envisioned as an effective instrument for harnessing all resources, especially human resources, and as an effective tool for developing a corps of rural people who shall be capable of participating in the community development programmes of the government, the Lingap School-on-the-Air Programme was instituted to bring the classroom to the doorstep of the rural people to help them ameliorate and improve the quality of their lives and to make them partners of the government in creating better life in the countryside.

The Lingap programme combines various themes for its educational message: farming and food production, home industries, community development, nutrition, pollution control, family planning, health services, natural resources conservation and other related matters.

To insure the effective implementation of the radio programme on a national scale, the Sub-Cabinet Committee has adopted a functional organizational machinery.

Lingap has a well-organized administrative framework from the national down to the barangay level. The Office of the President of the Philippines, which is the overall co-ordinator of the programme, created a Sub-Cabinet Committee to oversee the implementation of the programme. The committee, headed by Hon. Felicita G. Bernardino, an assemblywoman and Political Deputy Minister of Education and Culture for Non-formal Education, acts as the policy-making body for the programme. At the same time all the Presidential Regional Officers for Development (PROD) in the 13 regions of the country were commissioned to oversee the implementation of the programme in their respective regions and to organize the Lingap Regional Co-ordinating Committees. The Regional Co-ordinating Committees then organized the Provincial Co-ordinating Committees down to the City/Municipal Co-ordinating Committees. Under the present set-up, the Regional Committees are headed by the PROD with the Regional Directors of all the Lingap lead and support agencies as members.

The provincial and municipal co-ordinating committees, on the other hand, are being headed by the governors and mayors respectively, with the heads of the Provincial and Municipal Offices of the lead and support agencies as members.

The Regional, Provincial and Municipal Co-ordinating Committees are complemented by the Regional, Provincial and Municipal Co-ordinating Teams whose main function is to implement the plans and policies adopted by the committees regarding the programme. Every ministry involved in the programme is represented in the teams.

While the general policies regarding programme implementation are laid down from the National Operations Center, the Regional, Provincial and City/Municipal Committees are allowed to exercise local autonomy in such matters as funding, translation and printing of the Lingap teaching guides and other related matters.

Implementation

Three months after the issuance of Letter of Instructions No. 561 by the President of the Philippines, the first Lingap broadcast was aired nationwide on 17 September 1977 through the facilities of the Voice of the Philippines of the National Media Production Center. The broadcast lessons were based on the educational curricula prepared by a pool of curriculum writers from various agencies.

Consequently, all the Sub-Cabinet Committee members went by teams to the regions to campaign for the launching of the programme at the regional level. Thus, towards the end of 1977, the massive implementation of the Lingap programme took effect.

Performance and impact

Since the inception of the programme up to the present, a total of 28,436 organized listening groups with 1,023,919 listeners have been organized. Out of these number, a total of 87,224 members were awarded certificates of participation in the programme. The certificates are given as a form of incentive to the organized listening group members.

Significantly, the number of broadcast production centres all over the country increased from 13 to 32. To improve the implementation of the programme and to overcome various constraints regarding broadcast, a total of 19 provinces and cities decided to localize production of broadcast materials instead of relying on the regional broadcasts. It is expected that more provinces will follow this practice.

In response to numerous and endless requests for radio sets and radio cassette recorders from all over the country, the Non-formal Education Office of the Ministry of Education and Culture distributed several radio sets and a total of 125 radio cassette recorders to all the school divisions in the country. At present, however, there is still a growing demand for more radio sets and tape recorders all over the country, especially in areas that cannot be reached by either the regional or provincial broadcasts.

To further develop the competencies of the Lingap implementors and to make them appreciate the programme, a series of seminar-workshops were conducted by the National Operations Center, and a total of 2,001 Lingap implementors have participated in these.

Some of the training activities undertaken by the Operations Center are also complemented by similar activities undertaken in the different school divisions in the country.

Resources

As an inter-agency project, Lingap operates through the pooling of both human and financial resources coming from all the line and support agencies involved in the programme.

The National Media Production Center shoulders the expenses attached to the maintenance and operations of the National Lingap Operations Center apart from being the print and broadcast production arm of the project. It provides air time for the Lingap broadcast through the Voice of the Philippines radio network and offers the services of its technical staff in the regions in the production of broadcast materials.

The Ministry of Public Information and some commercial radio stations also carry the programme. At present, a total of 86 radio stations carry the programme throughout the country for free.

The Ministry of Natural Resources provided office space for the Lingap Operations Center and also office supplies and travel expenses of the broadcast production unit in the National Capital Region and the Lingap Monitoring Teams.

The Ministry of Local Government and Community Development provided financial contribution which enabled the Operations Center to conduct a massive orientation and appreciation seminar-workshop on Lingap for all local government officials all over the country, to purchase the much-needed vehicles which are being used as roving mobile units for the daily Lingap broadcast, and to purchase office fixtures and supplies.

The Non-formal Education Office of the Ministry of Education and Culture donated funds to cover the expenses for the setting up of a radio recording studio and to enable the Lingap Monitoring Teams to travel and assess the implementation of the project in all the 13 regions of the country. It also financed the holding of two seminar-workshops.

At the regional level, all the agencies involved in the programme, particularly the line agencies, contribute a minimal amount to cover the expenses for the production of Lingap broadcasts. The same is done in the provinces and cities where production of broadcast materials have been localized.

Evaluation

All over the country, the implementors of Lingap regard the programme as a very laudable project of the government.

Different regions adopt different evaluation strategies to measure the effect and impact of the programme on its target clientele. Some of the evaluation strategies being used all over the country are:

1. Pencil-paper test;
2. Quiz Bee contest;
3. Practical test or Practicum;
4. Observation of observable tangible results.

While the implementors believe in the merit and noble objectives of the programme, no survey or study has been conducted up to the present to find out how effective the programme is, based on the viewpoints of its target clientele. It is still premature to measure the change in attitude among the participants of the programme, for attitudes cannot be changed overnight. Likewise, it is difficult to persuade people to adopt change in their daily mode of living. Thus, at present although many have expressed their willingness to participate in the programme, only a few thousands were awarded certificates for their satisfactory participation.

Problems

The need for adequate funds to sustain the financial requirements of the five components of the Lingap programme is the main problem and constraint in the successful implementation of the project.

While all the line and support agencies involved in the programme willingly contribute minimal amounts to make the programme operational in their respective regions, the contribution is barely enough to cover the requirements of the broadcast component of the programme.

However, the financial constraints serve to magnify the personal sacrifices and dedicated services rendered by the Lingap implementors in some parts of the country. It proves that service to fellowmen is

not always equated in terms of material returns but more so in terms of personal satisfaction that one feels in knowing that in his own humble way he has served the interest of his less fortunate fellowmen.

To date the priority problems of the project are the following:

1. The printing and distribution of the newly prepared Lingap curriculum guides intended for the Lingap broadcasters and NFE teacher co-ordinators all over the country;

2. The need to produce learning modules based on the newly prepared guides for the members of the organized listening groups. The modules will be very useful in re-inforcing the topics discussed over the radio. In areas not penetrated by the broadcast, the modules will not only be supplementary but will also be the primary instructional kit for the teacher co-ordinators;

3. The need to provide durable radio sets and radio cassette recorders to all the listening centres all over the country;

4. The need to give adequate incentives to the members of the organized listening groups and the programme implementors;

5. The need to conduct more training activities to update and improve the competencies of the Lingap implementors; and

6. The need to utilize other communication media for its educational programmes.

Major innovative features

Aside from a functional organizational machinery, the major innovative features of the programme evolved around its well-structured programme components. The Lingap programme is composed of five major components namely:

1. Curriculum planning, development and review. This component of the Lingap programme refers to the continuous planning, development and review or revision of curriculum materials which serves as the course guide in the production of Lingap broadcasts for the organized listening groups and the general audience of the programme.

This function is an inter-agency effort with the technical staff of the Lingap Operations Center (LOC) overseeing the planning, development, review or revision of the Lingap curriculum guides.

2. Broadcast production. The broadcast production component of the "Lingap ng Pangulo sa Barangay" refers to the broadcast and editorial or print output of the project; hence it is divided into two major functions; broadcast production, and production of print materials.

a) Broadcast production

Broadcast production is an inter-agency effort with the National Media Production Center, the Ministry of Public Information, the Kapisanan ng mga Brodkaster sa Pilipinas, and other involved agencies overseeing the overall radio production output on the national, regional, provincial, city or municipal levels.

b) Print production

This function refers to the production of print or editorial materials including press releases, feature articles and other print output relevant to the broadcast function of the project.

3. Organization and management of listening groups. Another major component of the Lingap programme is the organized listening groups in the barangays. The largest clientele of the school-on-the-air programme, composed of out-of school youths, fishermen, farmers, labourers and housewives, are organized and managed by the barangay captains and the Kabataang Barangay Chairmen with the assistance of the non-formal teacher co-ordinators and other government extension workers. Under the present scheme, the listening group members listen to the educational broadcast at the time and day of the broadcast adopted in their respective region/ province.

Aware that the radio as an educational medium has its own limitations, the holding of pre- and post-broadcast discussion becomes an integral activity in the listening centres. The NFE teacher co-ordinator conducts the pre- and post-broadcast discussion to prepare the listeners for the listening activity and to re-inforce the educational message of the radio programme. Resource speakers, mostly extension workers from the agencies involved in Lingap, are sometimes invited to answer feedback questions about the broadcast or to discuss more about the topic broadcast. Other enrichment activities such as demonstration teaching, teach-ins, practicum, etc., are used by the teacher from time to time as part of the post-broadcast activities.

4. Training, research, monitoring and evaluation. programme component refers to the training scheme of the programme that benefits both the implementors and the clientele of the programme.

The personnel development programme of the project refers to the activities designed to upgrade the knowledge, skills and competencies of the Lingap personnel to make them effective agents of change and to help them discharge their specific roles and functions in the Lingap organization very effectively.

Clientele development is another primary concern of the programme. It is through this programme that the major objective of Lingap - "To be able to develop a corps of rural people who shall set the pace for rural community development" - can be effectively translated into reality; for learning by doing, participating, observing, and experiencing is by far more effective than by merely listening to radio broadcast. This training activity is usually planned and implemented by the Lingap implementors, particularly the barangay captains and the teacher co-ordinators in co-ordination with the ministries and agencies involved in the programme.

With regard to research, monitoring and evaluation, from time to time research as to audience preference and other related matters are being conducted in the regional operations centre. Monitoring Teams are also sent out to the regions at least once a year to make an assessment of the programme. Feedbacks gathered all over the country are compiled, evaluated and used as the basis for the adoption of new policies and future plans for the programme.

5. Public assistance. This component of the programme refers to the personalized services rendered by the Public Assistance Unit of the programme to the listeners of the Lingap broadcast who refer questions, problems, cases and grievances to the programme, either personally or through mail.

The personalized assistance given to the Lingap clientele who refer their problems to the programme consists of: hearing and analysing cases or problems to determine appropriate actions; making the necessary personalized referral of cases and problems to the concerned government agency/agencies; and making personalized follow-up of cases and problems until they are acted upon by the concerned agency/agencies.

Contact person: Elvira S. Ramos
Programme Officer for Training
"Lingap Operations Center"
National Media Production Center
Bohol Avenue, Quezon City
Philippines

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: PHILIPPINES EIA No: 141

No: 26 Date of issue: February 1981

Title: EDUCATIONAL RADIO BROADCASTING USING LOCALLY DEVELOPED MATERIALS

Background

Basilan is one of the provinces in the Philippines peopled by various ethnic tribes who live in widely scattered communities. Life in this once peaceful province had been disrupted by armed clashes between government and rebel forces. The need to reach the far-flung barrios, particularly the school children, then became more acutely felt. Realizing the potential of radio broadcasting as an effective medium for mass education in reaching remote and inaccesible areas, the Basilan Schools Division embarked on the idea of putting up an educational radio broadcasting project.

Adopted from the Bureau of Elementary Education educational radio broadcasting programme, Basilan's programme is markedly different in that it is aimed to fill in and solve local needs and problems and make use of local resources to suit local conditions.

Objectives

1. Enrich and enliven the traditional classroom instruction with educational broadcasting programmes;
2. Utilize informative lectures, dramas, stories and other types of radio programmes to reach out to school children, out-of-school youth and adults and other members of the community in remote areas towards promoting better understanding and integration among different ethnic tribes;
3. Relate government thrusts as nutrition education, population education, drug education, green revolution, etc., to family and community living;
4. Communicate wholesome and educational information and disseminate moral themes so as to produce well-informed, educated and morally conscious citizens in and out of school.

Implementation

This programme is sponsored by the Basilan Schools Division in co-operation with the local radio broadcasting station DXBI. Preparation for the project started with a 5-day workshop under the consultancy of the Bureau of Elementary Education specialists. The workshop was mainly aimed at getting acquainted with the mechanics of educational radio broadcasting as well as acquiring competencies in script writing and production. The workshop was followed by a series of conferences, script writing, dry runs,

actual productions, try-out broadcasts and actual listening. The first programme was aired on 4 November 1974.

The school broadcasts are aired daily from 10:00 to 10:45 in the morning, from Mondays through Saturdays, for school children in grades IV, V and VI as well as out-of-school youth and adults. Lessons for the school children are given in the national language, which is Pilipino, while those for the out-of-school youth and adults are aired in the local dialects.

Inputs

The radio station DXBI of Basilan has offered free use of its radio facilities and expertise. Office equipment and materials for use of script writers come from the Division Office. Office space is a neat room in the new Non-formal Education building of the Division. Human resources as talents are scouted from the staff of script writers, supervisors, teachers, pupils, out-of-school youth and adults, officials and other citizens of the community The local school board donated 200 tapes, with the Division Office supplying additional tapes when needed.

Management

Administration and management are undertaken jointly by the Project Director and the manager of DXBI. During the first two years of the programme, the Schools Division Superintendent, as Project Director, was assisted by an Assistant Director, an Executive Director, Division and District Supervisors and a committee of teachers selected as script writers. Since 1975 the teacher-script writers have been sent for further training in education radio broadcasting. As they grew in training and experience, they were given more and more responsibilities in carrying on the project. In 1976 an Educational Radio Broadcasting staff was formed to assist the Project Director. The staff is composed of a co-ordinator and teachers trained in script writing and production. It also has its own radio technician. The Division and District Supervisors now act as consultants advisers on the content of the broadcasts.

Script writers are grouped into subject areas. Each group uses different types of resource materials for their storylines or lessons, such as role playing, dramatization, simulation games, straight talk, panel discussions, interviews, news digest and others. Scripts are based on available materials, like the scripts about different ethnic tribes such as the Yakans, Samals, Tausogs. Script writers also prepare teacher's notes and teaching aids which are supplied to the teachers in the field to help them follow the programmes.

Performance and impact

Some means of formal and informal evaluation have already been done to serve as bases for further improvement of the programme. Evaluation findings reported that: 1) reception is clear in some areas but subject to interference in others (Radio DXBI was allowed to increase its power to 10,000 watts because of the school broadcasts); 2) content is satisfactory; 3) speed and amount of materials is just right; 4) vocabulary is moderately easy with a sprinkling of difficult ones; 5) sound and music effects are related to cultural needs and problems; 6) interest of target audience has remained keen; 7) out-of-school youth and adults and even the aged are interested in the lessons aired for the school pupils; 8) music is the most awaited lesson.

Favourable comments and constructive criticisms of observers as well as the target audience have led the management to revise programme format and to reconstruct lessons. Schools in neighbouring cities and provinces like Zambcanga City, Pagadian City, Zamboanga del Sur, Zamboanga del Norte and Sulu have expressed interest in the programme, prompting the Regional Director of the Ministry of Education and Culture to issue a regional memorandum informing the schools in the region about the Basilan Educational Radio Broadcasting and enjoining them to utilize the radio lessons.

Problems and constraints

Problems have been encountered in the programme and measures have been taken to solve them. Such problems include: 1) insufficiency of funds, facilities and materials; 2) lack of proper preparation and training on the part of the teachers using the broadcasts; and 3) phlegmatic means of communication existing in the service area which often resulted in communication gap.

Key innovative features

1. The programme is an effective tool in reaching school children, out-of-school youth and adults in remote areas in line with the government's relentless drive for better understanding and integration among the varied cultural groups of Basilan and the neighbouring provinces and cities in Mindanao.
2. It offers wholesome and educational information, and develops desirable skills and values necessary for the achievement of national goals.
3. It emphasizes the use of local resources to produce learning materials suited to local conditions, which makes the materials more easily assimilated by the learners.
4. It gives emphasis to maximized co-ordination with working groups, agencies and resources inside and outside the school through group dynamics.
5. It demonstrates good teaching techniques to help teachers improve skills for effective classroom instructions.

Contact person: Mr. Antonio C. Sebastian, Jr.
Schools Division Superintendent
Basilan Schools Division
Basilan, Region IX
Philippines

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: REPUBLIC OF KOREA EIA No: 142

No: 9 Date of issue: February 1981

Title: RADIO BROADCASTING FOR ELEMENTARY SCHOOLS

Background

Radio school broadcast in the Republic of Korea started in 1951. However, its utilization for the purpose of teaching in elementary schools began in 1956. Before 1956, the radio school broadcast was more like educational news than for instructional purposes. It was administered by the Ministry of Education (MOE) but broadcast through the national channel, Korean Broadcasting System (KBS).

In 1972, with the establishment of the Korean Educational Development Institute (KEDI) to undertake educational reform in elementary and middle schools, a plan for development of educational broadcast in the Republic of Korea was facilitated. The government planned for the establishment of a broadcasting system for education, including radio and television, within KEDI. KEDI started radio broadcast for elementary schools in 1974.

Objectives

The major objectives of radio school broadcast for elementary schools are as follows:

1. Individual students are provided with more variety of instructional materials which cannot be easily prepared by the classroom instructors.
2. Individual students are provided with more learning experiences by very well qualified instructors, otherwise it is hard to receive such well-organized instruction in some remote areas.
3. Individual students have more opportunities for self-directed learning by listening and taking notes from the instructional radio programmes.
4. Regional gaps in the quality of education and school differences can be decreased by the nationwide radio instruction.
5. Classroom instructors can learn instructional skills from the radio instructors' organized instruction.

Scope and strategies

The radio programmes are produced for all six graders of elementary school. The programme contents are divided as follows:

1. Elementary school instructional and supplementary programmes which include six subjects and seven series of supplementary curriculum --- 77%.
2. General educational programme which includes four series of programmes --- 7.1%.
3. Teachers' and parents' programmes --- 12.3%.
4. Educational news --- 3.6%.

The length of each programme ranges from 15 to 30 minutes. The programmes are broadcast for three hours a day (10:00 to 12:00, 13:00 to 14:00). Approximately 3,000 programmes are produced and broadcast annually.

Implementation

1. The Ministry of Education is responsible for the general policies.
2. The regional Board of Education is responsible for supervision and encouragement of radio programme utilization.
3. KEDI is responsible for producing radio programmes, programme guides, and teachers' guides. The programme guides and teachers' guides are sent to all elementary schools, which are located within the signal receiving zone.
4. KEDI conducts an annual seminar on radio school broadcasting with the members of MOE, regional Board of Education, school principals and teachers to discuss the encountered problems, to find ways for improvement of its utilization, and to encourage other schools to utilize the radio school broadcast.

Performance and impact

Radio school broadcasting is utilized more in the rural and remote areas than in urban areas. Some remote areas are heavily dependent on radio broadcast. Reports of teachers indicate that usage of radio instruction helps promote students' abilities in self-directed learning, classroom discussion, and listening and notes taking. In particular, radio programmes contributed much to creative writing and music instruction.

The way the radio programmes are used varies from school to school. Some schools use taped programmes; others use them as they are broadcast, while others use their amplifier system in order that one whole grade could listen to a programme at the same time.

Resources

The radio school broadcasting for elementary schools depends entirely on the government, i.e., the Ministry of Education, for financial support.

Evaluation

The radio programme evaluation depends on the monitoring system and field research.

1. Monitoring system: KEDI selects approximately 20 monitoring members from different regions. The members include the Ministry of Education staff, school teachers, writers,

broadcasters and parents. The monitoring members must listen to the programmes and write their evaluation and send it to KEDI every week. The members meet once a month with KEDI planners and producers to discuss their evaluation.

2. KEDI also conducts annual research on radio school broadcast to find out:

   a) The problems encountered in terms of its utilization;

   b) The effectiveness of the programmes; and

   c) Ways of improving its production.

Problems and constraints

1. Lack of qualified producers, script-writers, technical support staff and presenters;
2. Adjustment of radio time-table to instructional schedule;
3. Adjustment of instructional pace to radio programme pace;
4. Need for pre- and in-service training on radio broadcast instruction;
5. Teachers' and school administrators' negative attitude towards educational broadcasting;
6. Lack of co-ordination among the various agencies concerned, the Ministry of Education (curriculum), the Ministry of Communication (frequency), and the Ministry of Culture and Information (broadcasting).

Major innovative features

1. Individual students are provided with more varieties of instructional materials which cannot be easily prepared by the classroom instructors.
2. Regional gaps in the quality of education and school differences can be decreased by the nationwide radio instruction.
3. New methods of teaching are introduced by the radio school broadcasting.
4. Children in the remote areas are provided with quality education by the radio instruction.

Contact person: Dr. Myung Ja Nam
Head, Educational Broadcasting Research
Korean Educational Development Institute
Seoul, Republic of Korea

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: REPUBLIC OF KOREA EIA No: 143

No: 10 Date of issue: February 1981

Title: AIR AND CORRESPONDENCE HIGH SCHOOL (ACHS)

Background

This was established in 1974 in order to provide high school education for the youth and adults who were not able to continue their education because of economic and other reasons after finishing middle school.

The Korean Educational Development Institute (KEDI) was commissioned by the Ministry of Education to undertake planning and research on the organization and administration of the programme, and to provide radio instruction as well as instructional materials.

KEDI is responsible for the radio programme production and the Korean Broadcasting System (KBS) and the other commercial networks are responsible for its transmission.

Objectives

1. To expand secondary educational opportunities to those who are unable to attend high school because of their financial difficulties and other reasons.
2. To expand adult education or non-formal educational opportunities.

Scope and strategies

Currently, 29,943 students are enrolled and 42 existing high schools were chosen to share radio and correspondence educational programmes for the correspondence school students.

The curriculum of the air and correspondence school (ACHS) is the same as the regular high school. To obtain an ACHS diploma, the student must complete 204 units of study in the three grades of the course. A unit represents 50 minutes of instruction a week per semester, and the student is expected to put in some 1,224 hours of study a year, divided between self study (862), schooling (182) and instruction by radio (180).

Radio instructions are broadcast 313 days per year. 90 minutes (30 minutes for each grade) of radio instruction is given to the students. Each subject programme length is 15 minutes.

The radio instructional programmes are produced by KEDI and transmitted through KBS and the other commercial channels.

Implementation

The air and correspondence school programmes are operated under close cooperation of the Ministry of Education, KEDI, the regional Board of Education and individual high schools.

The Ministry of Education is responsible for the general policies. The regional Board of Education is responsible for supervision of schools. KEDI provides textbooks, radio programmes and evaluation materials. The individual high schools are responsible for classroom teaching attendance, evaluation, maintenance of students' records, student counselling, and management of other matters necessary for the programme.

The air and correspondence high schools are attached to the existing regular high schools. On every other Sunday, class attendance is taken in the regular high school buildings, using the existing facilities.

The method of instruction which is implied in ACHS is as follows:

1. Guide for self-study;
2. Radio instruction;
3. Schooling;
4. Submitting assignments and instruction by mail.

Performance and impact

In the last three years, 13,686 students graduated from ACHS. Currently, 29,943 students are enrolled, and in 1981 an enrolment of 35,000 students is expected.

Resources

ACHS is operated with government funds (the Ministry of Education) and the students' tuition fees. Each student pays approximately $30.00 per semester, which includes textbooks.

Evaluation

Several methods are applied for students' evaluation. The evaluation methods are as follows:

1. Mid-term and final examinations;
2. Self-learning material test;
3. Programmed assignment;
4. Note-taking of radio instruction;
5. Attendance checking;
6. Graduation examination.

Problems and constraints

1. Quality of the students: Being a heterogenous group, the academic achievements of the students vary greatly;
2. Improvement of current textbooks and self-learning instructional materials: Since the students are having relatively low academic competency, and their study method relies heavily upon self-study, it is urgent to develop a variety of self-learning instructional materials;
3. Excessive working load of the teachers;

4. Students' absence from school because of their jobs;
5. Acquisition of convenient radio broadcasting hours from KBS and commercial broadcasting companies;
6. Lack of funds.

Major innovative features

1. Expansion of secondary educational opportunities by using radio medium.
2. Provision of adult and non-formal educational opportunities throughout the country.

Contact person: Dr. Myung Ja Nam
Head, Educational Broadcasting Research
Korean Educational Development Institute
Seoul, Republic of Korea

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INVENTORY OF EDUCATIONAL INNOVATIONS IN ASIA AND THE PACIFIC

Classification: (for the use of receiver)

Country: REPUBLIC OF KOREA EIA No: 144

No: 11 Date of issue: February 1981

Title: AIR AND CORRESPONDENCE JUNIOR COLLEGE (ACJC)

Background

The Air and Correspondence Junior College attached to Seoul National University was inaugurated in 1972. The purpose of this institution is to provide those who are unable to continue their higher education the opportunity to complete a two-year course equivalent to the junior college.

The graduates of this course can transfer to the junior year of the universities or colleges after having passed the qualifying examination. Currently, throughout the nation, 22 universities and colleges are providing instruction of two weeks' duration during the summer and winter vacations. The radio programmes for this junior college are presently produced at KBS studio and broadcast through KBS channel for 90 minutes per day.

Objective

To increase the opportunity for higher education to those high school graduates who could not go on to regular higher educational institutions because of their financial difficulties or other reasons.

Scope and strategy

The college consists of five major departments with 16,000 entering students each year. The department and admission quotas are as follows:

1.	Home Economics	:	2,750
2.	Agriculture	:	2,500
3.	Elementary Education	:	2,750
4.	Business Management	:	4,000
5.	Public Administration	:	4,000
			16,000

The methods of instructions are as follows:

1. Students' self-study with text materials;
2. Submission of assigned reports;
3. Listening to the radio lectures (45 minutes of radio lectures, i.e., consisting of three 15-minute programmes, are broadcast per day for the 1st and 2nd year courses);

4. Schooling at the co-operating institutions for four weeks a year (two weeks in the summer vacation and two weeks in the winter vacation).

Implementation

The Air and Correspondence Junior College is organized and managed by Seoul National University. However, it operates closely with the Ministry of Education and the individual colleges and universities.

1. The Ministry of Education is responsible for the general policy;
2. Seoul National University is responsible for textbooks, radio programmes, and the other needed materials; and
3. The individual universities and colleges are responsible for classroom instruction and evaluation.

Performance and impact

During the last seven years, 22,775 students have graduated from ACJC, and currently 32,053 students are enrolled in this college. The entrance rate of this college is 4.3:1. Approximately 500 students are taking the qualifying examination to continue their education in the regular universities and colleges. Among these students, 50.8% are able to continue their education in the regular universities and colleges. There has been a growing social demand for the extension of the present junior college programme towards the 4-year college. In addition, depending on the social demand and the increase in the number of students, the expansion of the major departments could be considered.

Resources

ACJC is operated by the government (Ministry of Education) funds as well as students' tuition fees. Each student pays approximately $28.00 per semester, which included the textbooks.

Evaluation

The evaluation of students' achievement is based on the following criteria:

1. Evaluation of th ports submitted by the students;
2. The national primar examination prepared by the college;
3. The local secondary examination prepared by the instructors of each co-operating institution.

On the average, C+ or better academic achievements are required for graduation.

Problems and constraints

1. Admission procedures and criteria: At present students are admitted on the basis of academic records of senior high school. Sometimes the academic records by themselves cannot indicate correctly the qualifications of the students. The Correspondence College therefore takes into consideration college aptitudes tests for the selection of students.

2. Development of effective self-study textbooks: Correspondence textbooks are regarded as accompaniment to lectures rather than self-study materials. It is urgent to develop complete self-study textbooks and provide for their periodic revision.

3. Acquisition of convenient radio broadcasting hours from the KLS: The broadcasting hours for the Air and Correspondence College are 5:00 - 5:45 a.m. and 11:00 - 11:45 p.m. These hours are either too early or too late for the students to study.

Major innovative features

1. Increase junior college educational opportunity to those who are not able to attend the regular universities and colleges;
2. Solve the problems caused by the college entrance examination;
3. Improve the equality of education throughout the country;
4. Apply adult education or non-formal education modes.

Contact person: Dr. Myung Ja Nam
Head, Educational Broadcasting Research
Korean Educational Development Institute
Seoul, Republic of Korea