

# APPENDIX NINE

## International Examples of Educational Broadcasting Initiatives

The descriptions of educational broadcasting services of international broadcasters in this appendix are not exhaustive, but rather illustrative of different types of services. The descriptions have been arranged alphabetically by country. The level of detail varies greatly for each description. In some cases, information obtained simply pointed to past and present existence of some form of educational broadcasting for this target audience. In other cases, particularly where research information was available, detailed descriptions of the type and extent of various initiatives was obtained. For ease of reference, the sources of information and the type of technology (radio and/or television) have been included in both the contents page and each description.

Most descriptions focus on examples of educational broadcasting initiatives around the world, and are not descriptions of dedicated educational broadcasting channels. We established the existence of several dedicated educational broadcasting channels around the world, but given the scope of this project, were unable to follow up on and research each of them. The following countries have dedicated educational broadcasting channels, which are in different stages of development:

- Canada: the Canadian provincial broadcasting channel - TVOntario - has been described in the PWC report which preceded this report.<sup>1</sup> Aspects of some educational broadcasting initiatives have been included below.
- China has an extensive network of radio and television universities that could be considered as a dedicated educational channel, These are described below.
- Finland has a dedicated channel - YLE. This is not described although an example of a Finnish educational broadcasting intervention is included.
- France: *La Cinquieme* is termed a dedicated educational and cultural channel, although it has a very loose interpretation of what constitutes education and/or culture. Aspects of this French channel are described below. This channel may merge with *Arte* in Germany in the future.
- Germany has a channel called BR Alpha - although this is not focused on explicitly some examples of German broadcasting initiatives have been included.
- Italy: RAI is a dedicated educational broadcasting channel - it is not described here.
- Japan has one of the oldest dedicated educational broadcasting channels - NHK - as it was established with its public broadcasting service. Aspects of NHK's service are described below.
- Malaysia has a dedicated educational broadcasting channel although we were unable to find very much information about it, and it seem to be very commercial. Some information about the television channels in this country has been included although this is very cursory.
- Pakistan: There are plans to start a dedicated educational channel in Pakistan called Pakistan Education Network. These are described in the PWC report.<sup>2</sup>

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<sup>1</sup>Pricewaterhouse Coopers (July 1999) *Dedicated Educational Channel for South Africa; Final report.*

<sup>2</sup>Pricewaterhouse Coopers (July 1999) *Dedicated Educational Channel for South Africa; Final report.*

- Sweden has a dedicated channel - UR (The Learning Channel). Aspects of this service are described. It also has a commercial educational broadcasting channel - Knowledge Channel. Aspects of this service are described below.
- United Kingdom: S4C and BBC Wales have a digital college platform for education that has recently been launched. This service is described in some detail below. Also in this country, the BBC started its Knowledge Channel in February 1999. Aspects of the BBC service are described below.
- United States of America: Various states in the USA have dedicated educational broadcasting channels. These include Kentucky, Nebraska and 13/WNET in New York. Descriptions of the Nebraska Educational Television network have been included in the phase one report of this research.<sup>3</sup> Additional information on dedicated channels in the USA have not been included here, although aspects of the public broadcasting services in this country are reflected. We also include some descriptions of Teacher Connex, Discover Channel and Animal Planet.

The descriptions of international broadcasting interventions have been used as background or source data to describe trends in educational broadcasting. These trends are presented in chapter four of the background report.

Country	Technology	Target Audience	Focus
Australia	Radio and Television	School service	School curriculum
Barbados	Radio	School service	School curriculum
	Radio	Unemployed youth	Self development; career planning
Belize	Radio	School service	School curriculum
Bolivia	Radio (IRI)	Women caregivers who had poor literacy skills, minimal training	Early childhood development
	Radio	Adult peasant communities with special emphasis on the needs of women.	Aymera culture and language, social organization, literacy, numeracy and post literacy, agricultural skills, entrepreneurial and commercial skills, artisan crafts, health.
Botswana	Radio	School service and non-formal education	School Curriculum support, Adult literacy and civic education
Burkina Faso	Local radio stations	Rural adults with common linguistic cultures	Cooperative education, health, agriculture, community education.
Canada	Television	Varied	School curriculum and teacher development
China	Television and Radio Universities	Adults and middle school leavers	Higher education, technical and vocation training, on-the-job training.
Czech Republic	Television	Schools service	Varied
Costa Rica	Radio	School service	Environmental education
Commonwealth Caribbean in general	Radio	School Service	Varied

<sup>3</sup>Pricewaterhouse Coopers (July 1999) *Dedicated Educational Channel for South Africa; Final report.*

Country	Technology	Target Audience	Focus
Dominican Republic	Radio (IRI)	Out-of-school youth	Reading, writing, mathematics, games and social science
	Radio	Adults and young adults (14-65)	Literacy and numeracy, basic education for adults including: self development skills, life-skills, social, cultural and economic concerns and skills for adults, youth programmes, religious affairs
Ecuador	Radio (IRI)	Teachers and parents of ECD	Conflict resolution, critical thinking skills
Ethiopia	Radio	Non-literate and newly-literate adults, especially women; extension workers, including those trained as para professionals during the civil war.	Extension officer training; pre- and post-literacy courses in health and agricultural education; water supply and sanitation; small-scale business skills
Finland	Television	Adults	Second language learning
France	Television	Adults and youth	Varied
Ghana	Radio	Villagers; Community Water Organizers; village leaders	Water education for health and maintenance
Germany	Television	Adults and youth (general) Elderly adults	History, popular science and health growing older and representation for old people's interests
Guyana	Radio	Adults School	Literacy Science; Language Arts; Social Studies; Agriculture; and Music.
Guatemala	Radio	School	Spanish language
Honduras	Radio (IRI)	Out-of-school youth and young adults (14-29) in employment with minimal skills	Levels 1-6 English, Spanish, Mathematics, Social Science, Vocational Education and Business
India	Television	Women's groups	Video production
	Radio	Adults	Literacy
	Satellite Broadcasts	Block and village level functionaries	Health, agriculture, watershed management etc.
	Radio	Farmers and farm workers	Agriculture
	Radio	Farmers and their families	Agriculture, low cost-technology
Indonesia	Radio	Schools	Curriculum and teacher training
Ireland	Television	Adults	Telecourses, language courses and leisure.
Jamaica	Radio	School service	School curriculum

Country	Technology	Target Audience	Focus
Japan	Radio and television	School	Varies
	Television, HDTV transmission	Adults	Correspondence courses, general culture, hobbies, welfare-oriented programmes for the elderly and languages courses
Kenya	Radio	Health professionals and field workers	Health
Lesotho	Radio (IRI)	Schools	Language
	Radio	Adults and Out-of-school youth in rural areas	Literacy and numeracy, agriculture, health, local income-generating crafts (weaving, crochet, sewing) first aid.
Malaysia	Television	Varied	Varied
Mauritius	Television and Radio	Adults with limited formal education; newly literate industrial workers; school caretakers/attendants	Post-literacy course in English; introduction to information technology for home-workers; utilization and maintenance of A/V equipment
Namibia	Radio	Pre-school children, children in lower and higher primary, young people in secondary schools, out of school youth, and adult audiences.	Varied (formal and non-formal)
Nepal	Radio (IRI)	Women caregivers who had poor literacy skills, minimal training	ECD, nutrition, health and gender
	Radio	Teachers	Teacher development
Netherlands	Television and Radio	School Service	School curriculum
	Television and Radio	Adults	Varied
Nicaragua	Radio	Schools	Mathematics
Papua New Guinea	Radio	Schools	Science
Russia	Radio and television	Adults	Business education, personal finance, agriculture, democracy

Country	Technology	Target Audience	Focus
Sri Lanka	Television	Adults	University curriculum
	Radio	Adults (low level professionals)	Second language learning
St Kitts Nevis	Radio and television	Schools	Schools curriculum
St Vincent and the Granadines	Radio	Schools	Schools curriculum
Sweden	Radio and television	Members of trade unions	Worker education
	Television	Varied	Languages; nature; the environment; culture; Society; economics; Technology; and telecommunications
Tanzania	Radio	Adults involved in cooperative societies.	Cooperative education and awareness; elementary book-keeping, cooperative management
Trinidad and Tobago	Radio	Schools	Schools curriculum
United Kingdom (BBC)	Television	Adults	Health (teenage pregnancy, smoking, child accident prevention, counselling)
		Caregivers of young children, with minimal literacy skills	Encouraging reading
	Television and radio	FET Schools	Curriculum material Varied
United Kingdom (Channel 4)	Television	Schools	Varied
United States of America	Television and radio	Schools services	Varied
Wales	Digital networks (terrestrial analogues television will be used in the short-term)	Adults	Access to HE, FET and Lifelong Learning opportunities and information
Zimbabwe	Radio	Schools	Varied
Zambia	Radio	Adults in cooperatives	Cooperative education
		Adults in cooperatives	Cooperative education; agriculture, gender
		Peasant and emergent farmers	Agriculture
		Adult literacy classes	Literacy, health, agriculture, civics education, gender

## AUSTRALIA

Sources of Information:	Web site, brochure, newspaper articles
Technology:	Television and radio
Target Audience:	School Service
Focus:	School Curriculum

The Australian Broadcasting Corporation ran a schools' service for a number of years. It 'has been involved in schools broadcasting on television since the early sixties offering substantial air time to support formal curricula for both primary and secondary schools'.<sup>4</sup> It was usually classroom-based with expected input from the teacher.<sup>5</sup>

According to Nicola Galombik, the corporation has recently stopped this service. It was still operational in 1996 and its web site seems to reflect its services in this year. In 1995 and 1996 the ABC's schools education service broadcast between 10.00am and 12 noon during school terms.<sup>6</sup> A wide variety of programmes were offered in the curriculum areas of:

- English;
- Mathematics;
- the Arts;
- Health and Physical Education;
- Languages other than English;
- Science;
- Studies of Society; and
- Environment and Technology.

ABC-TV also repeated, during school hours, selected evening programmes.<sup>7</sup> *The Magic Library*, *Scientific Eye* and *Living Australia* are described as favourite educational programmes.<sup>8</sup> Another popular show was *Behind the News*, which provided 'background to major news stories and attract(ed) over 800 000 primary and secondary school students viewers each week'.<sup>9</sup>

The following extract from the web site gives some indication of the type of programmes broadcast, at that time, for the schools' service: 'ABC-TV will screen two new series produced to support the English Curriculum Statement and Profiles for Australian Schools - *Inside Out*, a ten-part series for middle secondary classes and another ten-part series for upper primary/lower secondary classes. Other new ABC produced schools television include programmes exploring geographical features of Australia, a series of dramatisations of stories from popular children's books and new episodes on Australians, a series of short documentaries presenting biographical accounts of Australian personalities'.<sup>10</sup>

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<sup>4</sup> Kenworthy, B. (1996), *International Experience (Radio and Television)* originally published in the Business Plan for Educational Broadcasting for the Department of Education, South Africa. p. 2.

<sup>5</sup> *ibid.*

<sup>6</sup> Australian Broadcasting Corporation (May 1995), *Fact Sheet*

<sup>7</sup> *ibid.*

<sup>8</sup> Australian Broadcasting Corporation (May 1995), *Fact Sheet*

<sup>9</sup> *ibid.*

<sup>10</sup> <http://www.abc.net.au>

The web site alludes to a possible cause for the suspension of the service with this statement: 'With the increasing availability of video recorders and the use of support materials, such as computers, the commitment to schools broadcasting has diminished'.<sup>11</sup>

Australian copyright legislation allows schools to tape educational programming from both television and radio. The ABC web site states that 'a wide range of educational material produced by ABC Radio is available on cassette and in print through ABC Enterprises. This allows teachers to make use of educational material at times suitable to their classroom timetables'.<sup>12</sup> The ABC web site lists what tapes are available. The list 'of audio tapes has been organized into nine categories; within each category...Most tapes have a recommendation for specific subjects and levels of study based on the curriculum in Australian schools'.<sup>13</sup> The web site seems to be a useful place for teachers to access recordings available for order.

The Australian Broadcasting Corporation (ABC) has a web site dedicated to education, titled *Learn on Line*. This has links to ABC programmes, Behind the News, Education TV, games, open learning and useful links and resources. A link to 'The lab' is a gateway to an ABC science site. Part of the site offers a subscription to a learn-updates mailing list that describes itself as 'an email alert bulletin. Every month or so, we send out a message advising subscribers of educational developments at ABC Online'.<sup>14</sup>

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## BARBADOS

Source of Information:	Literature
Technology:	Radio
Target Audience:	Schools
Focus:	School curriculum

The only formal education programme carried on radio in Barbados is the schools' broadcasts, prepared and produced by the Ministry of Education and carried on the cable service of Barbados Rediffusion.<sup>17</sup> These programmes took the form of broadcasts for students in primary schools, since the early 1970's. The schools

<sup>11</sup> *ibid.*

<sup>12</sup> <http://www.abc.net.au> and Australian Broadcasting Corporation (May 1995), *Fact Sheet*

<sup>13</sup> <http://www.abc.net.au/resource/>

<sup>14</sup> Australian Broadcasting Corporation, *Learn on Line*, <http://www.abc.net.au/learn/>.

<sup>15</sup> <http://www.abc.net.au> and Australian Broadcasting Corporation (May 1995), *Fact Sheet*

<sup>16</sup> <http://www.abc.net.au/resource/>

<sup>17</sup> Deodat, R (1992), *Radio as an Educational Medium in the Commonwealth Caribbean*, The Commonwealth of Learning, Simon Fraser University, British Columbia, Canada. p. 16.

broadcasts are accompanied by teachers' notes and posters, and, in some cases, students' worksheets. The programmes were intimately linked to the schools' curriculum, and were scripted and often voiced by selected teachers. The programmes were suspended in 1990, because of the age of the existing programmes - many were over five years old. A new curriculum was introduced at this time, and the programmes needed updating. A news article, found on the Internet,<sup>18</sup> stated that Barbados Rediffusion died 31 years after independence due to financial difficulties and the age of the broken and old equipment.

Target Audience: Unemployed Youth  
 Focus: Self development and career planning

**(BIR) People of Tomorrow/University of the West Indies Women and Development Unit and Voice of Barbados**

**Content:** self-development for unemployed youth; career plan; income generating skills

**Audience:** young unemployed people in Barbados (and nearby islands)

**Distance education methods used:** radio programmes; radio phone-in service, linkage to face-to-face interviewing and counselling, group workshops, linkage to face-to-face skills training courses

**Governance:** university department and national radio station

**History and impact:** launched in 1985, still running in 1989. No information since 1990'.<sup>19</sup>

**BELIZE**

Source of Information: Literature  
 Technology: Radio  
 Target Audience: Schools  
 Focus: School curriculum

The following extract from the Caribbean research report reflects the type of programmes broadcast by the schools' service in Belize: 'In Belize, Radio Belize carries the only formal educational programmes on radio. These are two fifteen minute programmes each school day, broadcast five days per week and produced by the Ministry of Education... The Ministry of Education through the Schools' Broadcasting Unit in the Curriculum Development Division develops and produces the broadcasts to school programmes, which are carried every school day by Radio Belize. Broadcast to schools has been continuous in Belize for over thirty years. The programmes are developed over four levels of the Primary schools.... covering subjects such as: English, Social Sciences, Rhymes and Rhythms for the kindergarten and infant levels, and, English, Spanish, Social Studies and Listen and Write for junior and senior levels. 'All the programmes are based on the 'core' curriculum guides prepared by the ministry and used by all the schools in the country'.<sup>20</sup>

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<sup>18</sup> <http://www.tbwt.com/articles/carib/carib168.htm>

<sup>19</sup> 'Source: Fordham 1990' in Dodds, T. (1996) *The Use of Distance Learning in Non-Formal Education*, Commonwealth of Learning: Vancouver and International Extension College: Cambridge. p. 29.

<sup>20</sup> Deodat, R (1992). *Radio as an Educational Medium in the Commonwealth Caribbean*, The Commonwealth of Learning, British Columbia: Simon Fraser University. pp. 22-24.

## BOLIVIA

### Interactive Radio Instruction

Sources of Information:	Literature
Technology:	Radio
Target:	Women caregivers who had poor literacy skills, minimal training and were caring for young children in poor peri-urban areas.
Focus:	Early Childhood Development

Interactive Radio Instruction (IRI) projects have been introduced in Bolivia in a number of educational areas: health, mathematics and early childhood development. The use of radio broadcasts to support early childhood development are described here.

Interactive radio broadcasts were used to support early childhood development. The Bolivian public broadcaster developed radio-based learning programmes to support integrated child development centres, known as *pidis*. 'In March 1993, ONAMFA (National Organization for Women, Children and the Family) and the LearnTech project agreed to experiment with ways to engage young children in active play, and to stimulate early learning activities through IRI methodology'.<sup>21</sup> An IRI model was created to specifically cater for the educational needs of the women caregivers who had poor literacy skills, minimal training and were caring for young children in poor peri-urban areas. The audio series that was created, targeted both audiences: young children and caregivers. This is done through a character in the series, 'as each program is aired and the caregivers and children actively participate, a character, Tia Clara, points out the significance of the activities and how they can be adapted once the programme is over'.<sup>22</sup> The programs were twenty minutes long focused on engaging the groups of children in creative games, stories, and role plays. Children in the Bolivian *pidis* were stimulated to learn through seeing, hearing, touching and interacting with each other and with materials already present in their environment.<sup>23</sup> A master plan was developed for the design of the broadcasts, which was found to have usefulness, beyond the planning, as ideas articulated in the Master plan were alter incorporated in a guide book. The master plan specified that each programme was to have four goals: two goals for the training of caregivers and two for the learning goals for the children. A guidebook was developed, and adapted several times in the bases of formative evaluation, to relate the broadcast program activities to child development and professional development.

The following 'important issues for IRI for Early Childhood Development' are noted in the conclusion of the report on Bolivia's *pidi* project:

Even though Bolivia has a history of radio education and an organized network of educational radio stations, the *pidi* team realized the advantages of using audiocassettes, giving the following reasons:

- ONAMFA provided each *pidi* with a cassette player and could assist in the delivery of materials;
- Repetition is important for young children;

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<sup>21</sup> Bosch, A & Crespo, C. (1995). *Jugando en el pidi: Active learning, early childhood development and interactive radio instruction. Supporting caregivers, parents and young children*. Washington: LearnTech. p.9.

<sup>22</sup> *ibid.* p 9.

<sup>23</sup> *ibid.*

- With the programs on the cassettes, caregivers could use it according to their own needs. many caregivers did not have watches and could not adhere to the broadcast schedule; and
- Cassettes can be reused by the *pidi*.

Initial training for caregivers on how to interpret and use the IRI package, greatly improved the use of the programs and the guidebook. Incorporating more training was noted as an important next step for the project. An increased focus on learning, meant that one writer focused on the script for an entire program rather than on isolated segments. The series of activities were connected through a guiding narrative thread. Teamwork and collaboration between script writer, artist, evaluation and ECD specialists were identified as key elements in the design and implementation of the project.

The *pidi* project has been copied and adapted for use in rural Ecuador. The report on the *pidi* project in Bolivia indicates that ‘The Association for Training and Resources in Early Education (TREE), an NGO based in Durban South Africa, will soon be piloting a version of *Jugando en el Pidi*, complete with Zulu stories and characters in the Kwazulu-Natal region in South Africa in 1995’.<sup>24</sup> The person contacted<sup>25</sup> at TREE confirmed that tapes that had been prepared for this project, had been sent to OLSET for processing. At the time of writing, TREE was waiting to get the tapes back. The project did not seem to be a high priority for the organization.

### Radio San Gabriel: Auto Didactic Adult Education (SAA) ‘The Voice of the Aymera People’

Source of Information: Literature

Technology: Radio

**‘Content:** Aymera culture and language, social organization, literacy, numeracy and post literacy, agricultural skills, entrepreneurial and commercial skills, artisan crafts, health.

**Audience:** adult peasant communities/groups amongst the Aymera people in the Altiplano and tropical valleys of Bolivia. Special emphasis on the needs of women.

**Distance education methods used:** radiophonic school approach: regular educational radio programmes, printed self-study textbooks, study-groups/cultural circles and meetings in designated study centres, carefully trained and supported group/circle leaders, central teacher team producing the textbooks and radio programmes.

**Governance:** Catholic Church-owned private radio station coordinating the whole programme with accreditation and some financial support from government.

**History and impact:** Radio San Gabriel grew out of a church-based radio station established in 1955. It became more directly educational in 1977. Between 1977 and 1980 it was involved with government supported moves to create a non-formal community education programme. This declined in the early 1980’s and a new programme of adult basic and adult secondary run by Radio San Gabriel, on which this note is based was launched in 1986. It was due for evaluation in 1991. The results are not known.

Source : **JC Manruque 1990 in Adult Education and Development DVV’.**<sup>26</sup>

<sup>24</sup> *ibid.* p.12.

<sup>25</sup> Telephone conversation with a person at TREE who did not give their name, 14/7/98.

<sup>26</sup> Dodds, T. (1996) *op cit.* p. 33.

## BOTSWANA

Sources of Information: Research visits to BOCODOL and Radio Botswana, Literature and correspondence

Technology: Radio

Botswana has two radio channels – Radio Botswana 1 and Radio Botswana 2. The former is a public channel while the latter is commercial. RB1 has an Educational Broadcasting Division which has been divided into Non-formal and Schools' broadcasting sections. The non-formal division produces distance education programmes to support Botswana College of Open and Distance Learning (BOCODOL), adult literacy programmes and civic education programmes.

Radio has been used for distance education in Botswana since the 1960's<sup>27</sup>. The *English Time* project was started in 1994 and has since its inception, been well funded by the Swedish International Development Cooperation Agency (SIDA)<sup>28</sup>. The project was mooted at a time when English was declared the medium of instruction, from Standard Two onwards. Main writes that 'from April 1998, the Botswana Government will assume full responsibility and carry the project alone'.<sup>29</sup>

These radio programmes are produced collectively by radio producers and course development officers at the Botswana College of Open and Distance Learning (BOCODOL). BOCODOL is responsible for distance education provision for the Junior Certificate (JC) and General Certificate of Education (GCE) in the school curriculum. Fifteen minute-programmes are broadcast every Tuesday evening. Previously there were some repeat broadcasts, but currently this is not possible. All subjects and levels share a single slot. Many of the students taking these courses are out-of-school youth or people wanting to improve their JC or GCE results. The radio programmes are used as enrichment to supplement the printed course materials produced by BOCODOL. The course design is not radio-based for the following reasons:

- Some students do not have access to radios or
- Some students do not have the time to listen to the programmes at the time broadcast; or
- Some students are excluded due to radio coverage and problems of reception.

Students can receive support at study centres. These centres are not equipped with radios. The courses are promoted in brochures and through support services broadcasting slots which are run during enrolment and examination preparation periods. Many politicians promote the courses by mentioning BOCODOL in speeches and public statements. In addition the Ministry of Education's Department of Non formal Education has a field division that coordinates promotion and operations of the courses. This involves holding public meetings, giving presentations and producing fliers and brochures on BOCODOL.

### Adult Literacy and Adult Basic Education

Educational radio programmes are also produced to support the work of the National Literacy project coordinated by the Department of Non-formal Education. Two 15-minute programmes are broadcast per week on Mondays and Saturdays. The format of these vary and include:

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<sup>27</sup> Main, M. (1998). Botswana: A radio will do, thanks!, in *Education for All*, No.31, April-June 1998: UNESCO.

<sup>28</sup> *ibid.* \$875 000 from 1994-98.

<sup>29</sup> *ibid.* p.6.

- Interviews with learners and learner testimonies;
- Encouraging enrolment into the programme;
- Encouraging literate people to support illiterate people to enrol – a motto of “literate is our problem too” is used;

Some programmes include elements of encouraging functional literacy and income generating projects which are available on completion of the programme. These income generating projects focus on skills like knitting, sewing, baking, and jam making. These are coordinated by the home economics division in the department of Non-formal education. Approximately 20 000 learners are enrolled annually in the project, although numbers fluctuate. Most learners (approximately two thirds) are women. The programme has not been accredited historically. This may change as the Non-formal Education department is currently in transition with the launch of BOCODOL as a parastatal.

### Civic Education

The Non-formal section of the Educational Broadcasting Division also produced radio programmes focusing on civic education. These were started in the early 1980s and focus on issues like health, politics, food safety, shopping, transport and topical issues. These 30-minute programmes are broadcast at 19h00 on Saturdays. The format varies including features, talk shows, interviews and talks. Listeners are able to telephone the radio producers after the show with comments and questions. RB does not make use of ‘phone-in facilities during broadcasts. Historically, listeners have written to the producers with queries. These letters were responded to by directing the writer to relevant support organizations. This is currently, less prevalent.

Key success factors for the project are thought to be the insistence on using local skills, story lines and talent as well as encouraging the highest possible level of local talent.

Main describes the current schools’ broadcasting situation as follows ‘Today, the programmes reach some 33 000 of a possible 40 000 primary school children in Botswana. At the time of writing, Radio Botswana broadcasts four hours of primary school programmes each week throughout the school year. In addition to English stories, primary school air -time includes programmes in science, social studies, current affair and religion...At present English Time programmes are for Standards 1 to 4 only’.<sup>30</sup> The Ministry of Education has recently decided to extend the programmes through to Standard 7. The 15-minute radio programmes are broadcast from 08h10 to 11h00 and from 14h00 to 15h15 every weekday. These programmes focus on supporting subjects in schools. There are usually 28 programmes in a series for a specified subject and standard. The following problems, encountered by the project are reported:

- Poor quality radio endlessly breakdown;
- Batteries tend to be forgotten, not ordered or not delivered;
- Some teachers lack confidence and training;
- Script writers and producers are in short supply and also require training; and
- More and better trained staff are needed at the Educational Broadcasting Division<sup>31</sup>.

The staff training has been, in part, addressed by using the assistance of Swedish staff. As an example, Kerstin Jackson, a Swedish Educational Broadcasting Company staff member, has been involved in the *English Time* project since 1994. She has been placed in Botswana since 1996 and has been monitoring the project. Her main job has been ‘to educate scriptwriters

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<sup>30</sup> *ibid.*

<sup>31</sup> *ibid.*

and develop the work of the producers, show them how to plan and organize and follow up their work. One side effect of this project has been to educate the teachers, change their attitudes, in order to make them utilize the programmes better. This has involved a great number of workshops around the country and also involved the Teacher Training department here (in Botswana)'.<sup>32</sup>

Jackson describes the *English Time* project successes as follows 'Botswana's Educational Broadcasting Division has got tremendous impact in the schools. Almost every child in the Primary school system listens to the school broadcasts. The *English Time* programmes have brought a new sound to the children. They love the programmes and they listen in school and at home. The teachers have also benefited, their English has improved and it's easier for them to motivate the children with the help of the programmes'.<sup>33</sup> A typical *English Time* programme is described as follows: 'a session of English Time starts: 'Hello children, hello teachers, it's English Time for Standard two, Programme 16. Do you remember the song?' The music begins; forty-one voices unite and nearly succeed in lifting the roof off the building. The 15-minute lesson continues with a game, a dialogue, a story or another song. Sometimes the children are asked to turn the page of their textbooks and watch the pictures as the two characters Mpho and Thabo play out some part of their daily lives'.<sup>34</sup> From this extract, it is evident that *English Time* makes use of fairly extensive printed materials.

Furthermore RB1 Broadcasts a half hour programme for teachers called Teachers Forum once a week, and a weekly current affairs programme

- The educational broadcasting division (EBD) collaborates with curriculum development officers to produce these programmes that supplement the curriculum. Review committees consisting of:
  - Education officers with a subject specializations from the regions;
  - INSET education officers from the department of Teacher Training and Development (TT&D); and
  - Teachers from schools.

The committee used to meet every two months but now it is not functioning as effectively as previously and is supposed to meet at least twice a year. Short staffing at the division is one of the key reasons for this decline in effectiveness of the review committees. The EBD has been involved in training INSET education officers through train the trainer workshops focusing on using audio resources (particularly for English) in the classroom. It holds regional workshops approximately two or three times a year. Some workshops are run at schools in order to train teachers in radio use. The EBD feels that teachers must be involved in the learning experience and that radio programmes should be interactive.

The EBD does not currently have a production cycle but responds to production needs as the curriculum changes. How often programmes are reviewed or adapted varies from subject to subject. For example social studies programmes have to be reviewed every term to retain currency and relevance, while science and language programmes have a longer shelf life.

Teachers notes have been created for some subjects like English, Social Studies and Science. The following texts are good examples of such resources:

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<sup>32</sup> E-mail received from Kirsten Jackson, on 4/7/98.

<sup>33</sup> *ibid.*

<sup>34</sup> Main, M. *op cit.* p.5.

- Educational Broadcasting Division, *Teachers' Notes: English Time Programmes for Standard 3*, Government Printer: Gaborone.
- Educational Broadcasting Division, *Teachers' Notes: English Time Programmes for Standard 4*, Government Printer: Gaborone.

EBD tries not to be too text bound or to 'stigmatize the text'. While reference is made to prescribed textbooks at times, this is not frequent as if the texts are changed the programmes will become irrelevant. The division draws on various script writers and education officers for programme production. Most script writers are teachers in schools. It recruits children and adults as actors or script readers and uses music teachers for background tunes and lyrics for songs used in the programme. Sound effects are either bought or recorded on location, where possible.

All schools are issued with radios and audiocassette players. This equipment often requires maintenance and repair and often classrooms have to share equipment. Not all schools have electricity – particularly those in rural areas. Batteries are often a problem as they are not available timeously or are supplied in bulk and go flat. In addition, reception in the remote more rural areas is not clear. As a result of these difficulties, the Swedish International Development Agency (SIDA) supported a project to distribute audiocassettes of the radio programmes to schools. The EBD has a bulk cassette dubbing facility and in the first year of the project distributed approximately 5 360 cassettes to about 700 schools. It has found that cassettes are more reliable than broadcasts and allow for frequent repeats on demand and encourage teacher preparation. The cassette project is now supported by the government and all schools can order cassettes when they are required. Last year approximately 8 000 cassettes were sent to schools. The cassettes are often distributed with the teacher guide notes.

## BURKINA FASO

Source of Information: Literature  
 Technology: Local Radio Stations (Kongoussi, Poura, Souron, Diapaja, Djibasso, Orodaro)

**'Content:** cooperative education, health education, agricultural education, community education.

**Audience:** local communities in the limited geographical area covered by each station (20-50 km radius), rural adults with common linguistic cultures

**Distance education methods used:** regular educational radio programmes, close relations with local extension services who often provide the programme content

**Governance:** local radio stations plan and control the educational output, but are dependent on local government (and NGO) extension services. Largely self-financing

**History and impact:** very limited information available. Plans for small-scale community/local radio stations grew out of recognition of the decline of centrally-controlled rural radio/radio clubs initiatives in 1984/5. The first three such stations were inaugurated in 1986; one more in 1989; two more were due to start in 1990.<sup>35</sup>

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<sup>35</sup> 'Source: Y F Tiemtore 1990 - Adult Education and Development Journal, DVV' Dodds, T. (1996) *The Use of Distance Learning in Non-Formal Education*, Commonwealth of Learning: Vancouver and International Extension College: Cambridge. p. 6.

## CANADA

Source of Information: Literature; Facsimile received from Jan Donio, 7/5/98; web sites: <http://www.ola.bc.ca/knowledge/nav/getconnected/index.html>

<http://www.tvo.org/curriculum/default2.html>

Technology: Television

Target Audience: Varied

### The Knowledge Network

The Knowledge Network is the educational television service of the Open Learning Agency. 'Open School TV broadcasts from Monday to Friday from 10 am to 11 am and 2pm to 4pm...Open School TV programmes and services complement the K-12 BC (British Columbia) curriculum and are offered FREE of charge to schools and teachers throughout BC'.<sup>36</sup> The Knowledge Network web site can be consulted for up-to-date news, schedule changes, and detailed programme descriptions. The supporting web site for the schools service is TVOntario's Curriculum Connections'.<sup>37</sup>

The Open School television describes the use of its schools' service as follows: 'in some instances teachers can tape a programme for classroom use; in others we suggest viewing the programme as a group activity or asking students to view the programme at home'.<sup>38</sup>

### TV Ontario

TV Ontario is Ontario's publicly funded educational network. It runs an interactive schools' and teacher support service which allows for multiple technology use. It also delivers whole courses to schools or individuals. 'TV Ontario provides curriculum programmes for primary and secondary schools (which are) available through regular and overnight downloading....New technology tools for classroom use are being developed, including laser discs and CD-ROMs, and on-line access to educational programmes and services...45 High School on air credit courses delivered in partnership with the Ministry of Education and Training's Independent'.<sup>39</sup>

The broadcast service is complemented by professional development for teachers, Internet use, print materials and distribution of audio and videocassettes. The broadcasts are used synchronously or asynchronously depending on the school timetable. Schools register for specific courses and then use the broadcasts synchronously. Where the broadcasts are used asynchronously, the recordings are organized locally.

Almost 70% of TVO and TFO<sup>40</sup> schedules are made up of children's and distance learning programming:

- Preschool children
- Children at home
- Curriculum programmes
- Professional development for teachers
- High School on air credit programmes

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<sup>36</sup> <http://www.ola.bc.ca/knowledge/nav/getconnected/index.html5>

<sup>37</sup> <http://www.tvo.org/curriculum/default2.html>

<sup>38</sup> *ibid.*

<sup>39</sup> <http://www.tvo.org/who/overviewTVO/progserv.html>

<sup>40</sup> TFO is the French service.

- Credit courses for colleges and universities
- Skills Training
- Home Studies

TV Ontario also offers Ontario viewers a non-commercial primetime alternative to mainstream broadcasters.<sup>41</sup>

TV Ontario offers a number of online services:

- **Curriculum Connections** is a TVO service which aims to be ‘a simple way for students, and teachers to use TVO’s daytime and prime-time schedule and materials available on tape (and) to make relevant connections between a variety of appealing programmes and the K-OAC day-to-day curriculum in the classroom’.<sup>42</sup> The programmes in the Curriculum Connections web site are listed very roughly by the age group for which activities are suggested. (Some programmes offer opportunities for more than one age range). The programme schedule appears with suggested pre- and post-viewing activities. What follows is an example of a programme description that is on the web site. It has been included to illustrate how TV Ontario intends the programme to be used:

*Take Off* (Programme Name)

Child actors, animation, artwork, music, humour, science, and storytelling encourage 6-11 year olds to develop their innate creativity through lateral thinking. The series may be taped through the TVO Overnight Taping Service Mondays, Tuesdays, and Wednesdays until March 10.

*Curriculum:* language, creative thinking, grades 1-6

*Work:* Monday, March 2, at 4:00 am.

The children confront Tobias the developer who is intending to build apartments on their special plot of land.

*Pre-viewing activity:* Write a list of the things you like and don’t like about your neighbourhood.

*Post-viewing activity:* Make a class list of ‘good’ and ‘bad’ things about your neighbourhood. How would the addition of an apartment, factory, or large supermarket change your neighbourhood? How would you make the neighbourhood more interesting, safe, fun.

- **Galaxy Classrooms** is a synchronous broadcast, facsimile and telephone service offered to teachers and students. Users are expected to record the broadcasts and respond to questions via facsimile. A range of professional development and teacher support initiatives is part of the service.
- **Virtual Classroom** is a new service which ‘makes it easy for students and teachers to interact with experts, professionals and famous individuals in ways that link with curriculum standards and expectations’.<sup>43</sup>
- **Curriculine Project** is ‘the online interface of TVO’s Curriculum Project. This project links TVO’s programming and other resources to learning outcomes of the Ontario Common Curriculum. It also provides valuable insights for teachers, parents, students, and other educational partners around the world’.<sup>44</sup>

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<sup>41</sup> <http://www.tvo.org/who/overviewTVO/basfacts.html>

<sup>42</sup> <http://www.tvo.org/curriculum/default2.html>

<sup>43</sup> <http://www2.tvo.org/vclass/>

<sup>44</sup> <http://www.tvo.org/curriculine/default.html>

- **Professional Development Television** is described as ‘state-of-the-art professional development programmes for teachers, including province-wide, satellite-delivered teleconferences’.<sup>45</sup>
- **The Ontario Educational Software Service** is a searchable database of educational resources. Resources can be located by title, subject, computer platform and language.<sup>46</sup>

TV Ontario, in cooperation with employers, training associations, professional groups amongst others, develops skills training programmes for broadcasts. This is in response to the need to train, and upgrade the skills and competencies of, the Canadian workforce. The following extract describes this component of the work of TV Ontario: ‘we define skills as literacy, numeracy, technological skills, workplace management, communication, and legislation as well as skills for integrating our multicultural workplaces more effectively. The broadcast material that we develop must be part of the ongoing training initiatives of the partner, have some kind of learner support system in place - whether print materials, tutor or computer - and must be recognized in some way through a credit or certification. We provide the instructional design expertise that allows the appropriate use of television and other technologies, and the partner has responsibility for the administrative support. We are working with unions, police forces, teachers, voluntary sector, and many other groups in the development of materials that will provide targeted and credited skills training’.<sup>47</sup>

## CHINA

Sources of Information:	Literature
Technology:	Television and radio
Target Audience:	Adults and young middle-school leavers
Focus:	Varied from higher education to vocational and technical training

The history of radio and television colleges in China can be traced back to the early 1960s when several major cities in the country started offering programmes through radio, television and integrated with correspondence communication and face-to-face sessions.<sup>48</sup> This mainly focused at post-secondary education for working adults requiring professional expertise in engineering technical training and teacher training. At the end of the ten year cultural revolution in 1976, the training needs of the country were far beyond the capacity and capability of the conventional colleges and universities. To meet the urgent social and human resource development needs, the then modern technologies of radio and television were thought to provide a solution. A feasibility study for establishing a network of radio and television universities was conducted in 1978 and in 1979 China’s RTVUs were established. They were established as open higher education institutions, focusing primarily on providing vocational and technical training that leads to diplomas for working adults. In addition programmes for secondary vocational education, on-the-job training, professional training

<sup>45</sup> <http://www.tvo.org/who/overviewTVO/progserv.html>

<sup>46</sup> <http://www.tvo.org/tango/oess/softwareSearch.qry?function=form>

<sup>47</sup> Tobin, J (1993) ‘TVOntario’s Educational Programming: Reaching a Market of Millions’ in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. p. 80.

<sup>48</sup> Runfang, W. (1997). *China’s Radio and TV Universities and the British Open University: A Comparative Perspective*, Zentrales Institut für Fernstudienforschung: Hagen. p. 4.

and continuing education are provided 'to meet the needs for the socialist construction of the country'.<sup>49</sup> The instructional objectives of the RTVUs are aimed at:

- providing higher education to those who have failed to gain access to conventional universities and colleges;
- providing vocational and technical education for prospective employees in factories, companies, enterprises and related public services;
- offering professional and job-related practical in-service training for those workers and staff members who have not had the opportunity to acquire the knowledge and skills required for their jobs;
- offering continuing education for the upgrading and updating of those members of the work force who have a tertiary background; and
- conveying lifelong education to the whole society for the improvement of human resources.<sup>50</sup>

The RTVU courses consist of radio and television broadcasting, audio and video recordings and print materials. Broadcasts account for 10-30% of the course and are built around the print materials. 'They are, to a large extent, direct recordings of conventional university classroom lectures by famous professors as presenters.'<sup>51</sup> recently most of them are produced by the programme production centres of both the central and provincial radio and television stations. The programmes last between 30 and 40 minutes and are recorded for audiocassette distribution.<sup>52</sup> Print production is done by the CRTVU and consists of course books, reference book and study guides. While course books are mainly knowledge-based consisting of weekly study units, the 'study guides are compiled to accompany the text and TV programmes. They aim to outline aims and objectives, certain notes and (explain) difficult points, and provide answers to exercises in the coursebooks'.<sup>53</sup> The main learning activity for CRTVU programmes is group instruction. 'Student who are studying fulltime are expected to come to class for listening/watching radio/television (sic) programmes, attending local lectures for local courses and participating in face-to-face tutorials'.<sup>54</sup> About thirty students are organized into a tutorial group that meets after about four hours of radio or television programmes or self study, for about fifty minutes.<sup>55</sup> At the end of each term nation wide examinations are held.

The following is a brief summary of a China's Radio and TV Secondary Vocational-Technical Schools. These schools focus on 'junior middle school graduates, working adults, peasants and farmers'<sup>56</sup> and aim to provide secondary diploma education. 'Each year, about 55 percent of junior middle school graduates, who are only 15 years old, cannot enter any senior middle schools or other vocational-technical schools, after they have received a 9-year compulsory education. They have to go to work in the fields, or do all kinds of odd jobs either in rural industries or small urban workshops, or simply stay at home waiting for employment in three years'.<sup>57</sup> The secondary vocational-technical schools are intended to target these young people. Of the 108 such schools nationally half are affiliated to local TV

<sup>49</sup> Runfang, W. (1997). *China's Radio and TV Universities and the British Open University: A Comparative Perspective*, Zentrales Institut für Fernstudienforschung: Hagen. p. 7.

<sup>50</sup> Runfang, W. & Yuanhui, T. (1994) *Radio and TV Universities: The Mainstream of China's Adult and Distance Higher Education*, Yilin Press: Jiansu, China. p. 2.

<sup>51</sup> Runfang, W. *op cit.* p. 23.

<sup>52</sup> *ibid*, p. 23.

<sup>53</sup> *ibid*, p. 24.

<sup>54</sup> *ibid*, p. 24.

<sup>55</sup> *ibid*, p. 24.

<sup>56</sup> Runfang, W. & Yuanhui, T. *op cit.* p. 132.

<sup>57</sup> *ibid*, p. 133.

and radio universities. The academic structure and range of the programmes offered at these schools depend on local analysis, conditions, facilities and materials. Students are expected to enrol for two and a half, three or four years, depending on the different programme requirements. A credit system which has no time limit is adopted. Diplomas are awarded to those who accumulate enough credits.<sup>58</sup>

## COMMONWEALTH CARIBBEAN (SELECTED COUNTRIES)

Sources of Information: Literature and web sites  
 Technology: Radio

### The Caribbean in general

Research into the use of radio as an educational technology in the Caribbean was conducted in 1992. In Caribbean countries formal educational programming is delegated to a unit within the Ministry of Education. The radio stations merely provide the broadcast time.<sup>59</sup> The following extract summarises the research findings: 'In the majority of Caribbean countries, there has been some attempt to use radio in formal classroom or supplementary classroom in the 'broadcasting to schools model'. Such broadcasts were themselves supplemented by printed material in the form of notes, illustrations and teachers' guides. At the time of the research, three countries, St. Kitts-Nevis, St Lucia and Dominica, had stopped these broadcasts altogether with no date fixed for their resumption. Two others, Jamaica and Barbados had suspended such broadcasts 'temporarily' to allow for production of more 'up-to-date' programmes. Only four of the twelve, Belize, Trinidad and Tobago, Guyana and a scaled down St Vincent and the Grenadines, reported having ongoing programmes'.<sup>60</sup> Descriptions of the schools' broadcasts in some of the Caribbean countries (have been included to give further detail.

## COSTA RICA

Sources of Information: Literature  
 Technology: Radio

In 1991, a project designed to use radio to teach the national curriculum for environmental education, at the fourth and fifth grade levels, was started in Costa Rica. The program aimed to instil a positive attitude and to stimulate action, rather than basic ecological concepts. The Costa Rica broadcasts did 'not stick closely to the conversation format [of interactive radio instruction] Instead, they encourage(d) active learning by means of participating in real-life rather than classroom activities....it (offered) hands-on activities outside of the classroom rather than within it'.<sup>61</sup> Focusing on attitudinal and behavioural change, rather than teaching cognitive skills, had implications for evaluation and instructional design that were different to Interactive Radio Instruction programmes on which the Costa Rica project was modelled.<sup>62</sup>

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<sup>58</sup> *ibid.*, p. 134.

<sup>59</sup> Deodat, R (1992), *Radio as an Educational Medium in the Commonwealth Caribbean*, The Commonwealth of Learning, Simon Fraser University, British Columbia, Canada, p. 64.

<sup>60</sup> *ibid.* p. 81.

<sup>61</sup> Moulton, M. (1994). *Interactive radio instruction: Broadening the definition*. Washington: LearnTech. p. 22.

<sup>62</sup> Interactive Radio Instruction projects in Nicaragua, Papua New Guinea and Kenya were already in operation when the Costa Rica project was initiated.

## CZECH REPUBLIC

Sources of information: Facsimile from Mrs Zita Drdova  
Technology: Television

Czech Television broadcasts a variety of programmes for pre-primary, primary and secondary schools. Mrs Drdova does not consider the service to be complemented with non-broadcast services, although it does make videocassettes available and intends to make use of the Internet in the near future. There is synchronous and asynchronous use of schools' broadcasts. The broadcasts intended for synchronous viewing are advertised via school radio, special magazines, and tele-text. The recordings of schools' broadcasts are organized by teachers. The most successful series are thought to be:

- a pre-school encyclopaedia;
- *The Little Building Blocks*;
- *World You Scare Me*;
- a programme about an HIV positive young man; and
- *Disco Latine* - an 'unusual language programme'.<sup>63</sup>

## DOMINICAN REPUBLIC

### Interactive Radio Instruction

**Sources of Information:** Literature  
**Technology:** Radio  
**Target audience:** Out-of-school youth  
**Focus:** Reading writing, maths, games, social sciences

A Radio- Assisted Community Basic Education (RADECO) project was initiated in Barahona, Dominican Republic, in 1981.<sup>64</sup> It went on air in 1983.<sup>65</sup> Daily interactive radio broadcasts, of an hour each, were given in the following areas:

- instruction in reading;
- writing;
- maths;
- music and games; and
- natural and social science were given.

This core curriculum was broadcast to children at 4p.m., after their workday had ended. A radio monologue was replaced with a learning dialogue. There was no two-way transmission, but rather pauses were left for student response, before the correct answer was given.<sup>66</sup> 'RADECO created an infrastructure of modest shelters built by villagers which were used as learning centres...Children congregated at these shelters late in the day, when they were free of chores. Radioauxiliaries, or paraprofessional teachers, distributed print materials to accompany the radio lesson, turned on the radio and did what they could to help the children

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<sup>63</sup> Facsimile received from Mrs Zita Drdova', 15/4/98

<sup>64</sup> Eshgh R, Hoxeng J et al. (1988), *Radio- Assisted Community Basic Education (RADECO)*, Unites States of America Agency for International Development, Office of Education, Bureau for Science and Technology, Pittsburgh: Dequesne University Press.

<sup>65</sup> Agency for International Development, *Interactive Radio Instruction. Confronting Crisis in Basic Education*, A.I.D. Science and Technology in Development Series, Newton, Massachusetts: Education Development Centre.

<sup>66</sup> *ibid.*

follow the lesson'.<sup>67</sup> It was felt that this group structure and learning environment contributed to the project's success in meeting instructional goals.

### Radio Santa Maria (RSM), non-formal education and literacy programmes

Source of Information: Literature  
 Technology: Radio

**'Content:** literacy and numeracy, basic education for adults including: self development skills, life-skills, social, cultural and economic concerns and skills for adults, youth programmes, religious affairs

**Audience:** adults and young adults (14-65); peasants in rural areas (75%); urban and peri-urban slum dwellers

**Distance education methods used:** radio series, local newspapers (using local reporters) printed educational materials, study groups or house-based 'schools', groups organized by peasant organizations, youth organizations, women's organizations etc., "friendship circles"

**Governance:** educational institution established by and with support of Roman Catholic Church, owning and running its own radio station; close liaison with workers and peasants organizations and local NGOs

**History and impact:** established in 1956, reorganized into a radiophonic school in 1969. Initially concentrated on out-of-school parallel lower secondary classes for young adults; in mid 1970s began literacy, basic and non-formal education activities for adults; carried out a major revision of its adult literacy work, on Freirean lines, in the 1980s. Growing and expanding its covering in 1990; still active'.<sup>68</sup>

### ECUADOR

Source of Information: Literature  
 Technology: Radio (IRI)  
 Target Audience: Teachers and parents of ECD  
 Focus: Conflict resolution, critical thinking skills

In 1996 a pilot project focusing on 'teachers and parents for ECD, kindergarten and first grade children to help adults learn how to facilitate the development of critical thinking skills and conflict resolution for young children',<sup>69</sup> was being developed. It aimed to use a decentralized approach. Storytelling is used as the pedagogical tool. Students and teachers are asked to resolve the conflict between characters.<sup>70</sup>

### ETHIOPIA

Source of information: Literature  
 Technology: Radio (IRI)

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<sup>67</sup> Moulton, M. (1994). *Interactive Radio Instruction: Broadening the Definition*. Washington: Learntech. p.23.

<sup>68</sup> 'Source: Luria Abren and ALER in Eugenio Roddquez Fuenzalida 1992'. Dodds, T (1996) *op cit.* p. 33.

<sup>69</sup> Bosch, A. (1997) *Interactive Radio Instruction: Twenty-Three Years of Improving Educational Quality*, in Education and Technology Technical Notes Series, Vol 2. No 1: World Bank Development Network., p. 10.

<sup>70</sup> World Bank Human Development Network (April 1998) *Latin America and the Caribbean: Education and Technology at the Crossroads - A Discussion Paper*. Draft Only. p. 7.

**‘Tigray Institute of Distance Education (TIDE)**

**Content:** extension officer training; pre- and post-literacy courses in health and agricultural education; water supply and sanitation; small-scale business skills

**Audience:** Non-literate and newly-literate adults, especially women; extension workers, including those trained as para professionals during the civil war.

**Distance education methods used:** radio and audio cassette programmes; selfstudy printed materials including flip-charts; study-groups and briefly-trained studygroup leaders

**Governance:** local NGO with support from regional government

**History and impact:** TIDE was established as a small experimental programme in 1993; it is currently developing and testing distance education courses for both formal and non-formal education; its programmes are expected to be launched in 1996<sup>71</sup>

FINLAND

Source of information:	Literature
Technology:	Television
Audience:	Adults
Content:	Second Language Learning

YLE, the Finnish Broadcasting Corporation, mainly produces instructive education programmes. The programmes aim to get audiences to enrol in educational courses or to use follow up materials. The acceptance of language tuition is very great in Finland.

*Kaputska* is a Russian language television series of eight programmes of twenty minutes each, which aims to ‘break down prejudices, to motivate the public and to enhance the negative image of everything that has anything to do with Russia and Russian. Our message is: Russian is modern, Russian is pop, Russian is sexy’<sup>72</sup>. A back-up course package is sold for learning Russian, which comprises an audiocassette, a disc with several games, a CD-ROM with an animated adventure game, and two books.

FRANCE

Source of information:	Literature
Technology:	Television
Target audience:	Varied
Focus:	Varied

The new French channel, *La Cinquieme*, seems to have done this particularly well. It aims to make knowledge and culture accessible to all,<sup>73</sup> not just to those in niche areas like schools or educational institutions.

*La Cinquieme* was established in December 1994 as the channel of learning and knowledge.<sup>5</sup> It aims to be a popular channel ‘for the people’, and to make knowledge and culture accessible to all. It desires above all to give everyone an appetite for and enjoyment of learning. The guiding principle of *Encrans du saviour* (knowledge on screen) is to combine

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<sup>71</sup> ‘Source: TIDE Proposal and Progress Report 1994’ in Dodds, T (1996), *op cit.* p. 7.

<sup>72</sup> Roman, S, (1998). *Kaputsta - a first aid course in Russian*, in M. Meyer. (Ed.). *op cit.* p.52.

<sup>73</sup> Lecat D. Knowledge and Discovery: the Conception of *La Cinquieme*, in M. Meyer. *op cit.* p.27.

enjoyment with the provision of knowledge. It deals with traditional branches of knowledge like mathematics, history, geography, literature, philosophy, economics, and science. It also deals with preventative health care, the environment, the fight against social exclusion, and knowledge of education and civic institutions. The following successes are evident:

- Documentaries and magazine programmes have drawn a loyal and approving audience;
- *La Cinquieme* has a 26 minute a week slot for short films by young directors;
- *Affaires publiques* (of public concern) is a programme devoted to instruction in civics, which has been welcomed as part of the Encrans du saviour slot; and
- Documentary programmes dealing with travel and adventure are also mentioned as meeting growing success.<sup>74</sup>

## GERMANY

Sources of information:	Literature
Technology:	Television
Target audience:	General viewing
Focus:	History, popular science and health

Germany's ZDF has moved away from programmes which had 'didactically edited analyses and processes' as a result of the low audiences these programmes attracted. It decided to produce programmes with the following features:

- transmission times that are easy to remember and remain unchanged;
- the best transmission time available; and
- clear content that is easy to grasp and suitable for gaining viewers interest in definite areas of life.<sup>75</sup>

Historical subjects, natural history, the history of art and culture, myths and legends, and threats to the beauties of earth's nature were some areas identified. The transmission time was fixed on Sundays from 7.30 p.m. to 8.15 p.m. ZDF staff do not describe these programmes as educational programmes, but rather as programmes that 'offer the public subjects which are worth watching and thinking about - what the viewers make of them is left open'.<sup>76</sup> The following development emerging in the documentary area since the end of the 1980s were identified:

- Educational programmes were ineffective and had small audiences due to their rigid, often academic conception. As a result, documentaries were revised to appeal, not only to a chiefly specialized audience, but also to viewers whose interest could potentially be aroused.
- ZDF research findings have 'contributed towards getting away from certain editorial truisms which say that one has to enlighten the viewer as fast as possible and condescendingly instruct him on what one already knows oneself. Instead, a different attitude also became possible: no longer regard the viewer as the recipient of certain lessons, but go on a journey of discovery with him almost as an equal partner (sic)'.<sup>77</sup>
- Another important current has been the rising demand and noticeable increase in competence in counselling broadcasts.

<sup>74</sup> Lecat, D. Knowledge and Discovery: The conception of La Cinquieme in M. Meyer (Ed.). *op cit.* pp.21-27.

<sup>75</sup> Homering, W. *op cit.* p. 40.

<sup>76</sup> *ibid.*, pp.40-41.

<sup>77</sup> *ibid.*.

- The department focuses on what is popular, and less on serving a limited specialized audience that already has some knowledge of the subject.
- Creatively crossing the borders between individual subjects areas has led to an increase in new themes, narrative styles and presentation forms.

Three successful series are mentioned:

- *Sphinx - the secrets of history*;
- *Terra X - venturing into the unknown*, and
- ZDF's *Knoff-hoff* show (science subjects and oddities from natural science presented in popular way);

Bavarian television's *Die Sprechstunde* (Consultation Hour), a health magazine programme, is also described as successful.

### **'Un-Ruhestand' (Restless Retirement; 1980 - 1983)**

Sources of Information:	Literature
Technology:	Television
Target audience:	Elderly adults
Focus:	Dealing with growing older and representation for old people.

The following extract describes a German broadcasting initiative which was run from 1980 to 1983. It is interesting both in terms of its content and target audience and its contrast to the more recent trends articulated in the previous examples.

'The integrated media's project *'Un-Ruhestand'* was implemented in the area of social learning and political education between the Second German Television (ZDF), a paperback publisher, the Adolf Grimme Institute and the institute of adult education'.

#### *The aims*

The multi-media project aimed at providing ideas for conscious and active ways of dealing with growing older and wanted to promote the effective representation of old people's interests.

#### *The instruments*

The Second German Television produced seven feature films on the following subjects:

- The relationship of older to younger people
- Partnership in old age
- How old people live
- The financial situation in old age
- Coming to terms with death
- Women growing older
- Going into retirement
- Elderly people's self-help groups

It was intended that the plot should offer an opportunity for identification and provide emotional ideas for discussion in the adult education courses. A paperback - a print of 65,000 copies - was meant to introduce people to the subject by means of examples, illustrations and photos. Material for discussion leaders was devised as working material and gave them additional hints on the media and other written matter. The meetings in further education were intended to make people start talking; they were the place where information could be

given, where discussions on the subjects brought up in the films or by the participants took place.

'*Un-Ruhestand*' was - even though there were a number of smaller and larger problems in implementing it - one of the most successful multi-media projects in the area of social learning. More than 4,000 discussion circles involving well over 40,000 participants took place as part of this project from 1980 to 1982.

*The reasons for the success*

- The project had a sufficiently long preliminary phase; it was possible to intensively prepare personnel from adult education and to carefully organize the coordination of the constituent parts;
- The discussion leaders had a chance to make use of the individual parts of the multi-media programme according to their requirements and those of the participants, because it was conceived so that it was didactically flexible;
- The interest of those involved was addressed by the subjects of the multi-media programme.<sup>78</sup>

**'Alphabetisierung', (Literacy campaign; 1984 - 1988)**

Sources of information:	Literature
Technology:	Television
Target audience:	Adults
Focus:	Literacy

The following example has been extracted from the same paper and is presented here in full.

*The aims*

Unlike the integrated media project (described above, which had a strong didactic component and in which the television films were also planned as instructional material, the aims of the project with the title *Writing and Reading For All* were:

- to use the opportunities offered by radio and television to inform and enlighten the public and the social groups concerned on the problem of functional illiteracy in the industrialised nations; and
- to motivate the target group, which meant encouraging adult illiterates to take part in reading and writing courses at institutes of further education.'

*The instruments*

The TV spots:

The Norddeutscher Rundfunk and the Westdeutscher Rundfunk produced 12 five-minute television spots. They were also transmitted in Hesse and Bavaria. Various TV personalities (e.g. Dagmar Berghoff, Gdtz George, Eberhard Feik, Willi Millowitsch and others) gave basic information on the causes, extent and distribution of illiteracy, the conditions under which it arises and possible ways of effectively combating it. Prominent people from television were chosen to increase the intended effectiveness of the spots and also to bolster the credibility of the information, which at first seemed implausible to the great majority of viewers.

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<sup>78</sup> Paulkens, H (1993) 'Cooperation with German Broadcasting Organisations: Experience of the Adolf Grimme Institute' in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. pp. 132-133.

In addition, those affected presented their individual problem area. This was meant to strengthen motivation and appeal and to encourage people to take advantage of appropriate learning courses in Adult Education Colleges and other adult education institutes.

In a final service section the TV personalities pointed out the courses offered in further education and gave a telephone number under which illiterate viewers, their friends and acquaintances could obtain information and advice.

Telephone counselling:

The telephone counselling centres were as a rule located at the regional offices of the Adult Education Colleges. Their purpose was to give information on appropriate courses available. It could be felt in the case of most of the callers, the telephone counsellors reported, how difficult those concerned found the first call. Often partners, acquaintances or relatives would call on their behalf. Some callers only wanted brief information on courses offered in their area; others, after a short time, were describing their situation and problems with great urgency.

Material for local and regional public relations:

In addition to the mass media radio and television, material was developed by the Adolf Grimme Institute for local public relations. Not only data and facts but also interviews and conversations with German illiterates on the causes and background were printed and prepared for the local press.

In this prospectus the integrated media did not mean didactically conceiving teaching and learning courses aiming at making the learning and teaching process more effective; it was, rather, a matter of using the media-specific opportunities offered by radio and television to point out a problem and ways of solving it.

Integrated media was understood as a campaign. This was developed to produce learning conditions for educationally and socially disadvantaged people which encourage autonomy, self-esteem and the ability to act on one's own authority.

*The success*

The television spots - broadcast in the Third Programmes - were seen by 2% - 15% of the viewers. Altogether the television spots reached more than 13 million viewers. Over 5,000 potential participants rang up the telephone counselling centres. In the service area of the Norddeutscher Rundfunk (Schleswig-Holstein, Hamburg, Bremen, Berlin and Lower Saxony) the number of participants doubled, for example. Here the cooperation between the broadcasting organizations and adult education was also successful. Thus from the first considerations, producing a self learning concept and a television reading and writing course was not pursued, and the idea of using spots was jointly developed.

The reasons for the success are to be found, in my opinion, in the mutual acceptance on the part of the participants. The adult education representatives realized the efficiency of television, just as the producers in the broadcasting organizations concentrated on their strengths by not backing a course concept for people unused to learning and recognized that teaching competence should come from the adult education institutes'.<sup>79</sup>

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<sup>79</sup> *ibid.*, pp. 133-135.

## GHANA

**Upper East and Upper West Regions Water Utilization Project**

Source of information: Literature

Technology: Radio

**‘Content:** Water hand-pump installation and maintenance; water education for health; water-related diseases and health and hygiene practises

**Audience:** Villagers in Upper West and Upper East Region; Community Water Organizers; village leaders

**Distance education methods used:** Radio; self-study printed materials - manuals for field staff, picture-books, demonstration posters etc., study groups, trained study group leaders

**Governance:** Ghana Water and Sewerage Corporation, Upper Regional Administrations; URA Radio

**History and impact:** Started with water hand-pump installation 1973-81; general community education programme 1977-84; water education for health programme 1985-90; radio beaming campaign 1986-90. More than 5 000 Community Water Organizers trained and active in water education for health activities throughout the two Upper Regions by 1990, working with a population of more than 700 000 people benefiting from the water hand-pumps which had been issued. Still in operation’.<sup>80</sup>

## GUYANA

In 1993, the Ministry of Education produced Guyana’s schools’ broadcasts. As we were unable to establish whether the broadcasts are still being produced, we will be using the past tense. Programmes were broadcast by the Guyana Broadcasting Corporation (GBC). The programmes are described as being ‘firmly fixed to the schools’ curriculum. They (ran) for half-hour each day (*sic*), Monday to Friday.’<sup>81</sup> The Broadcasts to Schools Division (of the Education ministry) was responsible for scripting, producing and presenting the daily classroom programmes. These were aimed at both primary and secondary schools, and carried on the GBC during regular school hours. The division produced nearly all its programmes in its own studio. The programmes covered subject areas such as:

- Science;
- Language Arts;
- Social Studies;
- Agriculture; and
- Music.

The Broadcast to Schools Division also prepared and distributed broadcast schedules and teachers’ notes.<sup>82</sup> Besides the primary and secondary schools’ broadcast, a series called *Talking about Education* was produced by the Ministry of Education. The series was broadcast on GBC, during primetime on weekdays, and aimed at adults as well as students in the upper forms of high schools.

Topics dealt with on these programmes vary from time to time and include

- French and Spanish for beginners;
- excerpts from speeches from policy makers in the field of education;

<sup>80</sup> ‘Source: Byram et al 1990 personal communication 1995’. Dodds, T (1996) *op cit.* p.8.

<sup>81</sup> Deodat, R (1992) *op cit.* p.34.

<sup>82</sup> *ibid.* p.35.

- coverage of graduation exercises of various educational institutions;
- a TAE magazine programme;
- drug awareness education;
- focus on AIDS and other topical subjects; and
- music - both classical and Guyanese folk music.<sup>83</sup>

## GUATEMALA

Sources in information: Literature  
 Technology: Radio

In the 1990's, Learning Technologies for Basic Education (LearnTech) developed an Interactive Radio Instruction language programme in Guatemala. This was a Spanish language programme for elementary school students who used Mayan languages at home. The Guatemalan IRI approach was a shift away from the aural-oral method. In these programmes 'radio (was) not used as a mass language lab. Instead....students (could) express their own thoughts and construct their own phrases. The radio characters (called) on individual students to perform and activity rather than asking for a chorus of responses. The radio teacher (instructed) students in how to interact with each other'.<sup>84</sup> This shift in IRI instructional design is thought to have given the classroom teacher a more important role.

## HONDURAS

Sources of information: Literature  
 Technology: Radio  
 Target audience: Out-of-school youth and young adults (14-29) in employment with minimal skills  
 Focus: English, Mathematics, Spanish, Social Science, Business and Vocational Education, designed separately for levels 1-6.

Following on from work done to support mathematics in primary schools using Interactive Radio Instruction a LearnTech IRI project for basic primary education for out-of school youth and young adults was launched in 1992. Motivation for this project was articulated as follows: 'Honduras is characterized by a young population which is already in the labour force but which has low productivity. This population has not had the opportunity to acquire the essential tools and attitudes necessary for economic growth. The *Basic Education for All Project* is predicated on the conviction that educational investment in basic education for these young working people could effectively accelerate economic and social development'.<sup>85</sup> The project was designed to be a permanent project for delivering basic education to out-of-school young adults. A number of support agencies were necessary for this (ministry of Education, private company with IRI experience, international donors, and civic or community organizations like municipalities).<sup>86</sup> The project drew on an existing educational network of programmes, although the formal system for adult learning in Honduras was essentially non-functional and inappropriate. A radio facilitator was used and

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<sup>83</sup> *ibid.* p.36.

<sup>84</sup> *ibid.* p.27.

<sup>85</sup> Corrales, C (1995), *Adult Basic Education in Honduras*, LearnTech Case Study Series No 9: LearnTech. p. 6.

<sup>86</sup> *ibid.*, p. 14.

given training on the operation of the programme, use of print materials and post-broadcast activities. The facilitators were usually someone from the community who had completed primary school. Some facilitators worked as volunteers, but most received a small salary. Radio groups met in school buildings community centres or people's homes. Print materials were distributed before the broadcast.

In the case study report it was observed that audiocassette could be effectively used for the same purpose as the radio broadcasts. In fact, four of the literacy centres made use of cassettes, due to weak radio signals in their area. The use of audiocassettes for large numbers of centres was not thought to be cost effective, as when electricity was not available, the participants had to use batteries. Audiocassettes use more power than radios, and so batteries went flat sooner.<sup>87</sup>

The production cycle for materials included: applied research; curriculum development; script writing; radio production; evaluation; field testing; printed materials. Despite some initial training in these areas, it was soon identified that training needs were ongoing and could be categorized as follows:

- Materials development training;
- Training for staff at the Ministry of Education; and
- Training for facilitators such as radio facilitators and town mayors.<sup>88</sup>

Before instructional design for the radio broadcasts and printed support materials could be conducted, the curriculum for adults and out-of school youth needed to be adapted. The existing official adult education curriculum was only a shortened version of the primary school curriculum for children. This was a problem as prior research indicated that targeted group had a considerable body of knowledge and experience which had not been taken into account in the official curriculum.<sup>89</sup>

The design of the first three levels - the radio lesson was to be the main medium of instruction with print materials taking on a complementary, but secondary role. Each level had 100 thirty-minute radio programmes with about 60 pages of printed materials. A social values theme was woven into the radio lessons for the first and second levels. For example, a series of segments about the rights of women and children in the legal system of Honduras usually started with a dramatic story that depicted a common problem they faced. This was followed by a short discussion about the implicit social values.<sup>90</sup>

For levels four through six a similar approach was adopted, although print played a more dominant role. The project had to adapt the school curriculum which was designed for children, for: "young adults" with a second chance of completing primary school, most of whom were living in rural areas and had some work experience. To achieve this a "dramatic setting" intended to resemble a small rural town was created. The lesson took place with two couples attending a radio school, overseen by a teacher. One couple was young and the other older. Occasionally My Chago, a grandfather figure who represented the community collective wisdom was included.<sup>91</sup>

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<sup>87</sup> *ibid*, p. 18.

<sup>88</sup> *ibid*, p. 19.

<sup>89</sup> *ibid*, p. 9.

<sup>90</sup> *ibid*, p. 11

<sup>91</sup> *ibid*, p. 13.

## INDIA

Sources of Information: Literature, correspondence  
Technology: Television and radio

Indian educational broadcasting is described as using both radio and television extensively. 'The bulk of the production for primary and school and teacher education is produced by the Central Institute for Educational technology and by the growing number of State Institutes for Educational Technology. Utilization is variable depending on electrification, availability of working radios or television sets and teacher access to schedule and transmission information'.<sup>92</sup> All India Radio, which is a subsidiary of Prasar Bharti (Broadcasting Corporation of India) broadcasts programmes for schools, and school teachers, from 55 stations. The educational programmes are usually recorded by students, teachers or officials of the education department. The programmes are not complemented with non-broadcasting services<sup>93</sup>. While All India Radio's caters for schooling, another broadcaster services higher education. The Consortium for Educational Communication runs a broadcast programme 'which is enrichment based which support (sic) both students and teachers on higher education...It is being broadcast 16 hours a week on India's Doordarshan National Network through terrestrial transmission which is being received by more than 1000 transmitters all over the country...[The consortium does] not cater to school level'.<sup>94</sup>

The following examples of Indian initiative that make use of broadcasting technologies for education have been extracted directly from a recent conference paper.<sup>95</sup>

## Deccan Development Society

Source of information: Literature  
Technology: Video  
Target audience: Rural women  
Focus: Video production focusing on gender justice, environmental soundness and people's knowledge.

**'Objectives:**

The Deccan Development Society (DDS) working in the backward Zaheerabad district of Andhra Pradesh started with the objective of combining employment parameters to regenerate the livelihoods of the people in the area through a string of activities. DDS works with a group of 100 women's groups consisting of nearly 4000 members in 75 villages. The women form the poorest sections of the rural community with an average family income (mostly from farm labour work) ranging from Rs600 (US\$14) to Rs1200 (US\$28) per month depending on the seasons of the year. Among the many objectives of the group, one objective was to transfer people oriented technology. Activities centred around gender justice, environmental soundness and people's knowledge. Starting with the assumption that literacy was not the only choice, because literacy can become a constraint for non literate people whose aural and visual narratives are very powerful, workers at the DDS felt that providing

<sup>92</sup> Agency for International Development, *op cit.* p. 3

<sup>93</sup> All India Radio information, is based on a letter received from T. Dolkar Kawoo, Director General of All India Radio, 19/6/98.

<sup>94</sup> Chaudhri, M. Facsimile received, 17/6/1998.

<sup>95</sup> Dighe, A. & Reddi, U. (1999) *Use of Communication Technologies in Open Learning, Non Formal Adult and Community Education*, Paper prepared presentation at the Pan Commonwealth Forum on Open Learning, Brunei March 1-5, 1999.

video and audio technologies as a means of expression for the disadvantaged rural women could be an exciting idea. The women chose to learn video production for various reasons such as communication of views, shooting visual footage at appropriate time rather than when teams come from outside villages; recording what “big government officials say and keeping a record of it”.

**Methodology:**

Training of women over a series of video workshops was done with very simple video cameras and a makeshift editing set up. The methodology used consisted of group discussions, visual explanations, creation of technical vocabulary in the local language, hands on training and group analysis. After learning the process, women had filmed one aspect of their community activity - the pre school for their children and its significance for their lives.

**Lessons learnt:**

Video can be a very effective tool for use by non literate rural people to express themselves to the outside world. Being non literate is no barrier to learning video as a mode of expression. Therefore instead of literacy being pushed down the throats of adult rural women and men, new media of expression can be found. What is important to recognize is that to be effectively literate is a generational effort. In the meanwhile people of the middle generation who are past their teens should not be made to feel sub humans because they are not literate. If they are given the tools of expression, their confidence can be rebuild and literacy can follow as they start effectively communicating with the outside world. Video can be one such tool which they can easily master and handle. As the women get equipped with the capacities to express their thoughts, their knowledge and their vision of their future through picture and sound, a major breakthrough can be made in providing a technology for the education of the deprived rural communities. And for the education of the outside world about what these communities are capable of.<sup>96</sup>

**Project in Radio Education for Adult Literacy (PREAL) 1990-91**

Source of Information:	Conference paper
Technology:	Radio
Target Audience:	Adults
Focus:	Literacy

PREAL was a collaborative project of National Literacy Mission, India and All India Radio.

**‘Objectives:**

To examine the possibility of using radio to impart literacy by reinforcing the reading ability among learners through instructional radio programmes.

**Methodology:**

This project was one instance of successful inter-institutional cooperation between several educational and broadcasting agencies. The programme was spread over the four Hindi speaking states of Bihar, Rajasthan, U.P. and Madhya Pradesh and covered 3600 Adult Education Centres who provided Radio cum Cassette Recorders (RCCPs). Eight AIR stations participated in the experiment. Twenty-six weekly radio lessons were broadcast from each station with a repeat broadcast of each lesson every week. Programme format ensured that

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<sup>96</sup> *ibid*, pp. 8-9.

instructional content was intertwined with music, humour and emotional expression. A specially designed radio reader was provided for each instructor (who was given specially designed training inputs through radio).

**Findings:**

A content analysis of the programmes found that programmes were largely interactive with dialogue, stories, or talks. Most of the programmes aimed at creating awareness about important day to day issues of immediate relevance to rural people. While broadcast were regular, reception was clear, programmes were easy to understand and follow, the extent of exposure among learners was limited. Despite the availability of RCCPs, audience preference was for the broadcast mode-as opposed to the non broadcast mode (which has its own advantages)<sup>97</sup>.

**Jhabua Development Communications Project (JDCP)**

Source of Information: Conference paper  
 Technology: Satellite Television Broadcasts  
 Target Audience: Block and village level functionaries  
 Focus: Health, agriculture, watershed management etc.

**Objectives:**

The objectives of the Jhabua Development Communications Project (JDCP) is to Work towards a satellite based communications system that reaches out to rural areas to support development. Based on the experiences of satellite broadcasting (SITE) and interactive training (TDCC), the Jhubua Development Communications Project (JDCP).

**Methodology**

Since November 1996, Development and Educational Communication Unit (DECU) of the Indian Space Research Organization (IRSO), Ahmedabad, has been carrying out the Jhabua development related programs has been going on in the areas of health, agriculture, watershed management, panchayati raj, education, etc. The interactive training program (ITP), is also a major component of the JDCP in which a one way video and two way audio teleconferencing network is utilized to provide interactive training to block and village level functionaries. Satellite based talk-back terminals have been provided to all the twelve blocks of Jhabua for ITP. The project is being implemented with the support of the Madhya Pradesh government and Jhabua district level authorities. Apart from the internal staff, a host of external producers and research organizations have been involved in the project and regular feedback obtained. Various research and evaluations studies are also being carried out. Originally, a two-year project, its duration has been extended by another year and its area of coverage is also proposed to be expanded. Direct reception sets will soon be installed in all 612 panchayats. In fact, Jhabua will be the first district in the country with a community TV in all the panchayats.

**Lessons learnt:**

Jhabua district has a tribal population and is one of the most backward districts of madhya Pradesh. This communications project has shown that even though television attracts rural audiences initially, sustaining their motivation to watch television regularly, is not easy. The project has highlighted the importance of careful planning and of the need to situate such a project within a larger development framework.

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<sup>97</sup> *ibid*, p. 9-10.

### All-India Radio(AIR) Farm and Home Broadcasts of the Air Development

Source of information: Literature  
Technology: Radio

**‘Content:** agricultural crop production techniques; agro-enterprise agricultural and social and rural development; home-improvement and maintenance; health and hygiene

**Audience:** farmers, farmers families, farm labourers and other adults in rural areas covered by up to 73 All India Radio (AIR) stations (1987)

**Distance education methods used:** regular radio series; published versions of the radio programmes; organized village study-groups (charcha mandal); linkage with agricultural and rural development extension workers

**Governance:** AIR local stations, linked to national network, working closely with Ministry of Agriculture and other Ministries and local extension agencies and local authorities

**History and impact:** The AIR Farm and Home Broadcast Units, and the Farm School of the Air grew out of AIR’s early experiments with Radio Rural Forums from 1956 onwards. The expansion in the 1970s and 1980s was to some extent stimulated by India’s concentration on increasing food production. These programmes were still very widespread by the end of the 1980s though there is evidence of declining audiences and coverage in the 1990s’.<sup>98</sup>

### Tamil Nadu Agricultural University Farm School of the Air

Source of information: Literature  
Technology: Radio

**‘Content:** modern farming and cultivation, water management, low -cost technology etc.

**Audience:** farmers and their families in Tamil Nadu

**Distance education methods used:** radio series, television series, printed support and self-study materials, study-group discussion meetings, occasional face-to-face tutorials

**Distance education methods used:** radio series, television series, printed support and self-study materials, study-group discussion meetings, occasional face-to-face tutorials

**Governance:** run by a department of the Tamil Nadu Agricultural University in association with State broadcasting agencies

**History and impact:** the programme grew out of the national AIR Farin School of the Air progrwnme (see above); Tamil Nadu Agricultural University established in 1971; it took over responsibility for the Farm School of the Air for the State’.<sup>99</sup>

## INDONESIA

Sources of Information: Literature  
Technology: Radio and television

Kenworthy describes the Indonesian schools’ service as follows: ‘The Ministry of Education and Culture in Indonesia has a specialist educational technology unit called the Centre for Communication Technology for Education and Culture (PUSTEKKOM). This unit produces

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<sup>98</sup> ‘Source: Dighe in Fordham 1990; personal communication 1994’ in Dodds, T (1996) *op cit.* p. 21.

<sup>99</sup> ‘Source: ICDL Courses Database 1991’ in Dodds, T (1996) *op cit.* p. 22.

radio and television programmes for Junior and Senior Secondary Schools...The main TV transmission is through a commercial education channel, however the national broadcasters also carry some schools programmes...'<sup>100</sup> A 1994 report, on changes in the conception on Interactive Radio Instruction describes some developments in Indonesia and Sri Lanka: 'interactive media - though not radio - have been used to train teachers in Indonesia and Sri Lanka to train teachers in Indonesia. Pilot programmes in these countries are exploring the use of print materials, periodic contact sessions, and audiocassettes to train teachers in subject matter and pedagogy. The programmes are aimed in particular at helping teachers present student-centred instruction and manage multi-grade classrooms.... Preliminary research has revealed that the programmes with more interactive sessions (contact sessions and written assignments that are graded and returned) are more effective than programmes without these components'.<sup>101</sup>

## IRELAND

Source of information: E-mail correspondence  
Technology: Television  
Target audience: Adults  
Focus: Tele-courses, languages and hobbies

Radio Telefis Éireann (RTE) runs various educational broadcasting interventions directed at adults. The main focus areas for these programmes are United States of America telecourses, Language series and some leisure related Irish produced programmes like *Simply Painting*. It has supported the broadcast interventions with print and phone-ins in the past and is currently exploring the possible use of the Internet. All RTE adult broadcasting is intended for home viewing, although it is anticipated that the broadcasts can be used synchronously or asynchronously. Some reasons for the success of two RTE examples were described as follows:

- *LearnNet* was a live weekly programme which [was] broadcast for three seasons and which got a good response mainly because of the variety of material it contained
- *Simply Painting* is popular series, largely because of the personality of the presenter and the general interest in painting/art.<sup>102</sup>

## JAMAICA

Technology: Radio  
Target Audience: Schools  
Focus: School curriculum

Jamaica Broadcasting Corporation (JBC) has for many years, starting as far back as the sixties, carried a Monday-to-Friday 'Broadcast to Schools' programme aimed at both primary and secondary levels. These programmes were carefully tied to the schools' curriculum and were clearly supplementary to work planned and done in the classroom. A special unit in the Ministry of Education along with notes and guides for teachers produced the programmes. Early in 1990, however, the transmission of these programmes was discontinued...JBC

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<sup>100</sup> Kenworthy, B. *op cit.* p.3.

<sup>101</sup> Moulton, J. *op cit.* p25.

<sup>102</sup> MacMahon, J. E-mail response to questionnaire, received on 2/2/1999.

contents that, due to age, the actual physical quality of some tapes, apart from their contents, disqualified them for broadcast.<sup>103</sup> Supplementary materials, such as teachers' guides, workbooks and charts that are essential parts of the radio programmes, were also provided.

## JAPAN

Source of Information: Literature, NHK research documents, and web site  
 Technology: Radio and television  
 Target audience: Schools

The Japan Broadcasting Corporation (NHK) began educational radio broadcasts in 1935 and educational television in 1953.<sup>104</sup> 'NHK is the sole public service broadcasting organization in Japan, and it is financed with fees collected from its audience...Educational programmes are broadcast on the Educational TV Channel (ETV) and Radio 2 Network'.<sup>105</sup> The schools broadcasts are described as: 'programmes intended for use in the classes at primary schools, junior and senior high school, covering a wide variety of subjects including science, social studies, arithmetic, Japanese language, music, moral education and so on. In addition there are also programmes designed for teachers which provide information on the content and methods of school education...School broadcasts constitute the core of educational broadcasts, and are characterized by presentation of teaching materials not available in ordinary classroom lessons. They are compiled under NHK's own curriculum, to make the best use of the audio-visual nature of radio and television'.<sup>106</sup>

The main goals of schools broadcasts are listed as being, to:

- Arouse the children's intellectual interest;
- Appeal to children's sensitivities to cultivate emotions and behaviours;
- Give children an understanding of things they have not experienced;
- Develop on-going study, linked to subsequent learning activities.<sup>107</sup>

The School Broadcast schedule for 1995, shows that there were broadcasts between 9 a.m. and 12 noon and from 12 p.m. to 1 a.m. Most programmes were fifteen minutes long. Schools broadcasts were schedule from Monday to Saturday, for the morning slot, and on weekdays for the late night slot. The intended school age group follows the title of each programme.<sup>108</sup>

Target Audience: Adults  
 Focus: Correspondence courses, general culture, hobbies, welfare-oriented programmes for the elderly and languages courses

The following extract describes NHK, the Japanese National Broadcaster: 'NHK is Japan's only public broadcaster, with a history of well over half a century, and it is financed mainly by receiving fees. On its nation-wide networks, NHK currently operates two satellite TV channels, two terrestrial TV channels, and three radio services. One of the two terrestrial TV

<sup>103</sup> Deodat, R (1992) *op cit.* p.39.

<sup>104</sup> Sachiko Imaizumi KODAIRA, *Studies on Educational Broadcasting for Schools and Children in Japan*, NHK Broadcasting Culture Research Institute p. 1.

<sup>105</sup> NHK (Japan Broadcasting Corporation) Schools Programmes Division, Family Programmes Division (August 1995) *NHK School Broadcasts*, p.2.

<sup>106</sup> *ibid.* p. 3.

<sup>107</sup> *ibid.*

<sup>108</sup> *ibid.* p.4

channels is used by NHK's general programme output, which broadcasts mainly news and entertainment programmes for the general audience, and the other channel is devoted to educational television, with programmes related to education of various sorts. Having a channel exclusively for educational purposes, which started 30 years ago, is a major feature of NHK. Educational television is broadcast daily for a total of 18 hours, from six in the morning until twelve midnight. Its programmes are full of variety'.<sup>109</sup> While NHK focuses on school television it also has programmes for 'children and teenagers (which are) to be viewed at home',<sup>110</sup> and programmes for life-long education, which it subdivided in to the following categories:

- General culture courses which feature lectures from well-known authorities.
- Courses on hobbies.
- Welfare-oriented programmes for the elderly, which for example teach sign language for the hearing impaired in addition to basic knowledge about social welfare and nursing care techniques. Other programmes show senior citizens enjoying life by keeping busy in various activities.
- Language courses. 'Learning foreign languages is regarded by many Japanese as a sure way to improve international understanding. In response, NHK broadcasts ten language courses, with the main emphasis on English. There are also Japanese language courses for foreign residents in Japan.'<sup>111</sup>

In addition 'programmes for young mothers and children at home, including cartoons and children's cooking lessons, are broadcast every evening'.<sup>112</sup> Some explanation on the rationale for this focus on lifelong learning is evident in this extract: 'So-called lifelong learning has become very popular in Japan today, which is rapidly becoming an aging society. With the life expectancy for Japanese men reaching 76.1 years and that for Japanese women 82.1 years, people are becoming more concerned about how to enjoy their lives after retirement. For this reason, a growing number of Japanese are taking interest in lifelong education, and their demand for related educational programmes on television and radio is on the rise. As NHK's educational programmes meet this demand in their function as a useful source of educational and cultural information, they are frequently watched by adult learners'.<sup>113</sup>

The following table, reflects the breakdown of programme transmission in terms of the above categorization:<sup>114</sup>

	Length (in minutes) per week	Number of programmes per week (Including repeats)
Total programmes for schools	1,375	90
For primary schools		73
For high schools		17
Programmes for pre-school children at home	1 110	66
Programmes for correspondence courses, educational seminars	510	1
General culture courses	250	5

<sup>109</sup> Fukishuma, Y (1993) 'Activities in Support of Educational Programmes in Japan' in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. p.124.

<sup>110</sup> *ibid*, p. 124.

<sup>111</sup> *ibid*, p. 126.

<sup>112</sup> *ibid*, p. 126.

<sup>113</sup> *ibid*, pp. 125-126.

<sup>114</sup> Table information from: Fukishuma, Y (1993) *op cit*. Table format and layout adapted.

	Length (in minutes) per week	Number of programmes per week (Including repeats)
Courses on hobbies	900	2
Welfare-oriented programmes (programmes for the elderly)	190	10
Language courses	900	63

All NHK Educational broadcasts productions are supported by:

- Publication of textbooks, ‘containing a synopsis of each programme, supplementary material and broadcasting schedule so that viewers can prepare themselves before watching the programme and thus understand it better’.<sup>115</sup>
- ‘In the case of programme series, a committee is set up consisting of users, educational experts and production staff to discuss whether the programmes are satisfactory to the viewers, and whether the programme contents are suitable. In addition, symposiums on the use of programmes are held from time to time, and producers may take this opportunity to make suggestions on the educational effectiveness of the programmes’.<sup>116</sup>
- Wide range of media mix activities. ‘NHK makes full use of high-tech new media in preparing value-added teaching materials. For example, broadcast programmes are repackaged as videotapes or videodisks, to expand the learning environment by allowing multilateral and deeper study’.<sup>117</sup>

## KENYA

### African Medical and Research Foundation (AMREF)

Source of information: Literature

Technology: Radio

**‘Content:** Health worker continuing education and training; primary and community health care, common diseases, family planning, environmental health etc.

**Audience:** rural health workers, nurses, paramedics, public health technicians, laboratory technicians, nutrition field workers etc.

**Distance education methods used:** correspondence courses, primary health care textbooks and pamphlets; radio series, audio cassettes (temporary experiment, discontinued through lack of resources), practical field demonstrations

**Governance:** AMREF is an international non-government organization, based in Kenya, operating throughout East Africa, especially Uganda and Tanzania and in other neighbouring countries; cooperates with Ministries of Health and with NGO health services

**History and impact:** AMREF founded in 1957; carried out baseline study of education and training status of rural health workers in 1978; launched its correspondence course in 1980 and its radio programmes in 1987; evaluation study conducted in 1993/14. In January 1995 it had enrolled 6615 participants on its courses of whom 2 492 had completed courses and 4 090 were still active students; wide evidence of improved knowledge and practice on the part of successful students; students receive certificate of completion which often helps in career development though they are not intended and do not count as formal qualifications’.<sup>118</sup>

<sup>115</sup> *ibid.* p. 127.

<sup>116</sup> *ibid.* p. 127.

<sup>117</sup> *ibid.* p. 127.

<sup>118</sup> ‘Source: Nduba 1995’ in Dodds, T (1996) *op cit.* pp. 9-10.

## LESOTHO

### **‘Lesotho Distance Teaching Centre (LDTC) (NFE Literacy and Service Agency Programmes Division)**

Source of information: Literature  
 Technology: Radio

**Content:** literacy and numeracy for out-of-school youth and adults in rural areas; agriculture, health, local income-generating crafts (weaving, crochet, sewing) first aid.

**Audience:** adults and young adults in rural areas; members and leaders and extension workers of local NGOs; government extension agents; special emphasis on and provision for women’s education in rural areas.

**Distance education methods used:** self-study printed materials: booklets, posters, primers etc.; radio series; support materials for local study-group leaders and “learning post” workers; access to a small revolving credit fund and loans scheme for groups beaming and implementing new income-generating projects

**Governance:** LDTC is a unit of the Ministry of Education with responsibility for non-formal education. It enjoys a degree of internal autonomy derived from its original status as a parastatal agency. It collaborates closely with other government agencies and NGOs especially in relation to its service agency work

**History and impact:** LDTC started its non-formal education programmes soon after its establishment in 1974; two important features guided its NFE work through its flat decade - careful research and testing and needs assessment studies; and the development of a service-agency self-financing philosophy. In recent years the literacy and NFE programmes have suffered from lack of finance, personnel and facilities. The Service Agency approach, however, has remained an important source of finance and a morale booster for LDTC. Programmes in NFE continue to be a significant part of LDTC’s output’.<sup>119</sup>

## MALAYSIA

Sources of Information: Web sites [www.megatv.com.my](http://www.megatv.com.my), [www.ntv7.com.my](http://www.ntv7.com.my), [www.tv3.com.my](http://www.tv3.com.my), and [www.discovery.com](http://www.discovery.com), e-mail received from Wayne Liew 10/4/98 and 29/4/98  
 Technology: Television

Malaysia has a number of public television channels: RTM1, RTM2, TV3, Metrovision and, the newly launched, NTV7.<sup>120</sup>

NTV7 is Malaysia’s newly launched commercial television channel. It does not seem to have a specific education or schools focus but they do have news, documentaries and children’s programmes.<sup>121</sup>

Malaysia also has a subscription television network called MegaTV, which offers six channels.<sup>122</sup> The education channel offered is the Discovery Channel that has a specific

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<sup>119</sup> ‘Source: J Mayo 1993 in Dodds and Mayo forthcoming and J Odumbe 1992’ in Dodds, T (1996) *op cit.* pp. 10-11.

<sup>120</sup> E-mail received from Wayne Liew 29/4/98

<sup>121</sup> <http://www.ntv7.com.my/>

<sup>122</sup> E-mail from Wayne Liew, 10/4/98

Schools Discovery Channel<sup>123</sup> and will be discussed under the United States of America as it aims to cater for the K12 curriculum.

‘Most ‘educational’ programmes such as Sesame Street and children (sic) quiz shows are shown on our (Malaysia’s) free television channels’.<sup>124</sup> Neither NTV7 nor TV3 seem to have a specific schools service.<sup>125</sup> TV3 is Malaysia’s first private television station.<sup>126</sup> It has an educational section called Akademi-TV3 that offers various broadcasting related diplomas, certified courses and training programmes.<sup>127</sup>

## MAURITIUS

Mauritius College of the Air (MCA)

Source of information: Literature

Technology: Radio and television

**‘Content:** (in the recent past) mother and childcare, health education including aids prevention; consumer affairs; road safety. (Currently) post-literacy course in English; introduction to information technology for home-workers; manipulation, utilization and maintenance of A/V equipment

**Audience:** adults with limited formal education; newly literate industrial workers; school caretakers/attendants

**Distance education methods used:** audio and video cassettes; television and radio series; self-study print materials; phone-in facilities linked to broadcasts; occasional face-to-face tutorials/study-group meetings.

**Governance:** MCA is a parastatal agency part-funded by the Ministry of Education; works in collaboration with other Ministries, and government and non-government agencies and the Mauritius Broadcasting Corporation.

**History and impact:** MCA was founded in 1972 with a commitment to experiment with distance education for both formal and non-formal education; throughout the 1970’s and 1980s it carried out a series of experimental media-supported educational projects for a variety of ministries and purposes; more carefully structured distance education approaches are now being built into new programmes through the MCA’s newly-established distance education division ‘.<sup>128</sup>

## NAMIBIA

Source of information: Research visit 1999, literature

Technology: Radio and television

Target audience: Children, youth and adults

The Education Section at NBC was launched in 1985. Over the years its main focus has been to air informal and formal radio education programmes for pre-school children, children in

<sup>123</sup> <http://www.discovery.com> and <http://www.school.discovery.com>

<sup>124</sup> *ibid.*

<sup>125</sup> <http://www.ntv7.com.my>, <http://www.tv3.com.my>

<sup>126</sup> <http://www.tv3.com.my>

<sup>127</sup> [http://www.tv3.com.my/Akademi\\_TV3/pro.html](http://www.tv3.com.my/Akademi_TV3/pro.html)

<sup>128</sup> ‘Source: Dodds and Dhurbarrylall 1993 in Dodds and Mayo forthcoming and T Bhuwanee 1995: personal communication’ in Dodds T. *op cit.* p. 11.

lower and higher primary, young people in secondary schools, out of school youth, and adult audiences. However, there is a growing demand for television education programmes. NBC purchases a number of radio and television programmes from other countries and independent producers, but also develops some of its own programmes in areas which are of particular interest for Namibians.

NBC offers informal educational radio programmes like:

*Wonderful World* – This informal education programme on health, agriculture, environment is broadcast on Mondays to Fridays at 19h30 on National Radio (English). It is a half hour programme targeted at young people and adults. Much of the material used in the programme is given to other language services for translation.

*Kiddies Rendezvous* – This a fifteen minute programme for small children which consists mainly of stories and it is broadcast daily.

*Say it loud.* This daily hour long or half-hourly phone-in programme for the youth discusses topics such as Health, Drugs, etc. An expert is invited as a guest and s/he answers questions and shares information.

*Ovambo programme* – This programme concentrates on health and agriculture and is aimed at adults. It is broadcast weekly and lasts half an hour.

Formal educational radio programmes are as follows:

English lessons once a week for half an hour for Grades 11 and 12. This programme is repeated once a week.

In depth discussions once a week on themes from the History and Geography syllabuses.

The following programmes have been planned for 1999 in collaboration with educational institutions.

In collaboration with NAMCOL a series about “Business Administration “ For Grade 10. This programme is linked to a workbook, and it is intended that NAMCOL students use it in conjunction with the radio broadcasts.

Informal Continuing Adult Education programmes which are developed with staff at CES, University of Namibia.

Television education programmes produced by NBC are:

*The Sunshine Club.* This is a series is broadcast annually for children between the ages of 6 and 16 years.

A health series on topics such as AIDS, malaria, etc is produced annually.

Television programmes purchased by NBC are:

The following schedule provides examples of some children’s programmes, which are broadcast daily.

Week 2 - 6/6/99 > 10/6/99

Sunday 18h45 - 19h30

6/6/99	Education Logo 1
	Beyond 2000 - 373
	Education Logo 3

Monday 15h30 - 17h00

7/6/99	Education Logo 1
	Sesame Street - 3257
	Kitty Cats - 63
	Hullabaloo - Time 2 Education Logo 3

Tuesday 15h30 - 16h30

8/6/99	Education Logo 1
	Polka Dot Door - 403 Once upon a Time - Life 15
	Education Logo 3

Wednesday 16h30 - 17h00

9/6/99	Education Logo 1 Generation 2000 - EP.2
	Education Logo 3

Thursday 15h30 - 16h30

10/6/99	Education Logo 1 Big Bag - EP. 241
	Dig and Dug - The new tractor
	Open Sesame 11 - 28
	Education Logo 3

Tight budgetary constraints and a small staff complement are two of the main challenges that make it difficult to meet the demands of target audiences adequately. However, the education section has established good working relationships with a number of people in the education and business sector, who collaborate with NBC staff to develop local programmes, some of which are linked to education programmes offered by the institutions.

## NEPAL

Source of Information: Literature  
 Technology: Radio IRI  
 Target Audience: Women caregivers who had poor literacy skills, minimal training  
 Focus: ECD, nutrition, health and gender

This Interactive Radio Instruction project was modelled on similar ECD project in Bolivia. It had increased emphasis on nutrition health and gender. It was run by UNICEF and radio Nepal, piloted in 1996 and scheduled to go to scale in mid-1997.<sup>129</sup>

Target Audiences: Teachers  
 Focus: Teacher training

<sup>129</sup> Bosch, A. (1997) *Interactive Radio Instruction: Twenty-Three Years of Improving Educational Quality*, in Education and Technology Technical Notes Series, Vol 2. No 1: World Bank Development Network. p. 10.

During the 1980's, interactive radio lessons were used to train teachers in Nepal. 'To improve the skills of uncertified teachers, a training programme which relied heavily on radio instruction but also used print and monthly sessions in which trainees met with experienced teachers. The programmes were aimed at in-service teachers whose own primary education was incomplete or weak, and the curricular included both subject matter and pedagogical skills'.<sup>130</sup> The programs mainly consisted of short lectures followed by a few questions which students were asked to answer. Students did not gather in groups to listen to the programmes, but were expected to tune into the radio broadcasts and to work with the print materials on their own. Logistical problems and difficulties encountered in developing an institutional base resulted in an immense chasm between program designs and their implementation. Evaluations of these programmes were only mildly positive.<sup>131</sup>

## NETHERLANDS

Sources of Information: Literature, web site, communication with Kees Schippers (General Manager Youth Education Teleac/NOT)

Technology: Television and radio

The following extract describes Teleac/NOT, the educational broadcaster in the Netherlands: 'Teleac/NOT is producing television for adults and school. We have our own research and publishing department. The non-broadcasting services include: books, teachers' guides, worksheets, CD ROMS, Internet use, video distribution, audiocassettes etc. The school broadcasts are used partly as live broadcasts and partly as recordings...Its important for the channel to be on during day-time (promotion), otherwise you are banned to night time. Most of the schools tape our programmes as well. All secondary schools are recording the series. Broadcasts for synchronous viewing (have been) scheduled at the same time for many years, so the teachers are used to the same broadcast time. They watch the programmes at school. The schoolteachers or parents manage the recordings. We are not involved in it'.<sup>132</sup>

Schippers thinks that teleac/NOT's most successful intervention has been its *Magazines* series. These are weekly transmissions throughout the school year. The series consist of 32 programmes. Weekly ratings have shown that 60-80% of all primary schools watch this series. The least successful programme was thought to be a series on religious education as 'schools don't need that kind of thing'.<sup>133</sup>

Research into education television in the Netherlands has been conducted for almost thirty years.<sup>134</sup> One such Dutch research project has been run on a six-programme school television series designed to teach children, aged 10-12, that television news broadcasts give a selective and thus subjective and incomplete impression of the news.<sup>135</sup> The Dutch School Television Corporation (NOT) designed the series in cooperation with the Centre for Child and Media

<sup>130</sup> Moulton, J. *Op crit.* p24.

<sup>131</sup> *ibid.* p25.

<sup>132</sup> Schippers Kees, e-mail received 21/4/98.

<sup>133</sup> *ibid.*

<sup>134</sup> *ibid.*

<sup>135</sup> Vooijs M.W, van der Voort T.H.A & Hoogewij (1995). Critical Viewing of Television news: the impact of a Dutch schools television project, in M.M. Davies MM (Ed.). *Journal of Educational Television*, 21, 1. pp.23-35.

Studies, Leiden University. The series was called *News a Question of Choice* and was a follow up series to *Another View on TV violence*.<sup>136</sup> Another news programme, specifically intended for children, *the Children's News*, is broadcast almost daily. This programme presents the news in a style designed to be understandable to children. Also, Dutch Schools television broadcasts a weekly schools TV news programme, in which a number of news items are examined in depth. This programme is watched in about half of the elementary schools in the Netherlands.<sup>137</sup>

Target Audience:           Adults  
Focus:                         Varied

The following is a recent description of Teleac/NOT with a specific focus on its adult educational broadcasting 'Teleac/NOT arose from the merger of the educational broadcasting organization Teleac and Dutch Schools Television NOT. An autonomous foundation Teleac/NOT has a permanent staff of some two hundred and also employs many specialist freelancers. Our revenues come from TV and radio licence fees, grants for particular projects and sponsoring. We also generate income from the publication and sale of course-books and other educational material'.<sup>138</sup>

Every year almost 9 million people follow courses with Teleac/NOT. Transmitting 450 hours of television and 350 hours radio, we are the major educational broadcaster catering to people of all ages in the Netherlands. Our audience is very broad: besides encompassing all age groups, it includes people from a wide variety of backgrounds and with various levels of education. Whenever possible, we adopt a multimedia approach in our highly varied offering of programmes. Benefiting of our experience of more than thirty years and always based on thorough research, our programmes and support materials incorporate the best and most effective insights of modern educational practice. Our programmes come in a variety of formats. Some are series of self-contained programmes organized around a single theme and taking a common approach, with support materials, such as books, CD-ROMS, teacher manuals etc. Other programmes have a magazine-type format, broadcast weekly with more or less the same structure and aimed at a regular audience. To fully meet the varied demands of the market, we have organized our programming for adult education into a number of sectors: Culture & Science, Hobby & Leisure, People & Society, Foreign Languages, Programmes for Newcomers and the World of Business and the Professions.<sup>139</sup>

The types of programmes broadcast for each category are described in this extract:

1.       *Business or Business-oriented Courses*

Some examples are courses on *Marketing, Desk Top Publishing and Database Management*. Books and sometimes software are available and a final examination completes the course. Those who pass it receive a certificate of participation.

2.       *Languages*

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<sup>136</sup> *ibid* p. 23

<sup>137</sup> *ibid*.

<sup>138</sup> Schippers, K. E-mail received, 28/4/1999.

<sup>139</sup> *ibid*.

Apart from a book, language courses always include audio-material. Previously this consisted only of cassettes, but more recently we have also used Compact Discs. The language courses we publish and broadcast are produced for various levels and vary in scope. There are small, simple holiday courses such as *Andiamo*; beginners' courses in Greek and Portuguese; advanced language courses such as French for commerce and work but also extensive courses for Italian, Russian and even Chinese.

3. *Hobbies and Leisure*

A few examples under this heading are courses such as Drawing and Painting, Landscape Drawing and Painting, Calligraphy, Handicrafts, Designing your Own Clothes, and Snooker.

4. *Culture and Science*

This includes courses on culture, history and natural sciences. Some examples are: The Middle Ages, The Roman World, From Quantum to Quark, Cities and their Past, Modern Art and Biotechnology.

5. *Man and Society*

This includes courses on health and important social issues, such as Information on Aids, Stop Smoking, Learn how to Sleep, Information on Social Security and other issues.<sup>140</sup>

In the following extract van der Eng explains the way in which Teleac has used the various media in its courses:

It should be pointed out here that the media I have referred to play different roles in the project. The book provides the student with all the necessary information. Television is used in particular to motivate and to encourage students but can also be employed to demonstrate things impossible to visualise in a book. The radio lessons are usually aimed at giving additional information and - especially in the case of language courses - to provide the student with all kinds of speech and listening exercises.<sup>141</sup>

While Schippers describes Teleac/NOT's more recent use of other technologies as follows:

The new development is the introduction of Internet in our services. Sometimes connected with our programmes, sometimes as a provider of services. The aim of the Teleac/NOT website is:

1. Information. (on programmes etc.)
  2. Services (forums, order books, questions)
  3. Education (on-line courses)
  4. Communication (with the client)
- We also sell videocassettes of the programmes.<sup>142</sup>

Teleac works in assignment teams and gives the following estimated for production cycles for adult educational broadcasting course development:

The production period for a complete course, i.e. the radio and television broadcasts and the book, varies from around eight months, for courses of only 4 or 6 lessons, to two years for more complex courses of 16 or more lessons. It

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<sup>140</sup> van der Eng, H. (1993) 'The Multi-media Conception of Teleac' in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances: Part Two - Background Information*. K.G. Saur: Munich. pp.142-143.

<sup>141</sup> *ibid*, p. 143.

<sup>142</sup> Schippers, K. *op cit*.

ought to be pointed out, however, that the members of these teams seldom work on just one course at a time. Usually they work on two or more projects. Once the production is completed, the radio and television programmes are transmitted on the public network - currently on Channel 2. The books and other course materials are sold via bookshops or a mail-order system. In this way we sell between 140,000 and 200,000 course packages each year in Holland and Flanders. The population in this area is around 15 million. About 70% of the courses are sold via bookshops and about 30% via mail-order.<sup>143</sup>

An example of one of Teleacs multimedia projects is *Music in the Netherlands*, which was transmitted in spring 1991. It dealt with the history of music and the way music was made in the Netherlands from 100 A.D. to the present day. Each episode was dedicated to a special theme, like The Music of the Court, Street Music, Church Music, and so forth. The course consisted of 10 television lessons, 10 radio lessons, a large course book and 5 compact discs.<sup>144</sup> The compact discs were recordings of the music.

Some of the more current success stories are described below:

The most successful educational broadcasting interventions at the moment are:

- *Knot in your handkerchief*, a unique programme, which is the only one on Dutch television. It is specially aimed at people with a mental disability. Its success is due in part its very enthusiastic exclusive target-group, and as it has political support as it is seen 'as a way of legitimization of the public broadcaster, spending time and money on a small target group'.
- *Computer Plus* is a programme to show people that you can do a lot more with computers. The series is accompanied by a coursebook as well as two CD-ROMS full of software, which allow viewers to practise at their leisure what they have learnt during each programmes. [It has] high ratings and high sales of support materials.
- *Drawing and painting* [is a series on painting with] with acrylic paint. An artist explains the technicalities of working with acrylic paint, drawing on his wealth of personal experience to reveal the 'tricks of the trade'. The same reasons of success: high ratings and sales of materials.<sup>145</sup>

## NICARAGUA

Sources of Information: Literature

Technology: Radio

Nicaragua Radio Mathematics was a USAID programme,<sup>146</sup> which began in Nicaragua in 1974. It originated at Stanford University with the cooperation of the Ministry of Education, and ran for five years. The Stanford University professors, involved in initiating the project, had done extensive research in computer-aided instruction and adapted computer-student

<sup>143</sup> van der Eng, *op cit.* p. 144.

<sup>144</sup> *ibid.* p. 145.

<sup>145</sup> Schippers, K. *op cit.*

<sup>146</sup> This Interactive Radio Programme was used to model the USAID models in Kenya and the Dominican Republic also mentioned in this document. Similar projects were run in Thailand (Radio Math), Papua New Guinea (Radio Science), and for English as a second language in Lesotho, Swaziland and Belize (AID, *Interactive Radio Instruction. Confronting Crisis in Basic Education*, p.4)

responses to radio-student interaction<sup>147</sup>. Radio was brought into existing classrooms and was used only for primary school mathematics. It involved a number of radio-student questions, calling for out-loud student responses two or three times a minute.<sup>148</sup>

During the broadcast the radio, functioned as an assistant to the teacher. But after the radio lesson had ended the, the teacher was fully in charge of the post-broadcast activities. In multi-grade classrooms in Nicaragua RMN (Radio Mathematics Project in Nicaragua) broadcasts freed the teacher to attend to the needs of children in other grades when first grades listened to their lessons...<sup>149</sup>

Multi-grade classrooms, impacted on the instructional design of the programmes as

Radio Mathematics was designed so that once the teacher had turned on the radio, she was not required to help with the radio lesson.<sup>150</sup>

Student worksheets were used, and referred to, during the broadcast. The success of Radio Mathematics led to subsequent pilot projects in language arts, in Kenya, and science, in Papua New Guinea<sup>151</sup>.

## PAPUA NEW GUINEA

Sources of information: Literature

Technology: Radio

During the 1980's the Ministry of Education in Papua New Guinea guided a Radio Science Pilot project, for grades four to six. The Ministry directed the Radio Science staff to use inquiry and hands-on teaching methods. This directive posed

an instructional design challenge of conducting a dialogue between radio teacher and students in which the teacher asked more open ended questions and the students were given more latitude in how they expressed themselves [in comparison to other Interactive Radio Instruction techniques].<sup>152</sup>

The problem was a result of there being more than one response possible and differing amounts of time were required to express the various responses, and was overcome by adapting the questioning technique<sup>153</sup>.

The program designers met this [instructional design] challenge by developing a questioning technique that guided students in small increments through the problem-solving process. After each question, they provided a musical interlude for 30 to 45 seconds for students to think about answer to the question. After the interlude, the radio teacher either directed the classroom teacher to select one student to answer the question, directed the students to discuss their answers in pairs, or did not expect any vocal response. Then the radio teacher returned and said, 'You *may have* answered ...' followed by several appropriate answers to the questions and a brief discussion of why those were the correct answers.

<sup>147</sup> Moulton, J. *Op crit.* p.15.

<sup>148</sup> Eshgh R, Hoxeng J et al. *Op crit.* p. xii.

<sup>149</sup> Agency for International Development, *Op crit.* p. 14

<sup>150</sup> Moulton, J. *Op crit.*, p.16.

<sup>151</sup> *ibid.* p.15.

<sup>152</sup> *ibid.* pp.18-19.

<sup>153</sup> One needs to regard the methods through which, the 'problem' of individual and varied responses, was overcome, with caution. Guiding students through a problem solving recipe, which is apparent in this extract, is not necessarily much different to questioning techniques that anticipate a single 'correct answer'.

An additional challenge was to provide opportunities for the students to conduct hands-on activities. Distributing material in kits was found to be difficult and instead instructions on how to create kits from household materials were given. In guiding the children through hands on activities

the radio programme used several techniques: Sometimes the radio-teachers gave instructions directly to the children; sometimes they helped the classroom teacher give step-by-step instructions to the students. Sometimes a ‘dry lab’ was conducted in which the radio characters -teachers and students - participated in the activities during the broadcast lesson. Following the broadcast, classroom teachers helped their own students repeat the activity using the materials at hand.<sup>154</sup>

The Radio Science realized the importance of the classroom teacher in the programme and as a result, increasingly involved the teacher in radio lessons, and pre- and post-broadcast activities. This demanded increased support for teachers and

eventually the programme designers began broadcasting supplementary help for teachers. Twice a week in the evening, special lessons were broadcast for teachers to help them prepare for the next day’s lessons.<sup>155</sup>

Funds for Radio Science were severely cut in 1989, resulting in less experimentation in the forms of interactivity. In 1990, the Papua New Guinea Government installed a new transmitter and restored eroding capacity in educational radio. At the same time, the National Department of Education approved policy decisions to broadcast Radio Science nation-wide and then to adopt Radio Science as the national curriculum. Print support materials, in the form of a teacher’s guide and student handbooks, have been created. In addition brief in-service workshops were also run to support teachers when Radio Science was launched on a national scale. Audiocassettes designed for training teachers were also made available.<sup>156</sup>

## RUSSIA

British Broadcasting Corporation (BBC) - The Marshal Plan of the Mind (MPM) Trust

Source of information: Literature

Technology: Radio and television

**‘Content:** business education in the market economy; personal finance; agriculture and agricultural produce processing; effective business management; how democracy works

**Audience:** Russian local radio and television adult audiences

**Distance education methods used:** radio and television programme series; soap operas, documentaries; printed study texts and guide books and magazines; (in some cases) cassette copies of programmes

**Governance:** the project is run by a registered charitable trust (BBC WM Trust) drawing on BBC Overseas Service expertise etc; programmes are broadcast through local radio and television stations in Russia, Ukraine, Uzbeldstan and (planned) Romania; support materials are prepared by BBC MPM and printed locally. Funding from the British government and the European Union.

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<sup>154</sup> Moulton, J. *op cit.* p.19.

<sup>155</sup> *ibid.* p.20.

<sup>156</sup> Olsson, M. (1994) *Institutionalising radio science in Papua New Guinea. A response to teachers demand for interactive radio instruction*, Washington: Learntech. p.7.

**History and impact:** BBC MPM was set up in 1992. First programmes broadcast in 1993. Evidence of very large audiences'.<sup>157</sup>

## SRI LANKA

Source of information: Meeting with Dr Buddhi Weersinghe (director of educational technology at the Open University of Sri Lanka), literature.  
Technology: Radio and television

Sri Lanka has six television, and about four radio, channels. All of these offer some educational programmes in a non-structured way. The state-owned public television broadcaster is Sri Lanka Rupavahini, while the state-owned radio is Sri Lanka Broadcasting Corporation. Both have a separate education section which coordinates educational programmes that are usually of a general nature. The format of the educational programmes varies with documentaries, lectures, and discussion programmes being common. Recently discussion programmes on the content for the University entrance examinations have been broadcast. These have had limited phone-in interaction. Dr Weersinghe did not think that this was effective as, people who may have needed to have a question answered, may not have had a telephone. Negotiations with a Japanese company to start a separate educational television channel, are currently underway. Should this channel be established, the Open University and the National Institute of Education would be given air time for their own broadcasts.

Non-formal educational radio broadcasts have been broadcast in Sri Lanka since 1927. The state radio has recently restructured to have a separate educational channel called 'Educational Service Channel'. Programmes are generally for incidental learning. Radio programmes for language teaching (both Tamil and English) for low level professionals, who may want to improve their language skills for their work, seem to have been popular. The programmes are not part of a structured language course, but have been designed for incidental learning. Educational radio tends to be discussions (either panel or phone-ins) on topics of interest to parents, teachers and students. There are also short programmes on 'value inculcation'. Children's stories and theatre radio programmes, which are broadcast in the evenings, have been well received. This has been particularly successful with pre-primary school children. In some programmes children are brought into the studio and contribute to the production.

Printed schedules of educational radio and television broadcasts are distributed to schools, but no other non-broadcasting support is given. At one stage printed notes were distributed to support secondary schools curriculum broadcasts. This did not last long, probably as a result of financial constraints.<sup>158</sup>

Educational broadcasting has not been generally well received in Sri Lanka. Despite various efforts to get schools equipped with televisions and radios, the broadcasts do not seem to be widely used. Only about 10% of schools in Sri Lanka have reported making use of educational broadcasts.<sup>159</sup> In the late 1970's a state sponsored project to get schools equipped,

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<sup>157</sup> 'Source: BBC MPM leaflet and Newsletter 1995' in Dodds, T. (1996) *op cit.* p. 37.

<sup>158</sup> This cause was postulated by Dr Weersinghe.

<sup>159</sup> This is a rough estimate by Dr Weersinghe who was not sure of the exact figures given in a recent research report.

and for students to stay for broadcasts in the afternoons, was soon discontinued due to a lack of attendance. Dr Weersinghe does not think that lack of equipment is the major inhibiting factor, but that the quality of the material may be the main problem.

## ST KITTS-NEVIS

Technology: Radio and Television  
 Target Audience: Schools  
 Focus: School curriculum

ZIZ Radio is state owned and shares its studio facilities and staff with ZIZ TV...ZIZ has been the carrier of broadcasts to schools on St Kitts-Nevis since the inception of the programmes in 1977. These schools' programmes were part of a planned series produced by the Schools Broadcasting Unit of the Ministry of Education. There were nine 15-minute programmes per week. They dealt with various subjects on the Primary School curriculum and were supported by teachers' notes and guides for interactive questions and answers. The Ministry of Education suspended these formal supplementary classroom programmes in 1989.<sup>160</sup> This was due to problems with equipment and a shortage of production staff in the Schools Broadcasting Unit.

## ST VINCENT AND THE GRENADINES

Technology: Radio  
 Target Audience: Schools  
 Focus: School curriculum

National Broadcasting Systems (NBC) has a formal Broadcast to Schools programme produced by the Ministry of Education and based on the Primary school curriculum.<sup>161</sup> This extract from the research report describes the service:

The Education Media Unit of the Ministry of Education is responsible for the scripting, producing, presenting and recording of the Schools Broadcasting Programmes which are transmitted on NBC Radio... During our visit (July 1991) These programmes were being broadcast two days per week, between 9.45 and 10.a.m. for students in schools and repeated at 5.00 p.m. for parents to follow with their children at home. The programmes were formerly broadcast five days per week, but due to a shortage of staff the unit was forced to cut back on the number of subjects they dealt with.'<sup>162</sup>

The unit takes responsibility for the production of teachers' guides that are sent out prior to the broadcast, and make visits to the schools for the purpose of evaluation and discussions with teachers. The subjects normally dealt with are Science, Health Education, Language Arts, and Social Studies, all of which are based on the Primary school curriculum.

## SWEDEN

Sources of Information: Web sites and literature

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<sup>160</sup> Deodat, R (1992) *op cit.* p.50.

<sup>161</sup> *ibid.* p.53.

<sup>162</sup> *ibid.* p.55.

Technology:	Radio and television
Target Audience:	Varied
Focus:	Varied

The Swedish Educational Broadcasting Corporation or Sveriges Utbildningsradio, which is often referred to as UR, describes itself as:

a designer, producer, broadcaster and distributor of educational materials in Sweden. UR is one of three companies that make up Sweden's public broadcasting system... UR broadcasts on both public TV channels and on Sweden's four public radio channels as well as on Teletext TV...UR is also fully equipped with advanced modern technical facilities for terrestrial and satellite transmissions and is introducing digital radio and TV broadcasts during 1997. UR has its own publishing house.<sup>163</sup>

The way in which UR distributes and makes available its products is interesting:

Sweden has a network of municipal audio-visual media centres that make UR's products available to schools and other educational organizations. Within this network UR arranges educational activities in conjunction with programmes...UR's programmes are available to borrow from public libraries in Sweden. Teachers or study group leaders can borrow UR programmes at one of the approximately 60 audio-visual centres scattered throughout Sweden. Nearly 7,000 programmes from UR are available.<sup>164</sup>

It seems to be financed through legislated television licensing:

UR is financed through a user fee that each household with one or more TV-sets pays in Sweden. The size of the fee and the amount of it that goes to public broadcasting is determined by Sweden's Parliament. For the year 1997 UR gets about 250 million Swedish crowns for its operation.<sup>165</sup>

The relative weighting of radio and television broadcasts are made clear in this statement:

UR broadcasts at least 700 hours of TV annually and 1700 hours of radio, of which approximately 900 are broadcast regionally.

The programmes (sic) deal with many subject areas - for example,

- languages;
- nature;
- the environment;
- culture;
- society;
- economics;
- technology; and
- telecommunications.<sup>166</sup>

The following example focuses on foreign language teaching, but illustrates the way in which UR adopts a mixed-media approach to its educational interventions. The three units of UR focusing on schools, adult education courses and language teaching each have access to all media and can therefore create multi-media projects. A course in Russian called Pozjalujsta illustrates this approach. This project was launched in autumn of 1991 as was inline with the

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<sup>163</sup> Swedish Educational Broadcasting Company: <http://www.ur.se/>

<sup>164</sup> *ibid.*

<sup>165</sup> *ibid.*

<sup>166</sup> *ibid.*

foreign language units policy to ‘provide opportunities to adults - late in life - to learn a foreign language’.<sup>167</sup> The target student was seen as a ‘a man or woman in the middle of life, working, with children, maybe with ageing parents to look after - with very little spare time, and to a large extent, no previous study practice’.<sup>168</sup>

The course was split into two parts with the first being an overture presenting the Russian alphabet together with a phrase book. The 33 Russian letters were presented in six television programmes in which the two main characters for the whole course: a Russian singer and her pupil, who was a well known Swedish TV personality. the programme was broadcast next to peak time and were backed up in the form of a booklet and audiocassette for pronunciation. These audiocassette and booklet could be used independently of the television broadcast to achieve the learning goal. For the second part, video footage filmed in Russia that had been produced by Finnish television was acquired. This extract described the programmes for this second part:

We created a pedagogical situation on the screen: A living-room, a videocassette player, the Russian singer Jelena and the publicly known humorous personality Tappas. She teaches him Russian and his role is that of interested ‘average’ learner. Her teaching material is the video player, and they look at scenes from the Soviet Union. It is a story of a Finn going by train to Moscow. The television audience is invited to share the learning experience with Jelena and Tappas...The principal [sic] is that each chapter in the new course is introduced by a television programme where two programme leaders look at the filmed story, comment on it, explain linguistic items and finally view the whole story again. Graphics are used extensively...We have found that television does not lend itself to inviting the audience to be active in the sense of producing phrases or pronouncing words aloud for example. Television has to be backed up by other means...The way the ideal learner is supposed to act goes from:

- firstly - watching television to
- secondly - listening to the radio, with the book in his or her hand.<sup>169</sup>

In each chapter of the book there is one 30-minute television programme and four 20-minute radio programmes. The television dialogue forms the nucleus as it presents the language that is studied. This dialogue is also printed in books and recorded for use in the radio programmes. In addition to this resource support, audiences are encouraged to join study circles and the national network of audio-visual centres may record the tapes for distribution to educational institutions. A teacher’s guide is included and weekend courses at adult education centres are held, where UR’s role is to recruit participants using the broadcast media.

### Brevskolan/Swedish Workers Education Association (ABF)

Source of information: Literature  
 Technology: Television

**‘Content:** public issues; trade union education; workers education; political education  
**Audience:** members of trade unions, cooperatives, political parties and the general

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<sup>167</sup> Horneij, R (1993) ‘Learning Foreign Languages by Television: The Role of Back-up Material’ in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. p. 116.

<sup>168</sup> *ibid*, p. 116.

<sup>169</sup> *ibid*, p. 117.

public, normally organized in study circles

**Distance education methods used:** printed study-guides; closely linked to radio and television series; organized discussion in study circles; training programmes and materials for study circle leaders

**Governance:** ABF is one of the ten Swedish national education associations which promote non-formal adult education through study circles; Brevskolan is its distance education materials publishing house; it works very closely with the Social Democratic Party, the Trade Unions, the Cooperative movement and with national radio and television broadcasting agencies; it receives public funding for this work but is an independent organization

**History and impact:** the origins of this kind of activity in Sweden go back to the 1890s and early 1900s. Brevskolan was established in 1919, the ABF in 1912. By 1987 ABF claimed to be responsible for 120 000 study circles (one third of study circles in Sweden at the time) for which Brevskolan claimed to provide 65% of the study materials. This very large scale programme continues to the present'.<sup>170</sup>

### SV: Knowledge Network

Source of information: e-mail correspondence with Marlene Terkowsky  
 Technology: Digital TV, Web and classroom learning  
 Target: University students, Adult education (general) and Companies for further training of personal

The Sweden media veterans Annies Wegelius, the founder of WEGELIUS TV, and Maria Borelius the award winning science journalist, founded the Knowledge Network in 1997.<sup>171</sup> Knowledge Network, in short called K-Net is dedicated to promoting and facilitating “Life Long Learning” via a world unique combination of digital TV, Web and classroom learning.<sup>172</sup> On June 25<sup>th</sup> 1998 the Swedish government awarded one of the 8 national frequencies for digital terrestrial broadcasts.

The targeted groups are university students, adult education (generally) and companies for further training of personal. Private investors and *Beading Northern European Venture Capitalists* finance the channel.<sup>173</sup>

The following figures summarise the production details:

Launch : Fourth Quarter  
 Mode of transmission : Digital terrestrial free TV  
 Territory : Sweden  
 Coverage : Potential 50% of TV households by April 2000  
 Initial Hour of broadcast : 40 hrs per week

### TANZANIA

#### Cooperative College Directorate of Field Education

Source of information: Literature  
 Technology: Radio

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<sup>170</sup> ‘Source: L P Oliver: To Understand is to Act, 1987’ in Dodds, T (1996) *op cit.* p. 38.

<sup>171</sup> E-mail correspondence Marlene Terkowsky [terkowsky@telia.com](mailto:terkowsky@telia.com), 1999.

<sup>172</sup> *Ibid.*

<sup>173</sup> *Ibid.*

**Content:** cooperative education and awareness; elementary book-keeping, cooperative management

**Audience:** members, potential members, committee members, managers and staff of cooperative societies

**Distance education methods used:** printed correspondence courses, study and discussion guides, radio series, study circles and individual study

**Governance:** the programme is run by a department or directorate of the National Correspondence College, Moshi; it is a parastatal responsible to the Ministry of Cooperatives

**History and impact:** established as the Cooperative Education Centre, parallel to but independent of the Cooperative College in 1965, it started to pioneer programmes of correspondence/radio/study-group discussions for cooperative members and leaders. In the 1970s it was absorbed into the Cooperative College but continued the same kind of programmes. It became the Directorate - of Field Education in 1993. By 1992 50 000 students had been enrolled for the book-keeping and management courses, and more than 1 000 study groups had completed study-group courses'.<sup>174</sup>

## TRINIDAD AND TOBAGO

Technology: Radio  
Target Audience: Schools  
Focus: Schools curriculum

Radio Trinidad carried 'Broadcasts to Schools' programmes since these began in 1960. A clear description of the service was given in the 1992 research report:

The schools' programmes are sometimes direct classroom teaching and sometimes supplementary to a topic introduced by the in-class teacher. The programmes are transmitted three days per week in two fifteen-minute segments, one in the morning and the other in the afternoon... National Broadcasting Services NBS-610 Radio also carried the broadcast to schools programmes referred to earlier, on the same days and times that they were carried by Radio Trinidad hence ensuring a much larger audience for this programme.<sup>175</sup>

The Schools' Broadcasting Unit of the Ministry of Education was fully responsible for scripting and producing all broadcasts to schools programmes. This Unit was also responsible for developing and distributing, to nearly 500 schools in Trinidad and Tobago, all the supplementary material which accompanied these broadcasts, such as broadcast schedules, teachers' notes and charts...The unit also provides a cassette copy service. Schools can request and receive, free of charge, programmes already broadcast, which they might wish to use again. There are frequent visits to schools during the school term by the Supervisor and Senior Broadcast Officers in order to obtain first hand feedback from teachers. A formal feedback card is also sent to each school for each week of schools broadcast in a given term. These are received by the unit at the end of each school term and are studied with a view to acting on feasible suggestions for the next batch of productions.<sup>176</sup>

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<sup>174</sup> 'Source: N Reuben, personal communication 1995' in Dodds, T (1996) *op cit.* p. 17.

<sup>175</sup> *ibid.* pp.58-60.

<sup>176</sup> *ibid.* p.61.

## UNITED KINGDOM

## BBC

Source of Information:	Literature
Technology:	Television
Target audience:	General and FET
Focus:	Health (teenage pregnancy, smoking, child accident prevention, counselling), encouraging reading, curriculum material, life skills

Wright finds that categorizing the BBCs educational broadcasting for Adult and Continuing Education is more difficult than characterizing its school broadcasting, saying the former varies from programmes which:

- form part of a course intended to help people acquire a knowledge or skill, for example learning a foreign language;
- encourage social action or change by helping people improve the quality of their lives or their environment through health education, child accident prevention or being more environmentally aware;
- simply provide vocational education and on-the-job training; to programmes which simply help people acquire or deepen an interest in, for example, gardening, cooking, literature or what ever.<sup>177</sup>

Examples of successful educational broadcasts in the United Kingdom include:

- *A small dance* was a one part educational drama, by Thames TV, that told of a teenage girl who fell pregnant and abandoned her baby. It was broadcast on prime time in 1992, and was accompanied by supporting publications and a telephone helpline.
- *The last cigarette*, also by Thames TV was a 90 minute light entertainment special, shown on National No-Smoking Day and repeated later in the year. Immediate response to a telephone helpline to the repeat broadcast came in the form of 60 000 attempted calls. In addition, 25 000 information packs were distributed on request.
- *Play it safe*, a BBC Education series of a documentary followed by eight programmes of ten minutes each, on child accident prevention, was very popular. It was supported by a range of backup material and linked to a national campaign. The series created substantial demand for support material and more detailed information.<sup>178</sup> Programmes were transmitted at peak-viewing times on Sundays and were presented by a well-known television celebrity.<sup>179</sup>
- *Read and Write Together*<sup>180</sup> was a week of programming broadcast in February 1995. Three 60-second shorts, screened on BBC1, were scattered through the schedule at peak viewing time. The aim was to use the popular channel, with viewers drawn from across the socio-economic range, to reach parents who might be having difficulties reading with their children because of their own literacy problems. Pack for reading with children could be ordered. This was a highly motivational literacy campaign, directing people off-screen to more specific learning while using the BBC's mass audience channel.

<sup>177</sup> Wright, B. (1993) 'BBC Education and the New Broadcasting Environment' in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. p. 57.

<sup>178</sup> Meyer, M. (1998). Educational programmes on television: What are the odds? in M. Meyer. (Ed.). *op cit*. p.8.

<sup>179</sup> Wright, B. *op cit*. p.59.

<sup>180</sup> See the related comments below on *Family Literacy*.

- *The trouble with men* was a season of radio and television programming stretching across a week on men's health. It used a macho, 'in yer face' style to appeal to males between 16 and 24. Years. Helplines, e-mail counselling, and an accompanying booklet were made available.
- *The Learning Zone* is the new educational service transmitted during night-time between 12.30 and 5.30 a.m. It aims to provide programmes intended for recording and use in colleges in colleges and schools. Short Cuts is a strand of programming for further education and training. Each short cut is built out of a specific curriculum need, and BBC archive materials are mined to put together short sequences for use by lecturers.<sup>181</sup>

The United Kingdom has developed practical experience of successful campaigns involving broadcasters and local groups. This type of educational provision is now fairly well established in this country. A report on technologies to support adult learners reflects on some of the recent broadcast initiatives:

There is much to be gained from linking in networks of local centres to support individuals and learning in the home. The recent success of *Computers Don't Bite*, linked in with the Adult Learner's Week, involved public libraries, local centres, colleges and schools, attracted in 90 000 people for taster sessions in basic IT skills and is being repeated this year. The BBC's *Family Literacy* campaign was also extremely successful, though the formula does not work uniformly as the numeracy initiative showed.<sup>182</sup>

Educational broadcasting in the United Kingdom aims to fit into existing initiatives and national educational plans. As such, a network of locally accessible learning centres is important to this approach. Motivation for such a network is given as follows in the same report:

The proposal for a network of locally accessible learning centres, ...could provide a valuable network of referral points for those stimulated by educational programming, in the broadest sense. They could, for example, provide Internet access to someone who wanted visit a web site advertised at the end of a programme. At a more sophisticated level, they could provide direct local access to educational programming through the National Grid for Learning, backed up with discussion groups, Internet mediated distance learning or formal course provision. Broadcasts could, in partnership, provide a national profile for local centres, either directly within programmes, or through on-line referrals via broadcasters' web sites.<sup>183</sup>

The following is a detailed description of a BBC broadcasting initiative *Second Chance* that aimed to encourage adults to go back to learning and training. The emphasis in this extract is on the marketing strategy but it serves to illustrate the nature of the campaign as well.

There were two marketing strategies, one targeted facilitators and the other the end user or adult learners. The marketing for facilitators included:

- *a vast trawl to all persons involved in the training market*: personalised letters were sent 10 months in advance to 25,000 contacts in Further

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<sup>181</sup> Quinn, J (1998) Getting Closer to the Audiences: the BBC Experience, in M. Meyer (Ed.). *op cit.* pp.13-27.

<sup>182</sup> Arntsen, R (December 1997), *NAGCELL - Technologies to Support Learning: Changing Learners, Changing Technologies*. <http://www.niace.org.za/organisation/advocacy/nagcell%20technologies.htm>, accessed on 03/02/1999.

<sup>183</sup> *ibid.*

Education colleges, Adult Education Institutes etc.; the list was tested and cleaned after first mailing, and involved list research and purchase;

- *the dialogue was maintained with the second mailing*: 45,000 copies of a large A3 poster were mailed, with a letter and an order form for a booklet;
- *contact was developed*: a booklet offering advice on different routes/options, containing all sorts of contact numbers;
- *support by focused press activity*: Educational press launch was organized one month prior to transmission;
- *specialist articles on Second Chance*, written by in-house Education Officers and sent to the education/training press;
- presentation/feedback process to develop involvement: a promotion event was organized 6 months in advance to inform key people in education and training;
- seminars on national scale: in 10 centres around UK seminars were held showing clips from the programmes, galvanising interest and involvement; one or two became even more involved and piloted material with learners, which was a good way to involve teachers, get quality feedback and also set up an effective marketing network.<sup>184</sup>

One could say that the whole action was developed collaboratively, not imposed. Finally, a high level of awareness was created in the educational market by linking into the *Adult Learners' Week*, a national initiative already happening. Linking *Second Chance* and *Adult Learners' Week* was mutually beneficial for both organizations: BBC benefited from tapping into grass roots training networks, rather than imposing on them; while *Adult Learners' Week* gained media profile and kudos, as well as improved reach.

With regard to the user, the campaign was marked by the following features:

- *high visibility*: A3 poster, placed in colleges, libraries, public forums, with telephone numbers and booklet;
- *immediate offer*: booklet, promoted directly to end user as well;
- *specific tabloid/magazine coverage*: long-lead periodicals targeted and offered human interest stories and personality interviews for features;
- *press launch*: organized one month before transmission, including photo opportunities with celebrities;
- *local grass roots access*: a range of local community activities as a result of links with *Adult Learner's Week*, e.g. colleges/library exhibitions, open days, local ads;
- *high visibility on air*: on-air ads, in the form of short promotional clips;
- *radio trail*: trail made for local radio and sent round to stations;
- *immediate action encouraged*: helpline set up to instigate immediate action after series (it worked on a call-back system: callers left their request which was researched by team of experts, then the caller was given specific local advice).

As a result of the campaign to both groups there was a high awareness and a high commitment from both educational facilitators and end users. This was proven by the following facts:

- good take-up of booklet: 350,000 were sent out;
- very high take-up of helpline: 56,933 calls in 7 days - a record response;
- high press visibility: over 600 articles appeared;

<sup>184</sup> Scatter, R. (1993) 'BBC Education: The Role of Marketing' in Meyer, M (Ed), *Educational Programmes on Television - Deficiencies, Support, Chances*. K.G. Saur: Munich. pp. 72-73.

- high viewing figures for programmes of this type: at the times shown, 31% had seen one or more programmes (based on research carried out with a panel of over 3,000 viewers);
- increased enrolments from colleges: although difficult to quantify, 83010 of colleges felt the initiative was worth repeating.<sup>185</sup>

From this description is obvious that significant resource allocation was given to the marketing this campaign. The high costs were possible with financial support from two government departments.

BBC's latest initiative is a dedicated Public Service Learning Channel called BBC Knowledge. It is a free to air channel and is only available on Digital platforms like Digital Satellite and Digital Terrestrial Television.

With this new channel, the BBC explores the convergence of Television and the Worldwide Web to access the necessary information. The two media are used in such a way that they complement each other. The television programmes have been designed to inspire and engage; and on-line to provide back-up information that allows the user to find out more about what they need to know. Take Hot Pursuit; a game show format programme aimed at 16-24 year olds looking for their fir job for example. This television programme follow individuals as they experience a day in the job of their choice contained within a game show format and hosted by Gill Mills.

On-line you can do a virtual interview, download a CV template or opt to connect to a host of different organizations who can provide you with further information, so for example you want to get into a job you've seen featured and think you have the relevant qualifications you can hot link to the Employment Services web site where you will find vacancies around the country of the type of jobs featured on that week's programme.<sup>186</sup>

The programmes range from K Club for kids, Hot Pursuit for the youth and Front Room for adults and many more. BBC Knowledge broadcasts from 5pm to midnight on weekdays and from 6am to midday on weekends. It is available on channels 13 with Ondigital and 553 with Sky Digital. It is also available on the Worldwide Web [www.bbc.co.uk/knowledge](http://www.bbc.co.uk/knowledge) with Internet sites on everything from business to history.

### BBC School Service Information

Sources of information: Web site <http://www.bbc.co.uk>, BBC Digital Service Provision: <http://www.bbc.co.uk/info/digital.htm>, BBC Producers Guidelines for 1996: <http://www.bbc.co.uk/info/editorial/prodg1/contents.htm>, e-mail communication with Jay Johnston, BBC Education catalogues

Technology: Television and radio

BBC education started broadcasting in 1924. Currently, schools television programmes are broadcast on BBC2,<sup>187</sup> in two time slots: 02h00- 04h00 and 09h10 - 12h30,<sup>188</sup> on weekdays.

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<sup>185</sup> *ibid.*

<sup>186</sup> Palmer, C. Speech delivered about BBC Knowledge Channel

<sup>187</sup> BBC Education, *Radio and television for primary and middle schools*, 1994-1995, This is a catalogue for viewing.

<sup>188</sup> E-mail received from Jay Johnston, 22/4/98

School radio programmes are currently broadcast on Radio 3 FM<sup>189</sup> from 03h00.<sup>190</sup> The school service programmes are catalogued with the recommended age group and a description. The school and radio broadcast services are supported by

- resources - such as teacher's notes, books, posters, wall charts, resource packs, activity packs, photocopy-masters, school radio tapes, audio cassettes, video packs, software;
- the Internet - the BBC Learning Station web site;<sup>191</sup> and
- and various services - BBC Education officers, BBC Education Information, and Ceefax<sup>192</sup>. These services are described in this extract:

Ceefax is the BBC Teletext service which gives all television listings and information about educational issues and series. Subtitles for deaf children are available with many BBC Schools programmes through this service... There are six (BBC) education officers based in London, covering primary and secondary curriculum areas... There are three in Scotland and one in Wales. They are in regular contact with schools, teachers and teacher training establishments. There are six school (BBC) representatives in England who visit schools and show new products at lunch-times or after school.<sup>193</sup>

Like Australia, in the United Kingdom 'educational establishments may lawfully make recordings provided they are licensed by the Educational recording Agency(ERA)'.<sup>194</sup> Jay Johnston states that 'approximately 50% of UK primary schools watch live and 50% watch recordings'. She explains that for primary schools:

young children ... enjoy having their own broadcast and watching live and so schools plan their timetable to watch series at certain times each week. When several classes want to watch the same programme then schools record and use (the cassettes) later. Many primary schools build up a library of videocassettes which they use for several years. Primary school radio programmes are used in recorded form since they are transmitted at night.<sup>195</sup>

In secondary school the broadcasts are used in recorded form.

The complexity of the secondary school timetable does not allow live use and for most programmes this would not be considered effective use. Again most schools build up a library of programmes on videocassette.<sup>196</sup>

The recording of programmes is not centrally coordinated and varies from school to school.

In primary schools the teacher and her pupils will usually go to the television room. The programme will also be recorded... Most schools record their own programmes. How this is done varies from school to school and from region to region. In primary schools it is usually a teacher who has this responsibility but sometimes an assistant Head Teacher (is responsible for this). In secondary schools it can be done centrally or by each department. Some local authorities have a recording service for all schools.

<sup>189</sup> BBC Education, *Television and radio secondary schools and colleges 1994/5*.

<sup>190</sup> E-mail received from Jay Johnston, 22/4/98

<sup>191</sup> BBC Learning Station: <http://www.bbc.co.uk/education>

<sup>192</sup> E-mail received from Jay Johnston, 22/4/98

<sup>193</sup> E-mail received from Jay Johnston, 24/4/98

<sup>194</sup> BBC Education *Timetable for Radio and Television for Ages 11-19, Spring 1995*, Weekly programmes.

<sup>195</sup> E-mail received from Jay Johnston, 22/4/98

<sup>196</sup> *ibid.*

BBC Education has run a series for school-based in-service training for teachers, called *Teaching Today*. It is described in the 1994-95 BBC education catalogue as being suitable for 'individual, group and whole staff viewing'. The programmes:

address major issues of curriculum development and school organization, and a wide range of educational issues of interest to teachers and governors. Broadcasts are supported by practical booklets which give an outline of the programme content, suggest points for discussion and offer advice for setting realistic goals for development...Teaching Today is broadcast twice a week, on Monday mornings and Tuesday lunch times to make live viewing possible. However, programmes are most valuable recorded and used by heads or curriculum coordinators to lead curriculum meetings or loaned to colleagues for individual viewing....Details of Teaching Today programmes are given on special wall charts, sent to schools prior to the beginning of each term.<sup>197</sup>

BBC Education has started exploring the use of digital technology for its school service. A BBC consultative document described these possibilities:

Education will be one of the key areas to benefit from digital technology...An important offering will be a new service designed to provide a stream of information and educational software 24 hours a day. This will be available once the necessary set-top box technology is ready, probably by mid 1998. It will provide text in support of programmes or educational software which can be used either at the same time as a BBC programme is being watched, or 'off-line' and therefore not tied to simultaneous viewing of the programme....Educational material will be transmitted as part of the BBC's service of Information Choice, initially as non-interactive text and graphics.<sup>198</sup>

#### Channel 4

Sources of information: Literature, e-mails received from Paul Ashton, 7/4/98 and 23/4/98, letter received from Simon Fuller May 1998, web site  
[http://www.channel4.com/njs/schools\\_indexnj.html](http://www.channel4.com/njs/schools_indexnj.html)

Technology: Television

A broad sense of the educational service of Channel 4 is given in its recently revised licence statement:

The key elements of the Channel's programme policy will be its diverse range of educational programmes aimed at the general public. The Channel will devote on average at least seven hours weekly to its educational output, a substantial portion transmitted in peak-time... Channel 4 will also continue to provide high quality support material for its educational output.<sup>199</sup>

Additional detail about its schools' service is given later in the licence document:

The channel 4 service is required by the Act to include 'a suitable proportion' of programmes of an educational nature. As part of this obligation the Channel will transmit the 330 hours of schools programmes each year referred to in condition 7(1)(b) of the Licence. These schools programmes will fulfil the

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<sup>197</sup> BBC Education, *Television and radio secondary schools and colleges 1994/95*, p.50

<sup>198</sup> <http://www.bbc.co.uk/info/digital.htm>: The BBC's Digital Service Proposition: A consultation document

<sup>199</sup> Press release. *ITC publishes revised channel four licence* (23 February 1998), p.4.

needs of the curriculum. They will be supported by a full range of appropriate material.<sup>200</sup>

Channel 4 programmes are broadcast on air for schools during the day and repeats are shown at night.<sup>201</sup> The Channel 4 broadcast service is supported by a web site,<sup>202</sup> Internet use, print materials, CD ROMs and by distributing video and audio cassettes.<sup>203</sup> <sup>204</sup> The Channel 4 schools service 'also includes a substantial printing operation of printed and software support materials for the programme.'<sup>205</sup> In addition:

to support the Channel 4 Schools service, the Educational Television Company has appointed a nation-wide team of Education Officers, each with extensive experience in classroom teaching, knowledge of their local region, particular curriculum strengths and an understanding of the use of television programmes and their support materials in schools.<sup>206</sup><sup>207</sup>

Channel 4 Schools issues annual resources catalogues that give the appropriate age group, a description of the programme and the prices for purchase, in subject categories.<sup>208</sup> Channel 4 has been using web sites 'for all kinds of purposes' and, Paul Ashton has run several digital and interactive television experiments for educational purposes.<sup>209</sup> The Channel 4 schools web site has:

- a searchable database to access programme details and resource information;
- free online resources including specially designed *Net Notes*, *Online Teachers' Guides* and *Information Sheets* that can be downloaded; and
- a schools' forum for the exchange of 'news, views and opinions...(and) any queries for the team of Channel 4 Education Officers.'<sup>210</sup>
- Channel 4 printed support materials<sup>211</sup> include detailed activities, worksheet templates<sup>212</sup> and clear curriculum links.<sup>213</sup>

The Channel 4 Schools programmes are usually used in recorded form as it is more convenient.<sup>214</sup> According to Simon Fuller there is 'some live use (of broadcasts) in primary schools...(but) most use (80%) is recorded and/or video purchase'.<sup>215</sup> How the recording is organized varies, and could be done by local authorities, librarians, teachers and pupils.<sup>216</sup> There is a network of agencies (e.g. libraries) that are licensed to provide tapes at cost price.

<sup>200</sup> *ibid*

<sup>201</sup> Letter received from Simon Fuller, May 1998

<sup>202</sup> [http://www.channel4.com/njs/schools\\_indexnj.html](http://www.channel4.com/njs/schools_indexnj.html)

<sup>203</sup> E-mail received from Paul Ashton, 7/4/98

<sup>204</sup> Simon Fuller sited the same non-broadcast support services as Paul Ashton, and included CD ROMs as well.

<sup>205</sup> Ashton, P. *Schools Commissioning Editor statement*, November 1992, Channel Four Television. Publicity booklet.

<sup>206</sup> Channel 4 schools, *Eureka: Ancient Greece Autumn Term*, p.0 (sleeve cover).

<sup>207</sup> Simon Fuller sited the nation-wide team of Education Officers as one of the main features of the Channel Four Schools' service.

<sup>208</sup> The Educational Television Company, 1994, *The New Channel 4 Schools Resources Catalogue 1994/95*.

<sup>209</sup> E-mail received from Paul Ashton, 23/4/98

<sup>210</sup> [http://www.channle4.com/njs/schools\\_indexnj.html](http://www.channle4.com/njs/schools_indexnj.html)

<sup>211</sup> Simon Fuller sited print support and gave Teacher's Guides as an example in his list of the main features of the service.

<sup>212</sup> Templates seem to be designed to photocopy for learners.

<sup>213</sup> *ibid*

<sup>214</sup> E-mail received from Paul Ashton, 7/4/98.

<sup>215</sup> Letter received from Simon Fuller, May 1998

<sup>216</sup> *ibid*

This network is heavily used on some areas.<sup>217</sup> One of the Channel 4 brochures actively encourages recording their programmes:

We recommend recording the programmes and previewing to give the teacher ample opportunity for using the programmes creatively and with direct relevance to the children. Stopping the video at strategic moments will keep attention high and allow reinforcement or discussion to take place at times appropriate to the content.<sup>218</sup>

Simon Fuller regards the following to have been successful interventions of the Channel 4 schools' service:

- Achieving an annual cycle of all aspects of operation to avoid crisis management;
- Planning longer term - 2 to 3 years ahead; and
- Responding to school needs quickly and effectively - being flexible.

Unsuccessful interventions are listed as:

- Certain format experiments - home TV styles do not always travel into a school context;
- Making programmes for teachers, rather than for teachers to use with pupils; and
- Experimenting with failing technologies, e.g. CD1 - costly, time-wasting.<sup>219</sup>

## WALES

Sources of Information: E-mail correspondence, web sites, publicity brochures including *Wales Digital College and the University for Industry*, 1998, *Working together for Wales*, Wales Digital College, 1999-2005, *Membership Scheme, Consultation Paper*

Technology: Digital platforms with analogue terrestrial television for the short-term

Target audience: Adults

Focus: Access to FET, HE and lifelong learning opportunities

The policy context of Welsh education is alluded to in this quote: 'Wales, during September 1998, saw the publication of three key lifelong learning papers. The Welsh Office released the first Green Paper for Wales on lifelong learning - Learning is for Everyone (April 1998)'.<sup>220</sup> This set out the Government's vision for a flexible, multi-skilled workforce in Wales and a framework for lifelong learning which are intended to lift:

- the horizons,
- Wales' reputation for achievement across the board and
- Standard of learning for the people of all ages.

According to this source,

The government aims to expand further and higher education to provide for an extra 500,000 young people and Adults by year 2002 and to double help for basic literacy and numeracy skills amongst adults. In Wales this means that

<sup>217</sup> Letter received from Simon Fuller, May 1998

<sup>218</sup> Channel 4 schools, *Eureka: Ancient Greece Autumn Term 1993*, p.2

<sup>219</sup> Letter received from Simon Fuller, May 1998.

<sup>220</sup> Wales Digital College and the University for Industry, *Working together for Wales*, Summer 1988

27,000 new students need to be actively involved in lifelong learning and that 5,000 need to receive basic skills tuition so that by 2002, nine out of every ten adult have functional basic skills in literacy and six out of ten have functional basic skills in numeracy.<sup>221</sup>

It is against this background that S4C and BBC Wales have a 'new venture (which) is to use the digital networks - terrestrial and satellite - as well as the internet, to service the needs of Further and Higher education and lifelong learning'.<sup>222</sup> This Digital College will use any technology platform that is available at any time (particularly the web) and would want to 'use any technology development that converges those platforms'.<sup>223</sup> It seeks to use television as the front-end of educational provision with broadcasters forming structures partnerships with education providers. The following extract from the Digital college web site offers general background information to the initiative:

*'What is it?*

The Digital College is a joint venture that will combine the services and skills of educationalists, trainers, business and industry, BBC Wales and S4C to provide a first class life long learning service for viewers. Digital television will become a virtual "front door" to education.

*How will it work?*

Potential students watching digital broadcasts in their own homes through Digital Terrestrial Television (DTT), satellite or cable will be able to use their remote controls to access a range of innovative interactive skill-developing services.

Eventually, services will include:

- TV programmes
- Key contacts with hyper links to service providers
- Advice and guidance
- Video tasters
- On-line and down-loadable skill packages
- On-line assessments
- Instant on-line booking, registration and transaction systems
- A range of access languages
- As the technology develops, colleges, community education centres, training agencies and schools will also be able to access and store Digital College materials for in-house use.

*Who will benefit?*

Anyone interested in learning new skills - vocational or non-vocational. Television is a powerful medium and can prove an effective access point. The Wales Digital College will also make full use of the Internet, phone and fax services, paper based materials, and of course face-to-face experiences in learning centres. The service will be particularly useful for job-seekers, those seeking new directions and challenges either early or late in life and those seeking open learning opportunities. Viewers with practical and physical learning difficulties could be among the first to benefit.

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<sup>221</sup> Ibid.

<sup>222</sup> E-mail received from Euryng Ogwen Williams. 29/04/1998

<sup>223</sup> E-mail received from Euryng Ogwen Williams. 30/04/1998

*How will viewers know about back-up services?*

The Digital College logo will appear in the corner of the screen when educational or training programmes are broadcast and whenever popular general programmes are discussing an issue which could lead a viewer towards a new skill or interest. As the technology develops hyper links may also be created between some commercial services and the Digital College so that a viewer booking a holiday in Spain, for instance, is instantly made aware of Spanish courses.

*How will providers benefit?*

Providers will have a live and effective interactive access medium for all their courses and study programmes. Potential students will be able to choose courses, discuss funding, arrange visits and book places without leaving their living rooms. Once hooked, providers will also be able to deliver parts of their courses and arrange back-up and reference materials on-line. Where student numbers tend to be low (e.g. in the case of some Welsh medium courses), providers in different areas could work together to provide effective interactive multi media experiences. In time, direct links could take students straight to provider Internet sites.

Some providers may wish to take advantage of opportunities to target new markets for their distance learning courses outside their normal catchment areas or to establish new joint study schemes with colleges in other parts of the country. On satellite, the Digital College could reach out all over Europe - and through a choice of languages.

*How about Business and Industry?*

Business and Industry will have a unique opportunity to plan for the future by educating the potential work-force as to career and job opportunities, skill requirements and access procedures and expectations.

Industries may wish to work closely with educational service and training providers to create and develop key Digital College materials. Digital interaction will allow potential employees to contact employers instantly with CVs and applications formatted to suit employers' requirements. The Digital College will assist those in employment to update their skills on a regular basis. Potential suppliers to business and industry will also be educated as to future opportunities and requirements so that they too can plan their staff training. Business and Industry will want to be aware of the marketing opportunities afforded by this new technology - either by forming partnerships with educators or engaging in targeted sponsorship or advertising'.<sup>224</sup>

The timeframes for these plans as well as the planning that still has to be done is explained in the following extract:

The technology which will allow all this to happen is still developing - albeit at an amazing pace. It is likely that some services, hitherto undreamt of, will be possible in the not too distant future. Naturally, the Digital College isn't going to happen overnight. The speed of take-up of the new technology is a key planning factor.

The "reach" of the various delivery technologies - DTT, satellite and cable is another important factor in a country like Wales where many viewers reside in

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<sup>224</sup> Digital College Background Information, accessed on 19/4/199, <http://www.digitalcollege.co.uk/gweinyddu/background/general.htm>.

rural and mountainous areas. Creating the material and setting quality control procedures in place will naturally take time. All in all, it would seem realistic to allow a three to four year period for the establishment of a comprehensive service. By that time, Wales should have a “critical mass” of renewable material and the basis of a developed delivery machine. Material development will start straight away in key areas and technical and content pilots are already planned.

The college plans to work closely with the University for Industry (UFI) which will be providing complementary services.

In their publicity brochures both partners attest to understand the importance of the effective analysis of the market, stating that ‘this will involve studying trends in the economy, employment, administration and technology, recognizing gaps, weaknesses and failures in the provision, developing an understanding of the needs and attitudes of potential students’.<sup>225</sup>

#### *Funding*

It is envisaged that close administrative cooperation between the Wales Digital College and the UFI ... which could involve a share in the central unit- could afford the following advantages:

- A strong partnership involving two major lifelong learning initiatives and from the advantage that come through sharing expertise, experience, Knowledge and resource in a relevant and effective way.
- The UFI would be able to take advantage of the mechanisms already in place for disseminating and collecting information.
- As the Wales Digital College is already a funded, functioning administrative body, expensive UFI initial set-up costs could be avoided and funds ploughed into content and services in Wales.

#### *The Legal Status of Wales Digital College*

An independent legal structure will be established for the Digital College during the spring and summer 1999.<sup>226</sup>

#### *Council Membership*

The council membership is divided into three categories, namely:

##### *1. Membership of first year*

Providers will be invited to join the Council of the Digital College on payment of an annual fee. ‘The first year’s membership will begin in September 1999 when the Digital College Trust is registered with the Charities Commission. During the first year’s membership will have the right to steer the College’s work in accord with the terms of the constitution of the College Trust. The corporate members of the Council will be entitled to supplementary services during the first year of membership, namely:

- Fore-knowledge regarding content and research projects;
- Basic training in the production of digital materials;
- Licences re software ensured by arrangement with the Digital College; and
- Information about new developments.<sup>227</sup>

##### *2. Membership in second year*

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<sup>225</sup> Wales Digital College and the University for Industry, Working Together for Wales, Summer 1998, pg. 4

<sup>226</sup> Wales Digital College, 1999-2002, Membership Scheme, Consultation Paper, pg.2-3.

<sup>227</sup> Ibid, pg.4-6

The corporate members of the Council will be entitled to supplementary services during the second year of membership, namely:

- Representation on working group
- Priority when establishing projects
- Marketing via digital television and more traditional marketing and media materials and media arranged by the Digital College.
- Foreknowledge re content and research projects
- Basic training in the production of digital materials
- Licences re software ensured by arrangement with the Digital College
- Information about new developments

### 3. Membership in third year

The corporate members of the Council will be entitled to supplementary services during the third year of membership, namely:

- Research into new markets
- Linking materials through the screen
- Early copies of some materials
- Licences re software ensured by arrangement with the Digital College
- Information about new developments
- Marketing via digital television and more traditional marketing and media materials and media arranged by the Digital College.
- Representation on working group
- Priority when establishing projects
- Fore-knowledge regarding content and research projects.
- Basic training in the production of digital materials.

## UNITED STATES OF AMERICA

### Unites States of America schools services in general

Sources of Information: Web sites<sup>228</sup> and research reports.

Technology: Television and video are focused in the reports sited

The Unites States of America has a huge array of both radio and television public broadcasting channels.<sup>229</sup> In a 1996 study

public television stations were asked whether they provided instructional programming to elementary or secondary schools or other educational institutions during the 1994-95 academic year...A total of 162, or 80 percent of all stations provided programming to elementary schools' and 160 provided programmes for secondary schools.<sup>230</sup>

The most popular means of delivery for channels providing instructional programming was full-power broadcast.<sup>231</sup> With such a range of stations offering a broadcast service to schools, a general overview of the Unites States of America

<sup>228</sup> <http://www.cpb.org/library/researchnotes/98.html> ,

<http://www.cpb.org/library/schoolusestudy/index.html>

<sup>229</sup> As an indication of the array of stations offering educational programming, the Public Broadcasting Service (PBS) Teacher Connex service has three partner stations, 16 participant stations and 67 affiliated stations listed on their web site: <http://www.pbs.org/learn/tconnex/tcstations.html>

<sup>230</sup> Charlton, W. (November 1996) *Elementary and secondary educational services of public television grantees: Highlights from the station activities survey*. <http://www.cpb.org/library/researchnotes/98.html>

<sup>231</sup> *ibid.* 3 out of four stations used broadcast, and 11-13% (primary-secondary) used cable and ITFS services.

schools services has been given. The following services to schools were listed most often in the survey on public stations:

- advanced schedules;
- previews of instructional programmes;
- interactive distance education;
- daytime and/or overnight block feeds of programmes to schools; and
- technology utilization support for teachers.<sup>232</sup>

A more recent United States of America study<sup>233</sup> focused on the teachers and the schools rather than on the public television stations. The following observations about the use of schools television programming services in the United States of America were made:

- *Teachers have the equipment needed to support the use of television and video in their classrooms.* ‘98% of teachers say that television and video are available in their schools to use in instruction...On average, schools in 1997 have 21 standard television sets...The typical school in 1997 also has 14 VCRs (Videocassette Recorders) for teachers use...Nearly three fourths of schools have laser discs’.<sup>234</sup> The report also concludes that ‘Nearly 8 out of 10 schools have access to public broadcasting service programming’, 78% of schools are reported as having added cable or fibre systems and 33% have satellite systems.<sup>235</sup>
- *Television programming is recorded and seldom used synchronously.* ‘93% of teachers rely on television programming on tape, all or most of the time, rather than directly off-air...Home recording constitute a major source of their videotapes (67%), as do school media centres or district libraries and colleagues’.<sup>236</sup>
- *Teachers can get information about TV and video programming in a number of ways.* ‘The most common source of information is colleagues...Home viewing, TV listings, and newspaper or magazine articles are other common sources. Guides developed specifically for teachers - such as *the CPB Teacher’s Digest*, *PBS Teacher Connex*, *Cable in the Classroom*, and local PBS station guides - are another important source of information...A small percentage of teachers are accessing online information sources such as *PBS Online*’.<sup>237,238</sup>
- *Teachers make use of a variety of programmes, not just those pertaining specifically to their students and the curriculum.* ‘Public television is the largest source of programming used’.<sup>239</sup>...Feature length movies and general audience programmes from public, cable/satellite television are used in addition to programmes designed for instructional use.

<sup>232</sup> *ibid*

<sup>233</sup> Corporation of Public Broadcasting *Study of School Uses of Television and Video, 1996-1997 School Year - Summary Report*, <http://www.cpb.org/library/schoolusestudy/index.html>

<sup>234</sup> <http://www.cpb.org/library/schoolusestudy/index.html>

<sup>235</sup> <http://www.cpb.org/library/schoolusestudy/sus7.html>.

<sup>236</sup> Corporation of Public Broadcasting *Study of School Uses of Television and Video, 1996-1997 School Year - Summary Report*, <http://www.cpb.org/library/schoolusestudy/sus4.html>.

<sup>237</sup> Corporation of Public Broadcasting *Study of School Uses of Television and Video, 1996-1997 School Year - Summary Report*, <http://www.cpb.org/library/schoolusestudy/sus6.html>.

<sup>238</sup> NOTE: the teacher support services offered by *PBS Teacher Connex*, *Cable in the Classroom* and *PBS Online* are discussed separately, and in more detail, later in this document.

<sup>239</sup> <http://www.cpb.org/library/schoolusestudy/sus6.html>.

- *The public television educational programmes are the most popular. Reading Rainbow, Magic School Bus, Bill Nye the Science Guy, National Geographic and NOVA were the top five, most frequently cited as the best programmes for instructional purposes.*<sup>240</sup>
- *Teachers receive training and technical assistance to support classroom use of television and video.*

Nearly half (46%) of principals say that their districts provide training in the instructional use of television and video. Fifty-nine percent of teachers report they have received training in classroom use TV and video at some point in their careers and, of these, 71 percent have received such training in the last five years.<sup>241</sup>

To give a more specific description of some of the school services of broadcasters in the United States of America, descriptions from some online support services have been included. Information has been gathered from *PBS Classroom Connex*, *Cable in the Classroom* and *Discovery Online*.

### Public Broadcasting Service (PBS) Teacher Connex

Sources of Information: Web sites<sup>242</sup>

Technology: Television

The Public Broadcasting Service (PBS) broadcasts numerous general audience and children's programmes that are intended for use in schools. It has a national broadcast schedule, and local public television stations have their own schedules relevant to their regional audiences. PBS has a *Teacher Resource Service* that offers an online and print service called *PBS Teacher Connex*.<sup>243</sup>

Teacher Connex seeks to make PBS programming more accessible and more useful in K-12 classrooms across the United States of America.<sup>244</sup>

Each month teachers are provided with information about the PBS general audience and children's programming and extended videotaping rights for classroom use in the U.S, including:

- programme descriptions;
- grade level appropriateness;
- cross-curricular applications;
- teacher resources; and
- links to relevant Worldwide Web sites.<sup>245</sup>

### Cable in the Classroom

Sources of information: Web site<sup>246</sup>

Technology: Cable television<sup>247</sup>

Cable in the Classroom is

<sup>240</sup> <http://www.cpb.org/library/schoolusestudy/sus7.html>.

<sup>241</sup> <http://www.cpb.org/library/schoolusestudy/sus9.html>.

<sup>242</sup> <http://www.pbs.org>; <http://www.pbs.org/learn/tconnex/>

<sup>243</sup> <http://www.pbs.org/learn/tconnex/abouttc.html>

<sup>244</sup> *ibid.*

<sup>245</sup> *ibid.*

<sup>246</sup> <http://www.ciconline.com/textonly/about.htm>

<sup>247</sup> This cable television service has been described as it may have some relevance to broadcasting services.

supported by 38 national cable networks and over 8 500 local cable companies... (who provide) a free cable connection and over 540 hours per month of commercial-free educational programming to schools across the country.<sup>248</sup>

Cable Networks (including CNN, Discovery, A&E and Nickelodeon) set aside a portion of their on-air time for these commercial-free educational programmes.

Some of the programming is created specifically for a network's Cable in the Classroom... offering while other networks...often reformat documentaries or other programmes from their regular schedule into 'teacher-friendly' modules. All of the programmes are copy right cleared so that schools can build their own video libraries.<sup>249</sup>

The intention is for local cable companies to provide a cable connection into every school in their service areas. A monthly magazine that lists Cable in the Classroom programming, by subject is available to schools. The programming is 'intended to be video taped rather than used in real time'.<sup>250</sup> It is assumed that video recordings will be done by a teacher at home, by the schools media coordinator or by the librarian.

### Discovery Channel, Learning Channel and Animal Planet

Sources of Information: Web site: <http://www.discovery.com>, <http://www.discovery.com/sched/domestic/learning/learning.html>, E-mail from Wayne Liew 10/4/98 and 29/4/98.

Technology: Television

The Discovery Channel and Learning Channel provide education programmes geared towards the K-12 curriculum. Discovery Channel is one of the channels offered by Malaysia's MegaTV. It has extensive video and CD ROM resources. The broadcast service is supported by a web site, Discovery Online,<sup>251</sup> which lists:

- educational resources offered by the Discovery Channel;
- educator group lists;
- lesson plans; and
- general educational resources.

The school store lists all the products (particularly CD-ROM's and videos) which are available for purchase. There is also a listing of the educational schedule with brief descriptions<sup>252</sup>. The following descriptions of current schools service series have been included to indicate the types of programmes available:

- **Assignment Discovery** is a daily series created for middle school and high school students, and is also suitable for younger audiences. Each one-hour programme contains two 23-minutes documentaries, plus discussion questions, factual recall questions, and suggested reading material...
- **TLC Elementary School** is a weekly series created for grades K-6. Each hour-long programme contains several short documentaries, two to 15 minutes long, all on the same curriculum topic, that can be used as stand-alone shows....

<sup>248</sup> <http://www.ciconline.com/textonly/about.htm>

<sup>249</sup> *ibid.*

<sup>250</sup> *ibid.*

<sup>251</sup> <http://www.discovery.com>

<sup>252</sup> <http://www.discovery.com/sched/domestic/learning/learning.html>

- *School Stories* is a series of half-hour programmes, airing on The Learning Channel that offers a unique, behind-the-scenes look at education in America. ... (It) is produced in partnership with the National Education Association.<sup>253</sup>

The Resource Finder on Discovery Channel School aims to enable teachers to find a range of lesson ideas from study questions and vocabulary that compliment television programmes to online activities. The resources are categorized by subject and grade level. The following additional support is given to help teachers select which programmes to use:

- An online T.V. calendar with monthly charts that can be printed out;
- A free Educator Guide, 'which contains the entire semester's television programming and a catalogue of videos for sale', and can be ordered via a toll free number; and
- Discovery Channel School e-mail list. Teachers receive a weekly programme notice via e-mail along with some innovative ideas for ways to use the programmes.

The web site lists tips for recording the broadcast programmes, which shows that the Discovery Channel does not expect the broadcasts to be used synchronously. The 'taping tips' list is addressed to teachers, illustrates some of the envisaged ways in which recordings are organized. It suggests that parents should be enlisted to help with taping or to send in blank tapes, and that teachers 'might also wish to set up (their) VCR over the weekend to tape an entire week's worth of programming'. This indicated that reruns of the week's programmes are done on weekends to facilitate block recordings. The anticipated classroom use of the Discovery Channel resources is made clear with these Guidelines for Viewing:

- To energize your curriculum with the effective use of video, try following some of these guidelines. Fuller explanations and examples can be found further down this page;
- View the programme before showing it to your students;
- Initiate viewing with an activity or discussion;
- Energize your students to view the videos for a purpose;
- Watch with your students;
- Interact with the video by pausing, rewinding, and discussing;
- Ask students to list key ideas or cite important points;
- Take time to use Discovery Channel School curricula (school.discovery.com);
- Investigate other related resources;
- Prepare follow-up activities or ask students to design the follow-up activities;
- Tape all the *Assignment Discovery* and *TLC Elementary School* programmes related to your curriculum;
- Assign meaningful pre-viewing, viewing, and follow-up work;
- Coach your students to become intelligent viewers;
- Heighten viewing awareness with meaningful questions.<sup>254</sup>

A section on 'ideas for classroom use' complements the guidelines.

## ZIMBABWE

Sources of Information: Literature  
 Technology: Radio

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<sup>253</sup> <http://www.discovery.com>

<sup>254</sup> *ibid.*

From 1982 to 1992 in partnership with the Friedrich Ebert Foundation of Germany, the Zimbabwe Broadcasting Company (ZBC) ran a schools broadcast service called Radio 4. In 1992 the project was handed over to the ZBC and was described by Bredigheit as follows:

Twelve hours a day from Monday to Friday, ZBC broadcasts its fourth radio programme on (almost) all of its numerous FM transmitters spread all over the country. The broadcast hours in the morning and the early afternoon are dominated by Schools Broadcast: More than four hours per day Radio 4 transmits formal education programmes, from Grade One right up to A levels, complimented by regular feature programmes for teachers. The programmes are produced by the Ministry of Education in collaboration with the Radio 4 producers.<sup>255</sup>

There was almost no printed course material for the pupils and/or the teachers. Radio 4 saw its function as enhancing classroom work, rather than replacing it.

## ZAMBIA

### Cooperative College Cooperative Training Programme

Source of information: Literature  
Technology: Radio

**‘Content:** cooperative education: basic business calculations; society management; cooperative consumer shop management

**Audience:** cooperative society members; cooperative society employees; non members (currently 300 registered, students)

**Distance education methods used:** printed correspondence courses; postal tutorial and marking service; supporting radio programmes

**Governance:** the parastatal Cooperative College, which comes under the ministry of Cooperatives, manages the programme; it liaises with the Zambian Cooperative Federation and the regional unions over recognition

**History and impact:** the Zambian Cooperative College was established in 1980 and has run correspondence courses for employees and members since then. A significant number of employees throughout the country have now taken these courses. In the early to mid 1980s the College also ran mass member education programmes, including a series of mass radio learning group campaigns. This programme has now been taken over by the Zambian Cooperative Federation’.<sup>256</sup>

### National Agricultural Information Service (NAIS) Radio Farm Forums Programme

**‘Content:** agricultural practices: Land preparation; How to grow various crops; Marketing of Produce; Livestock management; Loans

**Audience:** groups throughout the country of peasant farmers and emergent farmers

**Distance education methods used:** regular radio series in vernacular languages on topics selected by local subject committees of local extension workers, agricultural researchers, and farmers; supporting booklets in simple language also in vernacular languages; radio listening

<sup>255</sup> Bredigheit, H. (1992) *Slippery Roads in Africa. Radio 4 - a Project History*, Bonn: Freidrich-Ebert-Stiftung. p.7.

<sup>256</sup> ‘Source: R Siaciwena: personal communication, 1995’ in Dodds, T (1996) *op cit.* p. 19.

groups of c.15 members in local communities run by local communities run by local committees.

**Governance:** Ministry of Agriculture, Food and Fisheries in collaboration with Zambia Broadcasting Services, working with local agricultural authorities

**History and impact:** Radio Farm Forums started in Zambia approximately 25 years ago. After an enthusiastic start, with UNESCO support, the programme appeared to be static in the late 1970s and early 1980s. It is now claimed that over 1 000 forums exist and operate regularly'.<sup>257</sup>

### Ministry of Community Development and Social Services, Radio Listening Group Programme

**Content:** literacy, health, agriculture, civics education, gender

**Audience:** radio listening group members made up of literacy class members, literacy instructors, community development staff at village level

**Distance education methods used:** radio series; printed booklets, brochures and newsletters in vernacular languages; radio listening groups managed and organized by local community development officers and committees

**Governance:** Ministry of Community Development and Social Services in collaboration with Zambia Broadcasting Services and local literacy committees

**History and impact:** Broadcasting for Literacy began in 1969, in English, extended in 1971 to cover the seven main vernacular languages. Each local literacy class is now supposed to organize a radio listening group. 'There are currently 1 219 such literacy classes'.<sup>258</sup>

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<sup>257</sup> 'Source: R Siaciwena: personal communication 1995' in Dodds, T (1996) *op cit.* pp. 19-20.

<sup>258</sup> 'Source: Fordham 1990; R Siaciwena: personal communication 1995, in Dodds, T (1996) *op cit.* pp. 20-21.