

I. PROJECT IDENTIFICATION

1. PROJECT TITLE Educational Management and Rural Development		APPENDIX ATTACHED <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
3. RECIPIENT (specify) <input checked="" type="checkbox"/> COUNTRY <u>Bolivia</u> <input type="checkbox"/> REGIONAL _____ <input type="checkbox"/> INTERREGIONAL _____		2. PROJECT NO. (M.O. 1095.2) 511-11-690-450
4. LIFE OF PROJECT BEGINS FY <u>1975</u> ENDS FY <u>1978</u>		5. SUBMISSION <input checked="" type="checkbox"/> ORIGINAL <u>5/21/74</u> DATE <input type="checkbox"/> REV. NO. _____ DATE CONTR./PASA NO. _____

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) CCSP COUNTRY 'A' JOINT 'B' BUDGET	
1. PRIOR THRU ACTUAL FY												
2. OPRN FY	725	598	132	30		10	87	598				1,397
3. BUDGET FY	546	441	93	30		5	70	441				1,177
4. BUDGET +1 FY	209	129	27	30		5	40	129				1,414
5. BUDGET +2 FY	54	26	6				28	26				1,425
6. BUDGET +3 FY												
7. ALL SUBQ. FY												
8. GRAND TOTAL	1,529	1,194	252	90		20	225	1,194				5,413

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR UNESCO, Government of Germany and the Netherlands.	(B) KIND OF GOODS/SERVICES Technical Assistance	(C) AMOUNT \$450,000
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III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER Angel M. Diaz Ronald Nicholson Clayton Seeley	TITLE Deputy Program Officer Desk Officer Education Officer	DATE May 21, 1974
2. CLEARANCE OFFICER John R. Oleson	TITLE Mission Director	DATE May 21, 1974

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF	SIGNATURE	DATE
LA/DR	S. Carbin M. Brown	6-27-74	LA/DP	Arthur Silver	7/2/74
LA/DR	John R. Breen	7/8/74	LA/GC	Barry Veret	7/2/74
LA/BC	Ronald Nicholson	6-20-74	LA/MRSD LA/OPNS	Donor Lion Peter Romano	7/3/74

3. APPROVAL AAS OF OFFICE DIRECTORS

SIGNATURE Herman Kleine AA/LA	DATE 7/1/74
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4. APPROVAL A/AID (See M.O. 1025.1 VI C)

SIGNATURE	DATE
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EDUCATIONAL MANAGEMENT AND RURAL EDUCATION PROP

I. Rationale

The focus of the AID effort in Bolivia is on improving the welfare of the rural poor. An increasingly literate rural population, more alert to life's possibilities and better trained to take advantage of available opportunities, is essential to the achievement of AID objectives for increased agricultural production by the small farmer and improved health in rural areas. Therefore, the educational assistance rationale dovetails in key implementational aspects with planned approaches in agriculture and health.

As essential first step in developing an educational system for the rural poor is a viable educational administrative structure able to create, deliver and sustain a relevant, cost-effective program responsive to the needs of a diverse population and supportive of national development. This project complements and supports the activities of the AID/GOB Educational Management and Instructional Development Loan by grant funding; the long-term technical assistance components and certain short-term technical assistance necessary to assure prompt and integrated implementation of the Loan; short-term participant training related to longer-range activities in rural education, and certain on-going regionally oriented activities related to this Project (See Section V of this PROP). The Loan will fund other US or third-country short-term technical advisory services as well as a sizeable number of man-months to be contracted with Bolivian entities, and U.S. and third-country short-term and academic training required for the administrative reform.

As a part of the implementation of the overall Educational Management and Instructional Development project, research and planning will be initiated for other new programs directed at the qualitative improvement and quantitative expansion of rural education in Bolivia. Our strategy for rural education at the next stage will focus on the problems of : (i) the lack of relevancy in curricula related to rural development; (ii) the need to develop the means, including instructional development and low-cost technology, to deliver subject matter more relevant to the rural areas; (iii) the inadequacy of infrastructure and technical/financial resources to meet primary school demand beyond grade 3; and (iv) the need to make the rural school an integral resource of the various development efforts of the GOB. The last element is particularly important to achieving the practical cast to education which is being sought and to the rationalization of GOB education, agriculture and health efforts in the rural sector. As further details of these projects are defined with the MOE, the PROP will be amended to include them.

Attention in this PROP focuses on the program of administrative reform and, as immediately required, preliminary participant training in rural

education. The preliminary Education Sector Assessment (Part VII) discusses the rationale for US assistance in Education, and the need for priority attention to the reform of Bolivia's public education system. Background concerning the education administration reform program and the related US assistance efforts is detailed in the Capital Assistance Paper for the Educational Management and Instructional Development Loan, a summary of which follows.

The administration of the Bolivian educational system is highly centralized, duplicative in its operations and structure, unequal in terms of resources and efforts provided to urban and rural education, lacking in functional facilities and adequate materials for instruction, and piecemeal in its approach to planning, budgeting, and program evaluation. In view of these constraints, the 1968/1969 Ohio State University Human Resources Study identified administrative development, curriculum development, instructional strategies, teacher education, and maintenance and repair of school facilities as areas for priority effort to improve the overall efficiency of the system. However, action was not taken specifically in response to the study's recommendations until 1972/1973 when the GOB promulgated two decrees: the Law of Administrative Organization of the Executive Branch in September 1972, and the National Plan of Administrative Reform 1973/1977. Backed by these decrees, the MOE started an administrative reform effort, which was assisted by a USAID financed contract advisory team from San Jose State University. To work with the San Jose team in the study, design and implementation of the MOE's reform, the MOE created the CRA (Consejo de Racionalizacion Administrativa). For about two years, they have been refining the MOE's administrative structure to improve and accelerate socio-economic and human resources development in a more efficient and cost-effective manner. This joint effort has resulted in two key accomplishments:

- (a) The separation of the administrative and pedagogical functions of the MOE; and
- (b) A reorganization of the district (State) education offices to assume many functional responsibilities at the district level, thereby supporting a decentralization program necessary to strengthen local and district responsibilities for education and socio-economic integration of the country.

Thus far, the CRA/San Jose State University efforts have provided the basis for continued improvements in the management of the Bolivian educational system and have identified the following areas for priority attention to be addressed by the Educational Management and Instructional Development Project:

- (1) Establishment of District Educational Development Centers.
- (2) Professional Development.

- (3) Planning and Evaluation.
- (4) Research and Analysis.
- (5) Information Management.
- (6) Financial Management.
- (7) Curriculum and Instructional Materials, and
- (8) Educational Facility Planning.

The specific problems to be addressed under each of these areas are described in this PROP under Section VI - Course of Action, and in the related CAP for the Educational Management and Instructional Development Project, Section II.B.

II. Statement of Goal

- A. The Goal: To help establish a more efficient and equitable public education system institutionally and substantively responsive to the needs of rural Bolivia.
- B. Measurements of Goal Achievement: The contribution of the Project to the achievement of the overall goal will be the following:
 1. Identification of the specific causes of the drop-out problem and formulation of action programs aimed at eliminating the causes.
 2. Identification of regional curriculum needs and development of a basic curriculum through grade five and of relevant curriculum adaptation materials responding to those needs.
 3. Increased resource allocations for rural education in absolute and real terms and relative to allocations for urban education, to more nearly reflect the proportion, distribution and needs of the rural and urban populations.
 4. Establishment and functioning of decentralized administrative and instructional services,
 5. School Directors, Field Supervisors, District Directors and other District Personnel, and Key Central Ministry personnel in planning, curriculum, financial and information management will be, after in-service training, working with new techniques and methods in instructional development and support, and in policy and program analysis and planning.

C. Basic Assumptions about Goal Achievement

1. That the GOB policy makers in fact believe and will continue to believe that equity toward the rural population is key to Bolivian political, social and economic growth and stability. Therefore, they will give increased emphasis to the improvement and expansion of government services in rural areas (agriculture, education, health, infrastructure, community development) and will actively seek ways to make these inputs mutually supportive.
2. That the MOE will increasingly dovetail its own programs with related programs of the Ministries of Health, Agriculture, etc., and other relevant agencies such as the NCDS.
3. Since it is unlikely that the GOB will be able to raise the percentage of the national budget devoted to the Ministry of Education above the present approximate 25%, it will find ways to reduce salary costs as a percentage of the educational budget, and a large part of budget increases will accordingly be devoted to support services and investment with priority for rural education.
4. That the GOB/MOE will carry out the administrative reform recommendations made by the San Jose State University Advisory Team and their counterpart organization, CRA.
5. That the attitude of Bolivia's rural population will be positive toward, and result in greater enrollment in formal and non-formal educational programs relevant to their environment.
6. That there is a direct and major correlation between the quality and relevancy of education and the drop-out rate.

III. Statement of Project Purpose

- A. The Purpose: To reorganize and improve the functional efficiency of the Ministry of Education so that it can: (i) analyze factors affecting public education and better formulate policies and programs for the improved conduct of public education; (ii) take into account the varying educational needs of Bolivia's disparate population; and (iii) provide effective, relevant, and efficient administrative and instructional support to the student and the teacher in the classroom.

B. Conditions Expected at the End of the Project

As this project is also financed by the Educational Management and Instructional Development Loan, the conditions expected at the end of the project and the outputs, will be the product of both grant and loan financing. They are expected, therefore, to be as set forth below and under Section IID respectively of the Capital Assistance Paper for said Loan. (See Course of Action - Section VI for a discussion of the project elements). As additional related educational projects are developed which require grant financing, this PROP will be revised accordingly.

1. District Educational Development Centers

- (a) Nine new District Educational Development Centers combining administrative and instructional support services will be operational and exercising functions and responsibilities established by the reform.
- (b) Decentralization to and staffing of instructional support units is completed as planned; urban and rural administrative functions unified.
- (c) A modified curriculum reflecting local needs will be functioning, with special materials designed, produced, and distributed.
- (d) Improved school administration skills through in-service training seminars at the District Centers will be shown by qualitative analysis of administrative behavior and the use of newly developed instruments and procedures.
- (e) Increased in-the-classroom assistance will be given by school directors, supervisors and Center resource personnel.
- (f) There will be improved administrative support to the above schools and their staff and hence better morale.
- (g) Centers will increase the utilization of existing educational resources in the district to support non-formal programs.
- (h) There will be improved professional attitudes at each level and improved teacher performance as a result of increased technical backstopping.

- (i) District Centers will convey local views on educational policy, curriculum content and budget needs to national planners.
- (j) The Center offices will be initiating guidance, counseling and student activity programs and train school directors and teacher in such activities.
- (k) The Centers will be in use for special training of school directors and teachers.

2. Professional Development

- (a) Pre-service and in-service training for supervisors and administrators will be operational at two Training Institutes for Administrators.
- (b) There will be increased professionalization of supervisory personnel at the district level with 70% of personnel having received some specialized training.
- (c) There will be improved equality and greater frequency of field supervision.
- (d) There will be greater administrative efficiency and responsiveness to staff needs.
- (e) There will be an improved attitude toward professional responsibilities - pedagogical and administrative - by both teachers and administrators.
- (f) There will be more diverse and innovative teacher behavior in the classroom (e.g. more large group, small group and individualized instruction; more flexible scheduling of educational experiences, improved use of instructional materials).
- (g) Training courses at the Institutes for SIDA and Central Ministry personnel implemented.
- (h) A plan for position certifications and salary incentives developed and being implemented by the ministry.

3. Planning and Evaluation

- (a) Project implementation will be subject to continual, systematic evaluation according to procedures approved by USAID and the MOE.
- (b) Rational goal setting and systematic planning and evaluation will be evident at both the national and district levels.
- (c) There will be a National Education Plan having high level endorsement accompanied by a viable financial implementation schedule.
- (d) There will be greater cost effectiveness of educational programs, including a movement toward a reduced ratio of administrative and supervisory personnel to teaching staff such that by 1980 this ratio is reduced from 1-7 to 1-9.
- (e) There will be more rational and equitable resource allocations, such that by 1980 rural education activities will be supported by 40% of the MOE budget and allocations for overall investment and support costs will have increased to 11% of the MOE budget.
- (f) There will be improved evaluation capability within the Planning Office and other key offices of the MOE.
- (g) There will be improved capacity for program/project formulation.

4. Research and Analysis

- (a) There will be a research capability and an on-going coordinated research program within the Planning Office and other key offices at the MOE yielding tangible results in terms of efficiency, effectiveness, and relevance.
- (b) Research will be integrated into the organizational a financial structure as a continuing systematic function.
- (c) Analyses of key problems will have been completed as required for future programming.
- (d) There will be increased MOE capacity to design and conduct research.

5. Information Management

- (a) Management and planning information system will provide accurate and timely data to decision makers at all levels of management.
- (b) A system of collection, analysis, storage, retrieval, and publications of education statistics will be established.
- (c) There will be higher degree of overall accuracy, relevancy and timeliness/information.
- (d) There will be greater use of statistical data in routine management and program-planning.
- (e) There will be reduced duplication and greater efficiency in data gathering.
- (f) Exceptional (good or bad) administration or pedagogical conditions will be identified sooner.

6. Financial Management

- (a) Financial management systems will tie fund allocations and expenditure controls to educational program objectives.
- (b) There will be greater correlation between educational objectives and fund allocations at all levels. (see 3(e) above)
- (c) Present ratios of salary vs. support, administrative vs. teaching expenditures will be realigned to reflect increased administrative efficiency. (see 3(e) above)
- (d) Absolute and relative increase in the portion of MOE funds devoted to rural education will be increased in both real absolute and relative terms. (see 3(e) above)
- (e) There will be reduced incidence of program and administrative delays and shortages which are attributable to ineffective financial management.

7. Curriculum and Instructional Materials

- (a) Curriculum and instructional materials will be subject to on-going research and evaluation to ensure effectiveness and relevancy to student needs.
- (b) The general curriculum will be revised to adequately reflect the global educational needs of grades through 5 and permit variations to meet local requirements.

- (c) The preparation, distribution and use of instructional materials, both Spanish and Bi-lingual, will be institutionalized.
- (d) The concept of continual curriculum reform and evaluation will be accepted at all levels and district curriculum offices, supervisors, teachers, etc., will be playing an active role in this process.
- (e) A Bolivian Instructional Materials Policy will be developed and adopted and the MOE will have established an on-going Instructional Materials Fund to support the production and distribution of materials.

8. Educational Facility Planning

- (a) Administrative and legal responsibilities for school facility planning, construction and maintenance will be clearly defined.
- (b) Results of demand analysis for schools will be included in National Education Plan.
- (c) Maintenance budgets will have been strengthened at national, district and local levels.

C. Basic Assumptions about Achievement of Purpose

1. The MOE will assign the necessary staff for training in the areas of education administration, policy, and planning.
2. The MOE will assign the necessary staff to implement the administrative reform recommendations made by the CRA/San Jose State University Team.
3. The GOB will allocate adequate budgetary resources to the MOE to carry out its assigned functions and the additional concomitant tasks of its reform program.
4. Trained MOE professional administrators will be placed in positions of type and level for which they were trained. They will be paid adequately enough to assure their retention and faithful performance.
5. The MOE will establish and staff the decentralized administrative centers.

6. The AID Educational Management and Instructional Development Loan will be approved as proposed.

IV. Statement of Project Outputs

- A. Outputs: The following outputs are expected to be attained by the end of 1978.

1. District Educational Development Centers

- (a) 9 MOE decentralized administrative offices staffed with at least an average of 25 trained officers each.
- (b) 554 school directors, supervisors, and Center resource personnel trained.

2. Professional Development

- (a) The two Training Institutes, staffed by Bolivian professionals to train people in administrative planning and administration to meet, on a continuous basis, Bolivia's needs for qualified personnel in these areas, will be built, and will be staffed by at least 10 professionals each along with adequate support staff.
- (b) 816 educational supervisory and administrative personnel trained to work at the district level.
- (c) The Institute in Sucre will provide 350 man-years of training annually and the Institute in Tarija will provide 180 man-years of training per year.

3. Planning and Evaluation

- (a) MOE Planning Unit staffed by at least 60 trained professionals.
- (b) Planning Units in the District Centers, each one staffed by at least 3 trained professionals.
- (c) A viable National Education Plan, having high level political endorsement.
- (d) A viable and systematic research and evaluation program for use by the MOE to improve the effectiveness of its educational activities.

4. Research and Analysis

- (a) Completed studies and recommendations for system development in: radio communications; mobile units; bilingual education; lower-cost instructional material.

- (b) Completed analyses of key educational problems as required for future programming. Some of the topics include: curriculum content, administration, finance/efficiency, and innovation.

5. Information Management

- (a) An assessment of the overall MOE information requirements by an MOE Information Management Work-group.
- (b) Two information-utilization systems: an Administrative Data System, and a Planning Information System.
- (c) An overall, efficient system of collection, analysis, and publications of education statistics.
- (d) 94 personnel trained in data collection, programming and terminal management.

6. Financial Management

- (a) A Program Budget System (PBS) within the MOE.
- (b) A Program-budget Unit in the MOE Financial Division.
- (c) 40 MOE professional employees trained to carry out the implementation of the PES.
- (d) 5 research projects conducted by the PBS Unit in the areas of education financing, incidence, etc.

7. Curriculum and Instructional Materials

- (a) A program to research and evaluate instructional materials.
- (b) A new language arts curriculum, including the completion of a pilot program in the bilingual approach to teaching Spanish.
- (c) A Curriculum Laboratory within the MOE as a means to attain outputs (a) and (b) above.
- (d) An MOE Central Media Laboratory and nine Educational Media Units at the district level.
- (e) Up to 100,000 copies each of five subject-matter textbooks and 15,000 each of corresponding teachers' guides, according to Bolivian Instructional Materials Policy.
- (f) Established programs in lower-cost materials such as newspaper supplements.
- (g) 45 MOE professionals trained to improve the capability of the MOE Curriculum Development Office.

- (h) An Instructional Materials Fund with GOB contributions being at least the equivalent of \$1.00 per school child and \$0.70 per adult education student.

8. Educational Facility Planning

- (a) A decree defining the legal and administrative authorities for school construction.
- (b) An inventory of all schools and existing maintenance and remodeling needs.
- (c) A study of projected demand for new physical facilities during a ten-year period.
- (d) 40 employees trained in school design, construction, maintenance supervision, planning and research.
- (e) A study defining facility maintenance functions for the District Centers and the national level and the corresponding staffing requirements for a five-year period.

B. Basic Assumptions about Outputs

1. That urban supervisory/administrative staff can accept a strong collegial relationship with their rural counterparts.
2. That the bureaucracy of the national offices of the MOE will accept and support the greater leadership role of the District Centers.
3. That the MOE will provide adequate operational budgets for District Centers.
4. That parents, teachers, students and administrators at district level will respond positively to decentralization concept.
5. That the GOB will honor its commitments regarding the realignment of educational expenditures.
6. That the National Education Plan is realistic in terms of objectives and financial realities and thus provides an appropriate base for use of a Program Budget System (PBS).
7. That the MOE and the Ministry of Finance (MOF) will cooperate in installation of the PBS and that the MOF will then in fact review education funding levels on program merits and not according to the historic method now used.

V. Statement of Grant-financed Project Inputs

A. AID Inputs

1. US Advisory Services. Ten long-term and six short-term technical grant-funded contract advisors are tentatively estimated to be required during the period 1975-1978 as follows:

	<u>Man/Months (FY)</u>				<u>Estimated Cost(\$000)</u>				<u>total</u>
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	
(1) <u>Specialized Field</u> <u>District Educational Develop-</u> <u>ment Centers</u>									
Organization & Management	12	12	-	-	52	52	-	-	104
Community Education	-	12	6	-	-	52	26	-	78
Sub-Total	12	24	6	-	52	104	26	-	182
(2) <u>Professional Development</u> <u>Admin. of Training Centers</u>	12	12	-	-	52	52	-	-	104
Sub-Total	12	12	-	-	52	52	-	-	104
(3) <u>Planning and Evaluation</u> <u>Planning Organiz./Administra.</u>	12	-	-	-	52	-	-	-	52
Rural Education Planning	12	12	6	6	52	52	26	24	154
Education Financing	3	3	3	-	13	13	13	-	39
Sub-Total	27	15	9	6	117	65	39	24	245
(4) <u>Research Analysis</u> <u>Research Management</u>	12	6	-	-	52	26	-	-	78
Feasibility Study Communica.	4	-	-	-	16	-	-	-	16
Feasibility Study Mobile Units	4	-	-	-	16	-	-	-	16
Sub-Total	20	6	-	-	84	26	-	-	110
(5) <u>Information Management</u> <u>Information Manag. Specialist</u>	12	12	-	-	52	52	-	-	104
Sub-Total	12	12	-	-	52	52	-	-	104
(6) <u>Financial Management</u> <u>Program Budget</u>	8	6	-	-	37	24	-	-	61
Systems Analyst	3	-	-	-	13	-	-	-	13
Financial Reform Management	4	-	-	-	16	-	-	-	16
Sub-Total	15	6	-	-	66	24	-	-	90
(7) <u>Curriculum/Instructional</u> <u>Materials</u> <u>Audio-Lingual/Language Arts</u>	12	6	-	-	52	26	-	-	78
Sub-Total	12	6	-	-	52	26	-	-	78
(8) <u>Educ. Facilities Management</u> <u>Org./Ed. Facilities Office</u>	4	-	-	-	16	-	-	-	16
Sub-Total	4	-	-	-	16	-	-	-	16

	<u>Man/Months (FY)</u>				<u>Estimated Cost (\$000)</u>				<u>Total</u>
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	
(9) <u>Educ. Administration</u>									
Chief of Party T. A. Admin.	<u>12</u>	<u>12</u>	<u>12</u>	<u>-</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>-</u>	<u>156</u>
Sub-Total	<u>12</u>	<u>12</u>	<u>12</u>	<u>-</u>	<u>52</u>	<u>52</u>	<u>52</u>	<u>-</u>	<u>156</u>
(10) 10% of All T.A. (for salary increase)					<u>55</u>	<u>40</u>	<u>12</u>	<u>2</u>	<u>109</u>
Grand Total-Advisory Services	126	93	27	6	598	441	129	26	1194

2. Participant Training: The Educational Management and Instructional Development Loan provides a total of \$328,700 for training in the United States and third countries. All of these training activities are related to the implementation of the administrative reform. \$90,000 of grant funds are allocated over the next four years for short-term training related to rural education activities.
3. Commodities: Loan and GOB financing of project commodities are illustrated in Section III. E. of the CAP. In addition, approximately \$20,000 in grant funds are allocated for basic commodity support to the grant-funded contract technicians of the Project.
4. Other Costs: The additional grant-funded requirements are estimated at \$225,000. These requirements include: local support costs to contract technicians such as local project staff, office supplies, training aids and materials, operating expenses and in-country travel; and minimal support for regionally oriented ongoing human resources activities related to the project such as OEF (Overseas Education Fund) and RTAC (Regional Technical Aids Center). This latter category of other costs will not exceed \$20,000 a year.

1975	\$87,000
1976	70,000
1977	40,000
1978	<u>28,000</u>
Grand Total-Other Costs	\$225,000

B. GOB Contribution (US\$ 000)

The local contributions to the Project (both loan and grant) are detailed in the Educational Management and Instructional Development Loan CAP Section III. E. This contribution is summarized below:

	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>Total</u>
1. Land	792				792
2. Equipment and Materials	80	80	80		240
3. Motorcycles/Bicycles		25	100	25	150
4. Publications	140	145	150	157	592
5. Training	40	60	60	38	198
6. Technical Assistance	20	23	17	5	65
7. Project Adm. & Implementation	<u>325</u>	<u>844</u>	<u>1007</u>	<u>1200</u>	<u>3376</u>
TOTAL	1397	1177	1414	1425	5413

C. Other Donors Inputs

The MOE will receive long-term technical assistance from UNESCO, Holland, and Germany with an estimated value of US\$450,000.

D. Summary of Project Contributions (\$000)

	<u>Total</u>	<u>Percent</u>
USAID		
Grants	1,529	10.44
Loans	9,650	59.67
GOB	5,413	27.11
Other Donors	<u>450</u>	<u>2.78</u>
Total	17,042	100.00%

VI. Course of Action

1. District Educational Development Centers

The specific thrust of this project activity is to accelerate the establishment on the district (Departmental) level of a system of basic administrative services and instructional development support functions required for the proper servicing of all teachers and children in any one department. The mechanism to be utilized is the District Educational Development Center, which will house an Integrated District Administration Service (S.I.D.A.); Instructional Support Services for rural and urban supervisors, school directors, and teachers; the District Directors for urban and rural education; and the District Consejo Técnico, composed of the two District Directors and the Head of S.I.D.A. operations.

a. Integrated Administrative Services (S.I.D.A.)

The operations of S.I.D.A. combine into one system previously separated administrative functions for urban and rural education. The functional areas, which will receive project support are: finance (accounting, program budgeting, and purchasing); personnel (in-service promotions, assisting services, and certificates of ratings); general services (statistics, student services, and auxiliary services such as vehicle and school maintenance). In general, S.I.D.A. will process all actions relating to teacher/student services such as in-service promotions, health leave and salary problems, social security, student scholarships and grade certifications, teacher licensing and transfers, implementation of civil service law for all district personnel, payroll materials and payment disbursements, and personnel records. District Administration will also make specific recommendations to the National Ministry for school budgetary requirements (operations, materials, maintenance, etc.) and the hiring and placement of teachers. These functions have, heretofore, been conducted only on the national levels.

b. Instructional Development

Instructional development is the systematic process whereby instructional content, methods, and materials are planned, designed, produced, implemented, evaluated, and adapted as needs require. The educational (instructional) support services unit in each district center is designed to serve two purposes: (a) be a focal point for inputs and outputs to and from the National level and the classroom for development of educational goals and programs; and (b) provide

the technical knowledge required by field supervisors, school directors, and teachers in curriculum adaptation and resolution of specialized problems in the teaching/learning process. The orientation and staffing of these units will be tailored to the educational needs of each District, however the following core of functions will be required at each Center:

- (1) Program Planning and Evaluation: This unit function is necessary to provide staff assistance to the District Directors in setting educational objectives for the District. In collaboration with the Financial Management Department of S.I.D.A., he will: prepare a program budget for use in managing local resources and for inclusion in the Ministry global program budget; compile and organize statistics and information required for local program management and needed by Central Ministry offices; perform continuous and ad-hoc evaluations on attainment of national and local educational objectives; and identify needs for specialized research as well as assist in special studies conducted by Central Ministry units.
- (2) Curriculum: This unit function is necessary to assist supervisory/teaching personnel to adapt and supplement the core curriculum developed at the national level to meet local needs; develop specific curriculum, training aids, manuals, etc., required for specific local needs; carry out continual evaluations of curriculum impact on student achievement; respond to very localized problems regarding curriculum content as discovered through evaluations or supervisory reporting, provide inputs into other departments of the unit (in-service training and instruction media design) for the effective carrying out of program implementation, and act as a resource to the national curriculum office in the preparation of new materials and modifications of existing ones.
- (3) Instructional Media Design: This unit function, in coordination with the Curriculum and In-service Training offices, will: design and construct training aids for teachers to use in curriculum interpretation; design and construct audio-visual materials for classroom use; maintain and administer the rotation of training aids and audio-visual materials for classroom use; maintain and administer the rotation of training aids and audio-visual materials and equipment.
- (4) In-service Training: This unit function is necessary to develop, conduct, and evaluate in-service training programs for teachers in: interpretation of new and/

or adapted curriculum; introduction of new teaching methods, and special teaching problems. In coordination with Normal Teaching Institutes, it will provide courses required for the updating of teacher certifications. Over the longer run, it is anticipated that this office will be utilized by the national level and the Training Institutes for Administrators as a resource for in-service training of District Personnel.

(5) Counselling and Orientation: This unit function is necessary to assist supervisory/technical personnel to develop and conduct career counselling and orientation programs, act as a resource on special educational problems (slow learners, retarded, psychological problems, etc.) and coordinate with other departments as required by these problems, and prepare materials for obtaining parental support of national and district educational objectives.

(6) Non-Formal Education: This unit function, during the initial stages of the project, will focus on inventories of non-formal and non-traditional education activities already underway and on defining research needed to design pilot-programs. The immediate objective will be to understand what expertise and tested programs exist which can be utilized by the MOE, the Ministries of Agriculture and Health, the National Community Development Service and other government agencies in both formal (degree) and non-formal, technical-oriented education and training programs. However, it is also anticipated that center facilities will be a community resource, utilized for non-formal educational activities conducted by other GOB agencies and private organizations. This department will provide the coordination required for the sharing of these resources.

c. District Directors and the Consejo Técnico

The responsibilities of the District Directors for rural and urban education lie in four major areas: overall management of the instructional support services unit, including the initial development of this unit as well as the hiring, supervision and evaluation of its personnel, and the identification of training needs, management (in the same sense as the above) of field supervisors; coordination with the head of SIDA in the Consejo Técnico, particularly in relation to program budgeting, overall personnel decisions for the entire district level, and information management; and coordinate with the National Director General's Office regarding the submission of major educational programs to

the national level and the negotiation of financial commitments for the district.

The AID loan will finance the construction and equipping of nine District Centers containing: offices and other basic services for District Directors, SIDA personnel, instructional technologists, and supervisors; teacher training facilities; a production and reproduction center for instructional materials; conference rooms and book/film libraries; audio-visual equipment; school and center maintenance facilities; and a warehouse for distribution and/or rotation of resource materials to schools.

Loan funds will also purchase 41 carry-all, jeep, and truck-type vehicles for district and national level operations. Technical assistance and training for the Centers will be provided from both loan and grant funds (See Section IV - Statement of Inputs for funding break down). Two long-term advisors will be provided from grant funds to assist in the initial organization of the Centers and help them develop community out-reach programs. Two short-term advisors -loan financed- will work on developing the guidance and orientation and educational media units of the Instructional Support Service. Additional technical assistance will be channeled to the curriculum, program and evaluation, non-formal and educational media units through the corresponding central offices of the Ministry.

The training of instructional technologists will be covered through various mechanisms: short-term courses and seminars provided by grant funded technical assistance, in-country university training, and short-term training in the U.S. and third countries. In the long-term, it is hoped to obtain assistance from the Bolivian universities for in-service training programs in instructional technology.

2. Professional Development

AID loan and grant assistance will support the MOE program to combine urban and rural school supervision and administrative services into one unit and establish a capability at the district level for technical -pedagogical support of the district's school system. District supervisors, and school directors, however, are presently untrained to adequately carry out either their administrative or technical-pedagogical functions. Thus, the thrust of this project element is to establish a permanent capability within the Ministry of Education for in-service and pre-service training of supervisory and administrative personnel at the district and local levels.

Assistance will be channeled through the Instituto Superior de Educación to two new Training Institutes for Administrators. ISAP, the Bolivian Institute for Public Administration, will continue to be used as a resource for the training of supervisory personnel at the national level and specialized training for local administrative and financial personnel.

Training Institutes for administrators will be established at the Normal School in Chuquisaca (Sucre) and at the Superior Institute for Rural Education at Tarija.

The Institutes will offer: basic professional and administrative studies, such as psychology, the theory and methodology of curriculum, administrative theory, and system processes, and specialized studies such as finance management, school administration, instructional leadership, services administration, student and personnel administration. In the first instance, emphasis will be on the training of school directors and field supervisors, both at the Institutes and in the facilities of the new District Centers. Over the longer-term a capability will be developed by the Institutes to provide specialized in-service training to SIDA personnel, District Directors, instructional technologists and central MOE personnel.

Approximately \$255,000 in AID loan funds will finance the renovation and construction of the Institutes as well as provide teaching materials and equipment, administrative manuals and publications for use of the staff and students.

The technical assistance component of the project will involve 24 man-months of one long-term grant financed advisor to assist in the organization of the administration and academic programs of the Institutes.

About 19 man of loan funded short term T.A. will be provided in educational program and curriculum planning and evaluation, decision-making theory, instructional leadership, personnel management, and school administration. There are presently four Institute staff members completing graduate study in the U.S. in education administration. Additional staff members will receive short and long-term training abroad under loan funds and in accordance with a staff development plan to be developed by the Ministry with AID concurrence.

3. Planning and Evaluation

The Ministry of Education does not, at this time, have adequate planning capability. It cannot effectively specify intermediate, quantifiable objectives for Bolivian education nor does it have the capability to analyze and recommend policy and program alternatives in the context of resource utilization and resource mobilization (financing).

The loan and grant financed technical assistance, training, and commodity support for this activity is designed to aid the MOE's Planning Office to:

- a. Improve its overall planning and analysis capability;
- b. Identify needs for and conduct policy and financial technical research;
- c. Administer the MOE's Planning Information System; and
- d. Extend evaluation concepts and practices throughout the MOE.

The principal counterpart units for this project element will be the Planning Office of the MOE and at the district level the Program Evaluation Unit of the Educational Support Services.

AID grant and loan funds will finance technical assistance, training and limited equipment needed by the Planning Office to: examine resource utilization and financing alternatives for implementation of the National Education Development Plan; establish research priorities at both the policy and program level; design and execute research projects; act as technical resource to other offices of the Ministry in planning and carrying out their research programs; develop a pool of expertise and techniques for evaluation for use by the Planning Office to speed evaluation concepts and practices throughout the MOE (See Research Project element p. 22-24); and design and administer the Planning Information System (See Information Management project element p. 24). Particular emphasis in the program budget system will be given to training at the district level in order that the Centers can utilize this technique in planning the allocation of their own resources and make a forceful case to the MOE for central funds.

Whereas certain project inputs into planning are detailed in the Information Management, Financial Management and Research project elements, this project element concentrates on the strengthening of the Planning Office per se. AID grant funds will finance two long-term advisors, one on the general orientation, organization and operations of the Planning Office and the planning units in the District Centers, and the other to work with the substantive offices of the MOE and the District Centers on analysis and program development needed to reform rural education, in addition to 9 m/m of short-term T.A. in the area of education financing.

• Research and Analysis

Presently, there is no consistent GOB capability for the identification, research, and analysis of educational problems.

This function has been signaled as an essential ingredient for setting goals and priorities, program planning, and instructional adaptation and change.

The objectives of this project element are to (1) create an institutional capability at both National and District levels of the system for the use of research in both long-term program planning and shorter-term instructional development activities; and (2) conduct short-term research on concrete topics required for program development in priority areas, most notably in rural education. It has been determined that this research capability is required, according to subject content, in several key units of the MOE: Planning, Curriculum, Finance, and Educational Facilities; and eventually in the District Centers. In addition to specialized research required by the District Centers in their instructional development functions, the offices in the educational support services unit will coordinate with their respective offices on the national level for localized research required in overall planning and program design.

The orientation of this project element is to build an institutional capability in the Ministry through the design and execution of actual research studies identified now as important for future programming. AID loan and grant funds will provide: (1) technical assistance for research design and study management, and the development of an inventory of Bolivian professional resources to carry out the educational research; and (2) the financing for actual research costs. The grant funded T.A. assistance includes 18 m/m of L.T. of advisory services in the area of information management and up to 8 m/m of services to assist the MOE in carrying out feasibility studies in the areas of community relations and mobile educational units.

Although initial plan for research, including a list of study topics, will be required as a Condition Precedent to Loan Disbursement for Research (See CAP, Section IV.), a tentative listing of such topics follows:

Curriculum Content

- Study alternative curriculum design possibilities for the improved relevancy of primary school instruction according to the major geographic areas of the country, with special emphasis given to the rural sector.
- Study the specific causes of drop-out rates in Bolivian Education.

Administration Finance/Efficiency

- Study and make recommendations for new "user fees" to defray a portion of total costs of instructional materials and text-book production for the sector.
- Conduct a feasibility study of a radio communications network connecting district centers with local school levels.
- Evaluate actual school finance requirements of the system, by type of students, type of education, etc. and evaluate the impact of "user-fees" on Bolivia's high drop-out rate.
- Explore alternatives in teaching methods, media, and instructional materials for greater cost effectiveness in the delivery of educational opportunities.

Pedagogical

- Study and develop goals and a plan for an adequate teacher/pupil ratio, as related to the efficiency and content of instruction.
- Collect baseline data regarding actual student performance by grade, making recommendations for specification of instructional goals and a methodology and mechanism to measure student performance.
- Conduct a pilot project for the testing of the bilingual approach to teaching Spanish as a foreign language.

Innovation

- Evaluate present activities in non-formal education and make recommendations for Ministry involvement.
- Develop and implement a pilot project for the use of mobile units for teacher training laboratories, and instructional and reading laboratories for children.

5. Information Management

Data is not available in the form, detail or timeliness to permit its effective use in the planning and control of educational programs nor in carrying out routine management actions. The planning process has, for the most, been executed without much reliance on statistical information and to a large extent the control of operations and resource allocation has been a reactive process which has left little room for choice and rational planning.

The objective of this project element is to facilitate the gathering, analysis, delivery and utilization of statistical

information in a form that will best promote the productivity and efficiency of the educational system through: (1) the development of an adequate technical infrastructure for the gathering and compilation of information; and (2) application of information to routine management functions and to the planning and decision-making functions.

At present, both the Educational Statistics Department of the Planning Office and the Dirección General of the MCE are involved in the collection, compilation and distribution of data. On the decentralized district level, the Planning and Evaluation Offices and Statistical Office of SEIA will be involved in gathering and utilizing data for local managerial needs and for providing inputs to the national data system. In the longer-run, the Training Institutes of Administrators will also be involved in the system, as they develop their curriculum to include subjects on data collection and analysis. The GOB, with the help of the UN, is planning a national census for 1975 and it will be necessary that the educational elements of the census be carefully designed to meet the needs of the MCE.

Tentative plans call for the assessment of overall MCE information requirements by a MCE Information Management Work-group, with consultant assistance. This initial analysis will be followed by development and implementation of two information-utilization systems: Administrative Data System, whose basic design has been accomplished under the San José Study Contract; and the Planning Information Functions, which require more exhaustive preparation due to the increased complexity of the problem and its present level of development.

AID loan and grant funds will provide technical assistance, training, and system equipment for the recipient offices named above. One long-term management system specialist (24 mm-grant funded) as well as observational training abroad will be provided for this purpose.

6. Financial Management

The sector assessment, in reviewing the budgetary processes for public education, identified three major weaknesses: (1) lack of any type of program budgeting; (2) arbitrary checks on the expansion of the public educational budget which effectively preclude rational resource realignments; (3) continued budget revisions to accommodate rises in salary costs which in turn block increased expenditures for support costs; and (4) extreme centralization of budgeting and expenditure controls which bar effective local (District) participation in the budgetary-decision making process. This project element is directed at improving the quality and responsiveness

of the budgetary process within the MOE by designing and installing a program budget system (PBS). The policy strictures (2 & 3 above) are being addressed within the context of general GOB commitments under the loan and actions under this project element aimed at developing a greater awareness in the GOB and the public of the problems of educational budgeting and finance. (See Commitments Section of the Loan CAP). The information systems described in the Information Management project element will provide the data base needed for the program budget process.

The principal counterpart COB units to implement this project element will be the MOE Planning Office, Financial Division, and the Training Institutes for Administrators. At the District Center level the Financial Administrative Department of S.I.D.A. and the Program and Evaluation Office will be the coordinating units.

It is planned to develop and install over the three next years, a program-budgeting system for the MOE, as a first step toward the provision of adequate information for: (a) educational planning, (b) the formulation of education budgets within the MOE, and (c) the defense of the budget within the global budget process of the Government of Bolivia. The MOE will establish a program-budget unit in the Financial Division which will receive technical assistance, training and limited equipment support under the Education Administration/Curriculum Development project. To the maximum extent possible, the expertise of the Ministry of Finance, the USAID-financed Public Administration Advisors under the Fiscal Reform Project, and other Bolivian professionals experienced in program budget will be utilized to help set up the system. It is anticipated that as the installation of the PBS proceeds, weaknesses in ancillary systems will be identified which may call for additional short-term assistance. Technical assistance and in-country training will also be required for the financial and program units of the District Centers so that they can provide the required inputs into the MOE system and utilize the PBS technique for programming and control of locally generated educational resources.

In addition to the work in the PBS, a series of discrete research projects, will be undertaken to provide data for the National Education Plan (e.g. local education finances, education financing, incidence, etc.) to identify other weaknesses in the financial management, and provide data on the social and economic costs of education for use before the public.

One long-term and 2 short-term grant financed U.S. financial management advisors (budgeting) and approximately 36 man-months of consultant time under loan and direct GOB financing is planned on PBS design, system analysis and ADP programming has been planned to assist in the implementation of this project element.

7. Curriculum and Instructional Materials

In Bolivia, as in many developing countries, one of the chief weaknesses of the educational system and a major cause of costly "drop-outs" is the lack of relevancy of the content of the educational programs proffered the students and their parents. This problem is heightened in Bolivia by its geographic and climatic diversity, ethnic and language divisions and economic dualism-one economy modern and predominantly urban, the other rural and largely subsistence. It is the purpose of this project element to lay the institutional base for a continuous "relevancy reform" of the substance of education. In order to deliver this improved content to the classroom and the home, it will be necessary to expand and strengthen traditional delivery systems and develop new non-traditional mechanisms.

The design of a new curriculum and delivery system will involve a wide ranging effort both within the MOE and with the public and private sector. Within the MOE, a Curriculum Laboratory will have the leadership role, using as resources the curriculum advisors, supervisors, and teachers at the District level. Curriculum design and delivery research will involve the Ministries of Agriculture, Health, the National Community Development Service, possibly the universities and in the case of bi-lingual materials, private groups such the Summer Language Institute.

AID loan and grant funds will finance technical assistance training for the curriculum function at both the national(MOE) level and the District level and commodity and equipment support for both levels of activity. Specifically, we have mapped out the following plan for this project element.

Curriculum: Using a team approach, Curriculum Laboratory personnel, with a curriculum design consultant and possibly, under contract, behavioral scientists from Bolivian universities, will make a survey of the key educational needs in each of the District Centers. Using the expertise of Center personnel (and thus providing a form of in-service training) of school directors and teachers and other non-Ministry expertise, they will evaluate present program content and delivery systems in the context of basic skills required by the children to survive and prosper in their ambience, and develop specific recommendations for curriculum revision. This survey will be instrumental in identifying what the core curriculum should be for the nation as a whole and what and how local adaptations can be made. Approximately 26 man-months of loan financed, short-term advisors are projected in audio-lingual language arts, social studies, mathematics, science and curriculum prototype research design and evaluation. In addition to assisting in the curriculum reform per se the advisory personnel will help the

Curriculum Laboratory and the district Centers evaluate their special curriculum requirements and develop plans for staff development. One long-term technician in the area of Audio-Lingual/Language Arts will be grant financed,

Materials Design/Audio Visuals: Specialized short-term technical assistance, training and equipment will be provided under the loan to strengthen the capacity of the central media laboratory and establish the educational media units at the district level.

Publications: In the absence of instructional materials, students learn by notes and memorization; teachers are poorly trained in use of instructional tools and thus cannot use those few tools which are available for their full effectiveness, and as mentioned previously, there is a total lack of bilingual materials in Aymara and Quechua. The loan program will finance five subject-matter Spanish textbooks and teachers' guides. Studies are also underway on expanding use of educational supplements to newspapers with bi-lingual annexes as a method for getting low-cost materials published and distributed to the upper primary grades. Short-term technical assistance (GOB funded) is planned to assist in up-dating the MOE printing plant.

Bilingual Programs: A pilot program using a bilingual approach to teaching Spanish will be financed starting with Grade I language arts texts (primers) in both the major native languages developed by the Summer Language Institute. These are now ready for publication. If feasible, modified (back to back) versions of the Spanish texts may also be included in the program. This program will involve a strong teacher preparation effort by the MOE. The long-term grant financed audio-lingual advisor will assist on the bi-lingual, bi-cultural adaptation problem.

Non-Formal/Non-Traditional Education: The precise organizational focus for innovative work in this area has not been clearly fixed in the MOE. It would appear, however, that there is a shared interest between the Curriculum office and the Office of Planning in promoting innovative programs. The former's interests stem from its concern for content and delivery alternatives and the latter in the terms of exploring methods and alternatives for lowering the marginal costs of extending educational coverage. As mentioned previously in the discussion of the District Centers, an early task of the non-formal education unit at the district level will be to conduct a survey of non-formal programs already underway. It is hoped that both the Curriculum Office and the Planning Office would cooperate in the design and execution of the survey. Technical assistance and observational training will be used to support collaboration in this area and lay the basis for an eventual institutionalization of a capability to design non-formal programs.

8. Educational Facility Planning

There is no systematic control nor coordination of school construction programs in Bolivia and there is a wide range of governmental agencies and private organizations involved in such activities. Continuous maintenance of schools and other educational facilities is minimal or non-existent. The objective of this project element is to strengthen the MOE capability to coordinate and control construction, conduct demand analyses, design, and inspect facilities and maintain educational physical facilities.

The principal counterpart units to implement this project element will be the MOE Educational Physical Facilities Office at the national level and the General Services Office of SIDA at the district level.

Short-term grant (4 mm) and loan (4 mm) funded technical assistance will help the MOE to: (a) define legal and administrative authorities required for effective Ministry control over school construction; (b) make an inventory of all schools and existing maintenance needs, and establish a maintenance plan; (c) project demand for new physical facilities during the next ten years; (d) coordinate with other entities regarding future school needs of the country; (e) conduct on-the-job training in school design, construction and maintenance supervision; (f) define and establish required facility maintenance functions for the district centers; and (g) project its own and district staffing requirements during the next five years.

The above technical assistance (TA) will be augmented by special TA from COMESCAL (UNESCO's School Construction Center for the Caribbean and Latin America located in Mexico City).

9. Overall Project Administration

In addition to the above, this grant will finance the services of one long-term technician (36 mm) who will act as the Chief of Party working with CRA in the overall implementation of the project and who will provide overall guidance and coordination of the activities of the U.S. funded technicians working under each project element.

For a complete detail of technical assistance to the project see Annex V, Exhibit B of the Educational Management and Instructional Development CAP.

VII. Means of Verification

The following means will be used to verify progress toward the achievement of the purpose of the Project.

District Centers

Rural and urban administrative functions unified in each of nine district-level centers (SIDAS).

Teacher groups confirm that there are fewer delays in salary payments, transfers, and other routine administrative matters.

Determine with ISAP number of courses conducted and number of personnel that have been trained.

100% of personnel have been assigned to District Centers according to Reform Plan staffing patterns.

A regular, routinized reporting system which relates educational policy curriculum content and budget needs is operational between the District Centers and the central Ministry office. This will be verified by an annual survey of this reporting system.

Mission confirms district budgets are being prepared in proper format through annual evaluation process.

Consultants, school directors, teachers, or others working at the school level confirm that curriculum has greater relevancy to local needs, particularly in rural areas.

Data on enrollment shows retention rates continue to improve, perhaps at an accelerating rate.

Availability of teaching aids and materials reflecting local conditions are available in greater supply in the schools.

Consultants and annual evaluation procedures confirm that field supervisors are training school Directors through seminars and are making more frequent field visits to school Directors on matters on pedagogical leadership.

Determine number of school Directors in each district who have received training and/or consultation at district Centers or in the field by Center personnel during period 1974-75.

Review number and kind of local level guidance and student activity programs in operation.

Review reports on non-formal education and check plans for utilizing educational resources to improve or expand such programs.

Teacher performance evaluations review by District Centers for higher level of achievement.

Results of a national survey conducted on an annual basis, of attitudes of teachers and administrators.

Annual evaluation procedures and review of training record.

Professional Development

Consultant report by December 31, 1975, illustrating that courses for school Directors and field supervisors are ready.

Check Training Institute records to verify that this amount of training is being accomplished.

Confirm that initial specialized training of school Directors and field supervisors begins in early 1975. Check training institutes records to confirm that 70% of personnel in those categories have received at least one year of training by end of 1979.

Confirm that courses are prepared for SIDA and central Ministry personnel.

Determine from Training Institutes the number of courses offered and the number of persons attending these courses. Coordinate results with those of ISAP courses for SIDA personnel.

Mission review of this system by end of 1975, with annual reviews of implementation progress in subsequent years, through 1980.

Annual evaluation procedures and review of training record.

Planning and Evaluation

Rigorous analysis of Plan by consultants and Mission indicating that major issues are identified and analyzed and that the program prescribed is responsible to the problems and feasible in the Bolivian context.

A portfolio of integrated well prepared preliminary projects susceptible to external financing prepared by the Educational Planning Project Office.

Financial and budget data indicate greater efficiency in formal structure (e.g. number of graduates per investment units is increasing).

Progress toward the goal that by 1980 the ratio of administrative and supervisory personnel to teachers is reduced from 1-7 to 1-9.

Expenditures on rural vs. urban education and on instructional support vs. salary costs are increasing and moving toward the goals set forth in Annex I of the CAP. Rural education activities will be supported by 40% of the education budget and allocation for overall investment and support costs will have increased to 11% of the Ministry budget.

Evidence of systematic use of evaluation techniques both within the Planning Office and elsewhere. Examples of involvement of Planning staff in aiding other divisions to plan and conduct evaluations.

Annual evaluation procedures and review of training record.

Review research plan. Confirm with MOE offices its appropriateness to the Ministry's management and technical problems.

Monitor training of research personnel and increasing Ministry budget for research.

Review research findings. Confirm by discussion with managerial and technical personnel that research findings are useful for policy decisions.

An increased number of research, development and evaluation projects completed or underway. Quality of research in terms of content and relevancy is improved.

Information Management

Report of MOE Information Management work group received and reviewed by Mission together with examples of soft ware to be developed.

Record of local and foreign training. Consultant's reports.

Discussions with high level Ministry officials and with the technical staff indicating that reliable, up-to-date statistical information is being provided on a regular basis. Consultant's reports and Mission's reviews should confirm gradual improvement of statistical reports.

Consultant reports that data collection system is working satisfactorily on a nationwide basis, that data is being collated, analysed and stored and is readily retrievable.

Annual evaluation procedures and review of training record.

Financial Management

Evidence that PBS system formally installed i.e.; administrative orders issued; manuals and forms prepared and distributed; training programs underway.

Evidence at the district level that local administration is using PBS techniques in budget local resources.

Review of national and district level budget presentation.

Evidence of analysis and decision making based on educational objectives.

Evidence that system is being up-dated and corrected via amendments to existing manuals forms and through retraining.

Consultant reports and copies of materials produced by them and by concerned MOE offices.

Annual evaluations and review of training records.

Instructional Materials

Review report of survey of educational needs done at district level. Later reviews should determine extent to which recommendations are being implemented.

Consultants report showing a series of quantified measures of 1974 outputs; targets for outputs during period 1974-1978; actual annual accomplishments; and adjustment of goals indicated by accomplishments.

Review of staffing patterns of District Centers, CRA report of discussion with field supervisors and school Directors to confirm availability and utility of locally produced media aids.

Confirm findings of above report with annual attitudinal survey of teachers.

Mission review of MOE Materials Policy.

Mission reviewed 1975 and subsequent MOE budgets for lineitem funding of materials.

Confirmation from MOE that books have been printed and distributed. Occasional visits to distribution centers should confirm that excessive quantities of books are not being stored.

Evaluation report submitted by National Curriculum Office.

Periodic reports of research project received and reviewed.