

**I. PROJECT IDENTIFICATION**

**1. PROJECT TITLE**  
**ELEMENTARY AND SECONDARY EDUCATION**

**APPENDIX ATTACHED**  
 YES  NO

**2. PROJECT NO. (M.O. 1000.2)**  
**98-51-699-095.1**

**3. RECIPIENT (specify)**  
 **COUNTRY** **PERU**  
 REGIONAL  INTERREGIONAL

**4. LIFE OF PROJECT**  
 BEGINS FY **1969**  
 ENDS FY **1974**

**5. SUBMISSION**  
 ORIGINAL  
 REV. NO. **1** DATE **10-21-73**  
 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) COOP COUNTRY	
										(A) JOINT	(B) BUDGET	
1. PRIOR THRU ACTUAL FY	1,189	663		265		213	148	355			4,800	
2. OPN FY 1974	309	78	13	128	130	15	88	78	13			
3. BUDGET FY												
4. BUDGET +1 FY												
5. BUDGET +2 FY												
6. BUDGET +3 FY												
7. ALL SUBQ. FY												
8. GRAND TOTAL	1,498	741		393		228	236	433				

**9. OTHER DONOR CONTRIBUTIONS**

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
UNICEF, UNDP, OAS, ILO, IDB, and Peace Corps	See Annex III	See Annex III

**III. ORIGINATING OFFICE CLEARANCE**

1. DRAFTER <b>Jacobson/STW</b>	TITLE <b>APD/END</b>	DATE <b>10-11-73</b>
2. CLEARANCE OFFICER <b>Herman Klein</b>	TITLE <b>AD/TO</b>	DATE <b>10-11-73</b>

**IV. PROJECT AUTHORIZATION**

**1. CONDITIONS OF APPROVAL**

**2. CLEARANCES**

BUR/OFF.	SIGNATURE	DATE	BUR/OFF.	SIGNATURE	DATE
LA/DR/EST	GWCoombs	11-5-73	LA/DR	CStockman	
LA/DR CA/DR	MDBrown AGBacio	11-9-73	LA/DR LA/OPNS	BSioman CHuyehara	12-19
ARA/LA/APU	HJacobson	12-3-73	LA/OC	BVeret	

**3. APPROVAL AAS OR OFFICE DIRECTORS**

SIGNATURE <b>Herman Klein</b>	DATE <b>12/4/73</b>
TITLE <b>AA/LA</b>	

**4. APPROVAL A/AID (See M.O. 1000.1 VI C)**

SIGNATURE	DATE
ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT	

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This PROP revision calls for a one year extension of the project described in TOAID A-17, January 18, 1971, which was approved through FY 1973. Although the previous PROP did not fit exactly the format now being used, sections of the background and rationale set forth in TOAID A-17 are repeated in this PROP to explain the project, to justify an extension and to obviate the need for reading both documents. While it has been necessary to re-write the project goal and purpose statements, the activities proposed in this extension are fully consistent with TOAID A-17, and the level of funding is the same as originally planned.

### Goal Statement

The goal of this project is to redirect the primary and secondary education system to increase the relevance and vocational content of courses in rural areas. This project is complementary to the construction of educational facilities and educational reform components, e.g. teacher training, administrative reorganization and curriculum development financed under A.I.D. Loan Project 526-L-021.

### Measurement of Goal Achievement

In the school year beginning in March, 1974, 13% of rural primary school children will be enrolled in schools with practical courses in home economics and industrial/agricultural arts. This will represent an increase from zero students in 1968 to 11,000 students in 1974. The present timetable for loan financed school construction calls for completion of 84 new rural schools with 113 classrooms and 37 shops by February 1974. By the end of FY 1974, 93 additional classrooms and 27 more shops are to be completed. (All other loan financed construction will be completed in FY 1975 at which time 38,240 students or 42% of the rural primary school children will be enrolled in schools with practical courses in home economics and industrial/agricultural arts).

### Means of Verification

Records and regular reports produced by the MSE provide specific information on enrollment and vocational training.

### Assumptions for Achieving the Goal

1. Loan (526-L-021) financed school construction proceeds as now scheduled. After some initial problems in selection of school plans, securing bids, and availability of materials, construction is now proceeding smoothly.
2. In-country teacher training and curricula development proceed as scheduled.

### Statement of Purpose

The purposes of this project are: to continue to support improvements in selected elements of the Paraguayan rural school system, and to develop an information base for further activities in rural primary education.

### End of Project Status

By the end of FY 1974:

1. New curricula are used by 25% of the rural school teachers. (The percentage of

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rural school teachers using the new curricula is expected to increase to 77% by 1980).

2. Thirty-two percent of students in rural schools, grades 1-3, have new textbooks in reading, mathematics, and general subject areas. (Forty percent of the rural primary children grades 1-3, and 30% of grades 4-6 will have new textbooks by the end of FY 1975)

3. An improved information base for planning and evaluating a) country manpower requirements, and b) problem solving in the education sector.

4. Completion of construction and staffing of the Superior Institute of Education (S.I.E.), allowing annual training for 500 elementary school teachers and for 1,500 in secondary and in-service training.

### Means of Verification

The Ministry of Education (ME) records and reports provide data on the magnitude of the EOP's listed.

### Assumptions for Achieving the Purposes

1. The GOP will continue to have sufficient revenues to permit increased expenditures by the ME for expanded teacher training and other reform related activities.

2. Qualified teachers will accept positions in rural areas. We have had little experience in this area to date. FY's 1973-74 mark the first years of in-country training for substantial numbers of teachers in the new curricula. It is possible that a significant percentage of teachers with better training will not be content to accept rural teaching positions.

### Statement of Project Outputs

1. Returned participants provide the ME a more competent staff.

2. A supply of instructional materials, supplementary resources, and information related to reform and the new curricula.

3. ME has improved information and ability to carry out in-country training and orientation in the new curricula and modern methodology.

4. Studies of the education system and manpower requirements which will help to determine the Mexican's future education program.

### Magnitude of Outputs

1. Fifty five teachers, administrators, and specialists trained in modern methodology in the U.S. and third countries.

2. 282,000 textbooks; 80,000 supplementary readers; and 22,000 teachers' guides printed and distributed.

3. Seminars and workshops for 393 teachers and 41 administrators, and leadership and orientation training for 400 leaders of communities where the new curricula will be implemented, by September 1973. By the end of FY 1974, and annually thereafter, re-

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training for 350 teachers. Teachers will be trained in modern methodology which stresses pupil involvement rather than rote learning, and the use of audio-visual materials, simple laboratory equipment and other such teaching aids.

4. A series of studies culminating in an education sector assessment which will provide the MDE with an updated description of the Paraguayan education system and the necessary information upon which educational priorities can be determined. Moreover the studies and the survey will provide the Mission with information for planning its future educational programs. This series was initiated in September 1973 with a survey of vocational agriculture activities in Paraguay and will be followed by a Data Base study scheduled to start in November 1973 which will analyze the present statistical base of the MDE and determine its inadequacies. The study will also determine what additional statistics are needed to enable the MDE and the USAID to conduct the education sector assessment. These two studies were funded in FY 1973.

With FY 1974 funding, the following studies will be conducted, in cooperation with the Government of Paraguay:

a. A study of educational wastage which will ascertain areas of inefficiency in the present system with cost benefit information on alternatives. The findings of this study will provide information on such subjects as drop out rates, student teacher ratios and utilization of personnel and facilities. This study will be conducted from March to May 1974 and will provide an important input to the educational sector assessment.

b. A manpower survey which will make projections of Paraguay's manpower needs so that the education system can be analyzed to determine how education can best fulfill these needs. This study will be conducted from February to May 1974 in cooperation with the Ministry of Labor and the National Apprentices Training Institution (Servicio Nacional de Formación Profesional).

c. An educational sector assessment which creates a descriptive model of the Paraguayan education system including its institutions and the major education programs of the GOP. This assessment will utilize, inter alia, the data and information gathered in the four preceding studies and the MDE 1969 diagnosis of the educational system. To be considered and analyzed will be basic education data e.g. school attendance, number of persons at various levels of education attainment, number of teachers, evaluation of curricula and teaching, and the relevance of the system to the priority needs of the country. It will also analyze the Government's ability to finance on-going and future educational programs.

The interaction of major functions within the sector will be studied, and major constraints on development will be identified. Recommendations will be based on education's overall role in the country's development, and priorities will be selected for assistance in the education sector. The assessment will provide the GOP and the Mission with guidance for developing more innovative educational projects which will reach more students at lower unit costs and will up-date the MDE 1969 diagnosis and educational development plan. This study has been discussed with the Minister of Education and MDE Planning Office personnel and is scheduled to begin in May 1974, in cooperation with the MDE Planning Office.

#### Means of Verification

MDE and USAID records will verify the magnitude and achievement of outputs.

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Assumptions for Achieving Outputs

1. More and better trained MDE specialists will cause more systematic information gathering and better implementation of activities.
2. A better information base will result in better MDE plans.

Statement of Funds (\$000)FY 1969 - FY 1973

Loan 285-L-021: \$4,200

Grant:	Personnel	663
	Participants	265
	Commodities	113
	Other Costs	148
		<u>\$1,189</u>

FY 1974

Grant:	Personnel	78
	Participants	128
	Commodities	15
	Other Costs	88
		<u>\$294</u>
Total Grant		<u>\$1,483</u>

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Implementation TargetsFYs 1969-73

See Annexes I and II, and the PIP dated June 28, 1973, for a recapitulation.

FY 1974

1. Contract Personnel
  - a. \$35,000 - two experts (3 man-months each) to perform a thorough assessment of the education system.
  - b. \$12,000 - one expert (3 man-months) for a study of problems bearing on the drop-out and repeat rates.
  - c. \$24,000 - one expert (4 man-months) to conduct a study of Paraguay's labor force and projected manpower needs.
2. Participant training - \$282,000 - for 15 key personnel in the U.S. and third countries. See Annex
3. Commodities - \$15,000 - Demonstrational materials for use in MDE teacher training courses.
4. Other Costs - \$28,000 - Local travel, per diem, salaries for local personnel hired to collect and collate data, and the printing of studies.

Means of Verification

- FYs 1969-73: See Annexes I and II and PIP dated June 28, 1973.  
 FY 1974: MDE and USAID/P education office reports.

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### Assessments for Providing Inputs

1. The MDE has the political and administrative skills to carry out the education reform.
2. Qualified consultants can be contracted to begin work in the period February-May, 1974.

### Background - The Problem <sup>1/</sup>

Paraguay's agriculturally oriented economy requires a relevant educational program... as presently organized and carried out, Paraguay's educational system does not provide the education needed to increase the economic productivity of the labor force. It places too much emphasis on humanistic studies in preparation for universities, but only 1.6% of the Paraguayan student population attend universities. The primary school system is notable for extremely high drop-out and repetition rates, particularly in rural areas; a lack of certified teachers; a language problem for large numbers of Guaraní-speaking children; emphasis on rote learning, and irrelevancy of the curricula to the daily needs of most students. The secondary system is notable for the very low enrollment (12%) of students in the secondary level age group; excessive concentration on pre-university education, and an almost complete lack of vocational agriculture preparation...

With the appointment of the present Minister and Sub-Secretary (now Director General) in November 1968, the Ministry began to demonstrate serious concern about its major problems. Shortly after his appointment to office, the new Minister designated a technical team to evaluate Paraguayan education and to prepare a plan for educational development.

The report of this team was published in two volumes in 1969; Volume I, Diagnosis of the Educational System and Volume II, Plan for Educational Development 1969-1980. These documents were summarized in TOAID A-312 of October 13, 1969. The Diagnosis frankly admits that Paraguayan education has been inefficient and poorly adapted to the present and anticipated future needs of the nation. The Plan outlines both qualitative and quantitative programs for overcoming the shortcomings identified in the Diagnosis. While the Plan has weaknesses (inadequate budget analysis, tendency toward mechanical projections) and is perhaps overambitious, it represents on the whole a serious and meaningful document. Considering the inadequacies of the statistical material available to the technical team and the previous lack of meaningful material on educational planning, it constitutes an invaluable and up-to-date study of Paraguayan education."

### Rationale

#### A.I.D. Activities

The first TRIP describes this project as "designed to assist the Ministry of Education in carrying out a program of improvements at the primary and secondary levels of the Paraguayan public system;" and to complement A.I.D. Loan 385-1-021 signed in October, 1970. The project aimed at assisting the MDE to change "the Paraguayan education system to make it more responsive to the needs of the country, particularly in the rural areas... The Ministry also plans to establish a primary school program in rural areas which

<sup>1/</sup> All quotes in this TRIP are from  
TOAID A-37, January 18, 1971.

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emphasizes agriculture, health, home economics, and community development. This will be accomplished by adopting a new curriculum based on social studies, science, math, health and physical education, agriculture, home economics, and manual arts."

### Summary

"USAID strategy has two major aspects:

1. Ministry initiatives for reform as summarized above will provide the basis for USAID assistance.

2. Maximum use will be made of the Regional Education Centers for helping institutionalize reforms in the primary and secondary education system. While there are deficiencies in the present system, it is generally conceded that the existing four centers offer the best public education in the rural areas of Paraguay below the university level. They are staffed by full-time teachers and administrators, have good laboratories, and in general have the necessary basic equipment and teaching materials. One of the key concepts of this proposed project is the improvement of the entire public education system in the rural areas through the existing four regional centers plus three others, two of which will be new, and a third to be created by additions to an existing complex of buildings. Thus, at the completion of the proposed loan/grant activity, Paraguay would have a total of seven regional education centers. One of the means through which it is proposed to make the schools more responsive to local needs is to decentralize the system by delegating more authority and responsibility to the regional centers, which would not only serve as "models", but also as administrative units, primary teacher training centers, <sup>1/</sup> and as supervisory centers for the schools in the surrounding areas. The network of seven regional centers will directly reach 10,700 enrolled students and indirectly affect 145,000 primary and secondary students within their zone of influence - or about one-third of the primary and secondary students of Paraguay!"

### Rationale for this ERDF Extension

FY 1974 is the mid-point of the MDE's 12 year reform plan. USAID grant and loan technical assistance has been tailored to provide assistance to the MDE in improved administration and modernization of methodology. While much has been accomplished particularly in curricula reform and teacher training, much remains to be done. As described earlier, the purpose of this project is to provide participant training in specific skills needed to continue the reform, and to conduct studies which will assess progress in the implementation of various aspects of the reform. Particularly important are the teacher survey and the education sector assessment. The Mission's overall experience in education along with these studies will provide the foundation for further assistance to education in FY 1975 and beyond.

- <sup>1/</sup> To raise the quality of new teachers, primary teacher preparation will be restricted to a two year course at the regional centers and the S.I.E. Limiting accredited training will also permit the conversion of unneeded normal schools into secondary schools, and avoid adding to the current surplus of poorly prepared normal school graduates.

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ANNEX IPROJECT ACCOMPLISHMENTS

Since the attached ROP calls for an extension of a project which was initiated in FY 1969, review of the major accomplishments is included in this section. The 1969 project consisted primarily of a contract with the Hispanic American Development Corporation to provide technical services to the Ministry of Education and the USAID in the development of the loan proposal (AID 505-7-001). The project provided the services of an Educational Planning Specialist for the period of one year and three short-term consultants in elementary and secondary curricula, teacher training, and administration for a total of four man-months.

1. Curricula Development

During the period August 1971 through July 1973, a loan financed University of New Mexico (UNM) curriculum consultant provided technical assistance to the MOE. During this same period the USAID provided 87 man-months of grant funded technical assistance through short-term consultant services of UNM faculty members. Specialists in nine different areas assisted the loan-funded consultant in establishing guidelines for new curricula for primary and secondary education and for pre-service and in-service teacher training. Primarily through the efforts of the UNM advisors, a permanent curriculum department was established within the MOE, budgeted to begin functioning in CY 1974. The establishment of this unit in the MOE will permit continuous review and refinement of the curriculum and provide direction to activities of other units which relate to the curriculum such as teacher training and textbook design.

A curriculum team under the direction of the UNM consultant developed scope and sequence charts for the six primary grades and the first cycle of secondary grades (7-9) in the areas of Social Studies, Communications, Science, Health and Mathematics. By 31 July 1973, courses of study had been published for the first two grades. The third grade courses of study will be published in October 1973 and shortly thereafter the second cycle of primary and the first cycle of secondary courses of study will be ready for printing.

The consultant firm Socio-Economic Systems (hereinafter referred to as the SES) was contracted by the USAID to evaluate its education assistance program. SES submitted a "Final Report on the Evaluation of the Grant and Loan Project in Paraguay" in May 1973. The SES evaluation report contains a number of favorable comments on the progress of the curriculum team. The evaluators were especially impressed with the quality of the new curriculum plans and organization. They indicate that the teachers' guides "contain elements needed by teachers to conduct a lesson from objectives to evaluation".

The curriculum team also did an outstanding job in preparing the teachers for use of the new textbooks and teachers' guides, in the first teacher training seminar conducted under the project, and in the evaluation workshop organized to follow-up the work of the seminar.

In addition to his advisory role in the development of the new curriculum, the UNM advisor assisted the MOE in the following areas:

a. Planning, organizing and following-up teacher training activities related to the implementation of the reformed curricula.

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b. Developing teacher training courses for elementary teachers.

c. Developing an annual work plan and implementing the revised curricula.

To assist the MOE complete preparation of the curricula for the upper primary and secondary grades, the USAID will provide the services of a grant funded UN curriculum adviser for an additional year. Funds for this adviser were provided in FY 1973.

## 2. Textbook Production

From 1975 through 1967 the USAID provided technical assistance to establish a curriculum center whose principal functions were to produce textbooks and train writers. In FY 1970 the Mission signed a Project Agreement with the MOE which provided \$105,000 to fund a pilot textbook production project. The purpose of this project was to provide the MOE with experience in the production and distribution of textbooks and in determining comparative costs of textbooks produced in the MOE versus commercial facilities. On the premise that the pilot project would provide sufficient experience and expertise, the MOE planned a three year textbook production program which became a component of the \$4.2 million education loan.

The grant funded project provides for the writing and production of readers, math books, basic subject matter texts, and teachers' guides for the first three grades of primary school. All manuscripts were completed for the 18 titles to be produced, except the third grade math book and the teachers' guide for the subject matter textbook, as of September 15, 1973. Of the 16 completed manuscripts, 10 have been printed in various quantities as specified in the Project Agreement. A total of 197,000 textbooks and 11,000 teachers' guides have been printed which exceeds the minimum figure of 180,000 stipulated in the Project Agreement, but does not include all of the titles for which manuscripts have been prepared. The printing of the remaining 3 textbooks and 3 teachers' guides will bring the total number of books produced under this project to 202,000 textbooks; 22,000 teachers' guides and 80,000 supplementary readers.

The MOE printed 5 of the 10 manuscripts produced under the project. The other 5 were printed by commercial firms. According to MOE figures, its production costs compare favorably with those of commercial printers. MOE figures, however, do not reflect hidden costs such as salaries of supervisory personnel, electricity, depreciation, and amortization of machinery. A much more accurate cost comparison study can be made after all the books are printed, because the remaining books to be produced under the project will be printed in MOE facilities.

A short-term contract consultant in textbook production was employed from April 1 to July 1, 1972 and again since April 1973 (scheduled to depart in December 1973) to assist the MOE in all aspects of textbooks writing and production. Three MOE textbook department employees were sent to the University of New Mexico for 10 months of training in textbook illustrating and writing.

## 3. Evaluation of Teacher Preparation

Under the current USAID loan the Ministry must select teachers for 79 schools. The teachers should be well trained and willing to teach a curriculum substantially different from that which they now teach. However, the MOE is not yet equipped to evaluate the preparation of teachers and it knows little about their background and attitudes. To assist the MOE to begin an evaluation of its teachers, the Mission signed

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a contract in FY 1973 with a local institute to work with the MOE Planning Office in the studying of teachers' attitudes. This study is scheduled for completion by December 1974.

#### b. Training

##### a. Participating Training

Some 39 participant training grants had been provided to MOE teachers and administrative personnel as of September 15, 1973. Twenty four participants were sent to the University of New Mexico during FY 1972 and in FY 1973 six were sent to the United States and Latin American universities. Nine additional participants, under FY 1973 funding, will depart soon. (See Annex II).

According to the EES evaluation team, the UNM participant program was "well conceived in terms of providing the trainees with appropriate training as well as offering a variety of supplementary experiences concerning education in general and understanding of the U.S. culture." The UNM intended to provide the participants with a broad picture of the socio-cultural context in which educational problems occur with concomitant instruction for the specific training needs of the participants. Some participants indicated that more general background on professional education should have been included in the course while others felt that more time should have been devoted to subject matter specifically related to their educational function in Paraguay. For the most part, however, the participants received substantial benefit from the ten-month course, especially those specializing in textbook production.

Originally, all of the six FY 1973 participants were sent to Latin American universities for ten months of training. One was sent to the Instituto Profesional del Magisterio in Caracas, Venezuela; one to Santa Maria Federal University in Santa Maria, Rio Grande do Sul, Brazil; and four to ICASE in Panama. Because of a decision on the part of the MOE (due to leftist political activity at ICASE) three of the four ICASE participants were later transferred to New Mexico Highlands University. The fourth participant returned to Paraguay for personal reasons, without completion of her training.

##### b. In-Country Training

As part of the Educational Development Program, the MOE developed a plan for in-service and pre-service teacher training through 1980. The teacher training plan should provide the education sector with qualified personnel to satisfy the diverse needs of the national education system.

As a counterpart contribution to the A.I.D. loan, the MOE will contribute \$292,000 from the education budget and \$57,000 in FL-480 funds for the teacher training program through FY 1975. The first course conducted under this project was held at the Regional Education Center in Villarrico from December 1972 to April 1973. Forty primary teachers and administrators who were to implement the new curriculum received training over the five-month period. According to EES, the training course had these excellent components:

- (1) Training in the development of instructional materials using local materials.
- (2) Use of local schools as laboratory settings for experimental teaching in the new curriculum.
- (3) Team-building sessions to create esprit de corps among the participants.

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(4) Use of sensitivity or "T" group procedures to anticipate problems upon return to their respective schools.

This same type of course will be repeated in other Regional Education Centers for teachers within their zones of influence; 1,940 teachers and administrators will participate through 1980.

The Mission signed a Local Training Agreement in November 1972 with the National University's In-Service Training Center (INTC) to conduct a series of seminars and workshops for the purpose of inculcating positive attitudes toward educational reform. Through September 1973 the INTC conducted seven seminars and workshops for 393 teachers and 41 administrators to introduce them to the newly revised curriculum and the new methods of teaching. In addition, the INTC provided leadership and orientation training for 400 leaders of committees in which the new curriculum will be implemented.

These courses were supplemented by a UNDP scholarship program (implemented by UNEDCO) which is concentrated in the sciences and mathematics. The UNDP has provided approximately 100 scholarships per year since 1971 for in-service training at the Superior Institute of Education. The UNDP also offers a number of short courses during vacations (4 weeks or less).

### 5. Administration

A loan financed UNM administration consultant provided technical assistance to the MDE during the period August 1971 through July 1973. According to the terms of the UNM contract with the MDE, the administration consultant was charged with advising the MDE in:

- a. A study of the restructuring of the central administration.
- b. Development of an administration plan for schools, adapted to the new educational system proposed in the MDE "Plan for Educational Development 196 -1980".
- c. Development of an administrative decentralization plan which will be implemented progressively in accordance with the policies of the MDE and the objectives set forth by the Educational Development Program.

Through the initiative of the contract adviser, the Educational Planning Office was assigned legal responsibility for coordinating all efforts in the Ministry administrative reorganization. This action resulted in the total restructuring and strengthening of the MDE Planning Office. The SES evaluation report states that the MDE Planning Office has been moving along well toward its goal of coordinating planning activities. The Planning Office has assumed responsibility for providing information to each of the units of the MDE through meetings, conferences and bulletins. It has established coordination with other data sources to obtain information and has begun to improve coordination of the MDE's plans with the programs of the various centers.

The advisor was given permission to organize a coordinating committee to study, analyze and plan the reorganization effort. The work of this committee resulted in publication of Estudios Básicos del Anteproyecto de Reestructuración Administrativa. Section I of this document includes the conclusions of all studies and analyses made by the committee and statistical data to support the recommended reorganization plan. Section II contains two alternative MDE organizational schemes including recommended objectives, the organizational structure, and the responsibilities and functions of every

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MDE department and supportive unit. Adjoined to the study is a recommended implementation schedule for the decentralization of the Regional Education Centers. This study was completed in December 1972 and presented to the Minister of Education for approval in January 1973. Although a number of the study's recommendations have been implemented in the Education Planning Office and in the Curriculum and Personnel Departments, the document has not been formally approved by the Minister. Further progress in MDE re-organization is dependent upon Ministry adoption of one of the proposed organizational structures and adequate budget allocations to make it operational, which is expected in CY 1974.

The UNM adviser provided on-the-job training to personnel working on the re-organization of the MDE. This group included eight members of the Planning Office and seven MDE representatives from the administrative reform committee. He also assisted in the selection and preparation of eight MDE and Regional Education Center personnel for ten months of participant training at UNM.

Because of the importance of Ministry reorganization to the success of the total project, the USAID will provide the services of a second adviser in administration to implement the plan selected by the Minister, through a grant funded contract with the UNM, for a period of one year. Funds for this contract were provided in FY 1973.

## 6. School Construction

Although funds for school construction are not provided under this PROP, a number of activities are directly related to the expansion of physical facilities; therefore, a status report on the program is included.

Under the loan agreement 130 primary schools were to be constructed. Twenty of these schools were to be central grade-schools and 100 were to be satellite schools located around the central schools. The central schools were to have a capacity of 600 students, i.e. the physical capacity for 300 students at one time with two sessions per day. The satellite schools were to have a capacity of 200 students on the same basis. The 130 schools therefore would provide space for 32,000 students by employing double shifts. The MDE subsequently decided to reduce the number of schools to 79 <sup>1/2</sup> after studying the enrollment patterns in the areas in which the new schools were to be constructed.

The standard 600 and 300 capacity schools did not provide the flexibility required by the projected enrollment figures, therefore design changes were made in the original plan which provides for nine different sizes of schools. The size of the central schools was increased from six classrooms and two shops to twelve classrooms and four shops. The satellite schools vary in size from four classrooms and one shop to eight classrooms and two shops. Although the number of schools to be constructed was reduced from 130 to 79, the capacity of the redesigned schools was increased from 32,000 to 38,240.

Twenty four of the 79 primary schools were in various stages of construction as of August 1973. Bids were recently solicited for the construction of four more schools which are scheduled to get underway in October, 1973.

<sup>1/2</sup> As soon as feasible after the October 1973 GOP/USAID loan review, the Mission will submit a request to AID/W to adjust the loan in order to bring it into phase with current plans.

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According to the original construction schedule the first nine schools should have been completed by June 1973, but problems encountered by the MDE and the contractors have caused up to four months delay in completing the first group of 18 schools. Several of the school sites have been inaccessible because of the conditions of the roads; contractors have had difficulty in hiring unions and there have been shortages of almost all building supplies. Several schools could have been completed on schedule but the MDE encountered difficulties in obtaining steel for window frames and work had to be stopped until the frames were manufactured.

Under the loan, the MDE is also building a physical plant for an expanded S.I.E. which includes a post-baccillorate normal school for training secondary teachers. The S.I.E. will also train supervisory personnel and second cycle secondary teachers for certain special areas (i.e. math, science and industrial arts) and provide in-service training for teachers already employed. The S.I.E. will have a total capacity of 2,000 students.

Construction of the three Regional Education Centers is scheduled to be completed in time for the school year beginning in March, 1975. Two of these centers will be completely new physical facilities, the third will involve renovation and addition to an existing school complex for conversion into a Regional Center. Completion of the three centers will provide space for 5,700 students from the pre-school level to the normal school level, i.e. two years beyond high school for primary teachers.

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**ANNEX II**

**PARTICIPANT TRAINING AREAS OF SPECIALIZATION**

(All training from six to ten months in duration)

<u>Year</u>	<u>Field of Specialization</u>	<u>Number Trained</u>
FY 1972	Education Administration	8
	Bilingual Education	5
	Technical-Vocational Education	2
	Textbook Production	3
	Physical Education	2
	Philosophical Training, Curriculum Development, and Evaluation	4
		<u>24</u>
FY 1973	Education Administration and Supervision	4
	Curriculum Development	2
	Technical Education	2
	Textbook Production	3
	Educational Psychology	1
	Teaching Spanish as a Second Language	1
	Teacher Training Administration	1
	Bilingual Education	1
	<u>15</u>	
FY 1974 (Proposed)	Education Statistics	1
	In-Service and Pre-Service Teacher Training	3
	Personnel Administration	2
	Elementary School Administration	3
	Secondary School Administration	2
	Guidance and Counseling	2
	Education Finance	1
	Evaluation	1
	Education Resources	1
	<u>18</u>	
<b>GRAND TOTAL</b>		<b>57</b>

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ANNEX IIIGOP AND OTHER DONOR INPUTS INTO EDUCATION BELOW THE UNIVERSITY LEVELGOP Inputs

The GOP is giving high priority to education. It has undertaken to increase the share of the National Budget going to education by at least 0.7% per year during the current A.I.D. loan (526-I-021) disbursement period (FYs 1972-75) and plans to continue this increase up to a level of 20% of the national budget. In 1972 the MOE received 17% of the National Budget; this was increased to 15.9% in 1973.

In kind contributions such as construction and salaries in direct support of A.I.D. assistance are estimated at \$85,000 annually. In addition, in FY 1974 the MOE will contribute \$42,000 in the form of salaries for the 25 participants (9 financed under FY 1973 funds) sent abroad for training.

From FL 480 Title I guarantees the GOP has contributed to the program the equivalent of \$300,000 for each year of three years (CYs 1972-1974). The MOE will also expend, through the Educational Development Program, the sum of \$293,802 from its regular budget on local training during the loan disbursement period.

Other Donors

UNICEF - UNICEF has been providing approximately \$100,000 annually in complementary support to the Primary-Secondary Education Program. UNICEF is supplying the new schools with educational materials and equipment in science, health, mathematics, home economics and industrial arts. Concurrent with the A.I.D. grant textbook program, UNICEF has provided a large quantity of paper for other instructional materials. In addition, UNICEF has provided some help with in-service teacher training. UNICEF is currently planning to intensify its efforts in the training of supervisors for the rural schools. The objective is to change the concept of supervision from one of administrative control to one of technical guidance and in-service training. UNICEF will also experiment to determine the best mode of training shop teachers.

OAS - The OAS is playing a small supportive role in relation to the A.I.D. project. It has provided equipment for the S.I.E., which is training educators for important roles in the reform program. The OAS contribution was approximately \$40,000 in FY 1973 and should remain at that level during FY 1974. In addition, the OAS provides scholarships in a variety of fields and technical assistance to the MOE through short-term consultant services.

UNEP - The educational inputs of the UNEP related to the A.I.D. project are concerned principally with teacher training, including a limited supply of instructional materials. Their emphasis has been the training of secondary school teachers and teacher trainers who will work in the Regional Education Centers.

The UNEP provided \$80,000 for this program in FY 1972, but cut back funding in FY 1973 because of the delay in construction of the S.I.E. When the S.I.E. is completed, the UNEP plans to provide a \$174,500 three year input (CYs 1974-76) for technical

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assistance through UNESCO, for training, and for a small amount of equipment. A second phase, (CYs 1977-79) has been projected at an estimated cost of \$492,000. These expenditures are based on an NDE 1972-80 training plan, which envisions the training of teachers, administrators, evaluators, librarians, and other supportive personnel. The plan also is concerned with providing orientation on pedagogical techniques for professionals such as lawyers and physicians who also work as teachers.

**Peace Corps** - In accordance with the terms of A.I.D. Primary-Secondary Education Loan Agreement (525-L-021), the Peace Corps has provided technical assistance to the NDE in the area of teacher training during the past two years. During FY 1974 four volunteers will be working out of the existing Regional Education Centers. Each volunteer will function as the coordinating member of an inter-departmental teacher training team. The team is responsible for planning and implementing a program of in-service training for rural teachers in the surrounding zone, using the Centers' facilities and resources. Also anticipated is that each team will play an active role in introducing the new curricula promulgated under the Educational Development Plan. The Peace Corps contribution will amount to approximately \$40,000 per year for salaries and maintenance of the four volunteers.

**IBED** - The World Bank recently provided a loan of \$5.1 million for eight multi-lateral co-educational secondary schools, a new upper-secondary level technical school, and a vocational training center. The project also includes 33 man-years of expert services and 23 man-years of fellowships for local staff in support of curriculum development and the teaching of technical subjects.

**IBP** - Implementation of a \$2.1 million loan sub-project in agricultural education began in 1973. The sub-project, part of the loan for Integrated Agricultural and Livestock Development (IPLD), provides for construction and renovation of five secondary agricultural schools. This expanded program of agricultural training will provide 100 post primary agricultural graduates per year.

\* A comprehensive school that offers various tracks of specialities.

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 SUPPLEMENTARY 1

PROJECT DESIGN SUMMARY  
 LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE FAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project: From FY 69 to FY 74  
 Total U.S. Funding 1,498  
 Date Prepared: Oct. 11, 1973

Project Title & Number: ELEMENTARY AND SECONDARY EDUCATION 526-51-699-095.1

PAGE 1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project &amp; State Goal: The broader objective to which this project contributes:</p> <p>To redirect the primary and secondary education system to increase the relevance and vocational content of courses in rural areas.</p>	<p>Measures of Goal Achievement:</p> <p>1. 13% (an increase from 0 students in 1968 to 11,000 in 1974) of rural primary school children attend schools with practical courses in home economics and industrial/agricultural arts.</p>	<p>1. MDE reports.</p>	<p>Assumptions for achieving goal targets:</p> <p>1. AID Loan 526-L-021 financed school construction proceeds as scheduled.</p> <p>2. In-country teacher training and curricula development proceeds as scheduled.</p>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project: \_\_\_\_\_  
From FY 69 to FY 74  
Total U.S. Funding: 1,498  
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Project Title & Number: ELEMENTARY AND SECONDARY EDUCATION 526-51-699-095.1

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Purpose:</p> <p>The purposes of this project are: to continue to support improvements in selected elements of the Paraguayan rural school system, and to develop an information base for further activities in rural primary education.</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <p>By the end of FY 1974:</p> <ol style="list-style-type: none"> <li>1. New curricula are used by 25% of the teachers in rural schools.</li> <li>2. Thirtytwo percent of students in rural schools, grades 1-3, have new textbooks in reading, mathematics, and general subject areas.</li> <li>3. An improved information base exists for planning and evaluating in:               <ol style="list-style-type: none"> <li>a) country manpower requirements,</li> <li>b) solving problems in the education sector.</li> </ol> </li> <li>4. Completion of construction and staffing of S.I.E., allowing annual training for 500 elementary school teachers and 1,500 in secondary and in-service training.</li> </ol>	<ol style="list-style-type: none"> <li>1. MOE records.</li> <li>2. MOE records.</li> <li>3. MOE records, and reports from the USAID/P education office.</li> <li>4. MOE records.</li> </ol>	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> <li>1. That the GOP will continue to have sufficient revenues to permit increased expenditures by the MOE for expanded teacher training and other reform related activities.</li> <li>2. Qualified teachers will accept positions in rural areas.</li> </ol>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 69 to FY 74  
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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Outputs:</b></p> <p>1. Returned participants who provide the MOE a more competent staff.</p> <p>2. A supply of instructional materials, supplementary resources, and information related to reform and the new curricula.</p> <p>3. MOE has improved ability to carry out in-country training and orientation in the new curricula and modern methodology.</p> <p>4. Studies of the education system and manpower requirements which will determine the direction of the Mission's future education programs.</p>	<p><b>Magnitude of Outputs:</b></p> <p>1. 55 teachers, administrators, and specialists trained in modern methodology (U.S. and third countries).</p> <p>2. 282,000 textbooks; 80,000 supplementary readers; and 22,000 teachers' guides printed and distributed.</p> <p>3. Through Sep. 1973, seminars and workshops for 393 teachers and 41 administrators, and leadership and orientation training for 400 leaders of communities where new curricula will be implemented. By the end of FY 74, and annually thereafter, re-training for 360 teachers.</p> <p>4. Thorough studies of the following:  a. Vocational Agricultural education, both formal and non-formal.  b. The present statistical base in the MOE.  c. Education wastage to identify areas of inefficiency, with recommendations.  d. A manpower survey of Paraguay's manpower needs.  e. An education sector assessment, which will update information on reform progress, analyze basic education data, and determine the relevance of the system to the country's priority needs.</p>	<p>1. MOE records</p> <p>2. MOE records</p> <p>3. MOE records</p> <p>4. MOE records</p>	<p><b>Assumptions for achieving outputs:</b></p> <p>1. That more trained MOE specialists will cause more systematic information gathering and better implementation of the activities which make a school system effective, e.g. organization, budgeting, administration, and training.</p> <p>2. That a better information base will result in better MOE plans for improvements in the education sector.</p>

