

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-44

1. PROJECT TITLE EDUCATION SECTOR LOAN			2. PROJECT NUMBER 517-0119	3. MISSION/AID/W OFFICE DOMINICAN REPUBLIC
6. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)	
A. First PRO-AG or Equivalent FY <u>79</u>	B. Final Obligation Expected FY <u>79</u>	C. Final Input Delivery FY <u>84</u>	<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
6. ESTIMATED PROJECT FUNDING			7. PERIOD COVERED BY EVALUATION	
A. Total \$ _____			From (month/yr.) <u>12/78</u>	
B. U.S. \$ <u>7,500,000</u>			To (month/yr.) <u>3/84</u>	
			Date of Evaluation Review <u>3/84</u>	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
Based on this final evaluation, USAID/DR will extend Project PACD by six months through 12/84 enabling SEEBAC to meet Project outputs.	Nicastro USAID/DR	4/84

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT		
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	A. <input type="checkbox"/> Continue Project Without Change		
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> PIO/T	_____	B. <input type="checkbox"/> Change Project Design and/or		
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> PIO/C	<input type="checkbox"/> Other (Specify) _____	<input checked="" type="checkbox"/> Change Implementation Plan		
<input checked="" type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO/P	_____	C. <input type="checkbox"/> Discontinue Project		

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
EDU/Thomas Nicastro	OPE:REllert-Beck	Signature <i>[Signature]</i>	
EDU/TChristiansen-Wagner	CRD:DDeWitt	Typed Name Philip R. Schwab	
	CONT:SLIapis	Date June 2, 1984	

PROJECT EVALUATION SUMMARY (PES) - PART II

13. SUMMARY - Summarize the current project situation, mentioning progress in relation to design, prospects of achieving the purpose and goal, major problems encountered, etc.

As a result of a one-month on-site visit to the Dominican Republic for the purpose of conducting an in-depth final evaluation of the Education Sector Loan for Primary Education with the Secretariat of Education (SEEBAC), the following observations can be made:

- Although there were variations in the degree to which the Integrated Project for Educational Development (PIDE) met the goals of the six components covered by the evaluation, the overall progress and outputs substantially fulfilled the intent.
- Components which could be completed within the capability of PIDE staff (e.g., upgrading of teachers and administrators, educational materials development, certain limited aspects of school maintenance) met with high degrees of success.
- Components requiring augmented resources (e.g., data processing and analyses for research and planning, local supplementary training) met with lesser success.
- Components which introduced new curricula (practical arts or vocational education) but had no indigenous network of support or personnel with prior experience, floundered from lack of direction.
- Components most consonant with the established goals of SEEBAC met with the most success.
- In general, the project was well administered and appropriate records were kept to maintain accountability of funds and functions.
- The reprogramming of technical assistance resources in components I and II may have contributed to some of the difficulties later encountered.
- Despite the relative success of the project, an overarching dilemma is the lack of a plan with stated budgetary commitments to integrate PIDE activities within the ongoing framework of SEEBAC responsibilities. The establishment of an infrastructure by which indigenous efforts will continue the six components through earmarked resources is the logical next step in this capacity building effort.

- In a project geared toward introducing changes in a nation with overwhelming immediate problems, outside periodic consultation should be continued in order to maintain the attention and accountability of the Secretariat in fulfilling the project goals.

It is clear that the six activities carried on by PIDE gave momentum and visibility to primary education as a national priority.

14. EVALUATION METHODOLOGY - What was the reason for the evaluation, e.g., clarify project design, measure progress, verify program/project hypotheses, improve implementation, assess a pilot phase, prepare budget, etc.? Where appropriate, refer to the Evaluation Plan in the Project Paper. Describe the methods used for this evaluation, including the study design, scope, cost, techniques of data collection, analysis and data sources, identify agencies and key individuals (host, other donor, public, AID) participating and contributing.

This evaluation was designed to answer each evaluation question through the cross-evaluation of data from a variety of sources, using diverse data collection methods. These included: (1) examination of project documents both at USAID and SEEBAC offices; (2) questionnaires administered to PIDE teachers, and directors; (3) interviews of PIDE and SEEBAC administrators, technicians and USAID staff; (4) observation visits to schools in the PIDE areas; and (5) brief interviews of project staff, parents, and students.

In January, 1984, SEEBAC charged a team of five Secretariat technicians with the evaluation of PIDE and with providing assistance to the AID evaluators. This team was instrumental in providing detailed information on the project setting and implementation, specifically in the area of staff training since three of its members had conducted PIDE courses.

To insure the use of culturally and linguistically appropriate data collection instruments, the SEEBAC team provided invaluable assistance in the development of the questionnaires and interview questions to be administered to PIDE staff and parents.

Observation visits were made to 33 schools. During the visits to the district directors' offices and the schools, questionnaires were distributed to teachers and directors. The teachers completed 201 questionnaires; the directors completed 17 questionnaires. In addition, six parents were interviewed.

The project goal was analyzed using the "objectively verifiable indicator" (OVI) statements and end-of-project conditions (EOPS) presented in the logical framework for the initial project proposal.

15. EXTERNAL FACTORS - Identify and discuss major changes in project setting, including socio-economic conditions and host government priorities, which have an impact on the project. Examine continuing validity of assumptions.

When the project began, there were two major goal assumptions:

1. The GODR was philosophically committed to its education reform.
2. Financial resources would be made available to carry out the education reform.

Although the first assumption seemed to be validated repeatedly throughout the project, the second assumption remained valid only to a limited degree.

Despite the severe inflation that plagued the nation, project performance to date has been only minimally affected due to prepurchasing, and administrative economies set in place down to the staff level. However, over the long run, the inflation will obviously exacerbate the competition for resources at a time when PIDE activities are scheduled to be integrated within SEEBAC. Unless SEEBAC is able to demonstrate the value of the PIDE project to those who make financial decisions in the Dominican Republic, the inflation may indeed be a serious factor affecting the future of these activities.

The lack of basic resources and supplies within the school districts was also an impeding external factor. Simple tasks such as preparing books for use were delayed due to lack of personnel to card the books, or the lack of supplies by which to paste in the cards.

On a larger scale, the difficulty of communications in rural areas where telephones and transportation systems are almost nonexistent created delays not normally expected in urban areas.

16. INPUTS - Are there any problems with commodities, technical services, training or other inputs as to quality, quantity, timeliness, etc.?
Any changes needed in the type or amount of inputs to produce outputs?

The PIDE consisted of a central school construction component plus six non-construction components. This evaluation focuses on problems associated with the six non-construction components; a separate evaluation has been contracted to assess the construction aspect of PIDE.

DEVELOPMENT OF AN EDUCATION STATISTICAL INFORMATION SYSTEM

Problems

- Although the system has been designed and tested, results have not been analyzed due to lack of personnel and other priorities at the SEEBAC level. The system is still not generating data.

RESEARCH AND PLANNING

Problems

- While the Department of Research and Planning is stabilized by SEEBAC funding, there is no budgetary line item for the research projects currently funded by AID, or for other research activities essential to the implementation of PIDE goals.
- A research bibliography which was to have been one of the tools to facilitate research by SEEBAC has not been completed. Although the staff has sent out the questionnaire and received

responses, no analysis has been done of the results, nor is there any indication of when such an analysis will be completed.

TEACHER AND ADMINISTRATOR TRAINING

Problems

- Vocational education and practical arts curriculum have still not been developed.

EDUCATIONAL MATERIALS DEVELOPMENT

Problems

- The less than full utilization of these materials and guides reflect a less than adequate preparation on the part of the administrators and teachers on how to best use classroom materials and guides.

SCHOOL MAINTENANCE

Problems

- Changing attitudes and developing of behavior patterns to improve school maintenance are long-term goals.

ADMINISTRATION OF THE PROJECT

Problems

- No major obstacles.

17. OUTPUTS - Measure actual progress against projected output targets in current project design or implementation plan. Use tabular format if desired. Comment on significant management experiences. If outputs are not on target, discuss causes (e.g., problems with inputs, implementation assumptions). Are any changes needed in the outputs to achieve purpose?

Teachers receiving in-service training and hired for newly-created positions in the four provinces.

- Over 93 percent of teachers within PIDE received in-service training.
- The number of teachers rose from 2,363 to 4,492 for a 90 percent gain.
- 23 individuals received advanced training out of country.
- 4 individuals received masters degrees.

Training provided for Secretariat, Regional, District & Nucleo level administrators and supervisors of education programs.

- Concentrated effort was made to involve all levels of administrative and supervisory personnel whenever a PIDE initiative was started.

Guides published for administrators and teachers on the collection, reporting and processing of educational information indicating how the information is to be utilized.

- The full implementation of this activity will begin to generate much needed data for planning.

Teachers guide sets provided.

- Despite the fact that materials are still not being utilized to their maximum benefit, over 85 percent of the teachers reported they have had access to the materials and find them useful.

A school maintenance system implemented in the target area.

- Considerable progress has been reported in this area despite the absence of previously trained personnel.

Research studies carried out.

- Although only four out of the fourteen original topic areas were covered, these four represented a significant starting point for research for the SEEBAC office.

Classroom kits (Didactic Materials) distributed to all schools in the four provinces.

- This effort to decentralize resources so that local teachers can improve their teaching is an important strategy for meeting the overall goals of the project.

18. PURPOSE - Quote approved project purpose. Cite progress toward each End of Project Status (EOPS) condition. When can achievement be expected? Is the set of EOPS conditions still considered a good description of what will exist when the purpose is achieved? Discuss the cause of any shortfalls in terms of the causal linkage between outputs and purpose of external factors.

The project purpose was to provide at least four years of quality basic education to all Dominican children in the rural areas of the provinces of Peravia, Azua, San Cristobal, and the rural areas of the National District and to implement an education reform in grades 1-8 for the aforementioned areas. The following indices were used as indicators for progress:

<u>TARGET</u>	<u>INDICATOR</u>
● Physical facilities, at least through grade four, to serve all Dominican children in the four target provinces.	Available teachers still report overcrowdedness despite building of 200 new schools.
● All teachers trained or re-trained to carry out reform in four target provinces.	Essentially successful.
● New curriculum implemented throughout four provinces.	Essentially not done; further in-service training is necessary.
● Newly-developed teaching materials and teachers guides being utilized in the four target provinces.	Essentially accomplished; teacher guides and teaching materials are being utilized in four target provinces.

- Secretariat, Regional, District and Nucleo level administrators trained in the four target provinces. Objective reached for all components.
- An information system functioning in the Secretariat and the four provinces providing up-to-date data. Information system designed and pilot tested but not field implemented; not producing reports.
- A system of school maintenance being implemented throughout the four provinces. System designed and in process of being implemented; objective met.
- Research activities completed which include cost comparison of project activities, school maintenance programs, student repetition and drop out causes, curriculum evaluation, etc. System for contracting research designed and implemented; 4 of projected 14 research activities are currently being conducted; intent of objective essentially being met.
- Library facilities available in each of Districts' central schools. Books purchased and guides to library available for distribution; however, books are still in boxes and not available for use.

19. GOAL/SUBGOAL - Quote approved goal, and subgoal, where relevant, to which the project contributes. Describe status by citing evidence available to date from specified indicators, and by mentioning the progress of other contributory projects. To what extent can progress toward goal/subgoal be attributed to purpose achievement, to other projects, to other causal factors? If progress is less than satisfactory, explore the reasons, e.g., purpose inadequate for hypothesized impact, new external factors affect purpose subgoal/goal linkage.

Goal Statement

- Improve the quality and quantity of educational services available to all Dominicans.

One of the most urgent needs of a developing nation is the prioritizing of elements essential for that nation's growth and survival. The assumption of this project was that the Dominican Republic and SEEBAC

were genuinely committed to the importance of education as an essential element.

The purpose of the project was therefore to give the educators of the Dominican Republic from the policy levels of the SEEBAC to the grass-roots level of the Nucleo, a scope and sequential experience with activities and goals to improve primary education services at all levels.

Through close involvement of SEEBAC in the day-to-day problems of educating children in the four regions, the project tried to awaken a capability for developing the components of a national educational system. Although the choices and decisions appropriately remained with the authorities within the host government, every effort was made to give these key officials an appreciation of long range planning, including the basis of data development, the elements of operational research, and academically oriented improvements, both in personnel and materials.

No visitor could come away without being impressed with the dedication and energy with which the nation's educators work against tremendous obstacles. At the same time, it is clear that this project was an opportunity for introducing new concepts and technologies to accelerate the speed with which national educational goals could be met.

If this project accomplished one task, it was to assist SEEBAC in documenting some of the crucial educational needs of the country, and to demonstrate that appropriate responses to these problems can be evolved if SEEBAC and the nation so desire. In short, it provided SEEBAC a short-term opportunity to pretest key concepts which might one day be the cornerstones of a successful educational system.

20. BENEFICIARIES - Identify the direct and indirect beneficiaries of this project in terms of criteria in Sec. 102(d) of the FAA (e.g., (a) increase small-farm, labor-intensive agricultural productivity; (b) reduce infant mortality; (c) control population growth; (d) promote greater equality in income; (e) reduce rates of unemployment and under-employment). Summarize data on the nature of benefits and the identity and number of those benefitting, even if some aspects were reported in preceding questions on output, purpose, or subgoal/goal. For AID/W project, assess likelihood that results of projects will be used in LDC's.

The intended audience and beneficiaries of this project were: (a) the educated professionals who participated in the project components; (b) the primary school children and their parents who were directly affected by the improvements brought about as a result of the project; and (c) the nation as a whole which benefits from a more educated citizenry.

By utilizing a systems approach to education, the potential role of SEEBAC was more clearly defined in the context of local needs down to the Nucleo level. Hopefully, although the project targeted only 4 regions, the other regions will benefit from a more sensitive SEEBAC.

21. UNPLANNED EFFECTS - Has the project had any unexpected results or impact, such as changes in social structure, environment, health, technical or economic situation? Are these effects advantageous or not? Do they require any change in project design or execution?

One of the unplanned effects of the project was the trend that began to develop among parents to send their children to the "new" schools or schools which were targeted for attention under the PIDE. The result was that the new schools suffered from overcrowding as well as from shortages of supplies, teachers, etc. The problem was further compounded by the difficulty that most of the schools encountered in meeting these challenges, (particularly when they involved physical facilities), with any degree of flexibility.

At the same time, this movement towards the new schools was one of the best indicators of parental interest in getting a better education for

their children. It was also a compliment to the project since the favorable impression parents were getting about the schools were largely through word of mouth on a neighbor basis.

22. LESSONS LEARNED - What advice can you give a colleague about development strategy, e.g., how to tackle a similar development problem or to manage a similar project in another country? What can be suggested for follow-on in this country? Similarly, do you have any suggestions about evaluation methodology?

It is clear from this experience that when an investment in capacity-building is to be undertaken, a plan whereby the host nation can gradually assume responsibility for the functions undertaken should be outlined as part of the contract. In the case of the Dominican Republic, this plan should have included a timetable for integrating certain functions into SEEBAC incrementally, and for budgeting the resources needed to carry forward with each function.

Such advance planning would help minimize the stress that arises in the final years of a project when the host nation begins seriously to assess the significance of the project's activities with respect to its capacity-building goals. Even with the best of intentions, most developing nations, because of the numerous immediate problems which they face from a day-to-day, find it difficult to think about any long range plan unless this planning is structured in a way that forces accountability from the very beginning of the project.

23. SPECIAL COMMENTS OR REMARKS - Include any significant policy or program management implications. Also list titles of attachments and number of pages.

The extension of the PIDE project to December, 1984, presents an excellent opportunity for SEEBAC and USAID to focus on ways to complete unfinished elements and maximize PIDE project results. The following are some suggestions for consideration.

- Consolidate significant gains made by PIDE and SEEBAC Central and Regional operating departments (i.e., inservice training, materials development, school maintenance, etc.)
- Complete implementation of activities in process, such as:
 - Implementing the statistical data system;
 - Assuring continuation of the Research and Planning Department with an earmarked budget to permit it to conduct much needed research;
 - Transferring all PIDE administrative functions to the appropriate SEEBAC offices according to a planned, phased timetable.
- Consider those recommendations made in this report which seem relevant to the national needs of the Dominican Republic and identify target dates for implementation.
(Recommendations are listed on pages 13-14).

RECOMMENDATIONS

This evaluation of the U.S.AID Education Sector Loan for Primary Education, No. 517-V-032, with the Secretariat of State for Education, Fine Arts and Cults/Worship (SEEBAC) of the Dominican Republic would not be complete without a section on recommendations.

Basically, the recommendations fall into two categories: 1) recommendations addressed to specific project components, and 2) over-arching recommendations that may affect the outcome of more than one component.

SPECIFIC RECOMMENDATIONS:

Development of an Education Statistical Information System

Since a national system for statistical information has been designed, formulated for field testing and administered in a country wide pretest, and since all levels including appropriate SEEBAC staff, PIDE directors and Nucleo personnel have received training on the system,

- It is recommended that SEEBAC demonstrate its commitment to and support of the system by allocating resources needed for its continuation.
- It is further recommended that SEEBAC recruit additional staff with technical and management capabilities in statistical information systems to assure quality of the data to be generated.
- Appropriate technical assistance must be provided on an on-going basis to give support and guidance to SEEBAC.

Research and Planning

Since the Department of Research and Planning which was formerly a department in name only is now staffed with three persons within the Secretariat,

- It is recommended that SEEBAC move further to stabilize its research functions by committing resources to research activities.

Teacher and Administrator Training

In light of the exceptional numerical and qualitative gains made with respect to this component,

- It is recommended that SEEBAC move quickly to assure continuity of those functions perceived as valuable by teachers and administrators.

With the extension of the contract period, there is now time to implement the original goals of developing curricula and providing training in Practical Arts and Vocational Education.

- It is recommended the PIDE monitor, with time lines, the development and implementation of these activities.

- It is further recommended that, due to the paucity of trained personnel in Vocational Education and Practical Arts, SEEBAC provide a training capability to the field to assure continuity of those activities initiated through PIDE.

Education and Materials Development

In light of the success PIDE has had in the developing materials and guides for use in the field, and since over 85 percent of the teachers have reported having access to these materials,

- It is recommended that more effort be spent by SEEBAC to provide better classroom training in order to more fully maximize the intended use of these materials.

School Maintenance

Although there has been success in decentralizing responsibilities to the district and Nucleo levels (including local community pride),

- It is recommended that the Region continue to recognize its integral role in the overall maintenance system plan, particularly as it relates to supervision and technical assistance.
- It is further recommended that SEEBAC recognize that the maintenance system is sometimes beyond the financial resources of the local area, and that SEEBAC should share in these costs.

Administration

In light of the headway the PIDE project has made in instituting systems of financial and functional accountability,

- It is recommended that PIDE and SEEBAC work especially closely in these final months to assure an orderly transition that will preserve those elements which are of value to the Dominican Republic.

OVERARCHING RECOMMENDATIONS:

It is clear that the future and the success of the PIDE project lies within the commitment and capabilities of the policy makers of the Dominican Republic. Accordingly,

- It is recommended that SEEBAC and PIDE meet jointly on a regular basis for the specific purpose of planning a phased integration of some of the project activities into the infrastructure of SEEBAC. This should include a time table based on priorities determined by SEEBAC.
- Finally it is recommended that SEEBAC begin immediately to allocate resources to absorb those PIDE activities which must be assured continuity based on the judgment of educators in the Dominican Republic.

LOAN 517-V-032

Evaluation of the "Construction
of Educational Facilities and Provision of Equipment" Component

By: Engineer Juan B. Cabrero

A. Objective of Evaluation

The objective of the evaluation of the project component "Construction of Educational Facilities and Provision of Equipment" as stated in the Scope of Work was to "Evaluate the final project status in terms of project outputs and progress toward attainment of objectives as stated in the project paper; identification and evaluation of problem areas of constraints during L.O.P.; evaluate the overall development impact of construction activities and actual Secretariat of Education (SEEBAC) necessities as they relate to rural school construction resources; AID-SEEBAC and Integrated Project for Educational Development (PIDE) staff; existing project documentation".

B. Evaluation Methodology

The specific duties specified in the Scope of Work were:

- "1) Review with USAID/DR Office of Controller the results of the Sept/Oct. 1983 audit of construction component of PIDE project, AID Loan 517-V-32.
- 2) Interview the GODR PIDE Project coordinator for overview of construction process.
- 3) Interview 3 or 4 of the PIDE project construction supervisors for sample survey of problems encountered with Secretary of Education administrator and with construction contractors.
- 4) Interview 4 or 5 of the construction contractors for sample survey of problems encountered in construction and methods

15

used for resolving problems.

- 5) Make a random selection of schools constructed under the project with a minimum sample in the following geographical areas:
 - (a) Sar. Cristóbal : 15 schools
 - (b) Peravia: 5 schools
 - (c) Azua : 5 schools
 - (d) Distrito Nacional : 3 schools
- 6) Inspect the randomly selected schools for conformity with basic architectural plans and change orders required due to site problems, e.g. soils, terrain, drainage, etc.
- 7) Review implementation plan for maintenance in Project Office and inspect the randomly selected schools for:
 - (a) Community attitudes toward responsibility for maintenance;
 - (b) The current maintenance and conditions of:
 - (i) fencing, school grounds and landscaping;
 - (ii) condition of windows, doors and locks;
 - (iii) maintenance of sanitary facilities or latrines, type of latrine maintenance and responsibility of latrine maintenance.
 - (iv) condition of school furnishings and related furnishings inventory.
 - (v) Condition of access roads to school sites. (Note. Not PIDE's responsibility but of interest to project.)

C. Project Background

1. Project Paper

a. Financing:

Sector loan in the amount of US\$7,500,000.00 and a DR\$7,500,000.00 GODR contribution.

b. Project Goal:

To improve the quality and quantity of educational services available to all Dominicans.

c. Project Purpose:

To provide at least four years of quality basic education to all Dominican children in the rural areas of the provinces of Peravia, Azua, San Cristóbal and the rural areas of the National District, and to implement an education reform in grades 1-8 for the aforementioned area.

d. The Program:

To achieve the project purpose the Secretaría de Estado de Educación, Bellas Artes y Cultos (SEEBAC) planned to implement a program containing seven components:

- 1) Development of an education information system;
- 2) Activities in Research and Planning;
- 3) Additional personnel and upgrading of teachers, administrators and technicians;
- 4) Development of educational materials;
- 5) Construction of educational facilities and provision of equipment; and



- 6) School maintenance
- 7) Administration of the Project.

e. The Construction of Educational Facilities and Provision of equipment component:

For the financing of the component the funds proposed were (AID-US\$5,120,000.00 and GODR RD\$5,120,400)

f. DAEC Review:

L.A.C.'s Bureau's Development Assistance Executive Committee (DAEC) reviewed the Project Paper Nov 30, 1978.

g. Authorization Recommendation:

On Dec. 20, 1978 it was recommended that the authorization of US\$7.5 million be signed.

2. Loan Agreement

a. Signing of Agreement:

The agreement was signed on Dec. 28, 1978.

b. Description of Project-Component No. 5 - Construction of Educational Facilities and Provision of Equipment.

(1) Number of Facilities

(a) classrooms, multipurpose library/offices added to existing schools	223
(b) one-classroom new schools	175
(c) two-classroom new schools	142
(d) three-classroom new schools	46
(e) four-classroom new schools	26
(f) Five-classroom or more new schools.	26

18

(2) Construction of Facilities

The construction was to be carried out by Oficina de Desarrollo de la Comunidad (ODC).

(3) School Furnishings and Equipment:

(a) School furnishings and equipment were to be funded based on a detailed analyses of the furnishings needed.

(4) Total Cost of Component No. 5

(a) The estimated cost of component No. 5 was as follows in US Dollars.

	AID	GODR	Total
Construction Cost	4,743,525	7,006,744	11,750,269
Furniture and Equipment	320,000	320,000	640,000
Total	5,063,525	7,326,744	12,390,269

c. Conditions Precedent to Disbursement

(1) First Disbursement

(a) Conditions precedent to first disbursement under the loan, among others, were:

- Evidence that an acceptable project coordinator has been appointed; and
- Evidence of a functioning engineering/architectural unit within SEEBAC and the assignment of adequate and qualified staff to the unit.

(2) Additional Disbursements

The conditions precedent for additional disbursements related to the construction of educational facilities and provision of equipment component were, among others, that prior to any disbursement the Borrower would furnish in form and substance satisfactory to AID:

- (a) Detailed criteria to be used in selecting the locations for the construction of school facilities;
- (b) Engineering designs specifications and materials lists for each type of school construction;
- (c) A detailed procurement plan for the furnishings and equipment to be supplied to new and existing facilities including a list giving descriptions, quantities and estimated costs;
- (d) A plan for school building maintenance.

D. Implementation Chronology1) Feb. 12, 1979

Implementation Letter No. 1, related to disbursements and the appointment of PIDE's coordinator was issued.

2) October 2, 1979

Engineer Rafael de Jesús Báez was appointed as coordinator.

3) February 13, 1980

Conversations began related to the elimination of ODC as the party to carry out the construction.

4) April 16, 1980

The final date to comply with conditions precedent was extended to July 31, 1980.

- 5) July-August 1980
Conditions precedent were submitted and revision made to original Project Description to substitute force account construction for ODC to carry out construction.
- 6) August 30, 1980
The construction of eighteen schools is started.
- 7) January 14, 1981
Lcdo. Andrés R. Reyes R. is appointed the new Secretary of SEEBAC.
- 8) March 12, 1981
USAID/DR notifies SEEBAC that USAID/DR suggests that no new schools be started because SEEBAC is not following the procedures stipulated in the Loan Agreement for contracting.
- 9) March 22, 1981
SEEBAC gave the go ahead to the construction of thirty three (33) additional schools still in non-compliance. For the first time the USAID/DR Engineering staff was fully utilized.
- 10) April 1981
Negotiations started between USAID/DR and SEEBAC to agree on a new system for procurement of construction services utilizing a "sorteo" (lottery) system of selecting prequalified contractors and a new construction supervision approach. At this time it was agreed that the fifty-one schools would be outside this agreement but would be accepted for loan financing when they were properly finished and at the cost that had been previously established.

11) May 27, 1981

A consultant, Engineer Leo Pérez Minaya, was appointed by PIDE to assist in the meeting of newly established conditions precedent and the preparation of bidding procedures.

12) June 1981

The new agreement is executed.

13) June 11, 1981

An announcement is published in the newspapers inviting qualified engineers and architects interest in the positions of construction supervisors to obtain applications at PIDE's office.

14) July 1981

Engineer Rafael de Jesús Báez Rodríguez' services as coordinator of PIDE are terminated. The consultant Engineer Pérez Minaya, assumes the functions of Engineer in charge of construction.

15) Sept. 15, 1981

The first "sorteo" for the construction of eighty-six (86) schools takes place.

16) Dec. 4, 1981

Engineer Leo Pérez Minaya is appointed coordinator of PIDE.

17) Dec. 20, 1982

The second "sorteo" for the construction of sixty-nine (69) schools takes place.

18) March 15, 1982

The third "sorteo" for the construction of one hundred and seventeen (117) schools takes place.

22

19) Oct. 13, 1982

The implementation of the "Construction of Educational Facilities and Provision of Equipment" component was completed.

20) Oct. 20, 1982

Engineer Leo Pérez Minaya's services at PIDE are terminated and in his place is appointed Lcdo. Andrés Aybar Aquino as acting coordinator.

21) June 24, 1983

Dr. Virgilio de Jesús Moya is appointed Coordinator of PIDE.

E. Selection and Appointment of Supervisors

Pursuant to the agreement of June 1981 between SEEBAC and USAID the supervision of construction was organized as follows:

- 1) SEEBAC advertized and invited qualified engineers and architects who were interested in the positions of construction supervisors to obtain application forms available at PIDE.
- 2) From approximately 80 applicants seven were finally selected. These, added to one on board at the time provided a staff of eight supervisors.
- 3) New office space was secured since the existing one was inadequate.
- 4) Changes were also made in the accounting system affected by construction activities.
- 5) With the assistance of the supervisors some changes were made to the specifications in the interest of economy.
- 6) Working closely with USAID, construction contract formats were prepared as well as a contractor selection and construction supervision systems.

7) The estimates were brought up-to-date.

F. Selection and Appointment of Supervisors

Pursuant to the agreement of June 1981 between SEEBAC and USAID the supervision of construction was organized as follows:

- 1) SEEBAC advertized and invited qualified engineers and architects who were interested in the positions of construction supervisors to obtain application forms available at PIDE.
- 2) From approximately 80 applicants, seven were finally selected. These, added to one on board at the time provided a staff of eight supervisors.
- 3) New office space was secured since the existing one was inadequate.
- 4) Changes were also made in the accounting system affected by construction activities.
- 5) With the assistance of the supervisors some changes were made to the specifications in the interest of economy.
- 6) Working closely with USAID, construction contract formats were prepared as well as a contractor selection and construction supervision systems.
- 7) The estimates were brought up-to-date.

G. The Sorteo System of Selection of Contractors

In accordance with the USAID/DR-SEEBAC agreement the following system for the selection of contractors was established.

- 1) An invitation to construction companies and engineers and architects was published on July 1981 inviting parties interested in prequalifying for the work to secure

prequalification questionnaires at the offices of PIDE.

- 2) Of the three hundred and sixty seven that submitted questionnaires seventy seven (77) were pre-qualified for various volumes of work.
- 3) The construction companies were classified as follows:

Category	Volume of work permitted	No. of firms qualified
A	Work exceeding \$200,000	10
B	From \$150,000 to \$200,000	13

- 4) The Engineers and/or architects were classified as follows:

Category	Volume of work permitted	No. qualified
A	Between \$150,000 and \$125,000	16
B	Between \$125,000 and \$100,000	38

- 5) The projects were divided geographically and placed in package (groups) for contracting purposes.
- 6) For each of the three (3) sorteos conducted, an announcement was published announcing that a sorteo would take place in the future, date to be later announced, and inviting the pre-qualified firms and architects and engineers to visit PIDE to become acquainted with the construction documents and estimates. The announcements included the names of the firms, architects and engineers previously pre-qualified and their categories. They were also asked to indicate to PIDE, after examining the documents, whether

25

SUMARIO DE CONSTRUCCION Y MOBILIARIO

112

DISTRITO NUMERO	SUBTOTALES PROVINCIAS	CONSTRUCCION								MOBILIARIO				
		TIPO DE CONSTRUCCION Y NO								COSTO	B	P	E	COSTO
		ESCUELAS	ESFICIOS	ALIAS	DR.	DEP	SMU	TAL	COC.					
13	AZUA	20	104	62	6	13	9	5	8	1,025,267.89	1,605	89	68	42,213.21
14	AZUA	18	89	35	3	14	6	8	6	582,716.54	-	27	41	4,698.17
TOTALES AZUA		38	173	97	9	27	15	10	14	1,607,984.40	1,605	86	109	46,911.38
15	PERAVIA	41	198	81	9	24	20	4	20	1,456,650.96	134	88	78	31,401.33
16	PERAVIA	23	108	58	13	8	18	8	15	843,848.62	970	44	82	27,694.48
TOTALES PERAVIA		64	267	137	22	32	38	12	35	2,300,499.58	1,104	102	138	59,095.81
17	SAN CRISTOBAL	24	101	87	176	3	10	4	10	810,768.25	890	38	82	28,320.49
18	SAN CRISTOBAL	31	189	104	9	18	18	8	18	1,460,788.10	2,722	69	101	98,679.64
19	SAN CRISTOBAL	30	109	82	3	18	11	8	11	855,123.08	1,608	42	87	41,221.20
20	SAN CRISTOBAL	8	81	30	4	4	8	3	8	428,812.10	818	18	82	20,701.05
21	SAN CRISTOBAL	43	220	133	12	28	20	8	20	1,880,114.70	1,812	81	101	94,759.44
22	SAN CRISTOBAL	8	41	24	2	3	8	2	8	428,387.97	809	18	28	13,521.87
23	SAN CRISTOBAL	3	12	7	1	2	1	-	1	89,889.43	83	1	6	2,477.87
TOTALES SAN CRISTOBAL		148	703	417	48	73	88	29	88	6,032,739.81	8,802	238	404	284,881.68
24	DISTRITO NACIONAL	18	78	46	6	6	7	4	7	821,181.88	1,073	24	833	27,818.44
28	DISTRITO NACIONAL	15	83	49	3	11	4	1	4	808,938.47	148	23	28	6,859.73
29	DISTRITO NACIONAL	22	114	88	8	11	13	1	13	1,143,008.08	1,498	84	71	40,117.22
TOTALES DIST. NACIONAL		55	285	134	14	28	24	6	24	2,373,184.16	2,719	101	133	74,896.39
TOTALES GENERALES		302	1,398	808	93	185	142	238	142	12,312,888.65	13,850	828	804	438,484.68

* INCLUYE MOBILIARIO ASIGNADO POR LA SEERAC

210

(19,332)

(28,728.88)

(8,820)

(30,878.88)

LEYENDA

DIR: DIRECCION
 DEP: DEPOSITO
 SMU: SALON MULTIFUN
 TAL: TALLER
 COC: COCINA
 B: BUTACA
 E: ESCRITORIO

or not they wanted to participate in the "sorteo" at the established estimate.

- 7) The next step was the sorteo that was conducted by a SEEBAC Committee including educators and an attorney and observed by a representative of USAID.
- 8) The system included an incentive to the participants by promising them that if their work was completed promptly and satisfactorily, and there was additional work to be contracted, their contracts would be extended to include additional work without having to compete through "sorteo".
- 9) The contracts provided for penalties for delayed completion, performance bond and guarantee against defects.

G. Work Completed

The following chart, page 11-a shows the completed number of facilities and amount spent.

H. Audit of Construction Component by USAID/DR

An audit conducted by the USAID/DR Office of the Controller during Sept/Oct. 1983 reveals the following.

- 1) The GODR and USAID entered into the Loan Agreement Dec. 28, 1978.
- 2) The project was officially initiated in January 1980, when the first disbursement under the loan was made.
- 3) By May 31, 1981 PIDE had received various disbursements for various components. Through that date, however, project progress had not been commensurate with the rate of expenditures particularly in the construction component. "By November 1980 USAID suspended disbursements against construction costs as USAID considered the project was not progressing satisfactorily"
- 4) "Between August and November 1980 PIDE received funds under the

Construction of Educational Facilities and Provision of Equipment totalling \$1,059,457 (AID loan advances \$340,387, GODR \$709,000). Instead of following the FAR system which had been agreed upon by both parties, SEEBAC/PIDE had elected to award construction contracts on a 'grado-a-grado' basis. This method while legal in this country is not acceptable by AID as determined by legal counsel; procurement of certain construction parts such as doors, windows, trusses, etc. were contracted exceeding the prevailing market prices; contracts were awarded to non-prequalified individuals that, in turn, transferred their responsibilities to third persons, etc. Construction activities were behind schedule and as of July 7, 1981 (about one year after its initiation), only seven schools had been completed (although not accepted by USAID)."

- 5) "In June 1981, SEEBAC designated a new PIDE Director. In conjunction with USAID staff the new PIDE director reorganized all the activities of the project in the technical and administrative aspects. New letters of implementation were issued to better define disbursing procedures. As a result, all project funds were grouped in four bank accounts, B-1 (AID funds) and B-2 (GODR funds) for Construction Costs, and B-3 (AID and B-4 (GODR) for other activities costs."
- 6) "Starting September 15, 1981 a new construction plan was adopted, whereby PIDE would pre-qualify a number of construction contractors (individual or firms) and then, the contract would be awarded under the sorteo system, which is acceptable to AID. Under the new plan, the outstanding advance would be liquidated against schools already constructed and accepted by USAID on a case-by-case basis.

I. Interview with the GODR PIDE Project Coordinator

The present Director of PIDE, Dr. Virgilio de Jesús Moya, was appointed to this position June 20, 1983.

A conversation with Dr. de Jesús Moya indicated that:

- 1) The implementation of the Construction of Educational Facilities and Provision of Equipment Component ended October 13, 1983.
- 2) The Secretaría de Estado de Educación, Bellas Artes y Cultos (SEEBAC) is very much satisfied with the results obtained through the implementation of the component.
- 3) The construction contractors that participated in the construction activities, with one exception, are satisfied with the way in which contracting was handled by PIDE.
- 4) The Secretary of SEEBAC has established a commission toward the preparation of a similar new project.
- 5) The attitude of the town people where the schools were built is very positive and they are very content with the new facilities.
- 6) Perhaps the construction costs could be reduced by utilizing the participation of the community in the construction.
- 7) It may be that the quality of the materials specified was too high and therefore more expensive.
- 8) There appears to be a design defect in the height of exterior walls in relation to the height of the underside of the roof. There is an opening between these two elements through which a person could get into the building.

- 9) The majority of schools do not have potable water.
- 10) There are many lock handles broken in the schools because children hang on them and damage them.
- 11) In a similar project it may merit consideration to include "aljibes" for the larger schools.
- 12) Perhaps the use of wood louvered windows should be considered in lieu of the aluminum ones being used currently since wooden ones could be repaired locally as is not the case with the aluminum windows.
- 13) Only very few construction defects have been discovered after completion of construction.
- 14) One of the problems remaining to be solved in a few cases is acquisition of clear titles to the land. In some cases title to the land is being challenged by people claiming ownership.

K. Interview of PIDE's Construction Supervisors

Of all the project supervisors only one, Engineer Angel Sang remained with PIDE. The other eleven (11) persons that were supervisors at one time or another are no longer with PIDE since the construction activities have ended.

The supervisors interviewed were: Engineer César Juliao, Rafael Contreras and Angel Sang.

Conversations with the ex-supervisors revealed that:

- 1) The first one to be appointed was Juliao, on February 1981.
- 2) Contreras was appointed on July 1981.
- 3) Sang came on board March 1982
- 4) At the time that Juliao was appointed the PIDE Director was Engineer Rafael de Jesús Báez.

- 5) Pursuant to his appointment, Juliao, who was the only supervisor at the time of his appointment, had to handle all the projects under construction. These substantial numbers of projects had been contracted without the benefit of any type of competition. The contracts had been awarded under a non-competitive selection system known in the Dominican Republic as "grado a grado"
- 6) By February 1981 two years and two months after the Loan Agreement had been signed, there was no organization, so to speak, to handle the project.
- 7) At this time there was only one vehicle available to do the work.
- 8) With the appointment of Engineer Leovigildo Pérez Minaya as Consultant to PIDE and in conjunction with USAID staff a reorganization was started which was the beginning of a successful journey.
- 9) Later on, on December 1981, Pérez Minaya became the new PIDE Coordinator and his performance as well as USAID active monitoring put the project on the right track.
- 10) Specific statement by Engineer Juliao:
 - (1) He believes that the project was a resounding success.
 - (2) The success was mostly due to the dedication of the people running the program, including USAID staff.
 - (3) He thinks that the performance of Engineer Leovigildo Pérez Minaya was extraordinary.
 - (4) He does not think that utilizing some self-help unskilled labor in the construction of schools is good because one of the benefits of construction is the employment that it generates, keeping in mind that the construction industry is a principal source of employment in the D.R.

- (5) One of the benefits of the "sorteo" system of selecting contractors is the time saved.
 - (6) Perhaps social workers should be part of project to teach those students that are not familiar with the use of plumbing features (toilets, etc.) how to use them.
- 11) Specific statement of Engineer Contreras:
- (1) That there were problems with some of the constructions under his supervision because some of the sites were not legally owned by SEEBAC. There were cases where individuals claimed that they had title to the land.
 - (2) That a good community participation promotion program and the utilization of self-help unskilled labor should be incorporated in this type of project.

L. Interview of Construction Contractor

Forty seven (47) contractors (some companies and some individual engineers or architects) participated in the construction activities.

I interviewed the following contractors:

Engineer Galo Polanco, President Arquitectura Ultramoderna;

L.cdo. Ferrera, Constructora Moderna, S.A.;

Engineer J. Rafael Berridos, President COPLAN

Architect Argentine Berroa de Santos;

Engineer Víctor Féliz Dotel, Constructora Díaz Féliz, S.A.;

and Architect Guillermina Ruiz, President Ingenieros Civiles y Sanitarios

All the contractors interviewed were asked the same questions, the questions asked and the respective responses are shown on the following charts.

Q U E S T I O N	R E S P O N S E					
	Contractor No. 1	Contractor No. 2	Contractor No. 3	Contractor No. 4	Contractor No. 5	Contractor No. 6
How many schools did you build?	10	21	38	6	6	12
How were you selected?	sorteo	sorteo	sorteo	Non-competi- tively	sorteo	sorteo
When were you selected	Sept/81	Sept/81	Dec./81		Sept/81	Sept/81
When did you sign contract?	within week of selection	within week of selection	within 10 days of selection		Sept/81	Sept/81
Was time given between selection and contract signing adequate?	Yes	Yes	Yes	Yes	Yes	Yes
Was the contract adequate and reasonable?	Yes	Yes	Generally Yes	Yes	Yes	Yes
Were drawing and specifications adequate for construction without excessive need of interpretation of changes?	Yes, but... ^{1/}	Yes	Yes, but... ^{2/}	Yes	Yes	90% clean
Were the estimates prepared by PIDE reasonable	Generally Yes. Some adjust- ments were made before signing	Adjustments were made before sign- ing contract	Generally Yes	Yes	Yes, but were adjust- ed for trans- portation	Yes

1/ A soil investigation should have been made before design and proper foundation designed furnished.

2/ The lot boundaries should have been established before commencement of the work.

QUESTION	RESPONSE					
	Contractor No. 1	Contractor No. 2	Contractor No. 3	Contractor No. 4	Contractor No. 5	Contractor No. 6
Were you given a construction advance and if so what % of contract amount	Yes 20 %	Yes 20 %	Yes 20 %		Yes 20 %	Yes 20 %
Was the advance given promptly after contract signing	Yes	Yes	Yes	Yes	Yes	Yes
What was the attitude of the people in the towns	Excellent	Excellent	Good	Excellent	Excellent	Good but wanted to be paid for any
Did you experience any shortage of labor, materials or equipment?	No	No	No	No	No	No
Where did you get the skill labor?	Sto.Dgo	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.
Where did you get the common labor?	Locally	Locally	Locally	Locally	Locally	Locally
When did you get your materials?	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.	Sto.Dgo.
Did you experience any materials transportation problems?	Yes ^{3/}	No	No	No	Yes	Yes ^{4/}
Did you have any other non-routine problems?	Yes ^{5/}	No	No	No	No	No

3/ The supervisors sometimes did not want to accept vouchers.

4/ In some cases materials had to be carried by mules and horses.

5/ Since transportation costs, because horses and other non-conventional means of transportation were used, were based on actual costs, there were disagreements between contractors and supervisors.

QUESTION	RESPONSE					
	Contractor No. 1	Contractor No. 2	Contractor No. 3	Contractor No. 4	Contractor No. 5	Contractor No. 6
How did the supervisors perform?	Well, but... ^{6/}	Excellent	Generally good	Excellent	Too strict	Excellent
Were supervisors firm but reasonable and constructive?	Yes	Yes	Generally Yes	Excellent	Too Strict	Extraordinary cooperation
Were payments to you made on time?	Yes	Yes	Yes, this was the key to success of project	Yes	Yes	Most of the time
Was the PIDE organization adequate to handle the projects	Yes	Yes	Yes	Yes	Excellent	Very much do so
Did you finish the work on time?	Yes	Yes	Yes	Yes	Yes	Yes
Did you have to correct any construction defects	None	None	none	None	Yes, a counter top.	Minor Defects
What do you think of the sorteo system of awarding contracts?	Excellent	Excellent	Excellent	Excellent	The Co. would not be interested in work under this system.	Not perfect but the best under the circumstances
Was the type of construction selected for the schools consistent with the environment and needs?	Yes	Yes	Yes	Yes	Yes	Yes

^{6/} Supervisors should have been more courteous with contractors.

Q U E S T I O N	R E S P O N S E					
	Contractor No. 1	Contractor No. 2	Contractor No. 3	Contractor No. 4	Contractor No. 5	Contractor No. 6
Based upon your experience, do you think that some things should have been done differently during the project implementation?	See <u>7</u>	Not in my case	See <u>8</u>	See <u>9</u>	See <u>10</u>	
Did you make a reasonable profit	Yes	Yes	Yes	Yes	Yes	Yes

7/ The location of the building on the land should be determined at the design stage. This was not done in my case.

8/ Lot boundaries should have been pre-determined. If a new project is built at this time the advance will have to be larger because prices are changing constantly.

9/ Use cyclone fences in future projects.

10/ Cost of extras should be agreed upon before the work.

df

M. Schools Visited by Evaluator

Forty (40) schools were visited as follows: Six (6) in Azua province; seven (7) in Peravia province; twenty-two (22) in San Cristóbal province; and five (5) in the National District.

The schools were inspected for: (1) compliance with the approved working drawings, specifications and change orders; (2) compliance with the land selection criteria agreed upon between SEEBAC and USAID; and the maintenance condition of various items.

The results of that inspection are shown in the following charts.

School

MAINTENANCE

	Land Grounds Scapimg	Community Attitude	By Whom	Floor	Walls	Windows	Door	Locks	Roof	Sidewalks	Latrines	Furnish- ings	Access Roads	Fencing
Hato Nuevo Cortes	F	F	<u>1/</u> Janitor	<u>2/</u>	P	<u>3/</u>	<u>4/</u>	<u>5/</u>	G	P	P	G	F	F
Arroyo Salado	F	<u>7/</u>	<u>6/</u> T+C	<u>2/</u>	G	<u>3/</u>	G	<u>5/</u>	<u>5/</u>	<u>6/</u>	P	G	F	F
Arroyo Guayabo	G	G	G T+C	<u>2/</u>	G	<u>3/</u>	G	<u>5/</u>	G	9	F	G	F	F
La Altagracia	P	P	G T+C	G	G	<u>3/</u>	P	<u>5/</u>	G	G	F	G	F	F
Canada Piedra	P	<u>7/</u>	G T+C	G	G	<u>3/</u>	G	<u>5/</u>	G	G	F	G	F	F
El Fundo	G	G	<u>1/</u> 2 Janitors	G	G	P	G	<u>5/</u>	G	G	P	G	G	<u>10/</u>
Arroyo Canoa	G	G	G T+C	G	G	G	G	G	G	<u>9/</u>	F	G	F	F
Gualey	G	G	F T+C	G	P	<u>3/</u>	G	<u>5/</u>	G	G	F	G	P	<u>10/</u>
La Ciénega	P	<u>7/</u>	F T+C	G	G	<u>3/</u>	G	<u>5/</u>	G	G	F	G	F	F
Amarradero	G	G	G T+C	G	G	G	G	G	G	G	F	G	F	<u>10/</u>
Los Panchitos	P	<u>7/</u>	G T+C	<u>2/</u>	G	<u>3/</u>	G	<u>5/</u>	<u>8/</u>	<u>12/</u>	P	G	F	F
Las Mayitas	P	<u>7/</u>	G T+C	G	G	<u>3/</u>	P	<u>5/</u>	G	<u>12/</u>	P	G	F	F
Machín	E	E	G T+C	G	G	<u>3/</u>	G	<u>5/</u>	G	G	G	G	F	<u>10/</u>
Santa Lucía de Camba	G	G	G T+C	G	G	<u>3/</u>	G	<u>5/</u>	G	G	G	G	F	F
Duveaux	P	<u>7/</u>	G T+C	G	G	G	G	<u>5/</u>	G	<u>12/</u>	P	<u>11/</u>	G	P
El Limón-S.Cristóbal	G	G	F T+C	G	<u>13/</u>	<u>3/</u>	G	<u>5/</u>	G	G	P	G	G	P

1/ Nothing is done about maintenance
2/ Some cracks
3/ Broken handles
4/ Broken molding
5/ Broken door locks

6/ Only clean outdoors
7/ No landscaping
8/ Some leaks
9/ Affected by erosion
10/ Need repairs

11/ Not enough furniture has
been received.
12/ Cracked areas

LEGEND:

Poor = P
Fair = F
Good = G
Excellent = E
Teacher and children = T+C

School	MAINTENANCE														
	Grounds	Land Scaping	Community Attitude	By Whom	Floor	Walls	Windows	Door	Locks	Roof	Sidewalks	Latrines	Furnishings	Access Roads	Fencing
La Playa	F	F	G	T+C	G	G	G	G	<u>1/</u>	<u>2/</u>	P	P	<u>3/</u>	G	F
Dios Dirá	G	G	G	T+C	G	G	<u>4/</u>	G	<u>1/</u>	G	G	G	G	G	P
Miracielo	G	G	G	T+C	G	G	4	G	<u>1/</u>	G	G	G	G	G	F
Hiza Abajo	E	E	G	T+C	E	E	E	E	E	E	E	E	G	G	G
Hiza Arriba	G	G	G	T+C	G	G	G	G	G	G	G	B	G	G	G
Sainagua	P	P	F	T+C	P	P	P	P	P	G	P	P	G	G	P
San Antonio	G	G	G	T+C	G	G	G	G	G	G	G	G	G	G	F
Serrallés	E	E	G	T+C	<u>5/</u>	G	<u>4/</u>	<u>6/</u>	<u>1/</u>	<u>7/</u>	G	G	G	G	G
La Gina	G	G	G	T+C	<u>5/</u>	G	<u>4/</u>	G	G	<u>7/</u>	G	G	G	G	F
La Placeta	G	G	G	T+C	G	G	G	G	G	G	G	G	G	G	F
Peralvillo	G	G	G	T+C	G	G	G	<u>6/</u>	<u>1/</u>	<u>7/</u>	G	G	G	G	F
Los Caimitos	G	G	G	T+C	G	G	G	<u>8/</u>	G	G	G	G	G	G	F
Batey Antonci	F	F	G	T+C	<u>9/</u>	<u>10/</u>	<u>4/</u>	G	G	<u>7/</u>	F	G	G	G	F

1/ Broken locks
2/ Trusses and roofing corroded
3/ Not enough
4/ Handles broken
5/ Some cracks
6/ Need readjustment

7/ Some leaks
8/ Need repairs
9/ It appears that there is underground water running under floor.
10/ Some cracks in exterior wall.

LEGEND: Poor = P
 Fair = F
 Good = G
 Excellent = E
 Teacher and children = T+C

School

MAINTENANCE

	Grounds	Land-Scaping	Community Attitude	By Whom	Floor	Walls	Windows	Door	Locks	Roof	Sidewalks	Latrines	Furnish-ings	Access Roads	Fencing
El caño	G	G	G	T+C	G	G	<u>2/</u>	G	G	<u>5/</u>	G	G	G	G	F
Suazumita	G	G	G	T+C	G	G	<u>2/</u>	<u>11/</u>	G	G	G	<u>8/</u>	G	G	F
La Palmita	E	G	G	T+C	G	G	<u>2/</u>	G	<u>4/</u>	G	G	G	G	G	F
La Cuesta del Jobo	P	F	F	T+C	G	<u>1/</u>	<u>2/</u>	<u>3/</u>	<u>4/</u>	G	G	P	G	G	F
Hato Nuevo	G	G	G	T+C	G	G	<u>2/</u>	G	<u>4/</u>	<u>5/</u>	G	G	G	G	G
Batey Caballona	G	G	F	T+C	<u>6/</u>	G	<u>2/</u>	G	<u>4/</u>	G	G	G	G	G	F
San Isidro	P	<u>7/</u>	F	T+C	G	G	<u>2/</u>	G	<u>4/</u>	G	G	P	G	G	F
El Limón, Dist. Nac.	P	<u>7/</u>	G	T+C	G	G	G	G	<u>4/</u>	<u>5/</u>	G	F	<u>10/</u>	G	P
La Vigía	P	F	G	T+C	G	G	<u>2/</u>	<u>8/</u>	G	G	G	<u>9/</u>	<u>10/</u>	G	P

- 1/ Crack in an exterior wall
- 2/ Some handles damaged
- 3/ Hinges damaged
- 4/ Locks damaged
- 5/ Minor leaks

- 6/ Some cracks
- 7/ No landscaping
- 8/ Need readjustment
- 9/ Distance between seat and the wall in front too small.
- 10/ No new furnishings have been provided
It is claimed that old ones are not suitable

11/ need repairs

LEGEND:

- Poor = P
- Fair = F
- Good = G
- Excellent = E
- Teacher and children = T+C

S c h o o l	Accessible	Away from Noise, dust, fumes, etc.	Good Drainage	Not Near To Road	Close to Population	Away from Ravines	Away from High tension wires	Not subject to Flooding	As flat as Possible	Close by Electricity and Drinking Water	Compliance with Plans, Specs. Ch. orders
Hato Nuevo Cortes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Arroyo Salado	"	"	"	"	"	"	"	"	"	"	"
Yayas de Viajama	"	"	"	"	"	"	"	"	"	"	"
Arroyo Guayabo	"	"	"	"	"	"	"	"	"	No	"
La Altagracia	"	"	"	"	"	"	"	"	"	<u>1/</u>	"
Cañada Piedra	"	"	"	"	"	"	"	"	"	Yes	"
El Fundo	"	"	"	"	"	"	"	"	"	Yes	"
Arroyo Canoa	"	"	"	"	"	"	"	"	"	<u>1/</u>	"
Gualay	"	"	"	"	"	"	"	"	"	<u>1/</u>	"
La Ciénega	"	"	"	"	"	"	"	"	"	<u>1/</u>	"
Amarradero	"	"	"	"	"	"	"	"	"	<u>1/</u>	"
Los Ranchitos	"	"	"	"	"	"	"	"	"	yes	"

1/ No electricity

School

LAND SELECTION

	Accessible	Away from Noise, dust, fumes, etc.	Good Drainage	Not Next To Road	Close to Population	Away from Ravines	Away from High tension wires	Not subject to Flooding	As fast as Possible	Close by Electricity and Drinking Water	Compliance with Plans, Specs. Ch. orders
Las Mayitas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Machin	"	"	"	"	"	"	"	"	"	"	"
Santa Lucía de Camba	"	<u>1/</u>	"	No	"	"	"	"	"	"	"
La Caoba	"	<u>1/</u>	"	No	"	"	"	"	"	<u>2/</u>	"
Juveaux	"	<u>1/</u>	"	No	"	No	"	"	"	No	"
El Limón - S.Cristóbal	"	Yes	"	Yes	"	Yes	"	"	"	No	"
La Playa	"	"	"	"	"	No	"	"	"	Yes	"
Dios Dirá	"	"	"	"	"	"	"	"	"	"	"
Miracielo	"	<u>3/</u>	"	"	"	"	"	"	"	"	"
Niza Abajo	"	Yes	"	"	"	"	"	"	"	"	"
Niza Arriba	"	"	"	"	"	"	"	"	"	"	"
Sainagua	"	"	"	"	"	"	"	"	"	"	"

1/ Building too close to Road
2/ No electricity

3/ Too close to Road

28

LAND SELECTION

S c h o o l	Accessible	Away from Noise, dust, fumes, etc.	Good Drainage	Not Next To Road	Close to Population	Away from Ravines	Away From High tension wires	Not subject to Flooding	As flat as Possible	Close by Electricity and Drinking Water	Compliance with Plans, Specs. Ch. orders
San Antonio	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Serrallés	"	<u>1/</u>	"	No	"	"	"	"	"	No	"
La Gina	"	Yes	"	Yes	"	"	"	"	"	No	"
La Placeta	"	"	"	"	"	"	"	"	"	No	"
Peralvillo	"	"	"	"	"	"	"	"	"	Yes	"
Los Caimitos	"	"	"	"	"	"	"	"	"	"	"
La Cuesta del Sol	"	"	"	"	"	"	"	"	"	"	"
Batey Antoncí	"	"	<u>2/</u>	"	"	"	"	"	"	"	"
El Caño	"	"	Yes	"	"	"	"	"	"	No	"
Guazumita	"	"	"	"	"	"	"	"	"	Yes	"
La Palmita	"	"	"	"	"	"	"	"	"	"	"

1/ Too close to road

2/ There appears to be underground water flowing under building

LAND SELECTION

School	Accessible	Away from Noise, dust, fumes, etc.	Drainage	Not Next to Road	Close to Population	Away from Ravines	Away from High tension wires	Not subject to Flooding	As flat as Possible	Close by Electricity and Drinking Water	Compliance Plans, Specs. Ch. orders
Hato Nuevo	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Batey Caballona	Yes	<u>1/</u>	<u>1/</u>	No	"	"	"	"	"	"	"
San Isidro	"	Yes	"	Yes	"	"	"	"	"	"	"
El Limón-Dist.Nac.	"	"	"	"	"	"	"	"	"	"	"
La Vigia	"	"	"	"	"	"	"	"	"	<u>2/</u>	<u>3/</u>

1/ Too close to road

2/ Water is one kilometer away

3/ The latrine dimensions are too small

CONCLUSIONS

1. Generally speaking the sites or the location of schools were well selected if we consider the location of towns and their surrounding topography, the lack of utilities in many towns, the shortage of available land in many cases and the need to locate the facilities close to the school population.
2. Generally speaking the materials selected and the type of construction are consistent with the environment and needs. However, there are some minor design defects that need correction and should not be repeated in future projects. There is also one case in which the wrong roof framing and cover were used.
3. The "sorteo" system utilized for the selection of contractors is perhaps the most impartial system and the fastest. As long as enough construction contractors are willing to participate under this system its use is recommended. If there are not enough contractors interested, the normal competitive bidding should be tried. However, all contractors interviewed, with the exception of one, indicated their satisfaction with the "sorteo" system.
4. All parties interviewed, as well as my own observations indicate that the supervision of construction was well performed.
5. Generally speaking communities are satisfied with the facilities constructed.
6. The maintenance of facilities varies from very good to poor with most cases in the fair category. However, if the fact that there

45

has not been a directed maintenance program in effect is considered, this is not as bad as could be expected. At this time PIDE is initiating a maintenance program that it is expected will solve the maintenance problem.

- 7 The "construction of Educational Facilities and Provision of Equipment" component has been successfully completed and the output is as was expected in the "Project Logical Framework".
8. The success of the construction of the component was due to dedication and perseverance of USAID/DR and PIDE in establishing a good organization and related procedures to convert a project in trouble into what everybody acknowledges as a great success.
9. The idea of providingaljibes (a system of gutters, down spouts and tanks to collect rain water), although it may have merits is prohibited by law in the Dominican Republic.

Recommendations

1. To the maximum degree possible the lots should be selected and identified in the project papers.
2. An effort should be made not to locate school building too close to the roads.
3. The plot plan should be prepared at the time the working drawings are prepared.
4. An effort must be made to locate the building on the lot in such a way, if possible, that land is available for sports.
5. The width of sidewalks should be the minimum acceptable, about one meter, for one-classroom schools.
6. If the purpose of providing a large storage area in one-classroom schools is to use that area as a second classroom in the event that the children population grows, the partition dividing the storage area into two spaces should be a removable partition not of block construction.
7. The exterior walls perpendicular to the trusses should be carried to the underside of the roof or if this is not desired, the opening between the roof and wall should be closed in some manner.
8. The wall enclosing the kitchen in a multipurpose building should be carried to the underside of roof to protect the enclosed area.
9. Consideration should be given to minimizing concrete sidewalks around the total building in fairly flat terrain not subject to erosion and providing gravel walks. In this case it must be assured that the finished grade slopes away from the buildings to protect the foundation.

47

10. It appears that in the majority of cases the community is not being of significant help in the cleaning and maintaining the buildings. All this type of maintenance is being performed by the teachers and the children. It appears that the quality of the maintenance is related to the interest and initiative of the teachers. Therefore, in order to assure maximum useful life of the facilities and to protect the investment through good maintenance, incentives should be provided to the teachers to encourage their involvement in this activity. Perhaps their performance in this field should be included in the overall performance rating.

XD-APP-543-A

150,000

FINAL EVALUATION
INTEGRATED PROJECT FOR EDUCATIONAL
DEVELOPMENT (PIDE)

USAID EDUCATIONAL LOAN No. 517-V-032

Report Presented to:

The Secretariat of State for Education,
Fine Arts and Culture, and to
USAID/Dominican Republic

By:

Eduardo Aguirre, Ed.D.
Angela Garcia, Ph.D.
Checchi and Company
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036

March, 1984

49

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGMENTS	1
INTRODUCTION	2
PROJECT BACKGROUND	2
EVALUATION METHODOLOGY	3
RESULTS	4
Component 1: Education Statistics Information System	4
Component 2: Research and Planning	6
Component 3: Teacher and Administrator Training	10
Component 4: Educational Materials Development	12
Component 5: School Maintenance	22
Component 6: Project Administration	26
Evaluation of OVI's and EOPS Not Included Above	32
Project Strategy	39
RECOMMENDATIONS	42
APPENDICES	

ACKNOWLEDGMENTS

An evaluation of a large, multilevel project such as PIDE requires the cooperation and efforts of many individuals. We wish to express our appreciation to all of those who participated in this study.

Our massive and complex data collection and analyses efforts would have been impossible without the dedicated support of the SEEBAC Evaluation Team, specifically:

Lic. Fernando A. Ogando, SEEBAC Team Coordinator

Lic. Carmen Dilia Bonetti, Curriculum y Evaluacion

Lic. Fabiola Castillo de Fernandez, Primary Education

Lic. Ana Antonia Garcia de Leon, Medios Educativos

Lic. Fanny Tejada de Guzman, Capacitacion

They all helped unstintingly and cheerfully throughout the study.

We also wish to thank USAID staff, particularly Drs. Tom Nicastro and Toni Christiansen-Wagner, for their coordination and support, especially introductions to crucial persons and aspects of the project and the Dominican Republic. Dr. Nicastro greatly aided the study by providing a clear statement of work. Myrna Diaz and Sonia Martin provided valuable secretarial support.

PIDE and SEEBAC staff cooperated most cordially, making themselves available for quick interviews and document searches. The teachers and directors responded with extraordinary amiability and helpfulness to sudden arrivals of strangers with requests for completion of lengthy questionnaires.

Without their cooperation and efforts this particular evaluation would have proven much more difficult and probably impossible.

We truly appreciated them as well as their work.

**EVALUATION OF
THE A.I.D. DOMINICAN REPUBLIC
EDUCATION SECTOR LOAN**

INTRODUCTION

This report presents an evaluation of the A.I.D. Education Sector Loan for Primary Education (PIDE), No. 517-V-032, with the Secretariat of Education (SEEBAC). The project consisted of a school construction component plus six non-construction components. A separate evaluation has been contracted to assess the construction aspect of PIDE. This evaluation focuses on the six non-construction components:

1. Development of an education statistical information system,
2. Research and planning,
3. Teacher and administrator training,
4. Educational materials development,
5. School maintenance, and
6. Administration of the project.

PIDE is scheduled for completion by June 30, 1984; hence, this evaluation is being conducted four months prior to project conclusion in order to provide information for use in planning by USAID and SEEBAC. As charged, the evaluation compares observed progress to anticipated outputs or end-of-project conditions, keeping in mind the purpose and goal of the project as well as the inputs described in the initial project proposal.

PROJECT BACKGROUND

The project purpose, goal, proposed inputs, and anticipated end-of-project conditions (EOPS) or outputs are stated in the project paper logical framework attached at the end of this report as Appendix A.

PIDE was directed toward the goal of improving the quality and quantity of educational services to all Dominicans. Its purpose as a project was "to provide at least four years of quality basic education to all Dominican children in the rural area of Peravia, Azua, San Cristobal, and the rural areas of the National District of Santo Domingo and to implement an education reform in grades 1-8 for the students" in those areas.

EVALUATION METHODOLOGY

This evaluation was designed to answer each evaluation question through the cross-validation of data from a variety of sources, using diverse data collection methods. It included: (1) examination of project documents both at USAID and SEEBAC offices; (2) questionnaires administered to PIDE teachers, and directors; (3) interviews of PIDE and SEEBAC administrators, technicians, and USAID staff; (4) visits and observations to schools within the PIDE areas; and (5) brief interviews of project staff, parents, and students.

In January, 1984, SEEBAC charged a team of five Secretariat technicians with the evaluation of PIDE and with providing assistance to the AID evaluators. The members of this team were instrumental in providing detailed information on the project setting and implementation, specifically in the area of staff training since three of them had conducted PIDE courses.

To insure the use of culturally and linguistically appropriate data collection instruments, the SEEBAC team provided invaluable assistance in the development of the questionnaires and the interview questions to be administered to PIDE staff and parents. Appendix B contains copies of these survey instruments.

Observations were conducted in 33 schools. During the visits to the district directors' offices and the schools, questionnaires were distributed to teachers and directors. The teachers completed 201 questionnaires; the directors completed 17 questionnaires. In addition, six parents were interviewed. Appendix C presents the form used in recording school observations. Care was taken to select schools representing above average, average and below average conditions as being most nearly representative of the PIDE area.

The project goal was analyzed using the "objectively verifiable indicator" (OVI) statements and end-of-project conditions (EOPS) presented in the project logical framework in the initial proposal (Appendix A). The results are presented below, by addressing each major project component and the related evaluation questions specified by A.I.D. The OVI's and EOPS which were not included as part of one of these six components are addressed after the discussion of Component No. 6.

RESULTS

Component 1: Education Statistics Information System

This major non-construction component was designed to address EOP No. 6: an information system functioning in the Secretariat and the target provinces providing up-to-date data on educational programs. SEEBAC administrators and technicians were interviewed and education statistics reports were reviewed to determine progress toward the establishment of the statistical information system at SEEBAC which has the capacity to provide yearly data on:

1. student enrollment
2. teachers
3. facilities
4. student promotion
5. student dropouts
6. student performance rates
7. literacy rates
8. public sector education expenditures
9. community socio-economic data
10. cost per direct beneficiary

The EOPS objective has not been reached nor is it likely to be reached during the life of the project. Planning activities have occurred in order to implement an effective statistical system, but as yet, little implementation has taken place.

The Statistical Department staff reports that the following products and activities have been accomplished to date:

- o Revision of the Registros De Informacion Estadistica to be used in the collection of data from each school site. (See Appendix E for a sample form).
- o Development, publication and distribution of three guides on organizing and maintaining a statistical system.
- o Development and conduct of three courses on data collection utilizing the above-mentioned guides as texts. Participants included district and nucleo directors as well as technicians from each of the major SEEBAC departments.
- o Conduct of additional workshops in the San Cristobal, Santo Domingo, and Monte Plata areas on data collection procedures as outlined in the various guides and data Registros.
- o Conduct of a one-day workshop on data collection for directors in areas other than the PIDE Zone.
- o Distribution and use on a national level of the Registros and the data collected by the Statistical Department, with analyses still pending availability of staff.

While planning and preparatory work to establish an effective statistical information system has taken place, no "annual" reports on educational data have been published since 1980-81.

Many problems must be overcome prior to the installation of an effective education statistics system. To address these problems, three major constraints need to be considered:

- o Training: A statistical education information system requires that the data collectors in the field (directors, teachers and technicians) have effective training with respect to their specific responsibilities and required skills. Hence, more training is needed at all levels of the education system.
- o Personnel and material: A statistical information system requires substantial resources including highly skilled personnel and a budget to allow for the purchase of materials and computer services or equipment. More staff with the requisite job skills at both the central and district levels are thus necessary. Insufficient allocation of resources in this area may result in loss of resources. For example, teachers and directors spent valuable time collecting

and providing statistical data; however, the Statistics Department staff were unable to state when and if the necessary analyses would be conducted because of lack of personnel to complete the analyses. Hence, the inability to use the data resulting from the efforts of the school and nucleo level staff may result in a waste of their time.

- o Support: An effective statistical information system requires time and commitment to accuracy on the part of individuals at all education levels. When confronted with competing demands for their time and energy, school staff may tend to ignore or cut back their data collection and reporting efforts. In order to overcome this tendency, SEEBAC needs to demonstrate active support for the data collection and reporting activities.

To determine what activity, if any, was taking place in this component at the school level, both teachers and directors were asked what information they provided to their supervisor. The responses indicate that many of the staff in PIDE area schools provide statistical information to their supervisors. Table 1 shows the type of information provided to their directors, while Table 2 indicates the frequency of those reports.

The responses given by both teachers and directors verify the involvement at the school level in the collection and provision of education statistics. However, the usefulness of these data collection efforts is uncertain.

Observations of data collection at school sites indicated that the maintenance of records varied substantially from school to school--some central schools (sedes de nucleos) had all of the data nearly up-to-date in their Registros. Others had minimal data or none at all.

In summary, an effective education statistical information system has not been established nor is it likely to be without the commitment and special efforts of the Secretariat.

Component 2: Research and Planning

This second major component addresses EOP No. 8: research activities completed which include cost analysis, cost comparison of project activities,

Table 1
 INFORMATION TEACHERS GIVE DIRECTORS

	Number	Percentage*
Statistics, Learning of Pupils	128	63
Schools Activities in the Community, School Progress, Achievement	91	45
Materials, Buildings, Problems, Personnel	13	6
Course Planning	22	11
All They are Asked, Required	33	16
About PIDE, Short Courses	<u>8</u>	4
Sub-total	295	
None	1	
Ambiguous/no response	<u>16</u>	
Total	312	

(N=201)

* Multiple responses permitted.

Table 2
 FREQUENCY WITH WHICH TEACHERS SUBMIT REPORTS TO DIRECTOR

	Number	Percentage*
On demand, as needed	63	31
Annually: end/beginning of the year	83	41
Every 2-3 months	30	14
Monthly or weekly	47	23
Daily	<u>32</u>	15
Sub-total	255	
None	1	
No response	<u>19</u>	
Total	275	

(N=201)

* Multiple responses permitted.

school maintenance programs, student repetition and dropout causes, curricula evaluation, school designs, and equipment needs.

In January, 1984, four research contracts were awarded on a competitive basis to the Instituto Tecnológico de Santo Domingo (INTEC). All studies are to be completed by June 15, 1984. The subject areas being studied are consistent with EOP No. 8 and are as follows:

1. Causes of grade retention and dropouts.
2. Socio-economic and cultural characteristics of the PIDE area.
3. Needs assessment of training needs of teachers and directors.
4. Evaluation of the attainment of educational objectives.

Appendix E (Cuadro Resumen de Los Resultados de la evaluación de las propuestas del concurso de investigación) presents a comparison the firms which bid on the four research projects awarded in January, 1984.

Since these studies are scheduled for completion in June, 1984, no reports of SEEBAC-funded external research have yet been published. Annual reports of research conducted by other SEEBAC departments have also not been published, although a report is planned. Toward that end, the Research Department staff distributed a questionnaire to ascertain what research had been or was being completed. However, the Department reportedly has been unable to analyze and report the results due to a lack of personnel.

Judgement of progress in the establishment of a research system should take into consideration that prior to the funding of PIDE, the Research Department existed in name only, according to Department staff. In contrast, the Department now includes three full-time staff paid for by the Secretariat. As an indicator of some degree of institutionalization within the Department, this staff is providing consultation on at least three non-PIDE research projects. The Department has also developed and conducted one introductory course on research methodology for directors and plans to conduct additional courses.

While a research department has been organized, it remains questionable whether a "research system" has been established. There are no assurances or indications that the resources necessary to implement an effective research arm of the Secretariat will be committed. Unless a commitment is made to allocate the necessary human and material resources, any progress in this area will be lost within a very short time period.

Component 3: Teacher and Administrator Training

PIDE was expected to lead to an increase in educational system staff in the target areas. In May, 1983, PIDE published a document (Manual de Procedimiento Para Entrenamiento En La Zona Rural) which lists the number of teachers by districts in the 85 rural PIDE nucleos in 1979/80 and 1981/82 (see Appendix F). An increase in the number of teachers was evident in all nucleos, as aimed for by the project. The number of teachers further increased from 2,363 in 1981/82 to 4,492 in 1983 (a 90 percent gain).

PIDE also produced a table of the important statistics regarding the project which is reproduced in Table 3. These figures also indicate an increase in the number of teachers from the figures presented in Appendix F.

The training component also addressed EOPS 2 and 3. EOP No. 2 states that all teachers will be trained or retrained to carry out educational reform in the target provinces. SEEBAC trainers on the PIDE evaluation team agreed that no "reform" in the sense of restructuring of the curriculum had been planned as a result of PIDE. On the other hand, PIDE staff reported that training provided by the project was directed at supporting the implementation of the SEEBAC course plans beginning with Grade One and published almost annually since the inception of the project. The plan for Grade Six has just been published.

Extensive training of educational staff was provided through the coordination of PIDE staff and other SEEBAC departments. Appendix G presents a report on the training provided by PIDE from 1981 to 1983.

Table 3
Number of Staff & Students in
PIPE area Schools June 1983

DISTRITO #	No. DE ESCUELAS	GRADO A QUE LLEGA						No. DE AULAS	No. DE MAESTROS		No. DE MAESTROS POR GRADO						MATRICULA POR GRADO						MATRICULA TOTAL		
		3	4	5	6	7	8		TIT.	NO TIT.	1	2	3	4	5	6	1	2	3	4	5	6			
13	42	8	12	9	3	1	9																		
14	39	4	24	2	5	1	3	86	35	50	54	44	39	37	12	10	1905	1132	862	629	348	214		5,090	
15	84	16	46	6	18	0	6	183	46	114	114	97	96	83	32	26	8535	1723	1484	1084	676	481		5,882	
16	55	16	15	5	15	2	2	199	107	66	93	66	60	44	29	24	8307	1891	1481	1254	838	712		9,463	
17	61	18	20	7	7	2	7	176	85	63	81	69	62	49	30	20	8208	1733	1221	1039	786	579		8,566	
18	58	9	21	9	8	1	10	218	211	17	97	69	56	49	32	24	8116	2372	1789	1451	1044	767		13,345	
19	60	14	22	8	4	-	11	216	166	37	101	83	65	55	31	19	8751	2448	1825	1568	907	665		11,164	
20	25	6	11	2	3	-	3	50	36	18	32	25	23	21	9	7	1101	539	410	395	220	176		2,841	
21	95	33	26	11	8	3	14	247	143	81	130	102	96	66	40	29	8758	2984	2213	1550	1126	811		14,233	
22	47	3	28	3	8	-	5	93	41	52	58	54	52	45	19	16	8218	1192	942	672	503	353		5,880	
23	46	3	27	7	2	1	6	106	26	60	58	47	46	43	16	9	1458	833	656	505	290	185		3,928	
24	58	5	21	6	7	1	23	283	286	65	222	103	93	84	59	48	8626	3354	2977	2598	2128	1635		19,310	
25	3	-	1	-	1	-	1	18	22	-	11	6	6	5	4	3	303	240	181	142	119	106		1,091	
28	52	8	19	2	9	-	14	212	197	43	117	83	73	63	42	36	4468	2543	2108	1840	1529	1335		13,823	
29	52	5	17	7	10	1	11	256	222	41	130	80	76	67	50	36	8283	1702	2,549	2,405	1,797	1,342		17,291	
TOTALES																									

11

61

Over 92 percent of the teachers and 88 percent of the directors completing questionnaires reported receiving training of some kind. Table 4 presents the teachers' responses with respect to types of training received. Ninety-three percent of the teachers indicated they had received this training directly or indirectly through PIDE (see Table 5).

At the time of this report, no information was available on training effectiveness and transfer of the participants' learning to the classroom setting.

Determining improvement in planning, administration and evaluation is difficult given the lack of definitive data on conditions prior to PIDE. Directors were asked to describe what changes they had observed as a result of the project in several critical areas. Their responses were either positive or recorded as "no response." Table 6 summarizes these results.

PIDE provided out-of-country training to a significant number of Dominican educators at the University of New Mexico. Twenty-three completed one year of advanced degree work, four received Masters degrees. The fact that many of these trainees were SEEBAC technicians who now serve as SEEBAC directors or subdirectors could be an indirect indicator of training effectiveness and/or capacity building.

With respect to EOP No. 3, the implementation of new SEEBAC curriculum throughout the four target provinces, this has not taken place according to the PIDE project director and SEEBAC staff training technicians. They report that the training of teachers in vocational arts is scheduled for March, 1984. Nevertheless, when the teachers were asked to identify how PIDE had changed or affected them, the vast majority (87 percent) reported positive changes, nearly all of them related to training received. Table 7 summarizes the responses to that question.

Component 4: Educational Materials Development

This component addressed the capability of schools in the target areas to produce basic educational materials responsive to needs at the local level.

Table 4
 TRAINING REPORTED AS RECEIVED BY TEACHERS

Area	Number	Percentage*
Instructional Material	140	70
Teaching Techniques	107	53
Evaluation, Record Promotion Criteria	47	23
Program Areas: mathematics, sports, sexual, physical education	45	22
Planning	<u>29</u>	14
Sub-total	368	
No response	<u>17</u>	
Total	385	

(N=201)

* Multiple responses permitted.

63

Table 5
SOURCE OF TRAINING REPORTED BY TEACHERS

Source	Number	Percentage
Directly from PIDE	13	6
"Multiplying Agents"	71	35
Both of the above	105	52
None of these	6	3
No response	<u>6</u>	<u>3</u>
Total	201	100%

(N=201)

64

Table 6
CHANGES OBSERVED BY DIRECTORS AS RESULT OF PIDE

	Number	Percentage of Responses
Statistics		
Improvement in data reporting	9	53
Record of primary education statistical information	2	11
Teachers do not comply with their schedules	1	6
No response	4	23
Management		
Planning of teaching and adminis- trative activities	4	23
Management of resources	2	11
Personnel control	5	29
Management is more efficient	5	29
No response	5	29
Maintenance		
Construction and repair of buildings	5	29
Guidance of community	2	11
No response	8	47
Planning		
Planning all activities	1	5
Better teaching planning	6	35
Better management planning	3	18
Better relationship with the community	1	6
No response	6	35
Evaluation		
Better supervision of evaluation	5	29
Objective evaluation	2	11
Use criterium of reform	3	18
Evaluation of instruments	1	6

Table 7
CHANGES PRODUCED IN TEACHERS BY PIDE
ACCORDING TO THE TEACHERS

Change	Number	Percentage*
Training, pedagogical preparation	98	49
Use more materials	47	23
Better learning of their pupils	12	6
More teacher motivation	16	8
Better methodology	36	18
Improved planning	6	3
Better human relations	2	1
Better administration	2	1
Some positive changes	<u>16</u>	8
Sub-total	235	
None	3	1
Ambiguous response	19	9
Did not answer	<u>6</u>	3
Total	263	

(N=201)

* Multiple responses permitted.

66

Extensive information was available for EOP No. 4: newly-developed teaching materials and teacher guides being utilized in the four target provinces. PIDE and SEEBAC staff provided the evaluators with over a dozen teacher guides used in teacher training. Numerous teachers reported using materials derived from PIDE or from the school neighborhood environment.

Table 8 lists the educational materials teachers reported were being used in their classrooms. In keeping with the emphasis in the materials development courses provided by PIDE, 68 percent reported using material from the school environment or the local community. More significantly, in response to a question on where they acquired the materials, a large percentage indicated that the materials were self- or student-constructed or had been received directly from PIDE.

Regarding the development, publication, and distribution of curriculum guides, PIDE and SEEBAC staff provided samples of several guides that had been developed and distributed to PIDE schools. To determine actual usage of these guides, teachers were asked which educational guides they used and how they had acquired them. Tables 9 and 10 present the results of those questions.

PIDE involved extensive commodity purchasing and distribution of basic educational materials and school supplies. Table 11 presents a summary of the educational materials and school supplies purchased and distributed through PIDE. Exact figures on numbers of guides distributed to individual PIDE schools were unavailable in time for this report.

Changes in teacher attitudes and use of instructional methodologies should be determined through extensive systematic classroom/instructional observations which were beyond the scope of this evaluation. Since useable baseline information on teacher attitudes and methodologies before PIDE is unavailable, it is impossible to make valid assessments in this area. We can simply refer to the changes the teachers themselves reported in Table 7 for suggestive data in this area. We recommend that the SEEBAC evaluation team focus on this aspect of the project as well as on the project's impact on student learning and attitudes, since these aspects constitute the essence of the educational system and are crucial for determining the effectiveness of any educational program.

Table 8
SOURCES OF EDUCATIONAL MATERIALS
REPORTED BY TEACHERS

Source	Number	Percentage*
Prepared by the teacher	95	47
Prepared by the teacher in the courses-workshop	25	12
In school	34	17
From environment	72	36
Prepared by pupils	67	33
Sent by PIDE	32	16
Through the Secretariat of Education	10	5
No response	11	5
Ambiguous	<u>2</u>	1
Total	348	

(N=201)

* Multiple responses permitted.

Table 9
USE OF CURRICULUM OR TEACHER GUIDES

Responses	Number	Percentage
Guides are used	150	74
Guides are not used	29	14
Other	2	1
No response	<u>20</u>	<u>10</u>
Total	201	100%
<hr/>		
<u>Guides Used</u>		
- Guides Prepared by PIDE	70	35
- SEEBAC Guides on Statistics & Record Keeping	70	35
- Annual and Daily Planning	22	11
- Textbook Guides (Caminito y Noche)	<u>13</u>	<u>6</u>
Subtotal	175	87
No response	48	24
Ambiguous response	<u>14</u>	7
Total	237	

(N=201)

69

Table 10
HOW TEACHERS ACQUIRED THEIR GUIDES

Source	Number	Percentage
Through PIDE	77	53% of 144 teachers
By means of the Secretariat of Education	57	40
Purchased by teacher	29	20
Prepared by himself	<u>21</u>	<u>15</u>
Sub-total	184	128% of 144
Did not answer	57	28% of 201

70

Table 11

RESOURCES INVESTED IN THE PURCHASE AND DISTRIBUTION
OF MATERIALS AND EQUIPMENT UP TO FEBRUARY 1984

Item	Budgeted	Expended	Balance
Construction equipment/material	55,000	42,000	13,000
Vocational equipment	250,000	54,463	195,537
Expendable vocational material	30,000	10,000	20,000
Basic school equipment	70,000	46,113	23,887
Library books	45,000	45,000	0
Transportation equipment	67,305	67,305	0
Expendable material	50,000	29,355	20,645

41

Relevancy of the materials developed was judged by asking the teachers to assess the adequacy of teaching materials they use taking into consideration the needs of their students. Table 12 summarizes their responses, which generally are very positive. However, this positiveness tends to conflict with the majority of the classroom observations which found the classrooms often stark with almost no visible educational materials.

The barrenness of the classroom walls was attributed by one school coordinator to problems stemming from night school student damage or theft of any material left in the rooms. The teachers at that school had to store their instructional materials in large folders and carry them back and forth from the director's office as needed.

The paucity of materials was evident in many of the schools observed, whether or not they held night classes in their buildings. The classrooms typically had a poster stating the rules of behavior, a small calendar and occasionally a plant or a small picture. However, given the limited number of observations carried out, it is recommended that the SEEBAC evaluation team examine the in-classroom availability and use of educational materials in some detail.

The difference between the evaluation team's observations and the teachers' assessment of their materials underscores the need which exists in the PIDE area schools for educational materials and supplies. It further points to the critical need for continued administrative support.

Component 5: School Maintenance

This comment is addressed to EOPS No. 5 and No. 7 concerning the effective use of new construction and commodity purchases. School observations revealed a wide range of uses of the new constructions. A few of the schools observed had one or two classrooms which were empty because of lower student enrollment, while others bulged with unanticipated students. This is not necessarily an abnormal situation, considering the length of the project and normal population movement within the Republic.

Table 12

TEACHER ASSESSMENT OF THE ADEQUACY OF TEACHING MATERIALS

Adequacy Level	Number	Percentage
Quite adequate	69	34
Adequate	125	62
Low adequacy	3	1
Inadequate	0	0
No response	<u>4</u>	<u>2</u>
Total	201	100%

(N=201)

13

Despite these problems, fully 66 percent of the teachers surveyed cited planning and preparation of materials on construction, repair and equipping of schools as major changes produced by PIDE at the local educational level (see Table 13).

Effective use of new construction is a critical issue. In one instance a school scheduled for visitation was found to have been destroyed during the 1979 hurricane. Students who would have attended that school were forced to walk over two kilometers in the tropical sun to attend another school which had been constructed to serve half the number attending. At that school, the teachers had improvised and were conducting classes in a passageway blocked off by a chalk board. One teacher reported that the director of the school had rejected a suggestion to knock down the wall between a small storage room and utility room because PIDE prohibited any modification of the school structure.

The issue of capability at the district and nucleo levels to conduct system maintenance after orientation on the subject responds to EOP No. 7, which cited the goal of a system of school maintenance being implemented throughout the four provinces. There has been a good deal of progress in this component, although much more remains to be accomplished. A system for upkeep of the school plants has been designed and is now in the first stages of implementation. As of February, 1984:

- o A maintenance manual has been published and distributed. This attractive, easy-to-follow manual is tailored for the newly-constructed schools.
- o Maintenance checksheets for the school sites have been designed.
- o District and nucleo directors have been oriented in the use of the checksheets and have made an assessment of maintenance needs at their schools.
- o PIDE is currently assessing the checklists and plans to advance the schools 25 percent of the maintenance money they identify as required within the next ten days. (5 out of 15 districts have already received their monies).
- o A simplified control and accounting system for money spent has been developed and training is being provided in its implementation.

Table 13
 CHANGES PRODUCED AT THE EDUCATIONAL LEVEL
 ACCORDING TO TEACHERS

	Number	Percentage*
Planning and preparation of materials	80	40
Motivation of pupils and teachers through materials	10	5
Teacher training	75	37
Construction, repair & equipment (schools)	53	26
Better discipline	1	.5
Better educational development	16	8
No response	20	10
None	<u>1</u>	.5
Total	256	

(N=201)

* Multiple responses permitted.

75

PIDE called for the maintenance system to be decentralized and placed responsibility at the district and nucleo director level. School maintenance ultimately depends on two important factors: local community pride and responsibility for their school; and an adequate budget for purchase of materials. While PIDE provided for such community involvement, considerable planning and nurturing are needed if it is to be effective and directors and teachers must take an active role in this process. Furthermore, as with a number of the other project components, the key to eventual success in the maintenance program rests with the ability and willingness of the Secretariat to provide the necessary funds and personnel. We were unable to find any significant planning for the institutionalization of the maintenance component within the regular Secretariat structure.

PIDE did not experiment with decentralization at the regional level. While regional directors are involved in the maintenance program, it was recognized that most of the effort is required at the district and nucleo levels. As long as the regional directors stay involved and support the program the design makes sense. It is important, of course, that they supervise this process, as part of their regular supervision duties.

Given the conditions stated above, it is our opinion that the system, as designed, will build the capacity at the district and nucleo levels necessary to carry out a successful maintenance program.

Component 6: Project Administration

Project administration started off poorly but has improved during the life of the project to the point where it can be said that no major weaknesses were noted by the evaluation team.

Reports in the PIDE offices were found to be adequate and up to date:

- o Project reports were available for all the major components.
- o Financial reports were in excellent condition with backup documentation available. Cross checking with USAID records indicated a difference of \$20,000 in ending balances; however, indications were

that this difference would be resolved by the time this report is delivered.

- o Technical assistance and training services have already been discussed in some detail. As noted, it is our belief that the training component is one of the strongest parts of the PIDE project.
- o Financial and program projections for end of project with a request for extension of the project to December 1984 have been submitted within the last few days. Analysis of the data indicates that this request is reasonable and should be granted. The extension, which would involve no extra cost to USAID, would allow time to stabilize the changes which have been introduced by PIDE. Table 14 provides the budget analysis figures to date.

One indicator of effective project administration is staff assessment impact. Table 15 shows how the teachers assessed the changes produced by PIDE in their respective educational regions and Table 16 presents their assessment of the efficiency of the nucleo structure in insuring that schools accomplished their missions. Teachers were quite positive about both the impact of PIDE and the efficiency of the nucleo structure.

The issue of transferring project support (institutionalization) was addressed during nearly all of the interviews conducted for this evaluation. As previously noted, little has occurred toward this end although the process for identifying, planning and providing staff training may suggest some movement in that direction. Several interviewees indicated that PIDE staff is cooperating closely with administrators of the Primary Education and Training Departments, suggesting the collaboration needed for institutionalization. Nevertheless, it is uncertain whether such collaborative planning and delivery of services will endure beyond the life of the project or whether such institutional involvement in accomplishing "PIDE" educational objectives has or can occur in other areas.

This deficiency is especially critical since many of the field objectives have shown some promise and will only survive if there is institutional support at high levels of SEEBAC. For example, we could find little evidence that such major components as maintenance and educational materials development have been integrated within the day-to-day operating procedures at the Secretariat.

TABLE 14

PROPOSED BUDGET WITH
A DECEMBER 1984 TERMINATION DATE

Comp II	A C T I V I T Y	BUDGETED 1982	EXCHANGE (+) or (-)	B U D G E T	BALANCE
1	<u>Educ. Stat. Info. System</u>				
	Technical Assistance	28,869	- 1,034.00	27,835.00	
	Publications	53,000	+11,000.00	64,000.00	6,470
2	<u>Research and Planning</u>				
	Technical Assistance	27,417	- 400.00	27,017.00	2,350
	Research Contracts	150,000	-35,000.00	115,000.00	95,000
	Other Costs/Consumption	6,000	- 1,000.00	5,000.00	2,000
	Educational Diagnosis	55,430	0	231,340.42	40,430.01
3	<u>Additional Prof. & Support Personnel</u>				
	Technical Assistance	231,340.42	0	231,340.42	30,901.01
	Participant Training	279,659.58	-37,251.58	242,500.00	7.00
	In-country Training	410,284	+25,000.00	435,284.00	162,583
	Equipment/Instruction Material	55,000	0	55,000.00	13,000
	Expendable	50,000	0	50,000.00	
4	<u>Development Educ. Mat.</u>				
	Technical Assistance	150,000	- 3,400.00	146,600.00	47
	Practical Arts	250,000	0	250,000.00	95,537
	Consump. Mat. P. Arts	20,000	+10,000.00	30,000.00	20,000
	Basic School Equipment	70,000	0	70,000.00	23,887.00
	Library Books	45,000	0	45,000.00	0

Comp II	A C T I V I T Y	BUDGETED 1982	EXCHANGE	B U D G E T	BALANCE
5	Construction and Furnishings	5,063,525	0	5,063,525.00	0
6	<u>Maintenance of Schools</u>				
	Materials and Other Costs	302,695	+ 22,941.58	325,636.58	316,935
	Transportation Equipment	67,305	0	67,305.00	0
	Other Costs	21,475	- 15,000.00	6,475.00	3,475
7	<u>Project Administration</u>				
	Equipment and Furnishings	22,600	0	22,600.00	0
	Vehicles	17,757	0	17,757.00	0
	Vehicle Maint. and Gasolihn	26,000	+ 41,100.00	67,100.00	41,100
	Travel Expense	23,000	+ 6,000.00	29,000.00	15,000
	Legal Transfer of Lots	73,643	- 23,048.00	50,595.00	0
	T O T A L S	7,500,000	0	7,500,000.00	

Table 15

TEACHER ASSESSMENT OF CHANGE PRODUCED BY PIDE
IN THEIR EDUCATIONAL REGION

Change Level	Number	Percentage
Quite notable	181	90
Little notable	16	8
Not notable	3	2
No response	<u>1</u>	<u>.5</u>
Total	201	100%

(N=201)

80

Table 16

TEACHER ASSESSMENT OF THE EFFICIENCY OF
THE NUCLEO STRUCTURE

Efficiency Level	Number	Percentage
Very efficient	54	27
Efficient	137	68
Low efficiency	8	4
Inefficient	0	0
No response	<u>2</u>	<u>1</u>
Total	201	100%

(N=201)

Review of the original budget indicates that \$72,000 was budgeted for technical assistance in the educational statistics and research and planning components. The statistics budget was reduced to \$27,835 and the research budget was reduced to \$27,017, which are significant reductions. As pointed out in this report, the objectives for these two components were not reached. We feel that there is a direct relationship between this failure and the reduction in technical assistance. We recommend that adequate technical assistance be provided to all aspects of any similar project.

We further recommend that the Secretariat and A.I.D. initiate an action plan for full integration of PIDE within the main line operating structure of the Secretariat and that the plan be put into effect during the remaining months of the PIDE project life.

Overall project administration appears to have been good. Project success, however, depends on more than the competence of PIDE. While not part of the scope of this evaluation, the problems with general school administration we observed suggest serious difficulties. The rural schools we visited appeared to be plagued with communications and transportation problems. Directors, and even teachers, arrived late and sometimes not at all because buses failed to appear or broke down. In such cases, the remaining staff had to take over the duties of the absent personnel or the service did not get delivered--classes were cancelled or supervision and problem solving did not occur. We saw creative, dedicated people trying to cope with these problems. We also failed to see professionals we expected to find at school. Because of communication system inadequacies, we had no way of knowing why they were missing.

Evaluation of OVI's and EOPS Not Included Above

The first three OVI's addressed changes in school attendance, drop-out, and repetition rates.

OVI No. 1 called for "an increase in the primary school age population attending school (72 percent to 90 percent)."

SEEBAC records were reviewed and indicated a lack of definitive statistical information on the number of primary school age students. The project paper cites an estimated enrollment of 114,838 within the PIDE area. PIDE staff reported that 141,915 students were registered as of June, 1983 which is 24 percent higher than the project paper estimate. This suggests that there has been a significant gain within the life span of the project.

In addition to simple enrollment of available school-age children, this OVI could also address the problem of high absenteeism. The lack of definitive statistical data led us to obtain rough measures of average daily attendance as estimated by those in closest contact with these data, the teachers and directors. Table 17 presents the average attendance rates estimated by teachers in grades 1-6. These figures are likely to be on the low side, given the social pressures and positive outlooks of the respondents to this survey; however, they can serve as useful estimates.

OVI No. 2 cited a reduction in drop out rates in grades 1-4 from 40 percent to 10 percent. OVI No. 3 aimed at "a reduction in repetition rates in grades 1-4 (35 percent to 15 percent) and OVI No. 7 addressed the desire to "reduce average enrollment by 90 percent."

Again, reliable statistical data were unavailable to determine progress on these OVI's. Teachers were asked to report the numbers of students enrolled in their classes last year (1982-83) who had been promoted, retained or dropped out of school. Table 18 presents those figures, summarized as averages for each primary grade level.

While PIDE as a whole was directed at improving each of the above variables, no single component of the project focused on the attainment of these goals. However, one of the research projects recently funded will provide information which could be crucial in addressing the problems of grade repetition and drop outs.

In considering follow-up activities, both AID and SEEBAC should consider addressing the factors which contribute to attendance, drop-out, and repetition problems. Since teachers deal directly with these problems, they were asked to

Table 17
ATTENDANCE ESTIMATES REPORTED BY TEACHERS

Grade	Average Percent	Number of Classes
First	76.2	93
Second	74.5	64
Third	79.8	46
Fourth	80.5	41
Fifth	81.0	34
Sixth	<u>83.8</u>	31
Overall Average	78.5	

Table 18
**TEACHER AVERAGES OF STUDENTS PROMOTED,
 RETAINED, AND DROPPED OUT**

Grade	Promoted	Retained	Deserted	Total	
				M	Classes
First	32.1	11.6	3.9	47.6	76
Second	32.4	5.3	3.0	40.7	44
Third	32.4	7.0	2.6	42.0	38
Fourth	33.2	6.9	3.2	43.3	39
Fifth	34.0	4.3	1.8	40.1	29
Sixth	35.6	29.0	7.1	1.5	29

identify what they considered to be the causes of student retention at the same grade level. Table 19 presents their responses. It is significant that 42 percent identified deficiencies in school supplies, facilities or staff. Thus, while teachers have expressed positive views of PIDE's impact, this indirect question reveals their awareness of a need for more of what the project was funded to supply.

Teacher responses to this question underscore the need for evaluative research to determine the in-classroom factors which may lead to school absences and ostensible "deficiencies" which lead students to be uninterested, ill-prepared and unresponsive. The results also underscore the importance of continuing SEEBAC efforts to provide nutritional supplements for students.

The majority of the comments made by the teachers and directors revealed the economic problems which powerfully affect classroom functioning by both students and staff. Teachers described the demands on older primary school students who stay home to care for siblings, while their parents work or they work themselves to help support their families. This in turn forces them to miss school, fall behind on their studies, lose interest, underachieve, be retained in the same grade and/or drop out of school entirely.

EOP No. 9 stated the expectation that library facilities would be available in each of the districts' central schools. Teachers were asked what library facilities were available in their nucleos. Responses were divided into those provided by teachers based at central schools (sede de nucleo) and those at all other schools. Table 20 summarizes these responses. The majority of the central-school teachers indicated that they either had no library facilities whatsoever or only very few (inadequate) books. The replies of most teachers at satellite schools revealed that they believed no library facilities were available to them in their nucleo.

Site observations lent additional support to the teachers' comments; in none of the schools observed was there any formal room or even an area set aside as a library with more than a few dozen old books available. Where new books were evident, they were in boxes awaiting placement in one lone bookcase, usually in or just outside the director's office.

Table 19
CAUSES OF STUDENT RETENTION
AS REPORTED BY TEACHERS

Causes	Number of Responses	Percentage of	
		Teachers	Responses
Family environment, parents, and inheritance	87	43	21
School absence	85	42	20
Lack of textbooks, materials, teachers, deficiencies in classrooms	85	42	20
Inadequate nutrition or deficiency	77	38	18
Student deficiencies (preparation, mental, emotional, attitudes)	62	32	15
Drop out of school	14	70	3
Problems with teachers (turnover, methodology)	<u>11</u>	55	3
Sub-total	421		
Ambiguous or did not reply	<u>13</u>		
Total	434		

(N=201)

Table 20

LIBRARY FACILITIES REPORTED AVAILABLE BY TEACHERS

Availability	Number of Teachers	Percentage
<u>Central Schools (seat of the nucleus)</u>		
Library available	43	21
No library available	44	22
Only some books available	13	6
Some books provided by PIDE	<u>6</u>	<u>3</u>
Sub-total	106	52
<u>Satellite Schools</u>		
Library available	13	6
No library available	60	30
Some books	<u>7</u>	<u>4</u>
Sub-total	80	40
No response	<u>15</u>	<u>7</u>
Total	201	100%
		(N=201)

PIDE staff indicate that training in the organization and maintenance of libraries has just begun. They report problems with supplies; even the envelopes to be pasted to the books have had to be constructed by school staff. Thus EOP No. 9 has clearly not been attained. We recommend that special attention be given to the design of a standardized basic series of text and reference books at least for each nucleo and preferably for each school.

With respect to OVI No. 5 (education facilities available to 90 percent of the primary school age population), information is unavailable on the exact number of primary school age population in the PIDE areas as well as the exact number of students enrolled in grades 1-4 in PIDE schools. Nevertheless, observations at the 33 schools visited indicated extensive overcrowding in some schools, while other schools had rooms standing empty. (See above discussion on Component 5: School Maintenance.)

Both teachers and directors reported problems with insufficient educational facilities. As noted above, over 65 teachers advanced this factor as contributing to student grade retention.

Judgement on OVI No. 6, a 10 percent increase in the national literacy rate by 1988 over the 1978 rate, is premature at this time and has not been addressed by the evaluation team.

Project Strategy

Capacity-building at the district and nucleo levels was accomplished extensively. A start has been made in decentralizing effective administration and supervision to the local level. Teachers have been trained in instructional methodology, preparation of instructional materials, human relations, and other teaching skills.

While only a start, these accomplishments represent a major advancement over conditions described by interviewees as operating prior to PIDE. The technique of training teachers to train their fellow teachers (and thus multiplying the limited training resources available from SEEBAC) shows promise,

although it suffers from a few problems. We recommend that more extensive preparation be provided to the change agents. A few comments written on questionnaires and hints during interviews suggest the need for more training of the multiplying agents as trainers of teachers, as well as on the objectives they would need to reach as teachers of children. We further recommend that SEEBAC consider making peer teaching a major assignment of the multiplier teacher rather than an addition to ongoing teaching duties. The structure might be analogous to that of the teachers who serve as site supervisors or coordinators in the absence of the director. In this manner, the multiplier teachers could serve as curriculum/training specialists for their schools or nuclei beyond the individual courses received. Given the training and skill required of effective teacher trainers, this process could enable SEEBAC to develop and expand its staff and truly multiply the effectiveness of the rural schools. Teachers in the isolated schools would have local resources to tap, rather than have to wait and hope for the appearance of a SEEBAC trainer. This is particularly important given the severe communications and transportation problems which plague the rural schools.

We found that capacity building within SEEBAC had been accomplished to a limited extent. Advances were noted in attainment of the objectives of the major components. However, except for teacher training capacity, administrative capacity and responsibility to carry out the functions of the project reside in PIDE staff and have not been taken over by SEEBAC departments nor is this anticipated in the near future.

On the other hand, many of the PIDE trainees were SEEBAC technicians, who now direct programs at SEEBAC. In addition, most current PIDE administrators are regular SEEBAC staff who will retain all the capacity they have acquired as part of PIDE. Assuming they will remain with the Secretariat, their newly-acquired capacity would thus continue to contribute to Dominican education after the termination of PIDE. Nevertheless, some PIDE functions, such as maintenance, appear to have no complements or counterparts within the SEEBAC structure. Assuming that this is important to SEEBAC, we recommend that USAID and the Secretariat determine how best to accomplish the needed capacity development. In this determination, we recommend consideration of a process which has been effective in expanding the capacity of PIDE and SEEBAC, such as the

joint planning of training conducted by administrators of PIDE and the Curriculum, Primary Education and Training Departments.

Furthermore, we recommend that SEEBAC and USAID concentrate on strategies which will contribute to school effectiveness. Extensive international literature has been published on research and implementation of schools which are effective in teaching capable, fulfilled students. Information on the work done in numerous other countries could be useful to Dominican educators.

Now that the schools have been built and more classrooms have become available, the focus should be on what takes place in these classrooms. An initial cadre of multiplying agents have been trained, but their effectiveness needs to be assessed. We recommend that the effective ones be assigned to provide vital instructional leadership and training to their more isolated peers. Given the scarcity of directors plus severe communications and transportation problems, such peer leaders could serve a vital function in the provision and improvement of education in the Dominican Republic.

RECOMMENDATIONS

This evaluation of the U.S.AID Education Sector Loan for Primary Education, No. 517-V-032, with the Secretariat of State for Education, Fine Arts and Cults/Worship (SEEBAC) of the Dominican Republic would not be complete without a section on recommendations.

Basically, the recommendations fall into two categories: 1) recommendations addressed to specific project components, and 2) over-arching recommendations that may affect the outcome of more than one component.

SPECIFIC RECOMMENDATIONS:

Development of an Education Statistical Information System

Since a national system for statistical information has been designed, formulated for field testing and administered in a country wide pretest, and since all levels including appropriate SEEBAC staff, PIDE directors and Nucleo personnel have received training on the system,

- It is recommended that SEEBAC demonstrate its commitment to and support of the system by allocating resources needed for its continuation.
- It is further recommended that SEEBAC recruit additional staff with technical and management capabilities in statistical information systems to assure quality of the data to be generated.
- Appropriate technical assistance must be provided on an on-going basis to give support and guidance to SEEBAC.

Research and Planning

Since the Department of Research and Planning which was formerly a department in name only is now staffed with three persons within the Secretariat,

- It is recommended that SEEBAC move further to stabilize its research functions by committing resources to research activities.

Teacher and Administrator Training

In light of the exceptional numerical and qualitative gains made with respect to this component,

- It is recommended that SEEBAC move quickly to assure continuity of those functions perceived as valuable by teachers and administrators.

With the extension of the contract period, there is now time to implement the original goals of developing curricula and providing training in Practical Arts and Vocational Education.

- It is recommended the PIDE monitor, with time lines, the development and implementation of these activities.

- It is further recommended that, due to the paucity of trained personnel in Vocational Education and Practical Arts, SEEBAC provide a training capability to the field to assure continuity of those activities initiated through PIDE.

Education and Materials Development

In light of the success PIDE has had in the developing materials and guides for use in the field, and since over 85 percent of the teachers have reported having access to these materials,

- It is recommended that more effort be spent by SEEBAC to provide better classroom training in order to more fully maximize the intended use of these materials.

School Maintenance

Although there has been success in decentralizing responsibilities to the district and Nucleo levels (including local community pride),

- It is recommended that the Region continue to recognize its integral role in the overall maintenance system plan, particularly as it relates to supervision and technical assistance.
- It is further recommended that SEEBAC recognize that the maintenance system is sometimes beyond the financial resources of the local area, and that SEEBAC should share in these costs.

Administration

In light of the headway the PIDE project has made in instituting systems of financial and functional accountability,

- It is recommended that PIDE and SEEBAC work especially closely in these final months to assure an orderly transition that will preserve those elements which are of value to the Dominican Republic.

OVERARCHING RECOMMENDATIONS:

It is clear that the future and the success of the PIDE project lies within the commitment and capabilities of the policy makers of the Dominican Republic. Accordingly,

- It is recommended that SEEBAC and PIDE meet jointly on a regular basis for the specific purpose of planning a phased integration of some of the project activities into the infrastructure of SEEBAC. This should include a time table based on priorities determined by SEEBAC.
- Finally it is recommended that SEEBAC begin immediately to allocate resources to absorb those PIDE activities which must be assured continuity based on the judgment of educators in the Dominican Republic.

APENDICE A

CUADRO LOGISTICO DEL PROYECTO

99

PROJECT LOGICAL FRAMEWORK

Project Title: Education Sector Loan

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Goal Statement</u> Improve the quality and quantity of educational services available to all Dominicans.</p>	<p><u>Measurements of Goal Achievements</u></p> <ol style="list-style-type: none"> 1. An increase in the Primary School Age Population attending school (72% to 90%). 2. A reduction in drop out rates on grades 1-4 (40% to 10%). 3. A reduction in repetition rates for grades 1-4 (35% to 15%). 4. Instructional Material available to all students in grades 1-4. 5. Education facilities available to 90% of the Primary School age population. 6. A 10% increase in the national literacy rate by 1988 over the 1978 rate. 7. Reduce overage enrollment by 9%. 	<p><u>Means of Verification</u></p> <ol style="list-style-type: none"> 1. SEEBAC annual statistics report. 2. SEEBAC annual statistics report. 3. SEEBAC annual statistics report. 4. Follow-up Studies. 5. SEEBAC annual statistics report. 6. National Census. 	<p><u>Goal Assumptions</u></p> <ol style="list-style-type: none"> 1. The GDR is philosophically committed to its education reform. 2. Financial resources will be made available to carry out the education reform.
<p><u>Project Purpose</u> To provide at least four years of quality basic education to all Dominican children in the rural areas of the provinces of Paravia, Azua, San Cristóbal, and the rural areas of the National District and to implement an education reform in grades 1-8 for the aforementioned areas.</p>	<p><u>Conditions Expected at the End of Project</u></p> <ol style="list-style-type: none"> 1. Physical Facilities, at least through grade four, available to all Dominican children in the four target provinces. 2. All teachers trained or retrained to carry out reform in four target provinces. 3. New Curriculum implemented throughout four provinces. 	<ol style="list-style-type: none"> 1. SEEBAC annual statistics report. 2. SEEBAC annual statistics report. 3. Follow-up studies. 	<ol style="list-style-type: none"> 1. The GDR will provide financial and personnel resources to implement the Project. 2. The World Bank & GDR will develop and produce textbooks for the reform. 3. The GDR will provide authority to appropriate SEEBAC and decentralized offices, to carry out Reform.

10

4. Newly developed teaching materials & teachers guides being utilized in the four target provinces.
5. Secretariat, Regional, District and Nuclear level Administrators trained in the four target provinces.
6. An information system functioning in the Secretariat and the four provinces providing up to date data on educational programs.
7. A system of school maintenance being implemented throughout the four provinces.
8. Research activities completed which include, cost analysis, cost comparison of project activities, school maintenance programs, student repetition and drop out causes, curriculum evaluation, school designs, equipment needs, etc..
9. Library facilities available in each of Districts' central schools.

4. Follow up Studies:
5. SEERAC annual statistics reports.
7. Follow up Studies.
8. Reports.
9. Follow up Studies.

4. Administrative and teaching personnel are willing to carry out more functions with little or no extra salary increments.
5. Parents desire that their children receive at least four years of education.

<u>Outputs</u>	<u>Magnitude of Outputs</u>	<u>Total</u>	<u>Means of Verification</u>	<u>Output Assumptions</u>
1. Classrooms constructed.	1.	654	1. USAID / SEERAC Records	1. Construction materials available at estimated costs.
2. Multipurpose rooms constructed.	2.	572	2. " "	2. Teachers continue at same rate to study in Normal schools.
3. New schools constructed.	3.	283	3. " "	3. Technical Assistance available on a timely basis.
4. Libraries constructed.	4.	87	4. " "	4. Candidates available for training programs.

9/11

5. Playground areas developed	5.	222	5. USAID / SERBAC Records
6. Schools equipped to implement the education reform	6.	698	6. " "
7. Workshops constructed and equipped.	7.	87	7. " "
8. Teachers received in-service training and hired for newly created positions in the four provinces.	8.	1,932	8. " "
9. Teachers guide sets provided.	9.	2,000	9. " "
10. Classroom kits (Didactic Materials) distributed to all schools in the four provinces.	10.	698	10. " " Follow-up studies
11. Training provided for Secretariat, Regional, District & Nucleo level administration and supervision of education programs.	11.	113	11. " "
12. Guides published for Administrators and teachers on the collection, reporting and processing of educational information indicating how the information is to be utilized.	12.	2,035	12. " "
13. A school maintenance system implemented in target area.	13.	797	13. Follow-up Studies.
14. Research studies carried out on the following topics: a) Cost comparison of project activities; b) Causes of student drop-outs, grade repetition and absenteeism; c) Effects of new curriculum in changing teaching methods, providing more meaningful education, and on b) above; d) Community participation in rural education activities; e) Alternative sources of funding & support for rural education.	14.	14 studies	14. Follow-up Observations

(Cont'd)

5. Universities interested in carrying out research in education.

14. Cont.

- f) Upgrading of teachers, administrators and technicians to meet education objectives;
- g) Effects of teaching materials in changing teaching techniques and methods;
- h) Effects of malnutrition on learning;
- i) Role of Non-Formal Education in rural areas;
- j) Attitude of rural parents and community leaders toward education;
- k) Socio-economic profiles of rural areas;
- l) Relationship of level of education to migration
- m) Effects of immigration and internal migration on the demand for rural primary education; and
- n) Effects of changes in drop-out, repetition and absenteeism rates on physical and financial capacity of Dominican primary education system.

INPUTSA. TECHNICAL ASSISTANCE

1 - Ed. Development Specialist - 12 PM
 Research & Planning - 12 PM
 Ed. Admin. Specialists - 12 PM
 School Supervision Spec. - 12 PM
 Teacher Training Spec. - 24 PM
 Ed. Materials's Spec. - 24 PM
 Curriculum Planner - 6 PM
 Other - 18 PM

Total CostA.I.D.GOOD

72,000	72,000
72,000	72,000
72,000	72,000
72,000	72,000
144,000	144,000
144,000	144,000
36,000	36,000
<u>108,000</u>	<u>108,000</u>
Sub-Total	720,000

B. PARTICIPANT TRAINING

1 - Ed. Statistics - 24 PM
 2 - Ed. Statistics - 12 PM
 Research & Planning - 12 PM
 4 - Ed. Admin. - 48 PM
 4 - Voc. Edu. - 8 PM
 4 - School Supervision - 24 PM
 4 - Regional Planning - 8 PM
 3 - Organization & Methods - 6 PM
 2 - Ed. Technology - 4 PM
 3 - Adult Ed. - 6 PM
 1 - Non-Formal Ed. - 8 PM
 2 - Curriculum Dev. - 20 PM

24,000	24,000
6,000	6,000
10,000	10,000
40,000	40,000
7,000	7,000
20,000	20,000
7,000	7,000
5,000	5,000
4,000	4,000
5,000	5,000
7,000	7,000
<u>20,000</u>	<u>20,000</u>
Sub-Total	155,000

In-Country TrainingResearch Contracts

370,000	370,000
100,000	100,000

C. COMMODITIES

10 closed body pick-up trucks
 Practical Arts Equipment
 Instructional Materials
 Practical Arts Consumable Materials
 Basic Classroom Equipment
 Library Books
 Equipment and Furniture
 Vehicles (3)
 Vehicle Maintenance & Gasoline

100,000	100,000
126,000	126,000
34,000	34,000
28,000	28,000
67,000	67,000
23,000	23,000
20,000	20,000
18,000	18,000
<u>95,000</u>	<u>95,000</u>
Sub-Total	611,000

(Cont'd)

99

	<u>Total Cost</u>	<u>A. I. D.</u>	<u>GOIR</u>
D. <u>ADDITIONAL TEACHERS & PERSONNEL</u>			
Classroom Teachers - 232	1,198,000		1,198,000
Practical Ed. Teachers - 70	525,000		525,000
Support Personnel - 35	386,000		386,000
Loan Coordinating Office Personnel	180,000		180,000
Payments to Technicians	21,600		21,600
Travel Expenses	<u>30,000</u>	<u>30,000</u>	<u>30,000</u>
Sub-Total	2,340,600	30,000	2,310,600
E. <u>SCHOOL CONSTRUCTION & EQUIPMENT</u>			
New construction cost	7,910,542	3,959,271	3,959,271
Furniture and Equipment	<u>640,100</u>	<u>320,050</u>	<u>320,050</u>
Sub-Total			
F. <u>PUBLICATIONS</u>	120,000	100,000	20,000
G. <u>OTHER COSTS</u>	<u>343,000</u>	<u>299,000</u>	<u>44,000</u>
GRAND TOTAL	\$13,310,201	\$6,659,300	\$6,658,901

201

APENDICE B

CUESTIONARIOS

SECRETARÍA DE ESTADO DE EDUCACIÓN, BELLAS ARTES Y CULTOS

Cuestionario para Maestros

Escuela _____ Núcleo _____ Lugar _____

Curso (s) que imparte en la mañana _____

Curso (s) que imparte en la tarde _____

Años de experiencia en cada uno de esos cursos _____

Preparación Académica _____

I- Contesta cada una de las preguntas que aparecen a continuación:

1) ¿Qué tienes en cuenta para promover a tus alumnos?

2) ¿Cuáles son las causas que originan la repetición de tus alumnos?

3)

CURSOS QUE IMPARTIERON EL AÑO PASADO	CANTIDAD QUE FUERON PROMOVIDOS	CANTIDAD DE RETENIDOS	CANTIDAD QUE DESERTARON

4) ¿Cuál es el porcentaje que asiste generalmente a su curso?

5) ¿De qué manera usted motiva a la comunidad para que los alumnos no desertan de la escuela?

6) ¿Cómo motiva a sus alumnos para que sean promovidos?

7) ¿Cuáles han sido los cambios producidos por FIDE a nivel educativo?

8) ¿Actualmente usa materiales didácticos?

9) ¿Cuáles usas?

10) ¿Cómo las adquieres?

- 11) Actualmente ¿usas guías didácticas?
- 12) ¿Cuáles usas?
- 13) ¿Cómo las requiere?
- 14) ¿Qué facilidades de biblioteca hay disponibles en su núcleo?
- 15) ¿Fue construida por el FIDE?
- 16) ¿Qué cambios ha producido en usted el Proyecto FIDE?
- 17) ¿Qué tipo de informe le da usted al Director?
- 18) ¿Cada qué tiempo hace entrega de estos informes?
- 19) ¿La capacitación recibida a través de FIDE sobre qué ha sido?
- 20) ¿Usted realiza estudios en la actualidad?
- 21) ¿Qué estudia?

II- Selecciona indicando con una X la opción que mejor responda cada una de las - preguntas que aparecen a continuación.

- 22) El cambio producido por FIDE en educación en esta región ha sido:
 - a) Muy notable ____
 - b) Poco notable ____
 - c) Nada notable ____
- 23) Los materiales educativos que usas de acuerdo a la necesidad son:
 - a) Muy adecuados ____
 - b) Adecuados ____
 - c) Poco adecuados ____
 - d) Inadecuados ____

103

- 24) La estructura del núcleo en llevar a cabo la educación Primaria es:
- a) Muy eficiente _____
 - b) Eficiente _____
 - c) Poco eficiente _____
 - d) Ineficiente _____
- 25) Su salón de clases de acuerdo al tipo de alumnos es:
- a) Muy funcional _____
 - b) Medianamente funcional _____
 - c) Poco funcional _____
- 26) La capacitación que usted ha recibido ha sido a través de:
- a) PIDE directamente _____
 - b) Los agentes multiplicadores _____
 - c) Tanto PIDE como de los agentes multiplicadores _____
 - d) Ninguno de estos medios _____
- 27) Si en la pregunta anterior la respuesta ha sido d dí por qué.

SECRETARÍA DE ESTADO DE EDUCACIÓN, BELLAS ARTES Y CULTOS

Questionario para Directores

CARGO: _____ correspondiente a la Dirección
Regional de _____ del Distrito No. _____ Núcleo (s) _____
Lugar (es) _____ Preparación Académica _____
_____ Años de experiencia con este cargo _____

1.- ¿Qué tienen en cuenta los maestros bajo su dependencia para promover a sus-
alumnos?

2.- ¿Cuáles son las causas que originan la repetición de los alumnos en la zona
que le corresponde?

3.- ¿De qué manera los maestros bajo su dependencia motivan a la comunidad para
que no deserten de sus escuelas?

4.- ~~¿Cómo motivan los maestros a sus alumnos para que sean promovidos?~~
¿Cómo motivan los maestros a sus alumnos para que sean promovidos?

5.- ¿Cómo usted motiva al personal bajo su dependencia para que aumente la promoción?

6.- ¿Qué actividades realiza usted para motivar a los miembros de la comunidad para que los niños no deserten de sus escuelas?

7.- ¿Qué actividades realiza para aumentar el número de promovidos en sus escuelas?

8.- ¿Qué actividades realizan los maestros bajo su dependencia para aumentar la asistencia de sus alumnos?

9.- ¿Existen actualmente en sus escuelas materiales didácticos en uso? (por ejemplo).

10.- ¿Cuáles usan?

11.- ¿Cómo y cuándo los adquieren?

12.- Los materiales que usan en sus escuelas son de acuerdo a la necesidad:

- a) Muy adecuados _____
- b) Adecuados _____
- c) Poco adecuados _____
- d) Inadecuados _____

13.- Actualmente, ¿usan los maestros bajo su dependencia guías didácticas? (por ejemplo).

14.- ¿Cuáles usan?'

15.- ¿Cómo y cuándo las adquirieron?

16.- Las guías didácticas que usan en sus escuelas son de acuerdo a la necesidad:

- a) Muy adecuadas _____
- b) Adecuadas _____
- c) Poco adecuadas _____
- d) Inadecuadas _____

17.- ¿Qué facilidades de biblioteca se hayan disponibles en su zona?

18.- ¿Si fueron construídas o mejoradas por FIDE, cuándo fueron?

19.- Las escuelas bajo su dependencia de acuerdo al tipo y número de estudiantes -
son:

- a) Muy funcionales _____
- b) Medianamente funcionales _____
- c) Poco funcionales _____
- d) Infesionales _____

20.- Si contestó c) o d) ¿por qué?

21.- ¿Cuál es la edad promedio en que los alumnos de primer grado se matriculan
en sus escuelas?

22.- ¿Cuál es la edad promedio en que estos alumnos terminan el cuarto grado?

23.- ¿Cuál es el porcentaje de alumnos que asisten generalmente a sus escuelas?

24.- ¿Cuál es el promedio de alumnos que asisten por curso?

25.- Llena el siguiente cuadro:

TIPO DE PERSONAL BAJO SU DEPENDENCIA	NÚMERO
DIRECTORES DE DISTRITOS	
DIRECTORES DE NÚCLEOS	
MAESTROS	
PERSONAL DE APOYO	
OTROS	
T O T A L	

26.- ¿El número de personal bajo su dependencia es adecuado?

27.- Justifica la respuesta dada en la pregunta anterior.

28.- ¿Qué facilidades educativas (planteles) existen bajo su dependencia?

29.- Para la necesidad de sus alumnos estos planteles resultan:

- a) Muy adecuados _____
- b) Adecuados _____
- c) Poco adecuados _____
- d) Inadecuados _____

30.- Ha producido PIDE cambios en el sistema educativo?

31.- Si en la pregunta anterior contesto sí, especifique cuales han sido los cambios producidos?

32.- ¿Ha producido algún cambio en usted el PIDE.

111

33.- ¿Si contestó sí en la pregunta anterior especifique que cambios ha producido en usted?

34.- ¿Qué clase de información le da a tu superior inmediato?

35.- Recibe respuestas de tu superior inmediato acerca de las informaciones que les da:

- a) Siempre _____
- b) Algunas veces _____
- c) Nunca _____

36.- ¿Si en la pregunta anterior tu respuesta fue c di porque?

37.- ¿Que tipo de información recibe de tu superior inmediato?

112

38.- Conteste el siguiente cuadro:

HA RECIBIDO CAPACITACION SOBRE:	QUE TIPO DE CAPACITACION	INDIQUE SI LA CAPACITACION HA SIDO A TRAVES DE:	CUANDO	DE PARTE DE QUIEN SI O NO
		Curso-Taller, Seminarios, Conferencias, Charlas, Material impreso		
Administración				
Mantenimiento				
Estadística				
Planificación				
Evaluación				
Otros: Especifique				

39.- ¿cuáles cambios se han producido en su zona de trabajo en los siguientes aspectos?

- Sistema Estadístico:

- Administración:

- Mantenimiento:

- Planificación:

- Evaluación:

- Alguna otra clase de cambio. Específica:

SAO DOINGO, D.N.
27 de febrero, 1984.-
FID
ya

114

SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS

ENTREVISTA A PADRES DE FAMILIA O TUTORES

ESCUELA _____ LUGAR _____
FECHA _____

- 1.- ¿Actualmente tiene hijos en la escuela de tu comunidad?

- 2.- ¿Qué tipo de acercamiento tiene usted con los maestros de tus hijos?

- 3.- ¿Si has notado cambios en la escuela de tu comunidad. Dí cuales?.

- 4.- ¿Qué es lo que más te gusta de la escuela?

- 5.- ¿Qué es lo que menos te gusta de la escuela?

- 6.- ¿Qué cosas tu quieras que cambien en la escuela?

APENDICE C

G U I A D E O B S E R V A C I O N

APENDICE D

REGISTRO DE INFORMACION ESTADISTICA

INSTRUMENTOS DE RECOLECCION DE DATOS DE ESTUDIANTES



GOBIERNO DE CONCENTRACION NACIONAL

Secretaría de Estado de Educación, Bellas Artes y Cultos

DEPARTAMENTO DE ESTADISTICA

REGISTRO DE INFORMACION
ESTADISTICA

EDUCACION PRIMARIA

NOTA: LEER LAS INSTRUCCIONES ANTES DE LLENAR EL FORMULARIO

AÑO ESCOLAR 198 / 198

CENTRO DOCENTE: _____

DIRECTOR DEL CENTRO DOCENTE: _____

CONTIENE:

1.- Cuatro formularios de Información estadística

— ORIGINAL: DEPARTAMENTO DE ESTADISTICA — SEEBAC

— UNA COPIA: Dirección Regional

— UNA COPIA: Distrito Escolar

— UNA COPIA: Para el Centro Docente

2.- Instrucciones para el llenado de los formularios.

1.- Registro de Información Estadística

El Registro de Información Estadística, es el conjunto de principios, normas, procedimientos, técnicas y todo tipo de recursos que, con fines de información, conforman un mecanismo de diseño, distribución, recolección, procesamiento, análisis y presentación de los datos en forma continua, oportuna y eficiente.

1.1 Finalidad

El Registro de Información Estadística, tiene por finalidad establecer un sistema de información de estadísticas continuas que sirva de base a la planificación, investigación y evaluación de la educación.

1.2 Objetivo General

El Objetivo fundamental del Registro de Información Estadística, es disponer de una serie de datos sistematizados y de un conjunto de programas de computación que facilite a los planificadores, investigadores y usuarios conocer la realidad del problema y definir en todos sus conceptos.

1.3 Objetivos Específicos

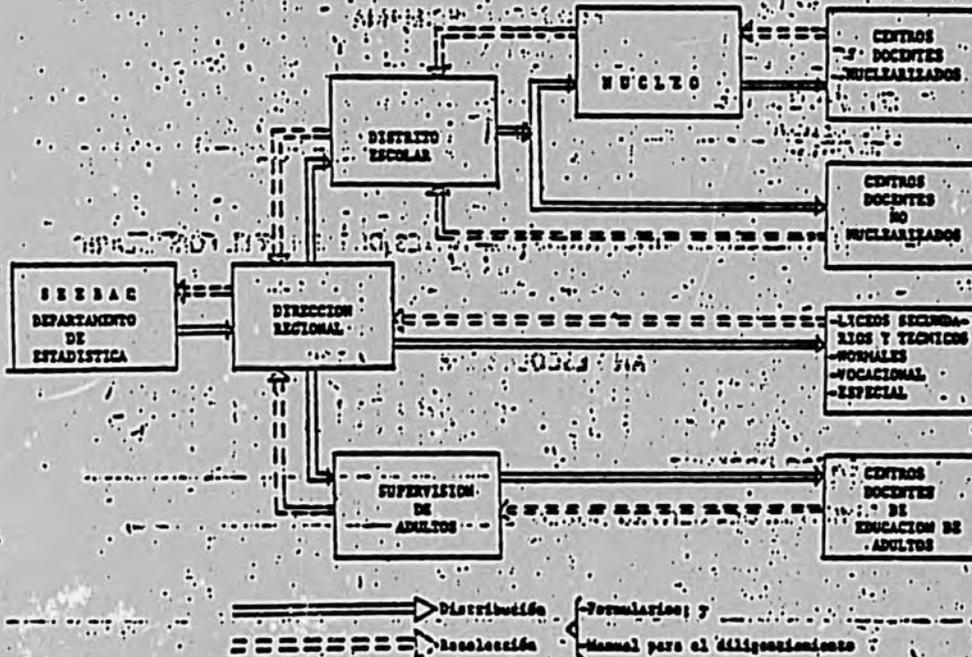
- I.- Uniformizar criterios y definiciones, así como los mecanismos y procedimientos utilizados para la captación de estadísticas en las unidades básicas de información (Centro Docente).
- II.- Obtener información oportuna, eficiente y veraz, que garantice un nivel aceptable de calidad.
- III.- Implementar un banco de información estadística de la educación.
- IV.- Disponer de las variables básicas para la aplicación de los modelos matemáticos en educación e implementar la toma de decisiones.

2.- Instrucciones para el Director del Centro Docente en el llenado de los Formularios Estadísticos.

2.1 Responsabilidades del Informante.

- I.- El director del Centro docente es el responsable de proporcionar la información estadística en cada uno de los formularios, de acuerdo a las instrucciones del mismo, utilizando los documentos fuente del centro docente. En caso de ausencia del director, esta tarea será asumida por la persona encargada de la dirección.
- II.- El Director del centro docente, antes de proceder al llenado de los formularios, deberá leer las instrucciones de los mismos.
- III.- Es responsabilidad del informante asistir a las reuniones de capacitación convocadas por el encargado regional de estadísticas, director de distrito escolar, supervisor de educación de adultos o director de núcleos.
- IV.- Para el llenado de los formularios, el director deberá utilizar los documentos fuente: Registro de grado, libro de curso, fichas personal del docente y en general todo informe o documento que facilite la obtención de los estadísticas solicitadas.
- V.- Al finalizar el llenado de los formularios el informante deberá verificar las cifras y características anotadas a fin de evitar errores y omisiones.
- VI.- El director del centro docente devolverá el formulario debidamente llenado por los mismos canales que lo fue enviado o entregado. (Ver flujo de distribución y recolección del formulario).

FLUJO DEL PROCESO DE DISTRIBUCIÓN Y RECOLECCIÓN DEL REGISTRO DE INFORMACIÓN ESTADÍSTICA



2.2 Instrucciones Generales.

- I.- Antes de llenar el formulario leer detenidamente las instrucciones.
- II.- La información solicitada en los formularios deberá ser tramitada el 30 de octubre para el calendario regular y el 28 de febrero para el calendario escolar, por los mismos canales que la fueron entregadas (ver flujo del proceso de distribución y recolección).
- III.- El formulario deberá ser llenado en original y tres copias.
- IV.- Escribir la información estadística solicitada con letras legibles y de imprenta, utilizando lápiz o preferentemente de tinta azul, de color azul o violeta.
- V.- Tachar con una raya horizontal cada una de las casillas donde no corresponde información.
- VI.- Utilizar el glosario de términos para conocer el significado de las características utilizadas en el formulario.
- VII.- Antes de llenar el formulario asegurarse de que los fuentes de información: registro de grado, libro de curso, fichas de personal entre otros, sean completos y actualizados.
- VIII.- En caso de existir alguna dificultad en el llenado del formulario, el informante deberá recurrir a la autoridad inmediata superior señalada en el flujo de distribución y recolección del formulario.

SECRETARIA DE ESTADO DE EDUCACION BELLAS ARTES Y CULTOS

DEPARTAMENTO DE ESTADISTICA

CODIGO DEL CENTRO DOCENTE					

Formulario No. 1

DIA	MES	ANO			

1. Identificación y Ubicación del Centro Docente

1.1. Nombre: _____

1.2. Dirección: _____

1.3. División Política

Provincia: _____

Municipio o Dto. Municipal: _____

Ciudad, Villa o Sección: _____

1.4. División Administrativa

Direc. Regional: _____

Dist. Escolar: _____

Núcleo: _____

2. Características Generales

2.1 Tipo de Centro Docente

Primaria	B1
Escuela Hogar	B2
Primaria e Intermedia	B3

2.2. Carácter

OFICIAL	SEBRAC	E1
	Gobierno Central	E2
	Org. Público Descentralizado	E3
PRIVADO	Sem. Oficial	P1
	Particular	P2
	Otro	P3

2.3. Zona

Urbana	1
Rural	2

2.4. Servicio

Programa de Nutrición Escolar	1
Servicio de Asistencia Médica y/o Dental	2
Programa de Nutrición Escolar y Servicio de Asistencia Médica y/o Dental	3
No tiene ninguno de estos Programas	4

2.5. Reforma

El centro docente está en Reforma	1
El centro docente no está en Reforma	2

2.6. Sexo

De Varones	1
De Hembras	2
Coeducacional	3

2.7. Número de Maestros

De maestro Único	1
De varios maestros	2

2.8. Calendario

Regular	1
Cafetalero	2

2.9. Costo Promedio Anual por Alumno

Menos RDS 20.00	1
RDS 21 a 50	2
RDS 51 a 100	3
RDS 101 a 150	4
RDS 151 a 200	5
RDS 201 a 300	6
RDS 301 a 400	7
RDS 401 a 500	8
RDS 501 a 6 más	9
GRATUITO	0

2.10. Utilización del Local

En el local funciona(n) otro(s) centro(s) docente(s)	1
En el local no funciona(n) otro(s) centro(s) docente(s)	2

2.11. Dispositivo Legal

Aprobación	1
Otro (Especifique)	2
Número de la Ordenanza	
Dímes/Año	

2.12. Tarda de Trabajo

Matutino Vespertino	1
Matutino	2
Vespertino	3
Nocturno	4
Vespertino y Nocturno	5

2.13. Propiedad del Local

Propio	1
Alquilado	2
Cedido	3
Otro (Especifique)	4
Monto Mensual del Alquiler RDS	

2.14. Subvención

No es subvencionado por el estado	1
Es subvencionado por el estado	2
Monto Anual de la Subvención	

2.15. Construido por:

El Estado	1
Oficina de Desarrollo de la Comunidad (O.D.C.)	2
Comunidad	3
OCC y Comunidad	4
Otras Instituciones	5
Particular	6

Nombre legible del Director del Centro Docente

Firma y Sello del Director del Centro Docente

CODIGO DEL CENTRO DOCENTE

EDUCACION PRIMARIA
PERIODO LECTIVO 198 / 198
 (Formulario No. 2)

DIA **MES** **AÑO**

1. Alumnos por Grado y Sexo

Matrícula al inicio del año escolar.

T.O.T.A.L.E.S			P R I M A R I A												INTERMEDIA			
			1er. Grado		2do. Grado		3er. Grado		4to. Grado		5to. Grado		6to. Grado		7mo. Grado		8vo. Grado	
T	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

Matrícula Total

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

MATRÍCULA DE LA ESCUELA	Ingresante
	Promovidos
	Repitientes
	Reentrantes
	T O T A L

2. Curso por Grado

Total de Cursos

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3. Maestros por Grado

Total de Maestros

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

4. Matrícula por Edad

Matrícula al inicio del año escolar. Alumnos clasificados por edades simples, en años cumplidos al 01 de Julio.	Menos de 7
	7 años
	8 años
	9 años
	10 años
	11 años
	12 años
	13 años
	14 años
	15 años
	16 años
	17 años
	18 años
19 años y +	
T O T A L	

11

EDUCACION PRIMARIA

1. PERSONAL DEL CENTRO DOCENTE
(Formulario No. 3)

DÍA	MES	AÑO

CODIGO DEL CENTRO DOCENTE				

NACIONALIDAD
DOMINICANA
EXTRANJERA

CON TITULO DOCENTE		
TOTAL	MASC.	FEMEN.

SIN TITULO DOCENTE		
TOTAL	MASC.	FEMEN.

ADMINISTRATIVO		
TOTAL	MASC.	FEMEN.

SERVICIO		
TOTAL	MASC.	FEMEN.

AULAS	
TOTAL EN USO	

2. RELACION DEL PERSONAL QUE TRABAJA EN EL CENTRO DOCENTE.

Nº. DE ORDEN	APELLIDOS Y NOMBRES	CEDULA		NACIONALIDAD	ESTADO CIVIL	SEXO	EDAD	CARGO ACTUAL	TITULO, DIPLOMA O CERTIFICACION	MENCION		TIEMPO DE SERVICIO	TIEMPO DE TRABAJO		SUELDO MENSUAL RD\$.
		NUMERO	SERIE										No. DE TANDA	No. DE CUATROS	
001															
002															
003															
004															
005															
006															
007															
008															
009															
010															
011															
012															
013															
014															
015															
016															
017															
018															
019															
020															

120

FORMULARIO No. 2

PARTE 1: Alumnos por grado y sexo

i.- Anotar la matrícula neta de los alumnos registrados en el centro docente al momento de llenar el formulario, (30 de octubre y 20 de febrero), para el calendario regular y cafetalero respectivamente) desagregándolo por sexo, incluyendo a los alumnos trasladados de otro centro docente y excluyendo a los retirados.

Ejemplo:

Matrícula al inicio del año escolar	206
Transferido de otros centros docentes	17
Retirados	-12
Matrícula neta al inicio del año escolar	211

La matrícula neta (211) debe ser anotada en el formulario No. 2 desagregado por grados y sexo. (Ver ejemplo 2)

ii.- **Situación de la matrícula**

La información obtenida (211 alumnos), se debe desagregar en ingresantes, promovidos, repitientes y reentrantes por grado de estudio y sexo, teniendo en cuenta las siguientes definiciones:

INGRESANTES: Son los alumnos que por primera vez se matriculan en el primer grado.

PROMOVIDOS: Son los alumnos matriculados en el año de estudio inmediatamente superior al que estuvieron en el año escolar próximo pasado.

REPITIENES: Son los alumnos que se matriculan en el mismo grado de estudio por haber sido reprobados o retirados el año próximo pasado.

REENTRANTES: Son aquellos alumnos que suspendieron sus estudios en uno o más años y en el presente año escolar reiniciaron sus estudios.

PARTE 2: Cursos por grados

Anotar el número de cursos por grado que tiene el centro docente informante.

PARTE 3: Maestros por grados

Anotar el número de docentes con aula a cargo desagregado por grado y sexo.

PARTE 4: Matrícula por edad

Para llenar este rubro, es necesario tener en cuenta que la edad correspondiente a los años cumplidos al 01 de julio del presente año y al igual que la PARTE 1, ésta debe estar desagregada por grado y sexo, cuidando que las cantidades de las filas totales que indican las flechas en el cuadro sean iguales.

1111121014
Grupo del Centro Docente

UNIDAD 2
DIRECCION PRIMARIA
PERIODO LECTIVO 1987-88

1111111111
Día Mes Año

1.- Alumnos por Grado y Sexo		Formulario No. 2													
Matrícula al Inicio del Año Escolar	T O T A L E S	1er. Grado		2do Grado		3er. Grado		4to Grado		5to Grado		6to Grado		7to Grado	
		Masculino	Femenino	Masculino	Femenino	Masculino	Femenino	Masculino	Femenino	Masculino	Femenino	Masculino	Femenino	Masculino	Femenino
Matrícula Total	211	122	89	27	10	25	10	18	20	15	18	13	17	22	15
Situación de la Matrícula T O T A L	Ingresantes	20	20	16	20	16	-	-	-	-	-	-	-	-	-
	Promovidos	151	87	64	-	-	20	15	18	24	17	12	17	11	15
	Repitientes	22	16	9	7	6	3	3	1	1	-	-	-	-	-
	Reentrantes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.- Cursos por Grado		Total de Cursos													
4.- Maestros por Grado		Total de Maestros													
5.- Matrícula por Edad		Total de Alumnos													
Matrícula al Inicio del Año Escolar por edad cumplida al 01 de julio	7 años	20	20	16	20	16	-	-	-	-	-	-	-	-	-
	8 años	28	28	16	12	12	-	-	-	-	-	-	-	-	-
	9 años	37	37	16	21	21	-	-	-	-	-	-	-	-	-
	10 años	27	27	15	12	12	-	-	-	-	-	-	-	-	-
	11 años	27	27	16	11	11	-	-	-	-	-	-	-	-	-
	12 años	22	22	10	12	12	-	-	-	-	-	-	-	-	-
	13 años	17	17	8	9	9	-	-	-	-	-	-	-	-	-
	14 años	11	11	6	5	5	-	-	-	-	-	-	-	-	-
	15 años	6	6	3	3	3	-	-	-	-	-	-	-	-	-
	16 años	1	1	1	1	1	-	-	-	-	-	-	-	-	-
	17 años	-	-	-	-	-	-	-	-	-	-	-	-	-	-
T O T A L	211	122	89	27	10	25	10	18	20	15	18	13	17	22	15

APENDICE E

PLANILLA DE EVALUACION DE LA INVESTIGACION

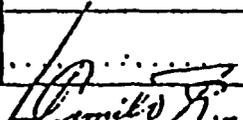
**CUADRO RESUMEN DE LOS RESULTADOS DE LA
EVALUACION DE LAS PROPUESTAS DEL CONCURSO DE
INVESTIGACION**

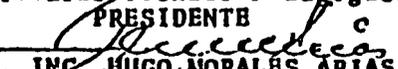
TEMAS	INSTITUCIONES PROPONENTES	PUNTAJE OBTENIDO				
		TOTAL	CURRICULUM	CRONOGRAMA	DISEÑO	PRESUPUESTO
I Guianza de la repetición y docencia.	a) INTRC					
	b) Estudios Agrotécnicos					
II Realidad Socio-económico Cultural de la zona	a) INTEC					
	b) Grupo Investigaciones Sociales					
	c) Estudios Agrotécnicos					
III Diagnóstico sobre las necesidades de capacitación para maestros y Directores	a)					
	b) Estudios Agrotécnicos					
IV Evaluación del cumplimiento de los objetivos de la Educación.	a) INTEC					
	b) Estudios Agrotécnicos					

COMISION EVALUADORA DEL CONCURSO:


DR. VIRGILIO DE JS MOYA
Director del P. DE
MIEMBRO

LIC. THELMA CAMILO ROSA
Directora General de Primaria
MIEMBRO


LIC. DANILLO CAMILO REYNOSO
Subsecretario Técnico-Pedagógico
PRESIDENTE


ING. HUGO MORALBS ARIAS
Direct. General Oficina Técnica
de Planificación
(Interino).


LIC. MIRIAM DIAZ SANTANA
Encargada del Departamento d
Investigaciones Educativas.-

APENDICE F

**Estadísticas sobre Estudiantes y Maestros dentro
de las Areas de FIDE
1979-1982**

SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS

PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO, PIDE

No. de Maestros por Distritos de los 85 Núcleos Rurales

en el Proyecto por Año Escolar

<u>Distrito Escolar #</u>	<u>1979/80</u>	<u>1981/82</u>	<u>Porcentaje de Diferencia entre 1979/80 y 1981/82</u>
13	142	192	+ 28.2
14	70	72	+ 2.8
15	154	161	+ 4.4
16	131	162	+ 19.2
18	139	189	+ 26.5
17 A	133	145	+ 8.3
19	139	189	+ 26.5
24	253	336	+ 24.8
20	37	47	+ 21.3
21	147	204	+ 28
22	62	86	+ 28
23	46	59	+ 22.1
25 N#8	17	21	+ 19
28	181	225	+ 19.6
29	187	275	+ 32
	<u>1,885</u>	<u>2,363</u>	

SECRETARÍA DE ESTADO DE EDUCACIÓN, BELLAS ARTES Y CULTOS

PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO, PIDE

Matrícula por Distrito de los 85 Núcleos Rurales

en el Proyecto por Año Escolar

<u>Distrito Escolar #</u>	<u>1979/80</u>	<u>1981/82</u>	<u>Porcentaje de Diferencia entre 1979/80 y 1981/82</u>
13	8,929	10,751	+ 17.
14	4,358	4,657	+ 6.5
15	9,334	9,080	- 2.7
16	10,107	9,740	- 3.6
18	12,593	13,077	+ 3.8
17	10,496	9,892	- 5.8
19	10,097	11,965	+ 15.7
24	18,171	22,253	+ 18.4
20	2,744	3,283	+ 16.5
21	14,718	15,602	+ 5.7
22	5,979	6,833	+ 12.5
23	2,979	3,533	+ 15.7
25 N. #8	1,522	1,222	- 19.7
28	12,704	15,860	+ 19.9
29	13,393	18,026	+ 25.8
	<u>138,574</u>	<u>155,764</u>	

APENDICE G

**ENTRENAMIENTO DEL PERSONAL DIRECTIVO
PROVISTO POR PIDE**

S E E B A C
P I D E

COMPONENTE #3 ENTRENAMIENTO EN EL PAIS

Previsto en el
Plan de Implementación

Implementado Hasta Sept. 1, 1983

<u>Cursos Regionales</u>	<u>Previsto en el Plan de Implementación</u>			<u>Implementado Hasta Sept. 1, 1983</u>		
	<u>No. de Curso</u>	<u>No. de Días Por curso</u>	<u>Costo</u>	<u>No. de cursc</u>	<u>No. de Días por curso</u>	<u>Costo</u>
Relaciones Humanas.	1	5	5,875	1	4	\$ 5,325
Administración.	1	15	16,625	4	5	
Supervisión.	2	15	33,250	1	5	6,795
Planificación y Evaluación de Currículum.	1	10	3,609	1	10	1,060
Metodología Matemática y C. Naturales.	2	10	38,254	1	5	6,485
Metodología Lenguaje y C. Sociales.	2	10	38,254	1	5	6,330
Selección y Uso de Materiales Didácticos.	3	15	84,551	4	5	
Enseñanza Multigrado.	1	10	19,127	2	5	
Planes de Clases y Evaluación de Alumnos.	2	10	38,254	1	5	
Planificación Regional, local y Evaluación de Educación.	2	15	33,250	0	0	0
Formación de Adultos.	2	10	22,500	0	0	0
Formación Técnico y Prof.	2	10	13,040			
Formación No Formal.	1	10	19,127	0	0	0
Metodología y Criterios de Promoción para el 1º grado.	-	-	-	1	5	
Estadística.	-	-	-	1	5	
TOTALES	22	145	365,716	18	59	

133

SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS
 PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO, PIDE

SEMINARIOS TALLERES EN EL
 PAIS EJECUTADO
 1982.

Título de Seminario Taller	Lugar	Duración	Fecha de Inicio	Fecha de Terminación	Participantes		Costo
					Tipo	Número	
Producción y uso de Materiales Didácticos (C)	San Cristóbal	5 días (50 horas)	Enero 11	Enero 15	Maestros	78	6,159.90
Producción y uso de Materiales Didácticos (D)	San Cristóbal	5 días (50 horas)	Febrero 1	Febrero 5	Maestros	78	5,690.23
Producción y uso de Materiales Didácticos (A)	San Cristóbal	5 días (50 horas)	Febrero 22	Febrero 26	Maestros	65	6,358.26
Enseñanza Multigrado	San Cristóbal	5 días (50 horas)	Febrero 15	Febrero 19	Maestros	78	5,647.16
Administración y Supervisión IV	Villa Olimpica	30 días (30 horas)	Junio 14 Junio 21	Junio 16 Junio 23	Dir.Núcl. Dir.Dist.	100	4,638.38
Materiales Didácticos y Enseñanza Multigrado	Zona de PIDE	5 días (viernes)	Marzo 26	Abril 30	Maestros	2,530	28,474.95
Planificación del Sector Educación	Santo Domingo	10 días (40 horas)	Julio 12	Julio 23	Técnicos de SEEBAC	23	263.25
Producción y uso de Materiales Didácticos II (B)	San Cristóbal	5 días (50 horas)	Julio 19	Julio 23	Maestros	69	4,925.60
Planes de Clases y Evaluación de Estudiantes.	Villa Olimpica	5 días (50 horas)	Julio 26	Julio 30	Maestros	87	5,301.76
Producción y uso de Materiales Didácticos II (A)	San Cristóbal	5 días (50 horas)	Agosto 2	Agosto 6	Maestros	64	5,406.76
Interferentes del Aprendizaje	Santo Domingo	5 días (50 horas)	Agosto 9	Agosto 13	Maestros	84	4,385.50
Producción y uso de Materiales Didácticos II (C)	San Cristóbal	5 días (50 horas)	Agosto 23	Agosto 27	Maestros	70	4,917.45

125

SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS
PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO, PIDE

Sumario de Entrenamiento en el País

Mayo 4, 1981 - Diciembre 31., 1983

AÑO	No. DE CURSOS		No. DE HORAS DE CURSOS	PARTICIPANTE		COSTO	COSTO/PARTICIPANTE**
	REGIONAL	MULTIPLICACION		TIPO	No.		
1981	7 (13)*	-	330	ADMINISTRAT. TECNICOS MAESTROS	575	\$39,212.93	568.19***
	-	4	30	MAESTROS	1,500	3,629.00	2.42
1982	8 (12)	-	400	ADMINISTRAT. TECNICOS MAESTROS	829	57,948.14	69.90***
	-	5	100	MAESTROS	5,040	43,778.89	8.68
1983	12 (6)		439	ADMINISTRAT. TECNICOS MAESTROS	1,614		
		4	148	MAESTROS	7,197		

* No. de Grupos.

** Incluye costos de planificación y supervisión.
(No incluye salarios de equipos de trabajo, ni participantes)

*** Costo por participantes por 5 días.

PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO (PIDE)

SEMINARIOS TALLERES EN EL
PAIS EJECUTADO
1981

Titulo de Seminario Taller	Lugar	Duración	Fecha de Inicio	Fecha de Terminación	Participantes		Costo
					Tipo	Número	
Relaciones Humanas y Des. Comunitario	Santo Domingo	4 Días (40 horas)	Mayo 4	Mayo 7	Dir. Reg. Dir. Dis. Dir. Núcl	1 15 80	5325.
Administración y Supervisión I A	San Cristóbal	5 Días (50 horas)	Mayo 11	Mayo 15	Dir. Dis Dir. Núcl (A)	30	7188.33
Administración y Supervisión I B	San Cristóbal	5 Días (50 horas)	Mayo 18	Mayo 22	Dir. Dis. Dir. Núcl (B)	36	
Administración y Supervisión I C	San Cristóbal	5 Días (50 horas)	Junio 1	Junio 5	Dir. Dis. Dir. Núcl (C)	31	
Metodología de Lenguaje y Est. Sociales	Santo Domingo	5 Días (45 horas)	Junio 8	Junio 12	1 Maestro por Núcl. ABC	64	6330.24
Metodología de Matemática y Cs. Naturales	Santo Domingo	5 Días (45 horas)	Junio 22	Junio 26	1 Maestro por Núcl. ABC	76	6485.20
Desarrollo y Evaluación de Currículum	Santo Domingo	10 Días (50 horas)	Junio 22	Julio 10	Técnicos Asesores Técnico	35	1059.64
Metodología de 4 Materias	Toda la región Surcentral	30 horas	Julio 13	Julio 31	Maestro de 3ro. y 4to Grado	(1500) Aproxim.	3629.00
Administración y Supervisión II B	San Cristóbal	5 Días (50 horas)	Agosto 10	Agosto 14	Dir. Dis. Dir. Núcl. (B)	30	1935.90
Administración y Supervisión II A	San Cristóbal	5 Días (50 horas)	Agosto 17	Agosto 21	Dir. Dis. Dir. Núcl. (A)	22	1921.10
Administración y Supervisión II C	San Cristóbal	5 Días (50 horas)	Sept. 7	Sept. 11	Dir. Dis. Dir. Núcl. (C)	34	2,173.00

197

SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS
 PROYECTO INTEGRADO DE DESARROLLO EDUCATIVO (PIDE)

SEMINARIOS TALLERES EN EL
PAIS EJECUTADO

1961

Titulo de Seminario Taller	Lugar	Duración	Fecha de Inicio	Fecha de Terminación	Participantes		Costo
					Tipo	Número	
Administración y Supervisión III C	Villa Olimpica	5 días (50 horas)	Nov. 2	Nov. 6	Día. Día. Día. Núcl	28	1852.13
Administración y Supervisión III B	Villa Olimpica	5 días (50 horas)	Nov. 16	Nov. 20	Día. Día. Día. Núcl	29	2068.93
Administración y Supervisión III A	Villa Olimpica	5 días (50 horas)	Nov. 30	Dic. 4	Día. Día. Día. Núcl	44	2,867.46
					Totales	2,075	42,841.93
					Promedio por participante:	=	20.64

138

PIS
S.D.E.