156

CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) -- PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
RURAL EDUCATION II PROJECT	Loan 511-V-057 Grant No. 511-0482	USAID/Bolivia

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) 86-1

☒ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 77	B. Final Obligation Expected FY 84	C. Final Input Delivery FY 85	A. Total $ ____ B. U.S. $ 12,129,000	From (month/yr.) 01/78 To (month/yr.) 11/84 Date of Evaluation Review 11/84

8. 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
In Oct-Nov 1984, a University of New Mexico Evaluation Team reviewed the Rural Education II project. Their major recommendations are the following: 1. Teacher training would be more optimal if it were more responsive to the realities of rural life (bilingual education, community education), if training could take place in a rural context, and more carefully consider the Rural Primary School curriculum. 2. The need for sophisticated materials and equipment should be carefully assessed. Simpler and more readily available items such as blackboards and poster paper are often more needed than movie projectors and tape recorders. 3. Smoother relations with other agencies could be attained if the project were housed in the same office as the National Directorate for Rural Normal Schools, and if sensitive liasons were incorporated to interpret differences and agreements between GOB and USAID. 4. Provisions need to be made for the institutionalization of the project's accomplishments, the future of the teacher training programs, and the Instituto Superior de Educación Rural.	G. Bowers HHR USAID/B	000053 N/A Project Terminating

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS N/A

- ☐ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☐ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT N/A

- A. ☐ Continue Project Without Change
- B. ☐ Change Project Design and/or ☐ Change Implementation Plan
- C. ☐ Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

DP:KRogers: KR
DP:WJGarvelink:
DP:AAFunicello:
HHR:GBowers: GB

12. Mission/AID/W Office Director Approval

Signature

Typed Name George A. Wachtenheim
Director a.i.

Date

AID 1330-15 (3-78)

RURAL EDUCATION II PROJECT
(REIIP)

PD-AAQ-168

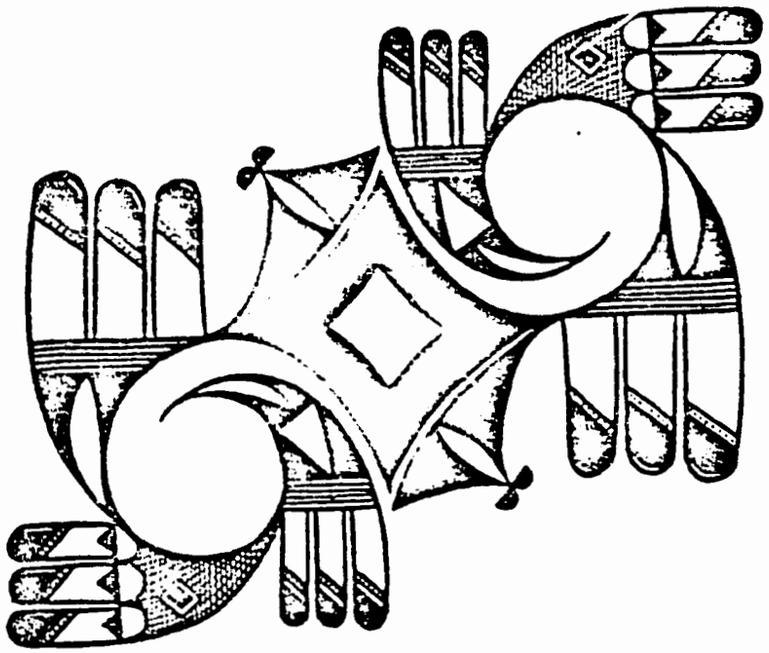
EVALUATION REPORT

c.2

Contract No.

Loan No. 511-V-057

Grant No. 511-0482



Prepared by the University of New Mexico Evaluation Team
for the United States Agency for Internation Development
and the Government of Bolivia

Evaluation Team:

J. Heriberto Jaramillo, Ph.D.

Patrick B. Scott, Ed.D.

October 29 - November 30, 1984

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

RURAL EDUCATION II PROJECT (REIIP)

EVALUATION REPORT

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LATIN AMERICAN PROGRAMS IN EDUCATION
COLLEGE OF EDUCATION TELEPHONE 505: 277-2202, 277-2203

CONTENTS

Page

Preface i

I. COMPREHENSIVE OVERVIEW OF THE RESULTS OF THE EVALUATION . 1

II. DOCUMENTATION OF PROGRESS 8

III. CURRENT IMPLEMENTATION STATUS OF THE NON-CONSTRUCTION ASPECTS OF THE PROJECT AND PROGRESS TOWARD ACHIEVEMENT OF THE PROJECT'S PURPOSE 18

IV. PROJECT OBJECTIVES SPECIFICALLY ADDRESSED 38

V. EDUCATIONAL ADMINISTRATION AND PROJECT ADMMINISTRATION .. 46

VI. TEACHER TRAINING, CURRICULUM AND MATERIALS DEVELOPMENT .. 57

VII. PERFORMANCE IN COMPLIANCE WITH KEY IMPLEMENTATION ACTIVITIES 64

Appendix A STUDENT QUESTIONNAIRE 67

Appendix B TEACHER QUESTIONNAIRE 70

Appendix C AUTHORITY QUESTIONNAIRE 73

Appendix D LETTERS OF IMPLEMENTATION 77

Appendix E DISBURSEMENT OF FUNDS 1983-1984 84

PREFACE

The seven sections of this evaluation report have been organized according to the major divisions in the Scope of Work of the contract. Such an organization should facilitate referral to the conditions of the contract, but it does create a certain amount of repetition. The first section is a "Comprehensive Overview of the Results of the Evaluation". That section summarizes the major findings, conclusions and recommendations. Therefore there is no traditional final section with a summary, conclusions and recommendations.

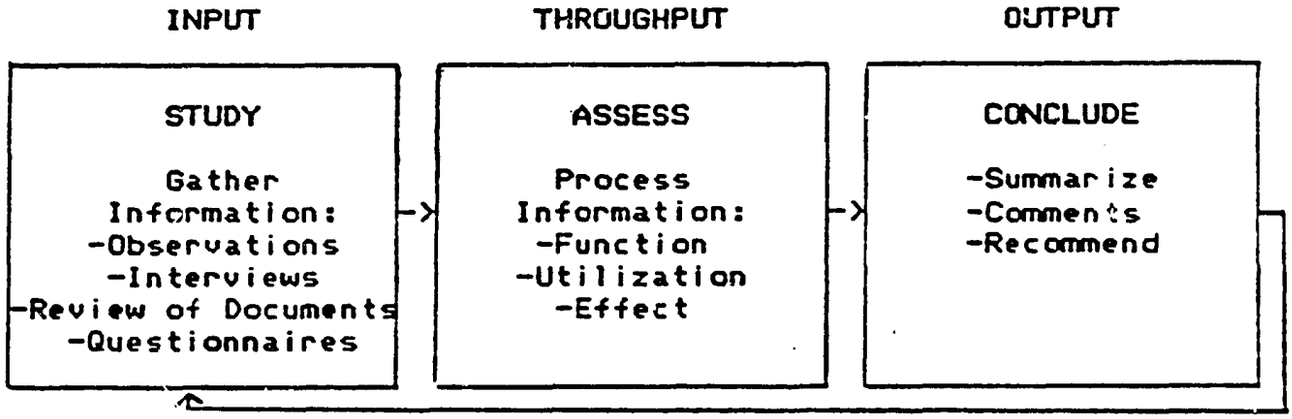
The evaluation team members were like to thank all the individuals in Bolivia who facilitated the data collection for this evaluation. They would also like to thank the Bolivian people for their hospitality during what was obviously a very trying time in their history.

I. COMPREHENSIVE OVERVIEW OF THE RESULTS OF THE EVALUATION

The Evaluation Team began work in Bolivia on Monday, Octuber 29, 1984 to evaluate the Rural Education II Project (REIIP) that has involved the cooperative efforts of the Government of Bolivia (GOB) through its Ministry of Education and Culture (MEC), the United States Agency for International Development (USAID) and the Academy for Educational Development, Inc. (AED). In this introductory section of the report an overview will be presented of the procedures used in the evaluation, how those procedures were implemented, and the major results obtained.

Evaluation Procedures

The model used in the evaluation can be diagrammed as follows:



Information was gathered for the evaluation from

1. documents published by USAID and REIIP,
2. interviews with REIIP staff past and present,
3. interviews with various MEC officials,
4. interview with Rural Normal School administrators, teachers, and students,
5. interviews with Mobile Team members,
6. interviews with AED long-term and short-term advisors,
7. questionnaires for MEC authorities, and Rural Normal School teachers and students.

Copies of the three questionnaires are attached as Appendices A, B and C. The questionnaire items came from three sources: a "Diagnosis on Rural Teacher Training College in Bolivia" that was carried out in 1972, various questionnaires that were used by REIIP technicians in a diagnosis they carried out in 1979, and a few items that were very specifically designed for the objectives of this particular evaluation. While some of the items are not exactly what might be wanted, they were selected from the only two other surveys that were available so there would be some basis for comparing the current situation in the Rural Normal Schools with what had been the situation in the past. In the statistical comparisons a Chi square is used used because it required relatively few assumptions and is easily calculated in the short time available for the evaluation.

The sample used from the population of MEC authorities was 27 MEC officials, project Rural Normal School rectors, District Rural Education Directors, and Mobile Team members. Unfortunately not all of the individuals in those groups were available so the sample is not statistically random.

The sample of 63 Rural Normal School teachers includes 17 from Villa Serrano, 4 from Portachuelo, 9 from Caiza "D", 17 from Canasmoro, 8 from Caracollo, and 8 from the Higher Institute of Rural Education (ISER). The numbers are low from Caiza "D" and Portachuelo because many of the teachers were off evaluating student teachers on the days of the evaluation team visit, and low for Caracollo because there was a General Strike the day the questionnaire was applied.

The sample of students includes second and third year students, most of who were studying primary or intermediate education. From Villa Serrano there are 66, 31 from Portachuelo, 42 from Caiza "D", 36 from Canasmoro, and 43 from Caracollo. Strict random sampling was not used as it was felt that it might disrupt the regular activities more than was desired. For purposes of comparison with past surveys it was desired to use just third year students, but that was not deemed practical because many third year students were assumed to be away from campus doing their practice teaching.

Some of the data collected from the 1984 authorities was compared with data from 35 authorities surveyed in 1972: 4 government officials, 15 Rural Normal School rectors, and 16 district supervisors. Two different groups offered some comparison with the 1984 teachers: a 1972 sample from unspecified Rural Normal Schools, and various 1979 samples from the Rural Normal Schools in the project.

<u>Implementation of the Evaluation Procedures</u>

Sunday, Oct. 28 Jaramillo met with Dr. Claude Boyd, USAID Project Coordinator; Frank Torres, AED Chief of Party; and Vicente Choque, ex-REIIP techician and director.

Monday, Oct. 29 Visits with Dr. Boyd, REIIP and AED staff, and review of the Scope of Work.

Tuesday, Oct. 30 Further visits with AED and REIIP staff, visits with the Minister of Education and the Subsecretary of Rural Education, planning for trips to the various Rural Normal Schools in the project and to ISER, meeting with the National Director of CUrriculum, studying of documents provided by Claude Boyd.

Wednesday, Oct. 31 Initial visit to the Rural Normal School in Caracollo; interviews there with the rector, administrative staff, Mobile Team chief, and professors; visit to the district rural education office, but the only person present was a teachers union (CONMERB) official.

Thursday, Nov. 1 Visit to the National Directorate of Rural Normal Schools, first request for data on Rural Normal School students and teachers, visit with Henry Bassford (USAID/B

Director), interview with Ernest Gurule (AED long-term advisor in teacher training), study of documents received up to that point.

Friday, Nov. 2 Searching through files at USAID for more pertinent documents, study of documents, design work on questionnaires.

Saturday, Nov. 3 Study of documents, design work on questionnaires, visit with Carlos Orozco (first REIIP Director).

Sunday, Nov. 4 Studying documents, completion of design work on questionnaires.

Monday, Nov. 5 Printing of questionnaires, meeting with José Quiroga (teachers union official), meetings with various USAID staff members, attending USAID project meeting, studying documents.

Tuesday, Nov. 6 Flight to Sucre, visit with the René Vidales (District Director of Rural Education for Chuquisaca), study of documents.

Wednesday, Nov. 7 Scott traveled with Boyd to the Rural Normal School in Villa Serrano, meeting with Villa Serrano Mobile Team.

Jaramillo was scheduled to fly to Tarija, but flights were cancelled.

Thursday, Nov. 8 Scott met with Villa Serrano rector, teachers and students, distributed and collected questionnaires; returned to Sucre.

Jaramillo tried to fly to Tarija, but still no flights.

Friday, Nov. 9 Still no flights from Sucre to Tarija, decision to go to Tarija overland, car trouble in Potosí.

Saturday, Nov. 10 Chance meeting with Ernesto Carvajal (ex-chief of the Caiza "D" Mobile Team), continued on journey to Tarija, further car trouble, arrived in Tarija at 1' PM (33 hours after leaving Sucre).

Sunday, Nov. 11 Studying documents, preparing programs for storing and analysis of questionnaire data, meeting with José Vicente Alvarez (AED long-term advisor to ISER)

Monday, Nov. 12 Meetings with the rector and administrative staff at ISER, further talks with José Vicente Alvarez about his work at ISER.

Tuesday, Nov. 13 Visit to the Rural Normal School at Canasmoro; the regular school was already over so very few students and faculty were there; it was possible to meet with the rector, general secretary and librarian, and make plans for a Thursday return trip because faculty and third year students would be back for exams; return to Tarija; work on studying documents and questionnaire data entry; meeting with the Canasmoro Mobile Team; interviews at ISER with more personnel (vice rector, director of learning resources, and secretaries); meeting wih Jordán Segovia (AED short-term contractor and participant in the training in Colombia).

Wednesday, Nov. 14 Repeat visit with the ISER rector, meeting with the Tarija District Director of Rural Education, meeting with Néstor Jurado (past director of REIIP), meeting with Gerónimo Tovar (AED short-term advisor).

Thursday, Nov. 15 Repeat trip to Canasmoro to give teachers and students the questionnaires, return to Tarija. Jaramillo flew to Santa Cruz, while Scott flew to Sucre and travelled by land to Potosí.

Friday, Nov. 16 Jaramillo visted the Rural Normal School in Portachuelo; the rector and most of the faculty were off campus evaluating student teaching; meeting with Mobile Team; applied questionnaire to students, Mobile Team and what few faculty members were present; visit with the District Director in Montero.

Scott visited the District Director and District Normal School Supervisor in Potosí, visited the Rural Normal School in Caiza "D" and found a situation similar to the one Jaramillo encountered in Portachelo, gave questionnaire to students and met with them, met with rector when he returned in the afternoon, traveled to an Escuela de Aplicación to give questionnaire to several teachers who were there evaluating practice teaching.

Saturday, Nov. 17 Return to La Paz, data entry and analysis.

Sunday, Nov. 18 Data entry and analysis.

Monday, Nov. 19 Visits with the few project staff members not on strike (José Tejerina, Planner and Francisco Huanca, Teacher Training Technician), data entry and analysis.

Tuesday, Nov. 20 Scott returned to Caracollo to give the questionnaires and found that most of the teacher were off on strike, but most of the students were on campus, early return to La Paz to begin analyzing the data. Jaramillo interviewed Victor Leon, REIIP curriculum technician.

Wednesday, Nov. 21 Analysis of data, studying documents.

Thursday, Nov. 22 First extensive interview with Emma Alegría (REIIP Director), visit with the Director General of Rural Education, request for further data on Rural Normal School teachers and students, as well as number of trained supervisors and principals, further data analysis, further study of documents, initiation of formal report writing.

Friday, Nov. 23 Visit with Jean Meadowcroft (former USAID Project Manager for REIIP), return to the General Directorate of Rural Education to collect questionnaires and repeat request for data, visit with the National Director of Evaluation, the 10 day strike was over so it was possible to interview more of the REIIP staff, visit with the Sub-Secretary of Rural Education, further document study and report writing.

Saturday, Nov. 24 Visit with Froilán Rojas (National Director of Early Childhood Education), document study and report writing.

Sunday, Nov. 25 Document study and report writing.

Monday, Nov. 26 Fourth trip to the General Directorate of Rural Education in another attempt to get data; interviews with REIIP staff members Isaac Jimenez (administrative chief), Jorge Barrientos (construction chief), Humberto Bravo (legal advisor), Ruben López (construction administrator); documents finally received from REIIP staff; document study; last questionnaires accepted from authorities, data entry and analysis.

Tuesday, Nov. 27 Report writing; final trip the General Directorate to try to get data; interviews with REIIP staff members Tito Castel ("habilitado"), Humberto Salinas (acquisitions), Licis Bustamante (transactions), Manuel Arancibia (Accountant), Nancy Olmos (secretary), Juana Holguin (secretary); interviews with USAID personnel Roverto León de Vivero (project development and evaluation), Joe Hill (controller), Edmundo Ballivian (controller's office).

Wednesday, Nov. 28 Visit with the Minister of Education and report writing.

Major Results Obtained

One of the questionnaire items asked authorities and Rural Normal School teachers about the general impact of REIIP.

TABLE 1.1

The impact of REIIP has been positive.				
1984 authorities	n=27	Yes=70%	Partially=26%	No=4%
1984 teachers	n=63	Yes=25%	Partially=57%	No=14%
		no response=4%		
Chi square=15.57	Significant beyond the 0.01 level			

In interviews it also seemed to be the case that administrators and officials were more positive with respect to the overall impact of the project than were the Rural Normal School teachers. Both groups seemed most impressed by the fact that the project was providing new building (although little was evidently being done to maintain the building they already have) and that they now had some relatively sophisticated audio-visual equipment (although there was almost no evidence that the equipment was being used). Next in importance to both groups seemed to be the training that had been provided through the project.

The project has had to work in an atmosphere of political and social instability, and for the last two years, economic chaos.

1. As near as could be determined since the signing of the project agreement on August 30, 1977 Bolivia has had at least 10 presidents.

2. There have been at least 13 Ministers of Education.

3. After the García Meza coup July 17, 1980, USAID funds for the project were frozen. They were not completely restored until the signing of Implementation Letter No. 41 on December 23, 1982.

4. REIIP has had at least seven directors, one of whom has served more than once, three of whom served for relatively short periods. There have also been significant periods when the project was without a director.

5. Similar kinds of staff turnover is evident among the Central Office technicians (none of the originals remain), the Mobile Teams (only 12 of the 30 trained in Colombia are currently on the teams), the ISER professors (only one of 13 trained in Colombia is currently employed there), and Rural Normal School teachers (for four of the project schools 34% were in their first year at the school and 74% had been there less than two years).

6. Strikes of various kinds have hampered the activities of the project, particularly in 1984. During the 25 weekdays of this evaluation there were some kinds of significant, crippling strikes on 13 days.

7. Inflation has been phenomenal. The exchange rate for one US dollar until November 30, 1979 was $b20.38. Until February 9, 1982 it was about $b25.00. Then the mad climb began. It reached over $b200.00 by the end of 1982. On Nov. 21, 1983 it was set at $b500.00, jumped to $2000.00 on April 13, 1984, to $5000.00 on October 19, 1984, and to $b9000.00 on November 23, 1984. An active parallel markets has offered rates at least double that of the official rate.

The Teacher Training component has perhaps been the most successful. Sixty-one individuals were trained in Colombia for the project, hundreds of Rural Normal School teachers have been trained in courses at ISER, and thousands of Rural Primary School teachers have been trained in Workshop-Seminars. The training of Rural Primary School teachers has not been optimal because the necessary administrative approval for vacation courses has not always been granted, and because the Mobile Teams have not always been very mobile. Although the training appears to have been of a reasonable high academic standard, it may not always have responded to the realities of rural life nor been intimately related to the Rural Primary School curriculum. Perhaps the training would have been more effective in modeling appropriate rural content, techniques and materials if more of it had taken place in typical rural settings.

Much work has been done and redone in Curriculum Development for the Rural Normal Schools and for ISER. It is been a cooperative effort with other projects, many agencies of the MEC, and recently, the teachers union. Such wide participation has helped insure cooperation in implementation. Despite all the work there still seems to be a feeling among authorities and teachers that the Rural Normal School curriculum is not responding as it should to prepare teachers to help with rural development. The Rural Normal School curriculum also does not appear to be based strongly on a well-defined Rural Primary School curriculum.

The Teacher Material Development component has produced at least fifty documents that have been used in teacher training. Apparently, after initial use in a specific training activity, there are few if any copies available for further dissemination. Plans have called for ISER to become a materials production center. Realization of those plans have be slowed down by the late arrival of a offset printing outfit. As of this moment, although several texts are ready for publication, the offset printer has still not been made operational. Plans also call for ISER to be a production and coordination center for modules to used in a distance education program.

The Project Agreement also called for materials to be produced for use with audio-visual equipment. The Rural Normal Schools have received overhead projectors, opaque projectors, video cassette recorders, and movie projectors, but little, if any,

training in their use or materials to use with them. It seems reasonable to question the technological appropriateness of much of that equipment in Rural Normal Schools in Bolivia, many of which have seriously deteriorated blackboards.

In the Administrative Improvement component several seminars and courses were conducted for principals and supervisors. The main emphasis of the content was Educational Administration, Planning, and School Supervision. It seems to be that participants are very happy with the training. Little accomplishment was seen in influencing for change in the actual administration of ISER and the Rural Normal Schools, as well as at the national level in the National Directorate of Rural Education and the National Directorate of Rural Normal Schools. Much has been done in REIIP to cooperate with other projects and with agencies within the MEC. Cooperation with the MEC might have been maximized if some way could have been worked out for REIIP to have been housed within the same offices as the National Directorate of Rural Normal Schools.

II. DOCUMENTATION OF PROGRESS

Perhaps the most convenient way to document the progress of REIIP is by indicating the dates of the major accomplishments and obstacles.

August 30, 1977 The original Project agreement between the Republic of Bolivia and the United States of America was signed.

January to June 1978

January 1, 1978 Carlos Orozco was appointed as the first Project Director.
January 10, 1978 The original Project agreement was approved by Bolivian Supreme Decree No. 15241.
April 1978 Claude Boyd was contracted by USAID as Educational Logistics Advisor.
May 1978 Five Central Office technicians were hired to work in Teacher Training, Curriculum, Non-Formal Education, and Educational Communication.
Initial organization and the elaboration of a five year plan were undertaken.

July to December 1978

No reports have been located for this period.
One main activity of this period was the planning to send groups for out of country training. Two Colombian universities, la Universidad Javeriana in Bogotá and the Universidad del Valle in Cali were selected.
Andres Mamani, the REIIP Evaluation technician, was sent for a two month intensive training course in the Universidad del Valle in Guatemala.
Request for Proposals for U.S. technical assistance was drafted and made ready for publication.
REIIP did publish the following text during 1978:
Perez A., Donato. <u>El Problema de la Implantación del Currículo</u>, 25 pages.

January to June 1979

<u>Teacher Training Component</u>
61 teachers were sent for an academic year of training in Colombia. (A total of 79 Bolivians received training in Columbia, but 18 were financed apparently by other projects.) Thirty for Mobile Teams and three for ISER studied in Bogota. Ten for ISER and eighteen for the Rural Normal Schools studied in Cali.
278 participants attended stage 1 and 148 stage 2 of the First National Specialized Seminar on Rural Normal Schools.

Documents on Practice Teaching and Educational Planning were prepared.
A list of possible books to be purchased for the Rural Normal School libraries was prepared.

Curriculum Development/Teacher Material Development Components
Basic schemes for the reformulation of plans and programs for discussion in the First National Specialized Seminar on Rural Normal Schools were prepared.
Publication of the following texts:
Calvo U., Néstor. Apuntes sobre Educación No-Formal, 26 pages.
Luna C., Rosa. Tecnología Educativa, 30 pages.
Mamani A., Andrés. Manual de Evaluación del Aprendizaje, 85 pages.
Menacho F., Eustaquio. Marcos Teóricos sobre Planeamiento de la Educación, 21 pages.
Ugarte M., Constantino. Educación No-Formal: Una Visión Sinóptica, 13 pages.

July to December 1979

No reports have been located for this period. However, a document entitled Diagnosis and Design of Reform in the Rural Normal Schools was located. It reported the results of several large scale surveys in the six Normal Schools in REIIP and was to be a working document for a National Seminar on Curricular Reform.

Among the other activities in this period were the selection of a firm to give technical assistance, and visits by Claude Boyd, Jean Meadowcroft, Carlos Orozco and Emma Alegría to the groups being trained in Colombia.

January to December 1980

May 19, 1980 Signing of the initial contract between the Government of Bolivia and AED.
May 19, 1980 Ernest O'Neil was contracted as a long-term advisor in teacher training.
June 25, 1980 AED Chief of Party, Frank Torres, arrived for a three-week planning visit.
July 17, 1980 Freezing of USAID funds following the Garcia Meza coup.
August 4, 1980 Emma Alegría was removed as Director of REIIP after serving for over a year. REIIP was without a Director for over a month.
August 9, 1980 Serafín Ramirez was appointed Director of REIIP and served for approximately one week.
August 22, 1980 Néstor Jurado was named Director of REIIP.

Teacher Training Component
73 (one report stated 146) Normal and High School teachers attended six month specialization courses at ISER.
Over 600 participants from the Central Office, Mobile Teams, and Normal Schools attended Practice Teaching seminars.
Preparation of a Functions Manual for the Mobile Teams.

Other Components

Preparation and application of survey instruments to detect needs in the Rural Normal Schools and their Application Schools. Reports of that survey have not been located.

Various technical assistance activities in the Rural Normal Schools.

Publication of first and last edition of Servicio Informativo PERII.

Materials Acquisition

Distribution of typewriters and calculators to each project Rural Normal School and ISER.

Distribution of 13,300 volumes to the libraries at the project Rural Normal Schools and ISER.

Distribution of 15 Kawasaki motorcycles to the five Mobile Teams.

Distribution of 1202 cots to the project Rural Normal Schools.

Distribution of one International "vagoneta" to the Villa Serrano Mobile Team.

Obstacles

Inability to distribute 13 four-wheel drive vehicles, seven duplicating machines, and two electronic stencil machines.

USAID funds were frozen.

AED Chief of Party, Frank Torres, was refused permission by US Government to assume his duties in Bolivia.

Claude Boyd, USAID Educational Logistics Advisor, was not allowed by the US Government to return to Bolivia from home leave.

There were apparently many changes in technical and administrative personnel with the change in government.

January to June 1981

January 1981 AED Chief of Party, Frank Torres, was allowed to travel to Bolivia for a one month planning visit.

June 11, 1981 AED Chief of Party, Frank Torres, was allowed to assume his duties as a long-term advisor.

In all components the work accomplished seems to have been mainly of a planning nature.

Publication of the following text:

Montoya F., Raúl. Manual de Educación No-Formal, 20 pages.

Obstacles

Continued restriction of USAID funds limited actions and apparently contributed to a lowered morale.

There were changes in eight of the thirty Mobile Team members and quite a few changes in the Rural Normal School staffs.

July to December 1981

Teacher Training/Curriculum Components

September 28 to October 9, 1981 50 technicians participated in a Seminar-Workshop on the reformulation of plans and programs for the Rural Normal Schools and helped prepare materials for the National Seminar.

October 19 to 30, 1981 260 Rural Normal School Teachers participated in Preseminars to prepare working documents on the reformulation of plans and programs.
November 9 to December 4, 1981 134 technicians, Mobile Team members, Rural Normal School and ISER rectors and teachers participated in a National Seminar on the reformulation of plans and programs.

Other Components
Various planning and support activities were carried out as the priority for action with the limited disbursement of funds was the reformulation of plans and programs for the Rural Normal Schools.

January to June 1982

Teacher Training/Curriculum Component
February 15 to 26, 1982 32 technicians attended a Workshop-Seminar on the interpretation of new plans and programs for the Rural Normal Schools.
March 1 to 12, 1982 270 (194 from REIIP and 76 from PEIA) Rural Normal School teachers attended Workshop-Seminars on the interpretation and implementation of new plans and programs.
April 19 to August 13, 1982 56 Rural Normal School teachers began a four month ISER course. (14 in Curriculum, 13 in Administration, 16 in Guidance and Counseling, 13 in Educational Research.)
60 Mobile Team members, Central Office Technicians, Normal School Rectors, and District Education Directors attended a Workshop-Seminar on Mobile Team functions.

Teaching Material Development
The following documents were published:
Candia C., Hernán; et.al. Métodos y Técnicas de Enseñanza-Aprendizaje, 26 pages.
Mamani A., Andrés; et.al. Evaluación del Aprendizaje, 40 pages.
Torres, Frank. Metodologías y Actividades de las Ciencias Naturales, 180 pages.
Villca T., Simeón; et.al. Objetivos Operacionales, 21 pages.
Zabala E., Marcelino; et.al. Diseño Instruccional, 17 pages.
Zabala E., Marcelino y de Castañn, Carmen. Enfoque de Sistema en Educación, 20 pages.

Obstacles
REIIP was still operating on very limited funds and had still not been fully reactivated and normalized.
During this period the official exchange rate for the US dollar which had been at just under $b25.00 since late 1979 went to over $b100.00.

July to December 1982

July, 1982 Dr. Claude Boyd returned to Bolivia under new contract as Educational Logistics Advisor.
December 23, 1982 Implementation Letter No. 41 was signed reactivating REIIP and extending it until December 1985.

Teacher Training/Curriculum Component

August 1982 Followup Workshop-Seminars to those held in March.

Short term technical assistance was contracted in the areas of Library Science, Psychology and Bilingual Education.

September 24, 1982 to January 21, 1983 62 Rural Normal School teachers trained in a second four month course at ISER. (9 in Administration, 11 in Psychology, 10 in Pedagogy, 11 in Sociology, 12 in Practice Teaching, and 9 in Library Science.)

Other Components

Little reported activity for this period.

Obstacles

Lack of reactivation and normalization of the project until December 23.

Continued inflation: in this six month period the exchange rate for the US dollar went from $b100.00 to over $b200.00.

Delays in the purchase of office furniture and equipment, and teaching materials for Community Education courses.

Delays in the distribution to ISER of donated audio-visual equipment and films. (These apparently were not purchased with project funds.)

Conflicts and difficulities in contracting short-term technical advisors.

January to June 1983

May 23, 1983 Amendment No. 4 to the GOB/AED contract was signed respecifying the terms of AED technical assistance through December 31, 1984.

Teacher Training Component

January 3 to 14, 1983 An Orientation Workshop was held for Project and General Directorate for Rural Education technicians who would be responsible for the Summer Vacation courses and Supervision Seminars.

January 24 to February 4, 1983 1464 Rural Primary teachers attended Summer Vacation courses that focused on Instructional Design.

March 1983 11 Rural Normal School rectors and 218 teachers attended Seminar-Workshops on the interpretation and implementation of plans and programs.

Four short-term advisors were contracted in Natural Science, Mathematics, Social Studies and Language Arts.

April 18, 1983 82 (10 more were sponsored by PEIA) Normal School teachers began the third four month ISER courses. (17 in Natural Science, 18 in Mathematics, 19 in Social Studies, 14 in Language Arts, and 12 in Bilingual Education.)

Five more short-term advisors (10 to 10.5 months) were contracted in the areas of Educational Research, Educational Administration, Guidance and Counseling, Curriculum, and Psychology.

June 6, 1983 80 (20 more were sponsored by PEIA) Rural Normal School teachers began ten month specialization courses at ISER. There were approximately twenty each in the disciplines of Curriculum, School Administration, Educational Research, and Guidance and Counseling.

Curriculum Development Component

The plans and programs for the Rural Normal Schools were revised and reprinted.

Planning was carried out for Summer Vacation courses, the Supervision Workshop-Seminars, the third ISER courses, and the 10 month specialization course to be held at ISER.

Teaching Material Development Component

Among the texts published for the Summer Vacation courses and Supervision Workshop-Seminars were:

Alarcón T., Gustavo. Objetivos Operacionales, 25 pages.

Aparicio De F., Luz; et.al. Métodos de Enseñanza-Aprendizaje para las Asignaturas Humanísticas 19 pages.

Belmonte A., Fernando. Medios Instruccionales, 12 pages.

Belmonte A., Fernando y O'Neil, Ernest. La Matemática en la Escuela Primaria: Conceptos, Contenidos y Medios, 10 pages.

Belmonte A., Fernando y Pérez M., Abigail. Diseño Instruccional, 13 pages.

Ergueta M., Guillermo. La Comunicación: El Arte del Lenguaje, 19 pages.

Nina Q., Leandro. Un Enfoque de Educación No-Formal, 1983, 28 pages.

O'Neil, Ernesto. Guía para la Actualización de Supervisores y DDirectores, 45 pages.

Triveño B., José. Evaluación del Aprendizaje, 26 pages.

Administrative Improvement Component

January 24 to February 4, 1983 44 Zonal Supervisors and 211 Rural Primary Principals attended Workshop-Seminars on supervision, teaching/learning, and Rural Normal School plans and programs.

May 2 to 11, 1983 23 Supervisors, four SAED technicians, and four Mobile Team members from Chuquisaca attended a Supervision Workshop Seminar in Sucre. (They had not been able to participate in January because they were involved in preparations for the 1983 school year.)

Obstacles

There was no official REIIP Director during much of this period.

Bureaucratic delays apparently hampered many of the programmed training and acquisition activities.

Central Office technicians had not been ratified in their positions.

Salaries of Central Office technicians and Mobile Team membes fell behind those of other Ministry of Education employees.

The implementation of the Pari Passu system by USAID may have contributed to delays in budget preparation and uncertainty concerning new procedures.

July to December 1983

July 31, 1983 Expiration of the contract of Ernest O'Neil, the teacher training long-term advisor, which he declined to renew.

October 6, 1983 Ernest Gurule arrived to replace Ernest O'Neil as the teacher training long-term advisor.
October 1983 Jose Vicente Alvarez arrived to work at ISER in Tarija and provide long-term technical assistance in Educational Administration, Planning, and Curriculum Development and Implementation.

Teacher Training Component

1776 Rural Primary School teachers attended Winter In-service courses.
Ten short-term (two to 4 months) advisors were contracted in the areas of Arts and Crafts (2), Home Economics, Agriculture, Music, Health, Physical Education (2), Animal Husbandry, and Clothing.
September 5, 1983 64 Rural Normal School teachers began the third four month ISER courses. (Physical Education 13, Music Education 11, Arts and Crafts 9, HOme Economics 11, Health Education 10, and Agriculture 10.)

Curriculum Development Component

Ad ISER commissions were formed to study the history of ISER, the types of courses offered in previous years, current needs, future plans, and the legal work needed for such curriculum reform.

Administrative Improvement Component

June 20 to 24, 1983 Central Office technicians attended a Preseminar on Supervision and Administration.
July 4 to July 15, 1983 56 Supervisors and 238 Directors attended Seminar-Workshops to review supervision methods, and coordinate criteria for planning and evaluation.

Equipment Distribution

Office furniture for the Rural Normal Schools, Mobile Team offices, and ISER.
7 video cassette recorders (1 for each Rural Normal School and ISER.)
8 television sets (video monitors?) (1 for each Rural Normal School and 2 for ISER.)

Obstacles

Inflation complicated purchases of equipment and planning of courses, raised havoc with salaries, and caused problems for students on scholarships at ISER. The official exchange rate until November 15, 1983 was $US1.00 to $b211.68. That rate changed to $b500.00. At all times the parallel, unofficial rate was much higher.
CONMERB postponed and then vetoed the Seminar-Workshops for the Rural Normal School teachers and for the Mobile Team members.
CONMERB paralyzed the activities of some Central Office technicians.
There were delays in contracting the third AED long-term advisor, as well as a replacement for the second.

January to June 1984

Teacher Training Component
The 10 month specialization and fourth four month training courses in ISER were concluded.

Curriculum Development Component
Planning was done for the Summer Vacation courses.
Drafts of documents on possible philosophy, organization, and rules were prepared for ISER.
A document entitled Reestructuración del Sistema de Formación Docente based on the results of the National Seminar for the Improvement of Administration at the Rural Normal Schools.

Teacher Material Development Component
Continuing work at ISER on basic textbooks for future use in the Rural Normal Schools.
Ernest Gurule wrote several training documents and copies were distributed to the Mobile Teams and Rural Normal Colleges:
Capacitación Docente en Ambientes Multiculturales Utilizando Valores y Clarificación de Valores, 10 pages.
Una Paradigma de Enseñanza, 10 pages.
ALgunos Conceptos sobre Educación Bilingue, 35 pages.
Curriculum de Desarrollo Integrado, 6 pages.
Capacitación Docente Basada en un Modelo Curricular Realística
Algunas Perspectivas de Evaluación, 12 pages.
Nuevas Enfoques Metodológicas (Revisón de la revista, La Educación, 17 pages.
Educación Multigrado, 24 pages.
Texto para un Curso en Educación Bilingue: Modelos, Racional Bilingue-Bicultural, 104 pages.
José Vicente Alvarez also wrote a series of training documents that were used at ISER:
Diseño de Evaluación Institucioonal
La Selección de Técnicas de Evaluación a Niveles de Educación Superior
Glosario Reformado sobre Tecnología Educativa
La Evaluación de los Materiales Educativos Impresos
El Lenguaje Lexo-Visual en la Preparación de Materiales Educativos
Las Gramáticas Profundas para los Escritores de Materiales Educativos
Las Unidades en Educación
Las Respuestas de los Filósofos a la Cuestión Educativa
Los Módulos de Apredizaje
Módulos para Hacer Módulos
La Enseñanza Programada en Educación a Distancia
La Linguística en la Educación Bilingue e Intercultural
Desarrollo de los Contenidos Programáticos en Módulos de Aprendizaje
Formas Didácticas en la Educación a Distancia

Frank Torres wrote Nuevos Conceptos de la Supervisión Educativa, 58 pages.

Administrative Improvement Component

Planning and preparation for a Supervision Seminar.

February 20 to March 2, 1984 A National Seminar for the Improvement of Administration at the Rural Normal Colleges was attended by National Authorities, all 17 rectors of the Rural Normal Schools, some Central Office technicians, and representatives from the Mobile Teams and faculties of the Rural Normal Schools.

Three short-term advisors were contracted in Administration, Planning, and Supervision.

May 14, 1984 The second ten month specialization courses were inaugurated at ISER with emphases in Administration and Supervision.

Obstacles

Necessary approval was not received so that the planned Summer Vacation courses and Supervision seminars could be carried out.

Added to the problem of continued runaway inflation (the official US dollar rate jumped to $b2000.00 on April 13, 1984) was a series of strikes that paralyzed many activities.

Changes in Central Office technicians left only one of the original remaining.

July to November 1984

Teacher Training Component

July 16 to 28, 1984 All 30 Mobile Team members, district and regional rural education directors, Rural Normal School rectors, national authorities, and teacher union representatives met for a Mobile Team Seminar Workshop.

Curriculum Development Component

November 7 to 14, 1984 Seminar on future of ISER.

Equipment Distribution

Overhead projectors, 16mm movie projectors, cassette recorders, projection screens, typewriters and power generators were apparently distributed to each Mobile Team.

Overhead projectors, 16mm movie projectors, opaque projectors, audio cassette recorders and projection screens were delivered to each of the Rural Normal Schools and to ISER.

Some books were apparently delivered to some of the Rural Normal Schools.

Part of the an offset printing outfit was delivered to ISER.

Obstacles

Lack of a full complement of Central Office technicians.

Continuing runaway inflation (the US dollar official rate jumped to $b5000 on October 19 and then to $b9000 on November 23) and various strikes hampered many activities.

Necessary approval for Winter courses and Supervision Seminars was not received.

Not all the necessary components nor wire necessary for installation was delivered for the offset printing outfit at ISER.

There has been little training in the use of the audio-visual equipment so the Executive Director of REIIP has tried to prohibit their use until such training is completed. In some of the Rural Normal Schools such a prohibition is largely superfluous as there are no transparencies or markers for the overheaad projectors, cassettes for the video players, or films for the movie projectors. In other Rural Normal Schools the prohibition is apparently ignored as they borrow what few cassettes and films they can.

III. CURRENT IMPLEMENTATION STATUS OF THE NON-CONSTRUCTION ASPECTS OF THE PROJECT AND PROGRESS TOWARD ACHIEVEMENT OF THE PROJECT'S PURPOSE

Teacher Training Component

Despite many obstacles, it is probably in the Teacher Training component that REIIP has been most successful. The training activities have involved at least five groups: Central Office technicians, Mobile Team members, ISER professors, Rural Normal School teachers, and Rural School teachers.

Central Office Technicians

Over the years there have been many formal meeting in which AED advisors have worked directly with Central Office technicians in the planning and preparation of various kinds of courses. Of perhaps even more impact have been the informal exchanges between AED advisors and Central Office technicians. Similarly positive professional relationships have also been fostered by certain USAID personnel (particularly Claude Boyd and Jean Meadowcroft).

Frequent personnel changes at the Central Office may have limited the depth of training received by many individiuals. On the other hand it might be assumed that as the Central Office technicians move on to endeavors beyond REIIP the impact of such formal and informal teacher training is carried with them.

Mobile Team Members

The original Project Agreement called for each of the six Rural Normal Schools to have two Mobile Teams of approximately five members each. Half were to be trained at ISER and half outside Bolivia. By the time the Request for Proposals was sent out the number of Mobile Teams had been reduced to one per Rural Normal School. Six teams of five members each were trained at the Pontificia Universidad Javeriana in Bogotá, Colombia. As near as could be determined only twelve of the original thirty are still on the Mobile Teams and not all of those twelve have served continuously. Many of those who received the Colombian training have praised it and indicated that it did prepare them to work as teams, and that it is unfortunate that the Teams have not been able to stay together.

One Mobile Team member complained that there has not been continuous updating of the training of Mobile Team members. Although perhaps the retraining of Mobile Team members has not been optimal, they have received occasional visits from AED advisors, Ernest Gurule in particular has furnished them with a series of training documents, and they have taken part in special Workshop-Seminars in November 1981, early 1982 and July 1984. Plans for a Mobile Team Workshop-Seminar in 1983 were not given the necessary administrative approval.

ISER Professors

The Project Agreement called for 20 ISER professors to be specially trained, but the Request for Proposals and AED contract called for the training of only 10. Thirteen ISER profesors were trained in Colombia (3 at the Universidad Pontificia Javeriana in Bogotá and 10 at the Universidad del Valle in Cali). Of the 10 professors currently employed at ISER only one was among the 13 trained in Colombia. However, two of the current 10 ISER professors were trained in Colombia to be on the Mobile Team in Tarija. For over a year the professors at Tarija benefited from the presence of AED long-term advisor, José Vicente Alvarez, and for three years there have been a series of short-term advisors with whom they have interacted.

Normal School Teachers

In this case the training specifications presented in the Project Agreement have been equaled or exceeded by the Request for Proposals, by the original AED contract, by the major amendment to that contract, and by the actual delivery of training. Twelve Rural Normal School Professors were trained in Educational Planning at the Universidad del Valle in Cali, Colombia. Of those twelve, apparently only two or three are still Rural Normal School teachers. One is serving as a Rural Normal School rector. At least two individuals trained for the Mobile Teams are now Rural Normal School teachers.

There has been significant training at ISER for Rural Normal School teachers. Since 1980, 73 have been trained in six month courses, 240 have been trained in various disciplines in four month courses, and approximately 60 have been trained in ten month specialization courses. In addition to those numbers sponsored by REIIP, there has also been a significant number sponsored by PEIA and a number in many of the groups that studied Educational Administration.

Since 1979 well over 1000 Rural Normal School teachers have attended workshop-seminars on the various reformulations and implementations of plans and programs. They have also been visited by the AED advisors and have been assisted by the Mobile Teams.

Even when repeats and turnover rates are considered, the amount of training that has been delivered to Rural Normal School teachers is considerable. When the obstacles of political turmoil, inflation, strikes, and administrative blocking are considered the amount may well be incredible.

Two of the questionnaire items addressed the training of the Rural Normal School teachers:

TABLE III.1 shows that less than half of the sample of teachers in 1984 and 1979 reported having attended a course. As was indicated in the Documentation of Progress, 1979 and 1984 were not years of heavy training activity. Some confusion may also have arisen from the use of the word "course" (curso).

Apparently many Bolivians think of a course as a rather long, continuous endeavor over at least several months. Many of the activities of REIIP have been referred to as Workshop-Seminars.

TABLE III.1

I have attended some training course during the present year.
1984 n=63 Yes=44% No=56%
1979 n=99 Yes=36% No=53% no response=10%
Chi Square=.24 Not significant

TABLE III.2

I have attended specialization courses at ISER.
1984 n=63 Yes=75% No=23% no response=2%
1972 n=241 Yes=65% No=32% no response=4%
Chi Square=37.26 Significant at the 0.01 level

Although it might be hoped that even more than 75% would have attended specialization courses, the 10% increase over twelve years is statistically significant.

Rural School Teachers

The Project Agreement, Request for Proposals and original AED contract called for 900 Rural School teachers to be trained for two months each summer for three years. Those 900 teachers were to be in the area of action of the six Rural Normal Schools. Perhaps mainly because of the imposed funding restrictions, that training was not initiated until after the reactivation of funding with Implementation Letter No. 41 on December 23, 1982. Amendment No. 4 changed the specifications to 2000 teachers for six weeks each summer and winter of 1983 and 1984. The administrative obstacles to be overcome to deliver those courses were apparently formidable. In 1983 1464 attended a two week Summer course and 1776 attended a one week winter course. In 1984 the administrative obstacles were so great that the courses never took place despite extensive planning and many meetings trying to finalize arrangements. Amendment No. 4 called for the Summer and Winter course to be delivered at the six REIIP Rural Normal Schools and in "other centrally located sites." Apparently they all were delivered in district centers. Among the reasons suggested for the attendance being below 2000 are that some teachers work during vacation periods, and the cost of room and board in the district centers for teachers who live out away from those centers.

The other main delivery mechanism for training Rural School teachers has been the Mobile Teams. It has been quite difficult to assess the implementation status of such training. It was mentioned above that many of Mobile Teams members trained in Colombia are no longer on the Teams. Transportation has apparently been a recurring problem for the Mobile Teams. Motorcycles and four wheel drive trucks were late in arriving.

Apparently the military government may have confiscated the trucks for awhile. Spare parts, particularly batteries and tires, seemed to have disappeared before getting to the Mobile Teams. Money for gas has been another recurring problem. At the present time many of the motorcycles and trucks are inoperable, and there is little or no budget for maintenance and repair. Despite all these obstacles, some Mobile Teams have apparently done an impressive job. Several national authorities have particularly praised the work of the Mobile Teams attached to the Normal Schools at Villa Serrano and Canasmoro. Each Mobile Team is assigned five Núcleos that usually contain a total of 150 teachers. Therefore each year 900 teachers should have been receiving some kind of in-service assistance. Some Mobile Teams have even worked beyond the scope of their five specified núcleos. Obviously the quantity and the quality of the training has varied from year to year and Team to Team.

Only a few Mobile Team annual reports were available. They tended not to have much specific information about the actual length of the training sessions they gave nor the number of participants.

Many individuals that were interviewed believed that rural teachers were more successful than urban teachers on tests that are given annually so that they can rise in category on the pay scale. This supposed greater success of rural teachers was credited to their greater dedication and to the fact that they took advantage of in-service training opportunities offered by such projects as REIIP. Data was obtained from the National Office of Evaluation on the passing rates for rural and urban teachers on tests given for rising in category on the pay scale in 1984. At least for 1984 the rural teachers were not more successful than the urban teachers. Only 74% of the rural teachers passed (n=1169) while 77% of the urban teachers passed (n=949). The difference is not statistically significant (Chi square=3.09).

Curriculum Development Component

The Project Agreement, Request for Proposals, and original AED contract emphasized that the Rural Normal School curriculum should have a national core and some content that was specific to different geographic regions. All three documents indicated that new curriculum would be developed for the Rural Normal Schools and for ISER.

Rural Normal School Curriculum

The plans and programs for the Rural Normal Schools have been reformulated and revised several times. The Rural Education I Project (REIP) helped sponsor a meeting in Caracollo in October of 1977 from which was published a document called Planes y Programas de Normales Rurales. REIP and REIIP together helped sponsor a meeting in July of 1979 from which was published a document entitled Primer Seminario Nacional Especializado de

Escuelas Normales Rurales. By 1982 a document entitled Planes y Programas de Estudio de Formación Docente Rural was published after much work and there were many followup activities.

Amendment No. 4, dated May 23, 1983, stated that "the curriculum for rural normal colleges has already been developed and is being implemented and evaluated." However, apparently because the 1982 plans and programs were developed largely during the military dictatorship the teachers union and other forces insisted that they be redone. Thus a meeting was held in Cochabamba in February of 1984 to discuss another restructuring of the rural teacher training system. In April of 1984 the results of that Cochabamba meeting were published in a document entitled Reestructuración del Sistema de Formación Docente Rural. At present it appears that the implementation of the Rural Normal School curriculum is somewhere in transition from the 1982 plans and programs and the 1984 restructuring.

Many of the questionnaire items are related to the curriculum in the Rural Normal Schools.

TABLE III.3

The teacher training system responds to the characteristics and necessities of Rural Education.

1984 authorities	n=27	Yes=63%	No=37%	
1984 teachers	n=63	Yes=41%	No=59%	
1979 teachers	n=99	Yes=65%	No=31%	no response=4%

Chi square between 1984 teachers and authorities=3.56
Not significant

Chi square between 1979 and 1984 teachers=10.25
Significant at the 0.01 level

A majority of the current Rural Normal School teachers reported that the current system does not respond to the characteristics and needs of the Rural Education. This is significantly different from the opinion expressed five years ago. One explanation might be an increased awareness that somehow the system is not meeting its many challenges.

TABLE III.4

The current education imparted in the Rural Normal Schools forms technically capable teachers.

1984 authorities	n=27	Yes=44%	No=52%	no response=4%
1984 teachers	n=63	Yes=27%	No=68%	no response=5%
1979 teachers	n=99	Yes=38%	No=60%	no response=2%

Chi square between 1984 teachers and authorities=2.58
Not significant

Chi square between 1979 and 1984 teachers=1.79
Not significant

Less than half of the sample of the current teachers and administrators feel that the future teachers will be technically capable. This concern was also shared in 1979. In conversation one District Director complained that the problem was not the the new graduates were not technically capable; it was that they did not have the "mística," the sense of duty and devotion that used to prevail. This notion of the lost "mística" appeared often in conversations with authorities who received their training in the fifties.

TABLE III.5

The techniques and methods acquired in the Normal Schools prepare future teachers to work in multigrade schools.

1984 authorities	n=27	Yes=30%	No=66%	no response=4%
1984 teachers	n=63	Yes=48%	No=52%	
1979 teachers	n=99	Yes=52%	No=38%	no response=10%

Chi square between 1984 teachers and authorities=2.14
Not significant

Chi square between 1979 and 1984 teachers=1.54
Not significant

There was little agreement now or five years ago as to whether future teachers were being prepared to teach in multigrade schools. Although the REIIP technicians and advisors have done some work in this area, the perception apparently still remains that there is much to be done.

TABLE III.6

The current study plans in the Normal Schools require modifications.

1984 authorities	n=27	Yes=74%	No=26%	
1984 teachers	n=63	Yes=90%	No=8%	no response=2%
1979 teachers	n=90	Yes=39%	No=61%	

Chi square between 1984 teachers and authorities=5.14
Significant at the 0.05 level

Chi square between 1979 and 1984 teachers=43.24
Significant at the 0.01 level

There is apparently dissatisfaction with the current study plans among many of the current Rural Normal School teachers. It may be somewhat surprising that after all the work that has been done modifying programs that they still want more changes. It may be possible that the item was confusing given that the study plans are in the process of being changed.

As shown in TABLE III.7, the current teachers and administrators are almost completely in agreement with the inclusion of Bilingual Education in the curriculum. This represents a significant change from the attitudes of teachers in 1979.

TABLE III.7

Bilingual Education methods should be included in the Normal School.

1984 authorities	n=27	Yes=93%	No=7%	
1984 teachers	n=63	Yes=94%	No=6%	
1979 teachers	n=90	Yes=74%	No=22%	no response=4%

Chi square between 1984 teachers and authorities=0.03
Not significant

Chi square between 1979 and 1984 teachers=7.53
Significant at the 0.01 level

TABLE III.8

Non-Formal Education should also be included in the Normal School.

1984 authorities	n=27	Yes=96%	No=4%	
1984 teachers	n=63	Yes=89%	No=11%	
1979 teachers	n=90	Yes=74%	No=22%	no response=4%

Chi square between 1984 teachers and authorities=1.28
Not significant

Chi square between 1979 and 1984 teachers=3.55
Not significant

Non-Formal Education continues to receive heavy support. It should perhaps be noted that currently the term "Non-Formal Education" has been largely replaced with "Community Education", which was in fact used in 1972.

TABLE III.9

The contents that appear in the programs are sufficient for the good formation of future teachers.

1984 authorities	n=27	Yes=59%	No=41%	
1984 teachers	n=63	Yes=32%	No=66%	no response=2%
1979 teachers	n=90	Yes=34%	No=58%	no response=8%

Chi square between 1984 teachers and authorities=5.69
Significant at the 0.05 level

Chi square between 1979 and 1984 teachers=0.40
Not significant

It may be somewhat strange that the teachers who actually are in charge of the forming of future teachers are less satisfied with the results than are the authorities who oversee the process.

Despite the changes in the curriculum there continues to be doubts about the rural relevancy of the education imparted at the Rural Normal Schools. In interviews it was often suggested that the teacher training was more appropriate for urban education. There was perhaps a sense that, although there was a desire to be rural relevant, most individuals were still not sure how to go about defining and achieving rural relevance.

TABLE III.10

The objectives of the Rural Normal Schools have been formulated with respect to the needs of the rural areas.

1984 authorities	n=27	Yes=44%	Partially=44%	No=4%
		no response=8%		
1972 authorities	n=35	Yes=35%	Partially=31%	No=9%
		no response=26%		
1984 teachers	n=63	Yes=37%	Partially=52%	No=9%
		no response=2%		

Chi square between 1972 and 1984 authorities=1.02
Not significant

Chi square between 1984 teachers and authorities=1.33
Not significant

TABLE III.11

The objectives of the Rural Normal Schools are in agreement with the socioeconomic needs of the country.

1984 authorities	n=27	Yes=26%	Partially=30%	No=44%
1972 authorities	n=35	Yes=17%	Partially=37%	No=7%
		no response=26%		
1984 teachers	n=63	Yes=24%	Partially=59%	No=17%

Chi square between 1972 and 1984 authorities=2.57
Not significant

Chi square between 1984 teachers and authorities=10.71
Significant at the 0.01 level

There has been much expressed concern that the Rural Normal School objectives are not adjusted to the socioeconomic needs of the country. Although as seen in TABLE III.9 above teachers are more critical of the formation received by their students than are authorities, they are less concerned than authorities that the socioeconomic needs of the country are not being met by the Rural Normal School objectives.

TABLE III.12

The curriculum of the Rural Normal Schools reflects the ideals and hopes of the country with respect to socioeconomic development.

1984 authorities	n=27	Yes=22%	Partially=63%	No=15%
1972 authorities	n=35	Yes=20%	Partially=43%	No=14%
		no response=14%		
1984 teachers	n=63	Yes=40%	Partially=46%	No=12%
		no response=2%		

Chi square between 1972 and 1984 authorities=1.08
Not significant

Chi square between 1984 teachers and authorities=2.83
Not significant

TABLE III.13

The curriculum of the Rural Normal Schools reflects the ideals and hopes of the country with respect to the integration of the rural population into the activities of the country.

1984 authorities	n=27	Yes=26%	Partially=59%	No=16%
1972 authorities	n=35	Yes=40%	Partially=31%	No=14%
		no response=14%		
1984 teachers	n=63	Yes=37%	Partially=46%	No=17%

Chi square between 1972 and 1984 authorities=3.22
Not significant

Chi square between 1984 teachers and authorities=1.38
Not significant

TABLE III.14

The educational contents of the plans and programs of the Rural Normal Schools aim to train the teacher so that he can make a major contribution to the socioeconomic development of the country.

1984 authorities	n=27	Yes=48%	Partially=41%	No=11%
1984 teachers	n=63	Yes=44%	Partially=43%	No=13%
1972 teachers	n=241	Yes=37%	Partially=42%	No=20%
		no response=1%		

Chi square between 1984 teachers and authorities=0.12
Not significant

Chi square between 1972 and 1984 teachers=1.99
Not significant

The items in TABLE III.12, TABLE III.13 and TABLE III.14 give further evidence that there is concern that the Rural Normal School curriculum is not contributing in the way it should to the development of rural Bolivia.

TABLE III.15, TABLE III.16 and TABLE III.18 present opinions about the curriculum in Community Education.

TABLE III.15 indicates that students seem to be significantly more convinced than their teachers that they will be able to understand rural community problems. Curiously, although more teachers have more positive attitudes to this aspect of Community Education than in 1979, the students are somewhat less secure.

TABLE III.16 provides another example of more student confidence in Community Education, although also there has been significant improvement in teacher attitudes over the last five years.

In TABLE III.17 again there is more student confidence with an aspect of Community Education: in this case a positive relationship between school and community. Apparently, however, teachers attitudes here have not changed since 1979.

TABLE III.15

The preparation on Education of the Community received by the rural teacher enables him to understand the problems encountered by the rural communities.

1984 authorities	n=27	Yes=19%	Partially=63%	No=19%
1984 teachers	n=63	Yes=38%	Partially=52%	No=10%
1984 students	n=218	Yes=80%	Partially=16%	No=2%
		no response=2%		
1972 teachers	n=241	Yes=29%	Partially=31%	No=35%
		no response=5%		
1972 students	n=221	Yes=92%	Partially=0%	No=6%
		no response=4%		

Chi square between 1984 teachers and authorities=3.88
Not significant

Chi square between 1984 students and teachers=48.53
Significant at the 0.01 level

Chi square between 1972 and 1984 teachers=17.78
Significant at the 0.01 level

Chi square between 1972 and 1984 students=37.79
Significant at the 0.01 level

TABLE III.16

The preparation on Education of the Community received by the rural teacher enables him to encourage effectively the improvement of living conditions of the rural population.

1984 authorities	n=27	Yes=19%	Partially=63%	No=19%
1984 teachers	n=63	Yes=32%	Partially=56%	No=12%
1984 students	n=218	Yes=77%	Partially=19%	No=4%
1972 teachers	n=241	Yes=26%	Partially=34%	No=30%
		no response=5%		
1972 students	n=221	Yes=88%	Partially=0%	No=9%
		no response=4%		

Chi square between 1984 teachers and authorities=1.18
Not significant

Chi square between 1984 students and teachers=44.54
Significant at the 0.01 level

Chi square between 1972 and 1984 teachers=8.14
Significant at the 0.05 level

Chi square between 1972 and 1984 students=47.36
Significant at the 0.01 level

TABLE III.17

The preparation on Education of the Community received by the rural teacher enables him to encourage a closer relationship between the rural community and schools.

1984 authorities	n=27	Yes=33%	Partially=52%	No=15%
1984 teachers	n=63	Yes=38%	Partially=38%	No=24%
1984 students	n=218	Yes=86%	Partially=11%	No=3%
1972 teachers	n=241	Yes=45%	Partially=34%	No=15%
		no response=6%		
1972 students	n=221	Yes=94%	Partially=0%	No=4%
		no response=2%		

Chi square between 1984 teachers and authorities=1.69
Not significant

Chi square between 1984 students and teachers=66.28
Significant at the 0.01 level

Chi square between 1972 and 1984 teachers=2.78
Not significant

Chi square between 1972 and 1984 students=46.10
SIgnificant at the 0.01 level

TABLE III.18

The Rural Normal School curriculum is functional.

1984 authorities	n=27	Yes=33%	Partially=56%	No=11%
1984 teachers	n=63	Yes=24%	Partially=56%	No=20%
1984 students	n=218	Yes=55%	Partially=35%	No=7%
		no response=3%		
1972 teachers	n=241	Yes=20%	Partially=29%	No=44%
		no response=8%		
1972 students	n=35	Yes=31%	Partially=43%	No=11%
		no response=14%		

Chi square between 1984 teachers and authorities=1.61
Not significant

Chi square between 1984 students and teachers=26.31
Significant at the 0.01 level

Chi square between 1972 and 1984 teachers=16.85
Significant at the 0.01 level

Chi square between 1972 and 1984 students=4.53
Not significant

Only among current students does there seem to be a majority who feel that the current Rural Normal School curriculum is functional, but a significant positive change apparently has occurred among the teachers.

TABLE III.19

The Rural Normal School curriculum is mainly theoretical.

1984 authorities	n=27	Yes=67%	Partially=15%	No=18%
1984 teachers	n=63	Yes=46%	Partially=30%	No=24%
1984 students	n=218	Yes=51%	Partially=28%	No=18%
		no response=2%		
1972 teachers	n=241	Yes=44%	Partially=20%	No=27%
		no response=9%		
1972 students	n=35	Yes=29%	Partially=43%	No=9%
		no response=20%		

Chi square between 1984 teachers and authorities=3.52
Not significant
Chi square between 1984 students and teachers=2.39
Not significant
Chi square between 1972 and 1984 teachers=2.05
Not significant
Chi square between 1972 and 1984 students=7.06
Significant at the 0.05 level

A majority of current authorities and students expressed a feeling the the current curriculum was mainly theoretical. In interviews and informal conversations it seemed that stronger complaints were made about the excessive theoretical nature of the curriculum.

TABLE III.20

The current curriculum encourages a more pragmatic teaching than the teaching before the present decade. (The student version just stated "The current curriculum encourages pragmatic teaching.)

1984 authorities	n=27	Yes=56%	Partially=18%	No=26%
1984 teachers	n=63	Yes=59%	Partially=27%	No=12%
		no response=2%		
1984 students	n=218	Yes=48%	Partially=37%	No=9%
		no response=6%		

Chi square between 1984 teachers and authorities=2.55
Not significant
Chi square between 1984 students and teachers=5.03
Not significant

There seems to be some support for the notion that the current curriculum does encourage pragmatic teaching, but certainly not a consensus.

TABLE III.21

The present curriculum represents a balance between academic subjects and Community Education courses.

1984 authorities	n=27	Yes=41%	Partially=33%	No=26%
1984 teachers	n=63	Yes=38%	Partially=44%	No=18%
1984 students	n=218	Yes=44%	Partially=35%	No=16%
		no response=5%		

Chi square between 1984 teachers and administrators=1.67
Not significant

Chi square between 1984 students and teachers=4.74
Not significant

There is no consensus that the desired balance between academic and Community Education courses has been achieved.

The overall impressions received from the questionnaire items and conversations with authorities, teachers and students is that the Rural Normal School curriculum is still not meeting the needs of the rural areas in the way many would wish. In general, the students seem more satisfied with the education that they are receiving than do the teachers that are imparting that education. Bilingual and Community Education are seen as necessary by most. Teachers are more convinced of the effectiveness of Community Education than they were twelve years ago.

ISER Curriculum

Apparently for years ISER has operated on a more or less ad hoc basis, putting together courses to meet the needs of whatever group happened to get the necessary funding to study there. During 1983 and 1984 significant work has been done in defining curriculum at ISER that will prepare teachers in the various specializations and administrators for the Rural Normal Schools. A two week Seminar-Workshop in mid-November, 1984 brought the plans to a culmination.

Although an established curriculum is about to be implemented, the future of ISER may well be clouded by a relative lack of projects that might send students there. In recognition of that fact much planning as been done to establish a system of distance education to be centered in ISER. The main idea is to prepare learning modules that would be used by teachers in the field. Implementation of the distance education plan has not taken place partly because the offset printing outfit has not been completely installed. José Vicente Alvarez has done some impressive work training the ISER staff in the preparation of modules for distance education. However, once the modules are written the logistics of printing and disseminating them, as well as, coordinating the kind of follow up necessary, will be an enormous task.

Teacher Material Development

The Project Agreement, Request for Proposals, and the original AED contract call for the progressive development of teacher materials at the Rural Normal Schools and at ISER to support the new curriculum. Amendment No. 4 stressed that an offset printer had not yet been purchased for ISER and that audio-visual units would be purchased for the six Rural Normal Schools and ISER.

Up to this point the majority of the teacher materials that have been developed are texts that have been printed by the Central Office for use in teacher training. The following is a partial list of documents that have been printed:

Alarcón T., Gustavo. Objetivos Operacionales, 1983, 25 pages.

Alvarez, José Vicente. Diseño de Evaluación Institucional, 1984.

- La Selección de Técnicas de Evaluación a Niveles de Educación Superior, 1984.
- Glosario Reformado sobre Tecnología Educativa, 1984.
- La Evaluación de los Materiales Educativos Impresos, 1984.
- El Lenguaje Lexo-Visual en la Preparación de Materiales Educativos, 1984.
- Las Gramáticas Profundas para los Escritores de Materiales Educativos, 1984.
- Las Unidades en Educación, 1984.
- Las Respuestas de los Filósofos a la Cuestión Educativa, 1984.
- Los Módulos de Aprendizaje, 1984.
- Módulos para Hacer Módulos, 1984.
- La Enseñanza Programada en Educación a Distancia, 1984.
- La Linguística en la Educación Bilingue e Intercultural, 1984.
- Desarrollo de los Contenidos Programáticos en Módulos de Aprendizaje, 1984.
- Formas Didácticas en la Educación a Distancia, 1984.

Aparicio De F., Luz; et.al. Métodos de Enseñanza-Aprendizaje para las Asignaturas Humanísticas, 1983, 19 pages.

Autor Desconocido, Ciencias Naturales en las Escuelas Primarias, sin fecha, 9 pages.

Belmonte A., Fernando. Medios Instruccionales, 1983, 12 pages.

Belmonte A., Fernando y O'Neil, Ernest. La Matemática en la Escuela Primaria: Conceptos, Contenidos y Medios, 1983, 10 pages.

Belmonte A., Fernando y Pérez M., Abigail. Diseño Instruccional 1983, 13 pages.

Calvo U., Néstor. Apuntes sobre la Educación No-Formal, 1979.

Candia C., Hernán; et.al. Métodos y Técnicas de Enseñanza-Aprendizaje, 1982, 26 pages.

Ergueta M., Guillermo. La Comunicación: El Arte del Lenguaje, 1983, 19 pages.

Gurule, Ernest. Capacitación Docente en Ambientes Multiculturales Utilizando Valores y Clarificación de Valores, 1984, 10 pages.

- Una Paradigma de Enseñanza, 1984, 10 pages.

- Algunos Conceptos sobre Educación Bilingue, 1984, 35 pages.

- Curriculum de Desarrollo Integrado, 1984, 20 pages.

- Capacitación Docente Basada en un Modelo Curricular Realística, 1984, 6 pages.
- Algunas Perspectivas de Evaluación, 1984, 12 pages.

- Nuevas Enfoques Metodológicas (Revisión de la revista, La Educación, 1984, 17 pages.

- Educación Multigrado, 1984, 24 pages.

- Texto para un Curso en Educación Bilingue: Modelos, Racional Bilingue-Bicultural, 1984, 104 pages.

Luna C., Rosa. Tecnología Educativa, 1979

Mamani A., Andrés. Manual de Evaluación del Aprendizaje, 1979.

Mamani A., Andrés; et.al. Evaluación del Aprendizaje, 1982, 40 pages.

Menacho F., Eustaquio. Marcos Teóricos sobre Planeamiento de la Educación, 1979.

Montellano A., Samuel. La Escuela Rural Unitaria Multigrado, sin fecha, 34 pages.

Montoya F., Raúl. Manual de Educación No-Formal, 1981, 20 pages.

Nina Q., Leandro. Un Enfoque de Educación No-Formal, 1983, 28 pages.

O'Neil, Ernesto. Supervisión Educativa: Guía para la Actualización de Supervisores y Directores, 1983, 45 pages.

Pérez A., Donato. El Problema de la Implantación del Currículo, 1978, 25 pages.

Torres, Frank. Metodologías y Actividades de las Ciencias Naturales, 1982, 180 pages.

Torres, Frank. Sugerencias para un Programa de Ciencias Naturales en la Escuela Primaria, sin fecha, 34 pages.

Torres, Frank. Nuevos Conceptos de la Supervisión Educativa, 1984, 58 pages.

Triveño B., José. Evaluación del Aprendizaje, 1983, 26 pages.

Ugarte M., Constantino. Educación No-Formal: Una Visión Sinóptica, 1979, 13 pages.

Villca T., Simeón. Los Estudios Sociales en el Ciclo Básico, sin fecha.

Villca T., Simeón; et.al. Objetivos Operacionales, 1982, 21 pages.

Zabala E., Marcelino; et.al. Diseño Instruccional, 1982, 17 pages.

Zabala E., Marcelino y de Castañón, Carmen. Enfoque de Sistemas en Educación, 1982, 20 pages.

One impression received concerning the above documents was that they were produced for a single, specific training purpose, and are now not easily available. Few of them are available in the libraries of the Rural Normal Schools.

Two of the questionnaire items for teachers addressed the Teacher Materials Development Component:

TABLE III.22

I have used teacher materials developed by REIIP.				
1984 teachers	n=63	Yes=38%	No=60%	no response=2%

Only 38% of the teachers reported having used materials developed by REIIP. It could be that the reported high turnover rate among the teachers is in part responsible for the reported low rate of use.

TABLE III.23

The general quality of the teacher materials developed by REIIP is good.

1984 authorities	n=27	Yes=74%	No=26%	
1984 teachers	n=63	Yes=43%	No=33%	no response=24%

Chi square=2.58 Not significant

Less than half of the teachers reported that the materials were of good quality. However, of those actually responding 57% indicated that they were good. Some of the teachers who reported that they had not used the materials still commented on their quality. Perhaps more useful information is that of those who stated that they have used the materials 87% responded that they were of good quality. Although the authorities would appear to have better opinions of the materials, the difference in attitudes between teachers and authorities with respect to the quality of the materials turned out not to be statistically significant.

There was some indication that some of the materials printed by the Central Office had been reprinted in whole or in part for use by some of the Mobile Team members and by some of the Rural Normal School teachers with their students.

The production of teacher material at ISER has been hampered by the late contracting of the long-term advisor and by their waiting for the arrival of the offset printing outfit. Rough drafts of a few textbooks for Rural Normal School students have been produced, as well as some modules for a proposed distance education program. When the offset printer becomes operable there should be immediate printing of several texts, particularly in psychology and sociology. Educational research, statistics and administration are other areas were work has advanced.

Although the six Rural Normal Schools and Mobile Teams have received such things as overhead projectors, video cassette players, and movie projectors, there are few, if any, materials to use with that equipment. A number of educational films have been donated to the project and there has been much discussion about copying them on to cassettes.

One of the questionnaire items for authorities and teachers asked for opinions about the importance of the audio-visual equipment:

TABLE III.24

The audio-visual equipment provided to the Rural Normal Schools by REIIP represent a positive contribution.

1984 authorities	n=27	Yes=59%	Partially=26%	No=15%
1984 teachers	n=63	Yes=65%	Partially=29%	No=6%

Chi square between 1984 teachers and authorities=1.67

All but a few of the authorities and teachers considered that the audio-visual equipment is at least a partially positive contribution. That may be somewhat ironic since the equipment apparently has received almost no use.

One of the questionnaire items asked about the frequency with which their teachers used various techniques and mediums in the teaching/learning process as they developed it daily. The results are as follows:

TABLE III.25

Techniques and Mediums	Frequently	Rarely	Never	No Response
Projection of subject relevant films	<1%	24%	64%	11%
Recorded tapes	0%	11%	75%	14%
Natural Science laboratories	6%	44%	39%	10%
Projection of slides	1%	27%	55%	16%
Transparencies with an overhead	3%	11%	70%	16%
Blackboard	91%	1%	1%	6%
Portafolio Gráfico	14%	22%	46%	16%
Flannelboard	16%	38%	36%	10%
Magnetboard	8%	10%	65%	17%
Books for consultation	72%	21%	4%	4%
Mimeographed documents	39%	39%	4%	8%
Dictation	71%	21%	3%	5%
Oral presentation by the teacher	79%	11%	3%	7%
Student participation in groups	64%	26%	4%	6%
Didactic pictures	25%	50%	16%	8%
Globes, maps, scale models, etc.	37%	42%	15%	5%
Practical classes in Home Economics, Arts and Crafts, Music, PE, and Health	73%	21%	2%	4%

As can be seen above, the only techniques and mediums that more than half of the students feel are are used "frequently" by their teachers of the time are: blackboards (91%), oral presentations (79%), books for consultations (72%), dictation (71%), student participation in groups (64%).

Several of the mediums were reported by over half of the students to be "never" used: projection of subject relevant films (64%), recorded tapes (75%), projection of slides (55%), and transparencies with an overhead (70%).

The results reported in 1979 for the same item only indicated those techniques and mediums that over half the students felt were used either frequently or never. There have been a few changes that are statistically significant. Those reporting the frequent use of books for consultation is up from 58% to 72% (Chi square=9.00), but those reporting the frequent use of mimeographed documents is down from 55% to 39% (Chi square=11.58). The reported frequent use of group techniques is

up from 51% to 64% Chi square=8.23). Those indicating that flannelboards and magnetboards are never used is down: 54% to 36% (Chi square=15.20) and 77% to 65% (Chi square=7.42), respectively. Those reporting that projection of subject relevant films never happens has dropped from 76% to 64% (Chi square=7.90).

Such changes from 1979 to 1984 do possibly indicate some more use of audio-visual materials, books, and group work. However, although the indicated differences are statistically significant, they are small enough that perhaps they are not of great practical significance.

Administrative Improvement Component

The Administrative Improvement component was designed specifically "to invest significant resources at the national, ISER and Rural Normal School level to improve the administration of the Rural Normal School system." At the national level the objective was to assist the Director General of Rural Education and the coordinator of Rural Teacher Training to implement and monitor the project. At ISER the objective was "planning of ISER's role in Bolivia's education system including its relation with the Rural Normal Schools. ...to improve the personnel management system, record keeping system and evaluation of programs at ISER." "Long-term foreign professors will include course work in educational administration and management." One seminar for Supervisors and principals of nucleos was conducted from Janary 4 to February 4, 1983 for a total of 255 participants. Another seminar was held from July 4 to 15, 1983 for 238 principals and 56 supervisors. Various four month ISER courses have included components on Educational Administration. Ten month ISER courses with specializations in Education Adminstration and Supervision are currently being carried out.

It appears to be that the only part of the component that has been accomplished during the project is the part related to the seminars and courses.

At the beginning of the project the component meant to provide technical assistance to help with practical ideas to introduce change into the system. Until 1983 almost nothing related to this component was done.

Two questionnaire items sought to uncover the attitudes of authorities and teachers to any administrative improvement that has occurred as a result of REIIP.

TABLE III.27 shows that a majority of authorities suggested that the organization of the Rural Normal Schools had indeed improved as a result of REIIP. The authorities were significantly more convinced of such organizational improvement than were the Rural Normal School teachers.

TABLE III.26

As a consequence of REIIP the organization of the Rural Normal Schools has improved.

1984 authorities	n=27	Yes=52%	Partially=41%	No=7%
1984 teachers	n=63	Yes=16%	Partially=71%	No=13%

Chi square=12.51 Significant at the 0.01 level

TABLE III.27

The relations of the Rural Normal Schools with other educational institutions have improved as a consequence of REIIP.

1984 authorities	n=27	Yes=63%	Partially=22%	No=15%
1984 teachers	n=63	Yes=25%	Partially=52%	No=22%

Chi square=11.76 Significant at the 0.01 level

Again, the authorities were significantly more convinced than teachers that interinstitutional relationships had been improved as a consequence of REIIP.

IV. PROJECT OBJECTIVES SPECIFICALLY ADDRESSED

A) NUMBER OF QUALIFIED PROFESSORS SELECTED FOR THE RURAL TEACHER TRAINING COLLEGES.

This objective is interpreted to mean that what is desired is to know the percentages of Rural Normal School teachers who have completed specialization courses. Several trips were made to the National Direction of Rural Normal Schools to try to obtain such information. The trips were unsuccessful. The data may exist there, but not in any very accessible form. It also appeared likely that for some of the Normal Schools they may not have received such information.

Some idea of the situation can be had from information received at four of the Rural Normal Schools and from one of the questionnaire items.

TABLE IV.A1

Specialization Situation among Teachers in Four Normal Schools*

Normal School	Total	Working in Specialization	Working out of Specialization	Without Specialization
Caracollo	40	31 (78%)	6 (15%)	3 (8%)
Villa Serrano	18	15 (83%)	2 (11%)	1 (6%)
Canasmoro	18	17 (94%)	-	1 (6%)
Caiza "D"	18	13 (72%)	-	5 (28%)
Total	94	76 (81%)	8 (9%)	10 (10%)

* From information provided by rectors

The questionnaire item gave similar results:

TABLE IVA.2

I have attended specialization courses at ISER.
1984 n=63 Yes=75% No=23% no response=2%
1972 n=241 Yes=65% No=32% no response=4%
Chi Square=37.26 Significant at the 0.01 level

It might be inferred that approximately 75% to 80% of Rural Normal School Teachers are working in their specialities.

B) NUMBER OF TRAINED SUPERVISORS AND ADMINISTRATORS CHOSEN FOR THE RURAL TEACHER TRAINING SYSTEM.

Several trips were made to the Direction General of Rural Education to try to secure data for this objective. There was no

success. One hundred administrators are currently being trained in a ten month specialization course at ISER, other ISER courses have offered training in Administration and several Workshop-Seminars have been held for Supervisors and Administrators.

C) NUMBER OF RURAL PRIMARY SCHOOL TEACHERS UPDATED IN THEIR TRAINING IN TERMS OF THE NEW BOLIVIAN RURAL EDUCATION CURRICULUM

One of the major means of updating the training of Rural Primary School teachers has been Summer Vacation courses and Winter In-Service courses. In 1983 there were two such courses:

1464 Rural Primary School teachers attended Summer Vacation courses in 1983. The main focus of the courses was the new approach to instructional design in the Bolivian rural education curriculum.

1776 Rural Primary School teachers attended Winter In-Service courses in 1983.

The other main means of training Rural Primary School teachers is through the Mobile Teams. Few Mobile Team reports are available and those that are are usually not very specific about the actual number of teachers that they trained. It is assumed that they were training at least 900 teachers a year.

D) NUMBER OF NORMAL SCHOOL STUDENTS BENEFITING FROM NEW METHODS OF TEACHING-LEARNING THROUGH THE REVISED RURAL NORMAL SCHOOL PLANS AND PROGRAMS.

Under the best of circumstances this objective would be very difficult to address effectively. Revised plans and programs have been implemented in various ways in all 17 of the Bolivian Rural Normal Schools. It might therefore be hoped that all of the approximately 7000 Rural Normal Schools students in 1984 are benefiting. Even if the evaluation team had attempted to develop and apply some measure of student achievement, there is no known previous data with which current results might have been compared.

There is some evidence in the five Rural Normal Schools visited by the Evaluation Team that there has been some positive changes in teaching methods. Students reported significantly more use of books for consultation, group teaching techniques, and some audio-visual aids than was the case in 1979. (See TABLE III.25 for more details.)

However, one questionnaire item on the use of teaching techniques that encouraged active participation of students did not show a significant improvement over 1972.

TABLE IVD.1

The teaching methods I use (used by the majority of my teachers) are intended to encourage an active participation of the students in the preparing and acquiring of knowledge.

1984 teachers	n=63	Yes=79%	Partially=16%	No=5%
1972 teachers	n=241	Yes=73%	Partially=20%	No=6%
		no response=4%		
1984 students	n=218	Yes=74%	Partially=21%	No=5%

Chi square between 1972 and 1984 teacherss=1.42
Not significant

Chi square between 1984 students and teachers=0.88
Not significant

E) EFFECTIVENESS OF REVISED PLANS AND PROGRAMS WITH INCREASED RURAL-RELEVANT CONTENT IN USE AT RURAL NORMAL SCHOOLS AND RURAL PRIMARY SCHOOLS

Several questionnaire items tried to solicit opinions that related to this objective:

In TABLE III.1 evidence is presented that a majority of the current Rural Normal School teachers feel that the current system does not respond to the characteristics and needs of the Rural Education. This is significantly different from the opinion expressed five years ago. One explanation might be an increased awareness that somehow the system is not meeting its many challenges or perhaps even that the changes made in the plans and programs have not yet been adequately implemented.

TABLE III.10 and TABLE III.11 indicate that the majority of of teachers and authorities are not convinced that the objectives of the Rural Normal Schools are responding to the needs of rural areas and to the needs for socioeconomic development. There is some evidence that teachers have even more doubts about the appropriateness of the objectives than do the administrators.

TABLE III.12, TABLE III.13 and TABLE III.14 present more evidence that many authorities and teachers have doubts concerning the effective of the Rural Normal school curriculum in preparing students to promote socioeconomic development and in helping to integrate the rural population into the activities of the country.

There has been much expressed concern that the Rural Normal School objectives are not adjusted to the socioeconomic needs of the country. Such a concern is apparently stronger among authorities than it is among teachers.

TABLE IVE.1

The future teacher identifies himself with the problems and aspirations of the rural population.

1984 authorities	n=27	Yes=30%	Partially=48%	No=22%
1984 teachers	n=63	Yes=32%	Partially=57%	No=11%
1984 students	n=218	Yes=85%	Partially=7%	No=5%
		no response=3%		

Chi square between 1984 teachers and authorities=1.92
Not significant

Chi square between 1984 teachers and students=88.57
Significant well beyond the 0.01 level

While there is apparently much doubt among authorities and teachers about whether the students are being helped to identify with the rural population, the students insist that they are being helped to gain such an identification.

TABLE IVE.2

The objectives of the Rural Normal School are too theoretical and do not represent reality.

1984 authorities	n=27	Yes=33%	Partially=33%	No=26%
		no response=4%		
1984 teachers	n=63	Yes=49%	Partially=27%	No=22%
		no response=2%		
1984 students	n=218	Yes=39%	Partially=32%	No=28%
		no response=1%		

Chi square between 1984 teachers and authorities=1.42
Not significant

Chi square between 1984 students and teachers=2.26
Not significant

There seem to be real mixed opinions on whether or not the objectives of the Rural Normal Schools are too theoretical and do not represent reality. One problem seems to be deciding just what reality really is.

TABLE IVE.3

The rural teacher not only has to work in the classroom, but he also has to work in the community and thus contribute to socioeconomic development.

1984 authorities	n=27	Yes=96%	Partially=4%	No=0%
1984 teachers	n=63	Yes=96%	Partially=2%	No=0%
		no response=2%		
1984 students	n=218	Yes=97%	Partially=2%	No<1%
		no response=1%		

While there is no agreement as to whether or not rural teachers are being prepared to adequately help foment rural development, there is almost 100% agreement among all concerned that they should contribute to such development.

TABLE IVE.4

The objectives of the Rural Normal School should be the same as those of the Urban Normal Schools.

1984 authorities n=27 Yes=0% Partially=4% No=96%
1972 authorities n=35 Yes=26% Partially=0% No=51%
no response=23%
1984 teachers n=63 Yes=16% Partially=13% No=71%
Chi square between 1972 and 1984 authorities=14.41
Significant at the 0.01 level
Chi square between 1984 teachers and authorities=7.30
Significant at the 0.05 level

Perhaps the extent to which one believes that the Rural Normal Schools should have different objectives than Urban Normal Schools reflects a dedication to rural-relevant curriculum. There apparently has been a significant shift in the opinions of authorities since 1972 until now all but two of the sample want a urban-rural distinction. Although not as many teachers want such a distinction, a majority (71%) do.

Given the high percentage of non-Spanish speakers in the rural areas, it might be suggested that Bilingual Education would be an aspect of rural-relevant education. The items analyzed below used to try to ascertain attitudes to Bilingual Education:

TABLE IVE.5

Bilingual Education is appropriate in the first years of rural primary school.

1984 authorities n=27 Yes=93% No=7%
1984 teachers n=63 Yes=83% No=17%
Chi square between 1984 teachers and authorities=1.55
Not significant

TABLE IVE.6

Surely you have heard about the need to introduce bilingual teaching methods into the Normal Schools. You believe that:

	Students 1984	Students 1979
Would help rural school children learn Spanish=	65%	70%
Would impair the rapid learning of Spanish=	23%	21%
Would result in no benefit or impairment=	8%	9%
No response=	4%	

Chi square between 1979 and 1984 students=0.32
Not significant

As seen in TABLE IVE.5, TABLE IVE.6 and TABLE III.7 the current teachers and administrators are almost completely in agreement

with the inclusion of Bilingual Education in the curriculum at both the primary and normal levels. This represents a significant change from the attitudes of teachers in 1979. The majority of students reported that Bilingual Education would have positive effects, but it was interesting that the school with the heaviest bilingual (and even trilingual) student population gave the least support for Bilingual Education. At Caracollo 53% of the sample of students suggested that Bilingual Education would impair the learning of Spanish and only 33% thought it would help. When compared to the sample form the other Rural Normal Schools the Chi square value was 31.24, which represents a difference significant well beyond the 0.01 level. This situation may have something to with the program at Caracollo because in general the monolingual students were not more in favor of Bilingual Education than were the bilingual students.

Support for Non-Formal Education might also be considered an indication of a desire for a rural-relevant education. TABLE III.8 presents evidence that shows that Non-Formal Education (Community Education) is apparently considered by most to be quite important.

Actually working in Non-Formal Education projects might indicate a particularly strong committment to rural-relevant education.

TABLE IVE.7

I have had, this year, an opportunity to take part in a Non-Formal Education project.

1984 teachers	n=63	Yes=38%	No=62%	
1979 teachers	n=90	Yes=34%	No=58%	no response=8%

Chi square between 1979 and 1984 teachers=0.40
Not significant

Less than 40% of the samples of teachers for both 1979 and 1984 reported actually being involved in a Non-Formal Education activity. There is apparently more talk about Non-Formal Education than there is action.

Overall, there seems to be a consensus that future rural teachers should be prepared with a rural-relevant education so they can help in the socioeconomic development of rural communities. However, there is no agreement as to whether or not the current plans and programs are adequate to that task. There is much support for Bilingual Education and Non-Formal Education.

Most of the above discussion has been specifically concerning the Rural Normal Schools plans and programs with little mention of the Rural Primary Schools plans and programs. One criticism that might be made against the project is that the Rural Normal School curriculum development and teacher training that has been done has not had a close relationship to the curriculum of the Rural Primary School. To say that the curriculum development and teacher training was done in a vacuum might be an exaggeration,

but to say that it did not grow out of a well-defined notion of Rural Primary School curriculum may well be an important observation.

F) CURRICULUM IN USE WHICH PERMITS MORE PRAGMATIC TEACHING IN RURAL AREAS THROUGH A BALANCED COMBINATION OF SUBJECT CENTERED AND COMMUNITY EDUCATION COURSES.

Two questionnaire items were used specifically to try to address this objective: one asking if the current curriculum encourged pragmatic teaching and one asking if there was a balance in the curriculum between academic and Comunnity Education courses. The results are presented in TABLE III.20 and TABLE III.21. There is some agreement among students, teachers and authorities that pragmatic teaching is being encourages, but only a minority feel that there is a balance between academic and community education courses.

Perhaps another aspect of this objective might be the effectiveness of Community Education courses. TABLE III.15, TABLE III.16 and TABLE III.17 present data that indicate that students are more convinced of the effectiveness of Community Education courses than are teachers, but that teachers perceptions of the effectiveness of the Community Education courses seem to have improved since 1972.

In many conversations it was evident that many authorities, teachers, and students felt that pragmatic teaching through a balance of academic and Community Education subjects had not been achieved to the degree desired. Most wanted the Rural Normal Schools to be more productive. Little evidence of the relationship between production and academic work was seen. For instance, the academic subjects seemed to be for the most part completely divorced from any of the production.

G) FUNCTIONING, IN-SERVICE EDUCATION PROGRAMS FOR TEACHERS, DIRECTORS, NORMAL SCHOOL PROFESSORS, EDUCATIONAL ADMINISTRATORS AND SUPERVISORS

Despite the many problems of political and economic instability, and administrative blockage there have been significant in-service education programs throughout the project. Serious questions remain as to whether or not they will be functioning once the project is terminated. The three main delivery modes have been through ISER, through various vacation courses and other seminar-workshops, and through the Mobile Teams. All three modes of training have been specially financed through the project. Given the economic crisis of the country the in-service training programs may well cease to function. ISER's only future may depend on the successful production and marketing of Rural Normal School textbooks, and distance education modules. The teachers union that has often made it difficult to carry out vacation and other courses may now have to assume financial

responsibility if any such courses are to be held. The future of the Mobile Teams is uncertain. One suggestion has been that they become "Itinerant Training Teams" in their Departments. If they are to be genuinely itinerant there must somehow be a budget for operation and maintenance of their vehicles, and some method to encourage the completion of their training responsibilities.

H) AN OPERATING POST GRADUATE INSTITUTE FOR TRAINING TECHNICIANS IN RURAL EDUCATION SYSTEM PLANNING, PROGRAMMING, CURRICULUM, GUIDANCE AND EVALUATION. THE INSTITUTE WILL DEMONSTRATE ITS COORDINATED ACTIVITIES WITH THE RURAL NORMAL SCHOOL SYSTEM.

Much has already been said in this report about the activities at ISER. Since 1980, 73 individuals have been trained in six month courses, 240 have been trained in various disciplines in four month courses, and approximately 60 have been trained in ten month specialization courses. In addition to those numbers sponsored by REIIP, there has also been a significant number sponsored by PEIA and a number in many of the groups that studied Educational Administration. There is currently a group of approximately 100 in ten month specialization courses in Administration and Supervision. When REIIP terminates, ISER's only future may depend on the successful production and marketing of Rural Normal School textbooks, and distance education modules.

The evaluation team was able to talk with rectors of four of the six Rural Normal Schools of the project. Three of them stated that they had no contact with ISER. ISER recently published the first issue of an information bulletin called ISERGRAMA. A second edition is reported to be ready for publication. At ISER it was insisted that copies of ISERGRAMA had been sent to all the Rural Normal Schools. It had not been heard of at four of the five visited by the evaluation team. At the fifth the rector had recently visited ISER and personally had brought back copies for his staff.

V. EDUCATIONAL ADMINISTRATION AND PROJECT ADMINISTRATION

This part of the evaluation studied, assessed and made recommendations regarding all the issues related to the administration of REIIP, the administrative improvement of ISER and the six Rural Normal Schools in the project, as well as, the relationship that REIIP has with the related organizations in the MEC, USAID and AED. This section of the report responds to subheadings A, B, C, and D that are specifically assigned to Evaluator Number One in the Scope of Work.

The information gathered was processed by comparing it with the specifications in the contract signed between the GOB and AED, and the activities outlined in the proposal of AED, taking into consideration the amendments issued during the life of the project. The information was assessed based on the functionality, the utilization and the effectiveness of the performance of the project administration.

The conclusions and recommendations outlined emphasize the most important issues in the administration of REIIP, and were based on the assessment of the information gathered during the evaluation.

Project Administration

The information related to the administration of the project was analyzed under organizational structure, project management, project leadership, conclusions and recommendations.

<u>Organizational Structure</u>
The organizational structure of REIIP has suffered changes throughout the years. In the Project Agreement signed in 1977, the project was to consist of five discrete components:

1. Teacher Training,
2. Curriculum Development,
3. Teacher Material Development,
4. School Consolidation and Improvement, and
5. Administrative Improvement.

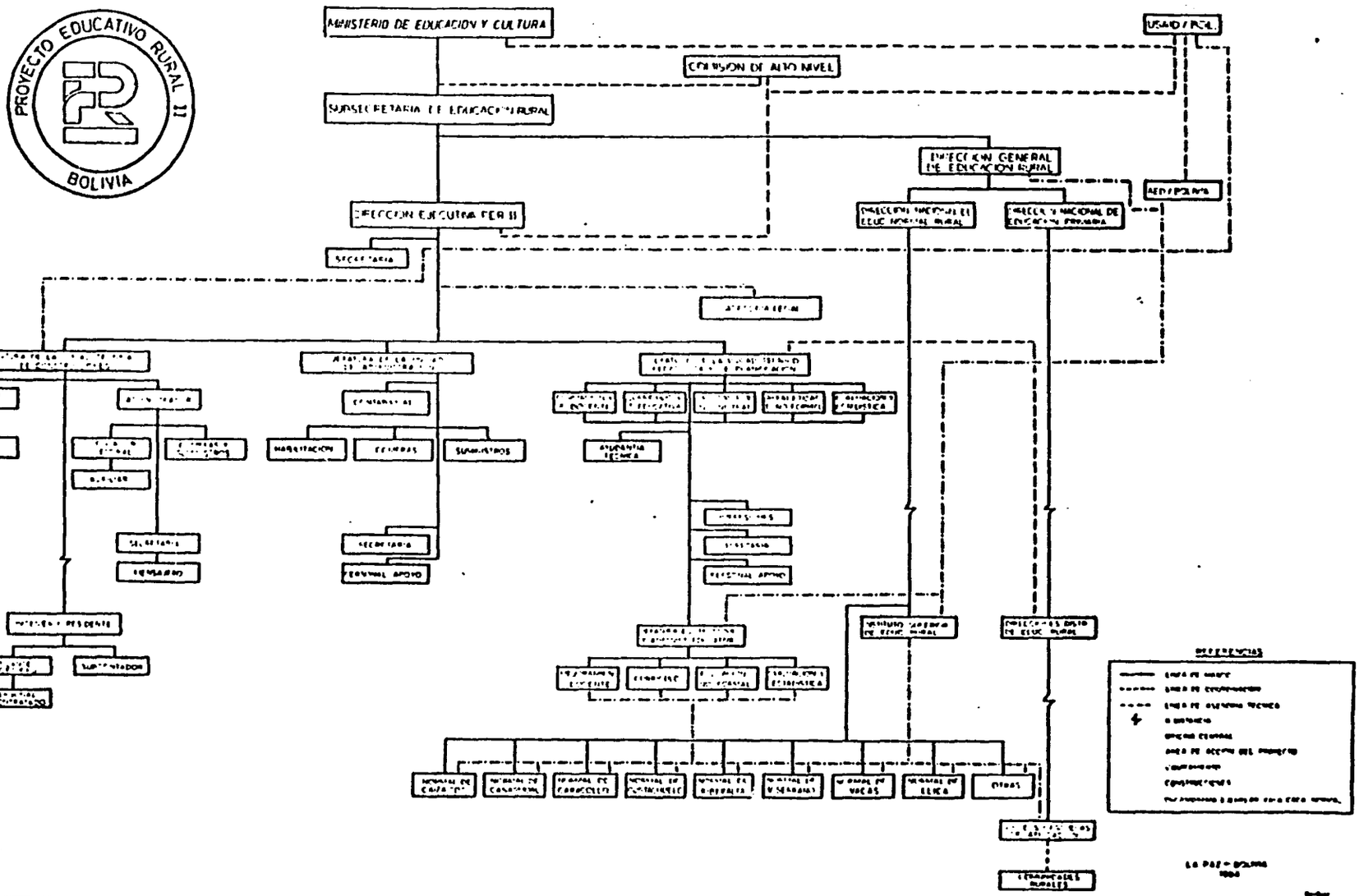
In the "Plan Operativo" of 1980 and 1981 two new components appeared: Statistics/Evaluation and Non-Formal Education.

Actually the REIIP organigrama (see page 47) shows three units:

1. Construction Unit,
2. Administrative Unit, and
3. Education Unit.

In earlier years the Director REIIP answered to the Ministry of Education through CONDER. Now it is done through the Sub-Secretary (Vice Minister) for Rural Education.

ESTRUCTURA ORGANICA DEL PROYECTO EDUCATIVO RURAL II
(PER II)



In the MEC structure the General Directorate of Rural Education provides an opportunity for the REIIP to operate with the National Directorate of Rural Normal Schools, ISER, and the six Rural Normal Schools in the area of influence of REIIP. At the same time there is coordination via the National Directorate of Rural Primary Education through the District Directors of Rural Education to the Núcleos, Escuelas de Aplicación, and rural communities.

The coordination with USAID/B was done through an Educational Logistics Advisor , who is now referred to as a Project Coordinator.

The USAID/B Director with the Divisions of Program Development and Evaluation, Health and Human Resources, Program Development and Implementation, and the Division of the Controller oversees the preparation of the necessary documents for REIIP that constitute the precedent conditions for the disbursement of funds, prepares the procedures and allocation of funds in the bank, and at the same time maintains close observation of the use of funds by REIIP.

REIIP receives technical assistance from AED to the Education Unit. The AED has provided long-term assistance in three areas and 120 M/M short-term consultants.

The original idea of incorporating the Mobile Teams, ISER, and six Rural Normal Schools with Núcleos and Escuelas de Aplicación in the rural areas has remained as planned.

A steering committee, as an overseer, has reviewed the progress of the project and solved problems that could not be solved at the project level. The committee is currently composed of representatives from the MEC, REIIP, USAID/B, and the teachers union (CONMERB). The project has an administrative manual that outlines the policies and procedures. The goals and objectives are outlined in operational plans. There is not a formal system established to carry out the internal and external communications. There are not written specifications for a file system. There are schedules and time lines for the accomplishment of the project activities, well designed operational plans, well defined lines of command, established procedures for coordination and relationships with other organizations and agencies participating in the project, and a well defined area of influence.

<u>Comments</u>

By assessing the effectiveness and functionality of the organizational structure of the project it is possible to find that its operation reflects little utilization of the adopted procedures and policies. Most of the people that were not directly involved in the design of the organizational structure of the project demonstrated surprise when they were told that such procedures exist.

Sometimes all of the forces influencing the project are not included in the organizational structure. Other times they are included, but the MEC and USAID are ignorant of each other's value systems and about their distinct approaches to doing things. In either case the outcomes are the same. In the first case it is very difficult to make a precise assessment of the organizational structure or predict its effectiveness if all the elements influencing the organization are not included. Maybe this could be an explanation for the difference between what is written and the actual practice. FOr example, the teachers union (CONMERB) has veto power in the educational sector in Bolivia. In this dual structure (formal and informal) the organization fluctuates between both. The expected outcomes vary making it very difficult to predict how effective the structure will be.

In the second case, eventhough the procedures and policies have been written, agreements have been signed, and procedures and policies have been outlined, the MEC and USAID appear to be in a culture bind. Two different structures are trying to work together without agreeing or coming to a consensus on the major differences that are pulling them apart.

Recommendations

1. It is very important to recognize the powers that be (formal/informal) and to incorporate them into the organizational structure, maintaining these elements well informed about all decisions and activities of the project. Fighting those groups or leaving them outside of the organizational structure is damaging to the project, eventhough including them may seem politically inconvenient at times. Fortunately the teachers union has been incorporated into the structure of the REIIP as part of the steering committee, after a long struggle that placed some of the activities of the project in jeopardy.

2. In the present relationship between GOB and USAID/B an easy way is needed to diminish the conflicts that arise when a very formal organizational structure is superimposed over a very different one. It is necessary to be flexible and try to meet the other party half way. USAID/B has done a good job in this sense. For example, the Pari-Passu was introduced into the structure and is working well. It seems to be that the system was explained in detail to the people responsible in the project. Maybe the lesson is that it is necessary to explain the systems over and over, making sure the process is understood, and make them aware that the new structure is not seen as being too much against their own way of doing things.

Project Management

The evaluation focused on the effectiveness of established processes to conduct the REIIP activities and in the ability to accomplish the goals and objectives of the program. The presentation of the findings are emphasized under the subheadings of overview, personnel, procedures, comments, and recommendations.

Overview

The first Director of REIIP was appointed in January, 1978. One of the most important early activities in the project implementation was the training program in a third country. A group of 61 people from REIIP were selected to receive training in Colombia. Arrangements were made with the Universidad Javeriana in Bogotá and the Universidad del Valle in Cali for delivery of special programs for the participants. The programs were designed based on the project's objectives. On the part of REIIP close supervision activities were conducted with the group of trainees in Colombia. At the same time technical assistance activities took place under the different components of the project. Unfortunately for this evaluation, adequate records of the project for that period were not available to the evaluation team in order to document the functionality and the effectiveness of that administration. However, the well-designed operational plans for 1980 and 1981 show some evidence of the good management and the leadership of the project.

In July 1980 USAID's Implementation Letter No. 11 reduced support for REIIP to the minimum necessary to keep the project active.

Personnel

It appears to be that the management of REIIP has gone through very difficult periods due to government policies, power groups, and/or leadership of the project. The project went through a very inactive period where strong decisions on USAID's part were necessary in order to assure its continuation. Salary increases within the MEC were not granted to the technicians of the project. As a consequence most of the personnel in education left the project, leading to improvisation of personnel, and the use of different criteria for the selection of new personnel.

Procedures

After March 1984 with a new Project Director, REIIP started moving again toward the accomplishment of its objectives. This despite the internal problems of personnel not motivated to perform its tasks, internal resentment and jealousy between the three project units, and lack of power for the Director easily to remove undesireable elements. The current REIIP Director has had the ability to keep the project in action; sorting out the internal power struggles, dealing with external forces such as the teachers union (CONMERB), and also handling the regular management problems that a project of this magnitud has.

In general, the assessment of the REIIP management at the Central Office is fair in terms of the system for written records and files, staff meetings, and employee work schedules. Employees follow procedures for attendance. There is a book with a log where employees can be reached during working hours, and a book for signing in and out. There are regular meetings conducted with the Educational Unit and with the Construction Unit. Agendas and minutes are kept on file. Occasionally there are meetings with the total staff, but there are no records kept.

The Educational Unit currently has only three members instead of the original six. With 50% vacancy this unit is now in low production. With the technical assistance of AED this Unit in the past has accomplished its objectives.

The performance of the Administrative Unit is rated as "fair". The group of eight people seem to very united around the leader of the unit. There appears to be great animosity against the Administrative Unit from the people that depend upon its work. There are complaints about laziness in the accomplishment of tasks, and using stalling tactics in the acquisition of materials and supplies. From brief observation of the work of the people in the unit, the books appear to be in order.

The Construction Unit has the School Consolidation and Improvement component and is working hard toward the accomplishment of its objectives by 1985. It is possible to finish if the present conditions remain the same. The procedures in the Construction Unit have changed. Now the unit is doing direct contracting for portions of the Rural Normal School building. This direct contracting is still under experimentation. The performance of this unit is rated as "good".

The AED has provided technical assistance in three areas. The performance of the technical assistance is rated as "very good". The work accomplished under the circumstances goes beyond expectations. Most of the people that have worked with them have praise for the AED technicians.

USAID has accomplished a good job through the Project Coordinator in the management and coordination of the REIIP activities. Under the conditions that the USAID coordinator has worked the results are very good. In this specific case USAID has made a big effort to meet the GOB half way.

The Mobile Teams are part of the field work of REIIP. Their accomplishments in pre-service and in-service training have differed from place to place. In general the performance is rated as "good". Most of the teams are not complete and some of the participants are not specifically trained for their jobs. Due to the low salaries about 50% of the trained people have left. Because of the distances involved they are not paid on time. For instance, by November 23 they had not been paid for October. For the month of November their salaries were readjusted. Due to the lack of funds for vehicle maintenance the Mobile Teams are not mobile.

An assessment of the REIIP management system has been presented. Due to the complexity of the subject and the detailed information gathered, the report has focused on the significant finding that could be used in assessing other projects.

Comments

The present REIIP management system seems to be ineffective in many aspects, but mainly in the utilization of the human resources available and the amount of energy necessary to accomplish any given task. Despite the circumstances their approach appears to be somewhat functional.

The management of REIIP has improved very little with respect to REIP. It is possible to have almost the same assessment about the management style used in both projects.

It is very contradictory to visit a Rural Normal School and learn that the toilets have been out of use for a long time because the sewer is obstructed, while in the same school a million dollar construction project is underway.

The idea of having a specialized group of educators (Mobile Team) providing pre-service and in-service training in the areas of influence of the Rural Normal Schools proves to be very commendable. The fact that they are so far from La Paz makes close supervision and management impossible.

It appears that the education part of the project is more important in terms of the scope of work, while the construction is in terms of dollars invested. These two different parts of the project require specific knowledge and skills in their management. It may be very hard for one person to administer both.

Recommendations

For the good management of the project it is recommended that the administrative structure be modified before January 1985. To succeed in this task the following is recommended:

1. Institutionalize the idea of the Mobil Team at the District level and place the Mobil Teams and their equipment in the District Offices. Most of the District Director seem to be in agreement with this suggestion.
2. Relocate, by the end of December, under the National Directorate of Rural Education or directly under the National Directorate of Rural Normal Schools, those few "técnicos" of the Education Unit of the REIIP Central Office.
3. Unify under the Construction Unit the necessary facilities to carry out the needs of this component.
4. Terminate the Administrative Unit and start an intensive audit to determine the use of funds and the inventory of REIIP.

The seminars planned for January and the finishing of the ISER courses with three AED short-term contractors will be the only educational activities left. This fact does not justify keeping the two units working. A decision has to be made regarding the supervision and evaluation of the seminars and the ISER courses, as well as the allocation of funds to pay for the short-term contractors at ISER.

Bottlenecks

The difficulties encountered during the implementation of the REIIP are mainly related to administrative procedures such as: compliance with precedent conditions for disbursement of funds, procurement activities, logistics, hiring and firing of personnel, and communications between the participating agencies and with the REIIP.

In the communication network of REIIP Letters of Implementation are utilized to expedite the smooth running of the project. The letters are from the USAID Director to the MEC, and are used for the approval of contracts, budgets and amendments to establish procedures, etc. They are a documented history of REIIP activities. In Appendix D a list of the implementation letters from August 31, 1977 to November 21, 1984 is presented. In the history of REIIP there are two particularly important implementation letters: No. 11 of September 3, 1980 reducing USAID support to REIIP to a minimum, and No. 41 of December 23, 1982 reinitiating full USAID support for REIIP with a 29 months extension. Letter No. 41 has two annexes: one describing the activities for project reactivation and another establishing project implementation procedures (the pari-passu system).

One can speculate about the reasons why the implementation of the agreement had so many pitfalls. It is possible to list many administrative errors that happened during the implementation of the program. It could be stated that this very complex situation has been the consequence of the political, social and economic instability of the host country, the lack of maturity for carrying out this type of program, and so many other intervening factors. It appears to be that the roots of the problem have deep origens that might be described as follows:

1. There is a confrontation of two different cultures that are trying to work together in the solution of problems when both have different approaches to the situation they are trying to solve.

2. There are attempts to implement development programs with the most impressive plans, with very sophisticated tools for a very simple problem that needs simple solutions. The implementors have different value systems in pursuing the same goals and objectives. Sometimes the procedures can be seen as a unilateral action by one of the parties. As a consequence the strategies for implementation have to be forced down or imposed, causing resentments. Other times the rules have to be loosened more and more in order to continue with the project.

3. The two cultures in contrast, unable to see each other's points of view, are blaming each other for the red tape, the inability to operate and the failure to accomplish the proposed tasks.

Each group of people feels helpless, frustrated and angry at each other. In between these two groups are the Bolivian nationals working with USAID/B. During the interviews with high officials in the administration of REIIP and the MEC repeatedly comments arose regarding the role of Bolivians serving in USAID as the main roadblocks or bottlenecks in the smooth running of the project. It appears to be that some of these people are not able to operate as effective liaisons between the two groups in order to transfer the good things that each group has in order to improve understanding and working relationships.

Most of the people interviewed felt very fortunate that USAID/B has Dr. Claude Boyd as Project Coordinator. The good comments came from the same group of people that were very critical of the Bolivians in USAID. They described him as a very sensitive and active person that took upon himself to be the interpreter of both cultures. Due to his efforts and constant mediation the project is still alive and will reach its goals.

Recommendations

1. There is an immediate need to develop human resources in education by training a cadre of "técnicos" with various political affiliations. USAID will then be able to work continuously with these people in spite of the political mood. This approach could maintain a balance in the organizational structure to facilitate program implementation.

2. Another possible solution to avoid bottlenecks could be the incorporation in USAID of sensitive people that can understand and work with both groups, serving not only as liaisons to interpret the differences, but to provide technical assistance on the procedures, rules and regulations that are necessary to implement the agreements between the GOB and USAID.

Project Leadership

The projection of REIIP in the area of influence has been very good in terms of teacher training and quite modest in school administrative improvement. The project leadership was evaluated in terms of its ability to establish relationships with other projects, decision making, ability to project its activities to the beneficiaries, and adequacy of planning.

Project Relationships

REIIP has developed good working relationships with ISER in the planning, development and sponsoring of courses and seminars. The project also has provided ISER with equipment, audio-visual materials, and library books. A long-term AED advisor spent over a year at ISER helping with the planning of ISER's curriculum and administration. REIIP has a good image at ISER in spite of an expressed resistance to "foreign influence."

REIIP made efforts to establish close working relationships with other projects in education. In an attempt to integrate

activities with REIP, eighteen educators sponsored by REIP participated in the training in COlombia. Some members of REIP participated in training seminars with REIIP.

Another attempt for coordination of similar efforts is with the Integration of the Northern Altiplano Project (PEIA) of the World Bank. PEIA has sent participants to ISER courses and to various seminars.

The project leadership in the area of teacher training has extended to the six Rural Normal Schools, the Escuelas de Aplicación, Núcleos, and rural communities.

Decision Making

REIIP leadership has been proven in the implementation of the plan to carry out the goals and objectives of the project. In each one of the five components decisions have been made that affect not only the outcomes of the project, but the Rural Education System. THe project has influenced changes in the teacher training approach at the national level according to the National Director of Rural Education. The influence of the project in education has been somewhat dependent on the particular REIIP Director.

Institution Building

The projection of REIIP to influence education has been modest compared to the potential and the opportunity. The impact has been more in teacher training. Many people and schools have received benefits of the training, equipment, and materials through the project. There is a concern regarding the long range effects of the project outcomes. It appears to be that little provision has been made to institutionalize its accomplishments.

Planning

In the ability to plan educational programs REIIP has demonstrated its leadership by working in the planning of its own activities. It is important to mention the "Operational Plans" for 1980 and 1981 developed by REIIP. In the areas of teacher training several seminars and courses were planned and executed.

Comments

By design, the project was supposed to work in its area of influence projecting its image to the rest of the country. REIIP made efforts to integrate and cooperate this activities with similar attempts in the field. It appears to be that the project concentrated it efforts in trying to accomplish the program objective with little time left to extend its differences around.

Recommendations

A project of the magnitude of REIIP has to have all the forces of the country working together. It cannot devote time and energy fighting small fires. Programs with these ambitions must develop

close working relationships and cooperation with similar efforts. Decisions have to be made in the course of the project of viable strategies to be used for the institutionalization of the project's ideas. Early in the program the activities must start moving out of the area of influence of the project and start establishing a patterning of how this can be done once the project monies are gone.

Conclusion

Evaluating the administration of the project one can see the progress obtained, the ideas acquired, the new methods put into practice, the success of various endeavors. Also one can see all the frustrations, the pain involved, the sacrifices. The new buildings can be measured by their functionality, the teaching materials can be assessed by the sophistication. The new books in the library can be counted and maybe one could predict the effects that the innovation would have on the children, on the teachers, and on the community. What would be impossible concerning the administration of the project is to accurately evaluate the personal growth of the participants, the immediate effect, the new ideas and methods of the students, how rural communities might have changed as a consequence of the program, and the overall improvement of the country's education. For some people maybe this is another project, plenty of resources with ideal situations. Maybe this is the opportunity for some schools to improve the teachers, books, building facilities, teaching materials. For others it might mean growth, new experiences, different ways to see how the schools could be a better place for children. Perhaps it might even be seen as another way to bridge the gap between real life and the school, a new hope to developing the ideal school.

VI. TEACHER TRAINING, CURRICULUM AND MATERIALS DEVELOPMENT

A) STUDY, EVALUATE AND MAKE RECOMMENDATIONS REGARDING BOLIVIAN PROJECT TEAM WORK PLANS, INCLUDING THE OVERALL PROJECT PLAN AND COMPONENT PLANS (E.G. TEACHER TRAINING, CURRICULUM DEVELOPMENT, EDUCATIONAL MATERIALS DEVELOPMENT, EVALUATION, NON-FORMAL EDUCATION, OTHERS)

The evaluation team had some difficulty getting copies of all the work plans in time to make a careful analysis of them before the report deadline. The work plans that were studied, and the overall project plan and component plans are very ambitious and apparently carefully thought out.

The Teacher Training plans included many different approaches in order to reach many different groups: out of country training, courses at ISER, vacation courses, workshop-seminars, and visits to Rural Primary Schools by the Mobile Teams. Much effort has gone into the planning of all those courses. Administrative obstacles, as well as the political and economic situation of the country often made it very difficult to carry out even the most carefully laid plans. The results of the training might have been more positive if more of the training had been planned to take place in a context of rural development and with a more careful consideration of the Rural Primary School curriculum.

The Curriculum Development plans have carefully followed stages of development with inputs from many sectors, interpretation, evaluation, implementation and reevaluation. Perhaps here too there has not been enough attention to rural realities and the link to rural primary education.

The plans for materials development have been particularly ambitious and, perhaps for that reason, have fallen short. Much of the materials development work at ISER as been delayed: first waiting for a long-term advisor and then waiting for a relatively sophisticated offset printer. Perhaps at least pilot runs of textbooks for Rural Normal School students and distance education modules could have been made use of the available stencil duplicating machines while they waited for the arrival of the offset printer.

Related closely to materials development have been plans in educational technology. Relatively sophisticated audio-visual equipment such as stencil duplicators, overhead projectors, opaque projectors, movie projectors, and video cassette players have been purchased through a long drawn out process while blackboards have deteriorated to an almost unusable state and no resources are available to make simpler aids from such things as poster paper. Spirit duplicators may have been less expensive to purchase, maintain, and operate. Somewhat indicative of the general problem are the projectors that are stacked in the

Central Office because they are not what the project hoped it was getting. The necessary training for the use of equipment, and a budget for its operation and maintenance have not been available, and may not be available in the foreseeable future. Somehow in the development of the plans there must have been the attitude that sophisticated equipment would lead to sophisticated learning without sufficient consideration of the appropriateness of the technology.

Perhaps the attitudes to the Non-Formal Education (Community Education) component is indicated by the priority its plans have been given. The plans often appear late in the planning document, training in Non-Formal Education as often been near the last training that has been given, no long-term technical assistance has been provided in Non-Formal Education, apparently less short-term technical assistance has been planned and delivered for Non-Formal Education, it has not always enjoyed full status as a specific component of the project, and evidently little attempt has been made to involve Rural Nrmal School teachers in integrating their academic endeavors into Non-Formal Education activities.

Recommendations

1. Future plans in Teacher Training and Curriculum Development must take more into account the very difficult variables of rural realities, primary school curriculum, and providing useful, easily adaptable models.

2. Educational technology must be evaluated in terms of its appropriateness in the environment in which it is to serve. Maintenance and appropriate use of more traditional, less costly instructional devices, while not as glamourous as overhead projectors and video cassette machines, may reap more benefits in the long run.

3. Perhaps more planning should be done so that Non-Formal Education and the traditional academic subjects can complement each other.

4. Perhaps a general recommendation would be to encourage production of whatever is desired, be it a rice field or a textbook, with whatever resources are currently available rather than waiting for new sophisticated materials.

B) STUDY, EVALUATE AND MAKE RECOMMENDATIONS REGARDING OFF-SHORE TRAINING AND ITS IMPACT ON THE PROJECT

Off-shore training was provided in Colombia for a ten month period for 33 project participants at the Universidad Pontificia Javeriana in Bogotá and for 28 project participants at the Universidad del Valle in Cali. Conversations have been held with many of the participants. They all agreed that the training offered in Colombia was valuable and has enhanced their professional ability.

The training in Bogotá was principally for the Mobile Teams. They studied a common core of Research Methods, Educational Technology and Rural Development. They then branched out into the special areas of Planning, Evaluation, Teacher Training, Curriculum, and Non-Formal Education. There is some indication that the education they received was quite active and that the ten months of experiences together did help them to form into real teams.

The training in Cali was for administrators and teachers for the Rural Normal Schools and ISER. The teachers from the Rural Normal Schools had an opportunity to specialize in Educational Planning. The teachers from ISER specialized in a variety of subjects.

At both institutions there were apparently some adjustments problems and some dissatisfactions, but overall the experience seems to have been professionally beneficial. A survey was conducted three months into the training to which 58 of the participants responded.

TABLE VIB.1

The curriculum designed for training in the specialties is relevant to the proposed objectives of Projects I and II?
n=58 Yes=72% No=12% I do not Know the objectives=16%

The surprising thing about this item was that 16% admitted they were receiving training to work in a project whose objectives they did not Know.

TABLE VIB.2

The methods and systems employed used in the educational technology can serve as models in teaching in our Normal Schools?
n=58 Yes= 97% No=3%

It has been suggested that the educational technology used in the training in Colombia was practically and simple, rather than "high tech."

TABLE VIB.3

Are you receiving training that will be useful in your teaching when your return?
n=58 Yes=93% No=7%

So small complaints aside, the Colombian training was seen by the participants as quite useful.

The impact of the training is difficult to measure. Relatively few of the participants are now working in REIIP in positions for which they were trained: perhaps 12 of the 30 Mobile Team members, one of the 13 from ISER, and perhaps two or three of the Rural Normal School teachers are still in Rural Normal Schools. Some of those trained have moved on to higher positions: one is the National Director of Community Education, two are Central Office technicians for PERII, two trained for Mobile Teams are ISER professors, two trained to be teachers are now rectors, and two have been contracted by the Academy to work at ISER. Many are now teaching in rural primary or secondary schools, some are principals or supervisors, some are technicians with a SAED, and a couple have retired. Although not all have worked much within REIIP, most are still working in Bolivian education and one would hope that the training they received in Colombia has been useful.

Two individuals had the opportunity to study at the University of New Mexico (UNM). Carlos Orozco, ex-Director of REIIP and of Conder, completed a masters degree. Apparently due to political reasons he was not able to continue in the project. He is now Director of the "Escalafón" that determines teacher salaries. Emma Alegría also studied for a short time at UNM.

Recommendations

The individuals trained in Colombia and New Mexico are among the most highly trained educators in Bolivia. They are relatively few in number and the changing political situation limits the field of action of many. It would seem to be desireable, given the few opportunities for advanced study within the country, for USAID to arrange for scholarships so that a larger cadre of highly trained individuals could be formed.

C) STUDY, EVALUATE AND MAKE RECOMMENDATIONS CONCERNING IN-COUNTRY TRAINING ALREADY CARRIED OUT UNDER THE RURAL EDUCATION II PROJECT AND ALL TRAINING ACTIVITIES CURRENTLY IN PROGRESS

As has been mentioned often in this report, given the political and economic instability of the country, and the kinds of administrative and logistics problems encountered, the amount of in-country training that has been accomplished is notable. Participant satisfaction with the training seems to have been high. Teacher training materials have been available for many of the courses, although apparently there has often been difficulty in getting them printed and delivered on time.

There have been some complaints from officials that the four month courses at ISER were of little use, perhaps because they consider a ten month course the minimum necessary to become specialized. Tarija may not be the most appropriate location for training in rural education. It is fine for theoretical training, but if teachers of all subjects are going to relate their theoretical training to practical, productive work then it would seem that the Higher Institute of Rural Education should serve has a model of a combination of theory and practice.

Much of the training in summer and vacation courses, and even some of what the Mobile Teams, apparently has been offered in district centers. While such places may offer convenience for the trainers, they may not be the ideal places to model rural-relevant education.

Over the years there has been much possible duplication in training materials for courses. Most of the documents are quite short, perhaps 25 pages is the average. There has been the suggestion that much of the work as been directly and literally translated from texts written in English. The most substantial documents are those being developed at ISER, the Natural Sciences text written by Frank Torres, and the Bilingual Education text written by Ernest Gurule.

Recommendations

1. Most in-service training within the country has been financed through REIIP. With the project soon to end and the country in economic chaos, financing of in-service training will be difficult.

a) ISER's only future may be in the logistically difficult task of distance education. Perhaps some of the remaining project resources could be used to try to get the distance education operation going, perhaps even to the extent of training a couple of individuals outside the country in aspects of administering a distance education operation, or bringing in technical assistance. José Vicente Alvarez has expressed interest in returning to ISER for short-term assignment. On the other hand, if the offset printer becomes operational, perhaps the healthiest thing for ISER would be to carve its own destiny without further outside help.

b) The teachers union has been very insistent on having a say in the implementation of vacation courses. They appear to have more available resources then the MEC. Perhaps they should be willing to sponsor in-service training opportunities for their members.

c) The future of the mobile teams is uncertain. One suggestion has been that they become "Itinerant Training Teams" in their Departments. If they are to be genuinely itinerant there must somehow be a budget for operation and maintenance of their vehicles, and some method to encourage the completion of their training responsibilities.

2. There was much expressed interest in conversations with individuals all the way from the Minister himself on down to Rural Normal School students on the importance of Production Education. Some planning has already begun in this direction. Not only must Community Education teachers be involved in Production Education, rectors must be trained to take an active role and teachers in traditional academic subjects must be trained in ways in which they can help students acquire and use the academic skills necessary to help increase production.

3. Although there may be political reasons for having ISER in Tarija, it could certainly offer more rural-relevant training if it were not in an urban setting. It could also be more easily accessible and could better handle the logistics of distance education if it were more centrally located within the country.

4. More of the training offered to rural teachers might try to consider more strongly rural-relevant content and practical applications in an appropriate rural setting. Much of what one learns may be directly related to the learning models that one experiences. If most training is of a theoretical, academic nature in an urban setting, it may be very difficult for that training to have the desired impact in rural areas.

5. As ISER moves ahead in the production of textbooks for the Rural Normal Schools it would be ideal if they could use some of the better materials already produced by REIIP. It may be appropriate to insist on the value that good textbooks might have for students who currently have few, if any, personal textbooks. As it currently stands, students must depend on their notes (often woefully inaccurate and incomplete), and the limited resources of the library for out of class study.

D) STUDY, EVALUATE AND MAKE RECOMMENDATIONS REGARDING THE RELATIONSHIP TO OTHER PROJECTS AND AGENCIES WITHIN THE MEC, WITH PARTICULAR EMPHASIS ON TEACHER TRAINING AND CURRICULUM/TEACHING MATERIALS DEVELOPMENT

While perhaps not always optimum, the relationships with other projects and MEC agencies have been surprisingly good. In the early days of REIIP there was cooperation with REIP in sending individuals to Colombia for training and in the early revisions of the Rural Normal Schools plans and programs. Later during the project there was cooperation with the PEIA of the World Bank in the training at ISER, in the development of the 1982 plans and programs for Rural Normal Schools, and in the printing of the 1984 document on the restructuring of the rural teacher training system. Recently some promising contacts have been made with UNICEF to try to obtain resources to promote Production Education.

Many of the workshop-seminars sponsored by REIIP have used technicians that work in various offices of the National Directorate of Rural Education. Project personnel worked on the Commission for the revision of the rural teacher training system with individuals from the General Directorate of Rural Education, the National Direction of Rural Normal Schools, the National Direction of Early Childhood Education, the National Direction of Community Education, the National Direction of Primary Education, the National Direction of Secondary Education, and the teachers union (CONMERB). Such significant cooperation has increased the amount of training accomplished at ISER and may well have insured a greater acceptance of the curriculum development in the Rural Nornal Schools. The curriculum development work at ISER has had

input from the National Direction of Rural Normal Schools and the teachers union. Frank Torres, AED Chief of Party, seems to have spent a significant amount of energy trying to maintain productive working relationships with various agencies.

In the development of teacher materials there does not seem to have been similar kinds of relationships. The current director of the National Department of Curriculum was at one time a REIIP technician and while some contact has been maintained, no evidence of serious collaboration was found. The current director of the National Department of Evaluation was also at one time a REIIP technician. He reported that the relationship between his office and REIIP is now minimal, although in the past there had been some closer collaboration.

Recommendations

1. Maintaining relationships with other agencies is a difficult, time consuming task, but often a necessary one if a project's efforts are to be accepted. The working relationship with the National Direction of Rural Normal School may have been stronger if somehow arrangements could have been made so that they could have been housed in the same offices.

2. The MEC does have an Office of International Programs, but it apparently has little power within the structure. Perhaps, however, it could serve as a clearinghouse for keeping various projects informed of each others acttivities.

VII. PERFORMANCE IN COMPLIANCE WITH KEY IMPLEMENTATION ACTIVITIES

COMPLIANCE WITH INITIAL CONDITIONS PRECEDENT TO DISBURSEMENT

The Precedent Conditions for disbursement of funds explain the information necessary to manage the project on a day to day basis. The following are required:

1. A detailed schedule of activities to be undertaken comprised of the timing of project inputs, deadlines for attainment of project outputs and the designation of responsibility of each activity.

2. A procurement schedule to complement the implementation plan. It must be prepared simultaneously with the design of the project specifications, source and origin, procedures for procuring the commodities to be purchased under the project and the scope of work for technical services.

Five working days before each quarter the GOB was required to submit

1. a request to USAID for an advance of funds,
2. evidence that the GOB contribution has been requested and a bank receipt showing that the Ministry of Finance contribution for the previous quarter has been made, and
3. a report of actual disbursement from the special accounts for the first two months of the current quarter and estimated disbursements for the third quarter for both the GOB and USAID.

THere are often requirements that are not necessary to list here. In Appendix E is a schedule for 1983 and 1984 with dates for requests and disbursements of funds. This is to illustrate how the procedures has worked for every quarter for the last two years.

Local purchases costing less than the equivalent of $US2500 can be purchased by the MEC with no further approval from USAID, provided sound commercial practices are followed. Local purchases in excess of $US2500 require prior USAID approval following submissions of three pro-forma invoices or approval of an invitation for bids as appropriate. Implementation letter No. 62, Nov. 21, 1984, has changed the ceiling to $US10,000 for purchasing building materials.

PERFORMANCE IN CONTRACTING OF THE TECHNICAL ASSISTANCE ADVISORS

As part of the implementation of the agreement between USAID and the government of Bolivia the request for proposals to contract technical assistant advisors was issued. After the analysis of the bid, the contract was signed May 1980 with the Academy based in Washington, D.C. The contract called for four long term advisors, and later an amendment was introduced and one of the positions was deleted. The Academy has had four different

individuals as long-term advisors in three positions. The main thrust of the technical assistance in the Teacher Training Component was concentrated in the influence that the short-term advisors could have due to the large number of advisors, the variety of disciplines proposed, and the scope of work planned. It appears to be that pressure groups influenced the decision of not bringing foreign short-term advisors and instead have Bolivian advisors. After searching for national advisors with the credentials to work for the REIIP a list of names was presented by the Academy. The identified nationals were rejected by the teachers union with arguments that did not concern the technical competence of the proposed advisors. A different list of candidates from the teachers union was presented, and some nationals were hired as short term advisors. It is possible to state that lack of short term foreign advisors may have placed in jeopardy the large variety of educational influences that the program could have provided in the Teacher Training Component. It is possible that by changing the approach on this part of the project, a different idea of technical assistance was developed in the implementation of the agreement. The strong argument for foreign technical assistance is based on the exchange of ideas and in the opportunity to have different influences and the benefits of new experiences.

INITIATION AND EXECUTION OF THE THIRD-COUNTRY TRAINING PROGRAMS

Due to political animosities and differences with the neighboring countries of Perú, Chile, and others, they were eliminated from participating in the Teacher Training Program. Colombia offered the middle ground. After selecting Colombia as a suitable one, the search started for educational institutions interested in the project and with the capacity to provide the training. The Pontificia Universidad Javeriana and Universidad del Valle were selected. A diagnostic of the training need was the base for the negotiation of the content of the program, the scope of work, the field of specializations and the duration of the program. The contract was signed and the selection of candidates started. It appears to be that, in general, the selection process of the candidates follow the guidelines of the diagnostic. Sixty-one participants from REIIP and 18 for REIP were sent to participate in the training. The findings showed that the training program apparently was successful in terms of the curriculum, the quality of the training provided, the extent of the experience and the academic growth of the Participants. The REIIP and the institutions involved in the initiation and execution of the training program showed the capacity for implementing this type of educational projects. The country was able to support the burden created by 79 professionals out of the country for a long period of time. Unfortunately, the same response did not happen when it was necessary to keep those professionals working in their jobs they were trained to do. One by one many of the trainees abandoned their positions due to the lack of incentive. The MEC was able to implement training programs of this magnitude, but not sophisticated enough to maintain the salaries

at a comfortable level to keep the trainees working and maximize the effect of this sort of the training.

EXECUTION OF TRAINING AT THE HIGHER INSTITUTE OF TARIJA, AND PROGRESS OF IN-SERVICE TRAINING ACTIVITIES

The programmed training at ISER has been implemented. That such implementation has taken place is notable because it has been hampered by many factors. The selection process of students and visiting professors has often caused controversy, starting times have often had to be put back, inflation has raised havoc with student scholarships, materials from the Central Office have often been late in arriving, and anticipated improvement of facilities has often lagged behind expectations.

In-service training activities have taken place against many obstacles. Despite much planning and many meetings a number of activities have had to be postponed and some even cancelled because the necessary administrative approval from the National Direction of Rural Education and/or the teachers union was not given in time.

Appendix A

PROYECTO EDUCATIVO RURAL II: CUESTIONARIO PARA ALUMNOS

Escuela Normal: _____ Nivel: ___

La(s) lengua(s) nativa(s) que hablo: _____

Instrucción 1: Ponga una X dentro del paréntesis según usted considere que la respuesta o respuestas son correctas.

1. En la mayor parte de las clases en las diferentes materias, las técnicas que más emplea el profesor, son:
   ( ) La exposición oral
   ( ) El método inductivo
   ( ) La experimentación práctica
   ( ) La investigación individual
   ( ) La investigación por grupos

2. Si se le pidiera que elija dos de los mejores métodos para aprender las lecciones de las materias instrumentales, usted eligiría:
   ( ) El método dialogado ( ) El método verbalista
   ( ) El método experimental ( ) El método del descubrimiento

3. En la mayor parte de las clases los profesores emplean materiales didácticos:
   ( ) Abundantes ( ) Insuficientes
   ( ) Casi ninguno ( ) Ninguno

4. Seguramente ha oído hablar de la necesidad de introducir la metodología de la enseñanza bilingüe en las escuelas normales. Usted cree que esto:
   ( ) Podría favorecer una mejor castellanización de los niños de las escuelas rurales.
   ( ) Perjudicaría el aprendizaje rápido del castellano.
   ( ) No reportaría beneficio ni perjuicio alguno.

5. La preparación que recibimos en Educación de la Comunidad nos prepara para entender los problemas que se encuentran en las comunidades rurales.
   ( ) SI ( ) PARCIALMENTE ( ) NO

6. La preparación que recibimos en Educación de la Comunidad nos prepara para fomentar eficazmente el mejoramiento de la condiciones de vida de la población rural.
   ( ) SI ( ) PARCIALMENTE ( ) NO

7. La preparación que recibimos en Educación de la Comunidad nos prepara para fomentar una relación íntima entre la comunidad rural y la escuela.
   ( ) SI ( ) PARCIALMENTE ( ) NO

8. En las clases y/o en el proceso enseñanza/apredizaje que diariamente se desarrollan (diferentes asignaturas) en la escuela normal donde estudia, los profesores utilizan las siguientes técnicas y medios:

TECNICAS Y MEDIOS	Frecuentemente	Rara vez	Nunca
Proyección de películas referidas al tema	( )	( )	( )
Cintas grabadas	( )	( )	( )
Laboratorios de Ciencias Naturales	( )	( )	( )
Proyección de vistas fijas (slides)	( )	( )	( )
Transperencias a través del retroproyector	( )	( )	( )
Pizarrón	( )	( )	( )
Portafolio gráfico	( )	( )	( )
Franelógrafo	( )	( )	( )
Imanógrafo	( )	( )	( )
Libros de consulta	( )	( )	( )
Policopiados	( )	( )	( )
Dictado	( )	( )	( )
Exposición oral del profesor	( )	( )	( )
Técnicas grupales donde participan los alumnos	( )	( )	( )
Cuadros didácticos	( )	( )	( )
Globos, mapas, maquetas, etc.	( )	( )	( )
Clases prácticas en Hogar, Agropecuaria, Artesanías, Música, Educación Física, y Salud	( )	( )	( )

9. El currículum de la Normal Rural refleja los ideales y las esperanzas del país con respecto al desarrollo socioeconómico.
SI PARCIALMENTE NO

10. El currículum de la Normal Rural refleja los ideales y las esperanzas del país con respecto a la integración de la población rural con las actividades del país.
SI PARCIALMENTE NO

11. Los contenidos educativos de los planes y programas de la Normal Rural tienen el fin de entrenar al futuro maestro para que puede dar una contribución mayor al desarrollo socioeconómico del país.
SI PARCIALMENTE NO

12. El currículum de la Normal Rural es funcional.
( ) SI ( ) PARCIALMENTE ( ) NO

13. El currículum de la Normal Rural es principalmente teórico.
( ) SI ( ) PARCIALMENTE ( ) NO

14. Los métodos de enseñanza que utilizan la mayoría de mis profesores tienen el fin de fomentar una participación activa de los alumnos en la preparación y adquisición de conocimientos.
( ) SI ( ) PARCIALMENTE ( ) NO

15. El currículum actual facilita una enseñanza pragmática.
( ) SI ( ) PARCIALMENTE ( ) NO

16. El currículum actual representa un balance entre temas académicos y cursos de Educación de la Comunidad.
( ) SI ( ) PARCIALMENTE ( ) NO

17. El maestro rural no solamente tiene que trabajar en el aula, pero también tiene que trabajar en la comunidad y así contribuir al desarrollo socioeconómico.
SI PARCIALMENTE NO

18. La educación que estoy recibiendo ayuda que me identifico con los problemas y las aspiraciones de la población rural.
SI PARCIALMENTE NO

19. Los objectivos de la Normal Rural están de acuerdo con las necesidades socioeconómicas del país.
SI PARCIALMENTE NO

20. Los objetivos de la Normal Rural son demasiado teóricos y no representan la realidad.
SI PARCIALMENTE NO

Instrucción 2: Favor de proporcionar cualquier comentario sobre la educación que usted recibe en la Escuela Normal Rural.

Appendix B

PROYECTO EDUCATIVO RURAL II: CUESTIONARIO

Escuela Normal: _____

Asignatura(s) que imparto: _____

Fecha en que comenzé a trabajar en esta Normal: mes____ año_____

La(s) lengua(s) nativa(s) que hablo: _____

INSTRUCCION I: Escriba dentro del paréntesis la palabra SI o NO según usted considere que la proposición sea verdadera o falsa.

1. ( ) El sistema de formación docente responde a las características y necesidades de Educación Rural.

2. ( ) La actual educación que se imparte en las Escuelas Normales Rurales se forman maestros técnicamente capaces.

3. ( ) He asistido, durante el presente año, a algún curso de capacitación y entrenamiento.

4. ( ) La enseñanza bilingüe es conveniente en los primeros cursos de la escuela primaria rural.

5. ( ) Las técnicas y metodologías adquiridas en la Normal capacitan al futuro docente para la atención de escuelas unitarias (dos o tres grados).

6. ( ) Los planes de estudio vigentes en las Normales requieren modificaciones.

7. ( ) Debería incluirse la metodología de la enseñanza bilingüe en la Normal.

8. ( ) La Educación No-Formal debería ser también incluída en la Normal.

9. ( ) Los contenidos que aparecen en los programas son suficientes para una buena formación de los futuros maestros.

10. ( ) He tenido, durante el presente año, la oportunidad de realizar una actividad de la Educación No Formal.

11. ( ) He asistido a cursos de especialización en el Instituto Superior de Educación en Tarija (ISE/T).

12. ( ) Ahora estoy dictando clases que tienen que ver con mi especialización en ISE/T.

13. ( ) He utilizado materiales didácticos desarrollados por el Proyecto Educativo Rural II (PERII).

14. ( ) La calidad general de los materiales didácticos desarrollados por el PERII es buena.

Instrucción 2: Subraye la respuesta que en su opinión es la más apropiada para cada una de las siguientes ítems.

1. Los objetivos de las Normales Rurales han sido formulados de acuerdo a las necesidades del área rural.
SI PARCIALMENTE NO

2. El maestro rural no solamente tiene que trabajar en el aula, pero también tiene que trabajar en la comunidad y así contribuir al desarrollo socioeconómico.
SI PARCIALMENTE NO

3. Durante su entrenamiento, se proporciona al futuro maestro un sentido de responsabilidad.
SI PARCIALMENTE NO

4. El futuro maestro se identifica con los problemas y las aspiraciones de la población rural.
SI PARCIALMENTE NO

5. Los objectivos de la Normal Rural están de acuerdo con las necesidades socioeconómicas del país.
SI PARCIALMENTE NO

6. Los objetivos de la Normal Rural son demasiado teóricos y no representan la realidad.
SI PARCIALMENTE NO

7. El maestro que recibe su entrenamiento en una Normal Rural contribuye a que la población rural se dé cuenta de su responsabilidad hacia el país.
SI PARCIALMENTE NO

8. Los objetivos de la Normal Rural deben ser los mismos de la Normal Urbana.
SI PARCIALMENTE NO

9. El currículum de la Normal Rural refleja los ideales y las esperanzas del país con respecto al desarrollo socioeconómico.
SI PARCIALMENTE NO

10. El currículum de la Normal Rural refleja los ideales y las esperanzas del país con respecto a la integración de la población rural con las actividades del país.
SI PARCIALMENTE NO

11. Los contenidos educativos de los planes y programas de la Normal Rural tienen el fin de entrenar al futuro maestro para que puede dar una contribución mayor al desarrollo socioeconómico del país.
SI PARCIALMENTE NO

12. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para entender los problemas que se encuentran en las comunidades rurales.
SI PARCIALMENTE NO

13. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para fomentar eficazmente el mejoramiento de la condiciones de vida de la población rural.

SI PARCIALMENTE NO

14. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para fomentar una relación íntima entre la comunidad rural y la escuela.

SI PARCIALMENTE NO

15. El currículum de la Normal Rural es funcional.

SI PARCIALMENTE NO

16. El currículum de la Normal Rural es principalmente teórico.

SI PARCIALMENTE NO

17. Los métodos de enseñanza que utilizo tienen el fin de fomentar una participación activa de los alumnos en la preparación y adquisición de conocimientos.

SI PARCIALMENTE NO

18. El currículum actual facilita una enseñanza más pragmática que la enseñanza impartida antes de la década presente.

SI PARCIALMENTE NO

19. El currículum actual representa un balance entre temas académicos y cursos de Educación de la Comunidad.

SI PARCIALMENTE NO

20. Los equipos audiovisuales proporcionados a la Normal por el Proyecto Educativo Rural II (PERII) representan un aporte positivo.

SI PARCIALMENTE NO

21. El impacto del PERII ha sido positivo.

SI PARCIALMENTE NO

22. Como consecuencia del PERII la organización de las Normales Rurales ha mejorado.

SI PARCIALMENTE NO

23. Las relaciones de las Normales Rurales con otras instituciones educativas han mejorado como consecuencia del PERII.

SI PARCIALMENTE NO

<u>Instrucción 3:</u> Favor de proporcionar cualquier comentario sobre el estatus de la educación en las Normales Rurales o sobre el Proyecto Educativo Rural II (PERII).

Appendix C

PROYECTO EDUCATIVO RURAL II: CUESTIONARIO

Fecha en que comenzé en mi cargo actual: mes____ año_____

INSTRUCCION I: Escriba dentro del paréntesis la palabra SI o NO según usted considere que la proposición sea verdadera o falsa.

1. ( ) El sistema de formación docente responde a las características y necesidades de Educación Rural.

2. ( ) La actual educación que se imparte en las Escuelas Normales Rurales se forman maestros técnicamente capaces.

3. ( ) La enseñanza bilingüe es conveniente en los primeros cursos de la escuela primaria rural.

4. ( ) Las técnicas y metodologías adquiridas en la Normal capacitan al futuro docente para la atención de escuelas unitarias (dos o tres grados).

5. ( ) Los planes de estudio vigentes en las Normales requieren modificaciones.

6. ( ) Debería incluirse la metodología de la enseñanza bilingue en la Normal.

7. ( ) La Educación No-Formal debería ser también incluída en la Normal.

8. ( ) Los contenidos que aparecen en los programas son suficientes para una buena formación de los futuros maestros.

9. ( ) La calidad general de los materiales didácticos desarrollados por el PERII es buena.

Instrucción 2: Subraye la respuesta que en su opinión es la más apropiada para cada una de las siguientes ítems.

1. Los objetivos de la Normal Rural han sido formulados de acuerdo a las necesidades del área rural.
SI PARCIALMENTE NO

2. El maestro rural no solamente tiene que trabajar en el aula, pero también tiene que en la comunidad y asi contribuir al desarrollo socioeconómico.
SI PARCIALMENTE NO

3. Durante su entrenamiento, se proporciona al futuro maestro un sentido de responsabilidad.
SI PARCIALMENTE NO

4. El futuro maestro se identifica con los problemas y las aspiraciones de la población rural.
SI PARCIALMENTE NO

5. Los objectivos de la Normal Rural están de acuerdo con las necesidades socioeconómicas del país.
SI PARCIALMENTE NO

6. Los objetivos de la Normal Rural son demasiado teóricos y no representan la realidad.
SI PARCIALMENTE NO

7. El maestro que recibe su entrenamiento en una Normal Rural contribuye a que la población rural se dé cuenta de su responsabilidad hacia el país.
SI PARCIALMENTE NO

8. Los objetivos de la Normal Rural deben ser los mismos de la Normal Urbana.
SI PARCIALMENTE NO

9. El curriculum de la Normal Rural refleja los ideales y las esperanzas del país con respecto al desarrollo socioeconómico.
SI PARCIALMENTE NO

10. El curriculum de la Normal Rural refleja los ideales y las esperanzas del país con respecto a la integración de la población rural con las actividades del país.
SI PARCIALMENTE NO

11. Los contenidos educativos de los planes y programas de la Normal Rural tienen el fin de entrenar al futuro maestro para que puede dar una contribución mayor al desarrollo socioeconómico del país.
SI PARCIALMENTE NO

12. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para entender los problemas que se encuentran en las comunidades rurales.
SI PARCIALMENTE NO

13. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para fomentar eficazmente el mejoramiento de la condiciones de vida de la población rural.
SI PARCIALMENTE NO

14. La preparación que recibe el futuro maestro en Educación de la Comunidad le prepara para fomentar una relación íntima entre la comunidad rural y la escuela.
SI PARCIALMENTE NO

15. El curriculum de la Normal Rural es funcional.
SI PARCIALMENTE NO

16. El curriculum de la Normal Rural es principalmente teórico.
SI PARCIALMENTE NO

17. El currículum actual facilita una enseñanza más pragmática que la enseñanza impartida antes de la década presente.

SI PARCIALMENTE NO

18. El currículum actual representa un balance entre temas académicos y cursos de Educación de la Comunidad.

SI PARCIALMENTE NO

19. Los equipos audiovisuales proporcionados a la Normal por el Proyecto Educativo Rural II (PERII) representan un aporte positivo.

SI PARCIALMENTE NO

20. El impacto del PERII ha sido positivo.

SI PARCIALMENTE NO

21. Como consecuencia del PERII la organización de las Normales Rurales ha mejorado.

SI PARCIALMENTE NO

22. Las relaciones de las Normales Rurales con otras instituciones educativas han mejorado como consecuencia del PERII.

SI PARCIALMENTE NO

<u>Instrucción 3:</u> Favor de proporcionar cualquier comentario sobre el estatus de la educación en las Normales Rurales o sobre el Proyecto Educativo Rural II (PERII).

Appendix D

LETTERS OF IMPLEMENTATION

Number	Date	Subject
1	August 31, 1977	Procedures for using the proceeds of the Loan and Grant. Information for implementation of the project.
2	November 8, 1977	Describes AID procedures for award of construction contracts (051;054:057).
3	February 24, 1978	Extend dates for satisfaction of conditions precedent contained in Section 5.5 of ProAg of 8/30/77.
4	April 13, 1978	Conditions precedent to disbursement have been met for vehicles procurement.
5	August 23, 1978	Minor modifications in procedures to be used for construction contract awards.
6	January 9, 1979	Conditions precedent for a teacher incentive plan.
7	April 26, 1979	Salary increase for regular MEC employees and for employees "en comisión".
8	May 24, 1979	Procedures for the award of materials and equipment funded under the project (bidding).
9	November 23, 1979	Description of project implementation regular project reports.
10	November 27, 1979	Corrected model format for reporting shipping information shown on PIL No. 1.
11	September 3, 1980	List of problems causing serious delays in implementation of projects and recommendations for their solution.

12	January 20, 1984	Formal authorization for contracting services for construction of boedies for 15 vehicles.
13	January 26, 1982	6 months extension (until June 30, 1982) on Eng. Hugo Pareja B. contract for construction of RNS under PER II.
14	February 3, 1982	Approve curriculum application seminar proposals and budgets.
15	February 11, 1982	Approval change of orders Nos. 1 and 2 to contract with Prudencio Claros for engineering services for 6 RNSs.
16	February 18, 1982	Contract Amendment for Eng. Hugo Pareja extending his work from Jan. 1 to June 30, 1982 with RE-II.
17	March 4, 1982	Approve Teacher Training course proposals and updated budget.
18	March 4, 1982	Approve Amendment No. 2 of contract GOB/AED.
19	May 5, 1982	Approve an 11-month extension of the PACD.
20	May 5, 1982	Request MEC approval for contracting an Education Logistics Advisor for RE-II. (Scope of Work).
21	May 17, 1982	Approve workshop seminar, budget for evaluating and reprogramming Mobile Team activities.
22	May 21, 1982	Approve contract for Raúl Herrera Loza for 3 months to work in accounting matters at CONDER.
23	June 4, 1982	6 months extension for July 1, 1982 to December 31, 1982 of Ng. Hugo Pareja's contract to reprogram construction plans for RNS.
24	July 21, 1982	Readjust monthly allowances for ISE/T's training course participants.

25	July 23, 1982	Revised and updated plan and budget for training omal supervisors and directors. Course did not take place.
26	August 5, 1982	Approve funding for the evaluation of "Rural Normal School Teacher Training Course at ISE/Tarija".
27	August 12, 1982	Approval of funds for purchase of 2,500 liters of gasoline for delivering 15 vehicles.
28	August 16, 1982	Approve purchase of photocopy machine.
29	August 21, 1982	Extension of contract for CONDER's Assistant Accountant, Raúl Herrera Loza from July 22 to December 31, 1982.
30	September 8, 1982	Approve activity proposal and budget. This evaluation will be carried out in each of the RNSs from August to September, 1982.
31	September 8, 1982	Include Llica and Vacas in RE-II project for teacher training.
32	September 16, 1982	Approve RNS teachers training course proposal and budget at ISE/T from September to January, 1983.
33	October 15, 1982	Approve purchase of accounting material for $b300,000 to be charged to contingenices of project.
34	October 15, 1982	Authorize purchase of spare parts and technical service for final conditioning of 15 vehicles. Amount: $b554,940 to be charged to Materials and Equipment.
35	October 22, 1982	Increase monthly living allownace for participants in ISE/Tarija. Net increase $b527,000 over budget which brings to total $b3,634.433.
36	October 27, 1982	Purchase of two video tape recorders and one color TV in the amount authorized of $b600,000

		charged to 1.3 Materials and Equipment component.
37	November 4, 1982	Advance of $b.equivalent of US$7,500 for local purchase of supplies and material for Special Account 8-J-821 for 057.
38	November 12, 1982	Increase the amount authorized by PIL £36 ($b600,000) for the purchase of two video tape recorders and one color TV. Increase: $b45,000. Total authorized: $b.645,000.
39	November 23, 1982	Approve contract for two short-tem advisors under Loan 057, AED contract 511-0482-050-HCC, as requested by CONDER 331/82.
40	December 15, 1982	Use of loan funds for pre-construction activities to determine construction priorities and specifications for equipment and materials for the improvement of the RNSs. Travel and per diem authorized: $b.96,541.
41	December 23, 1982	Reinitiate full USAID support for the PER-II. 24 munth extension of the project Assistance Completion Date (PACD) to Dec. 31, 1985 and additional grant funding of $400,000 to be obligated at a later date.
42	December 29, 1983	Approve the summer courses for rural teachers and workshop-seminar for supervisors and directors at the 8 CEDEDs on Jan-Feb, 1983. Total amount approved: $b.9,615,218.
43	March 23, 1983	Approval of Ing. Jorge Barrientos contract for two years from March 2, 1983 thru February 28, 1985 for a total amount of $b.2,742,200. Contract No. HHC-511-057-10-03-83.
44	April 26, 1983	Approve the 1983 Budget for 057 as summarized below: Loan US$ 3,772,956 Grant US$ 624,104

		GOB Contribution US$ 1,136,523 Total US$ 5,533,583
45	May 16, 1983	Approve Mr. Luis Arias contract as Draftsman for PER-II. Total cost of contract: $b240,000 for 6 months (April 1, 1983 to Sept. 30/83).
46	May 13, 1983	Approve the draft of Amendment £4 for GOB/AED Contract £ AID 511-0482-050-HCC and extend it from July 31, 1983 thru December 31, 1984. Increase on total amount from $1,255,071 to $1,764,944.
47	June 24, 1983	Approve MEC's request of May 20, 1983, to extend direct AID contract of RE-II Project Logistics Advisor through December 31, 1984. Estimated budget for 18 additional months is US$116,772.
48	August 31, 1983	Establish procedures acceptable to both MEC and AID for prequalification and aw[illegible] of construction contracts under Loan 057 of August 30th, 1977. This loan was reactivated by PIL No. 41 of Dec. 23, 1982.
49	December 7, 1983	In Keeping with the provisions of Implementation Letter No. 48 "Schedule of Activities2, approval of the nomination of [illegible] construction firms to complete for the construction work under PER-II Loan 511-1-057
50	February 28, 1984	Approval of the purchase of audiovisual equipment, carpentry, masonry and metal shop tools for Rhedana International Inc. Amount: $73,662.60.
51	April 6, 1984	Approval of 1984 budget and revision of life-of-project budget for the referenced project.
52	May 24, 1984	Approval of Amendment No. 5 to Contract No. GOB/AID 511-0482-050-HCC between the Ministry of Education and the

		Academy of Educational Development (AED) submitted with letter PER II-OF NO. 229/84 dated April 27, 1984.
53	June 26, 1984	Approval for purchasing printing press equipment request made by Executive Director PER II dated June 12, 1984. Estimated cost $100,000.
54		Authorization to carry out the direct administration of all activities required for the construction and remodeling of six normal schools. Appoval of construction shedule and revised budget.
55		Approval of the purchase og audiovisual equipment. Total amount $3,992.05.
56		Approval. The purchase of six F-150 pick-up trucks. Total amount: $96,882.
57	September 11, 1984	Approval. The purchase of equipment for non-formal education (electric freezers, 14 choppers,14 electric meat slicers). Total amount $83,340.
58		Approval. The purchase of medical equipment for the health component of REIIP. Total amount $51,388.
59		Approval. The purchase of equipment for the non-formal education component of REUP. Total amount $9,790. Also authorized transfer of funds in the amount of $24,000.
60		Approval. The purchase of textbooks. Total amount: $3,438.34.
61		Approval. The purchase of printing equipment for the REUP. Total amount $19,240.
62		Approval of the direct administration (No. 54) for all

activities required for the construction and remodeling of six Normal Schools. a) Transfer from special account to direct account* $90,000 for six pick up trucks; b) transfer from special account to direct account for the fourth quarter of 1984 4357,669 for the procurement of building materials; c) transfer from special account to direct account for the first quarter of 1985, $258,106.50; d) transfer from special account to direct account for second quarter of 1985, $258,106.50. Approval of local purchase for amounts below the equivalent of $10,000 without approval, provided AID local procurement regulations are followed. (No. 41).

Appendix E

DISBURSEMENT OF FUNDS FOR REIIP. 1983-1984

	Date Requested	Date disbursed	Period
GOB	1-4-83	5-17-8	First Trimester 1983
USAID	5-18-83	5-21-83	First Trimester 1983
GOB	2-18-83	7-26-83	Second Trimester 1983
USAID	5-24-83	5-27-83	Second Trimester 1983
GOB	6-10-83	11-01-83	Third Trimester 1983
USAID	8-01-83	9-8-83	Third Trimester 1983
GOB	9-16-83	01-13-84	Fourth Trimester 1983
USAID	11-03-83	11-28-83	Fourth Trimester 1983
GOB	01-13-84	03-19-84	First Trimester 1984 (Partial)
USAID	08-27-84	08-27-84	Advance Second Semester 1984
GOB	01-13-84	03-19-84	First Trimester 1984
USAID	08-30-84	09-07-84	Second Trimester 1984
GOB	--------	--------	
USAID	10-24-84	10-30-84	Third Trimester 1984