

PD-AB3-186

AGENCY FOR INTERNATIONAL DEVELOPMENT

PROJECT DATA SHEET

1. TRANSACTION CODE

A Add
C Change
D Delete

66005
Amendment Number

DOCUMENT CODE

3

COUNTRY/ENTITY

Dominican Republic

2. PROJECT NUMBER

517-0251

4. BUREAU/OFFICE

Latin America and the Caribbean

3. PROJECT TITLE (maximum 40 characters)

Private Initiatives in Primary Education

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
01 7 30 9 17

7. ESTIMATED DATE OF OBLIGATION
(Under "B" below, enter 1, 2, 3, or 4)

A. Initial FY 910 B. Quarter 3 C. Final FY 917

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 90			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	1,398	82	1,480	1,289.3	4,210.7	5,500
(Grant)	(1,398)	(82)	(1,480)	(1,289.3)	(4,210.7)	(5,500)
(Loan)						
Other 1.						
U.S. 2.						
Host Country					850	850
Other Donor(s) EDUCA		6.9			981.6	981.6
TOTALS	1,398	88.9	1,480	1,289.3	6,042.3	7,331.6

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) EHR	623-B	636		0		1,480		5,500	
(2)									
(3)									
(4)									
TOTALS								5,500	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

634 660 650 640

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR BU TNG
B. Amount 1,500 2,000 2,000

13. PROJECT PURPOSE (maximum 480 characters)

To establish an administrative capacity within the Action Committee for Basic Education (EDUCA) to organize and oversee the implementation of special studies and training programs, as well as the production of instructional materials which are vital to primary education.

14. SCHEDULED EVALUATIONS

1st MM YY 1 0 9 2 2nd MM YY 1 0 9 3 Final MM YY 0 1 5 9 7

15. SOURCE/ORIGIN OF GOODS AND SERVICES

000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (TAU is page 1 of a _____ page PP Amendment)

Approval of Methods of Implementation and Financing.

Kat

Kathleen LeBlanc, CON

17. APPROVED BY

Signature

Raymond F. Rifenburg

Title Raymond F. Rifenburg Director

Date Signed

MM DD YY
0 6 1 1 3 9 1 0

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

PD-988-126

**PRIVATE INITIATIVES IN PRIMARY EDUCATION
PROJECT PAPER**

(517-0251)

**USAID/DOMINICAN REPUBLIC
JUNE 1990**

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TABLE OF CONTENTS
PRIVATE INITIATIVES IN PRIMARY EDUCATION
(517-0251)

I. SUMMARY AND RECOMMENDATIONS	Page
A. Project Summary	1
B. Recommendations	2
II. BACKGROUND, RATIONALE AND STRATEGY	
A. Country Setting	3
B. The Problem	4
C. Rationale	6
D. Strategy	8
E. Relationship to Mission CDSS, AID Policy and Other USAID Projects	8
F. Other Donor Assistance	9
III. PROJECT DESCRIPTION	
A. Goal and Purpose	11
B. End of Project Status	11
C. Project Activities	13
1. Institution Building and Pre-Implementation Development for EDUCA and PIPE	13
2. In-Service Training for Teachers School and Administrators	14
3. Achievement Testing Component	15
4. Textbooks and Materials Development	16
5. Management Information System	17
IV. IMPLEMENTATION ARRANGEMENT	
A. Implementation Plan	19
1. Institution Building and Pre-Implementation Development for EDUCA	20
2. In-Service Training for Public and Private Primary School Teachers and Administrators	20

3.	Achievement Testing	21
4.	Textbooks and Instructional Materials	21
5.	Management Information System	22
B.	Assistance Procedures	24
C.	Methods of Implementation and Financing	30
D.	Gray Amendment	30
E.	Evaluations and Audits	31
F.	Conditions, Covenants, and Negotiating Status	31

V. FINANCIAL PLAN AND COST ESTIMATE

A.	Overview	32
B.	Expenditures	32
C.	Cost Summary	34
D.	Recurring Costs	39

VI. PROJECT ANALYSES

A.	Technical Analysis	40
B.	Financial Analysis	46
C.	Economic Analysis	46
D.	Social Soundness Analysis	51
E.	Administrative Analysis	54
F.	Environmental Considerations	57

ANNEXES

A.	PID Approval Message
B.	Logical Framework Matrix
C.	Statutory Checklist
D.	Background Papers (Technical Analyses)
E.	Scope of Work for Technical Assistance
F.	Detailed Implementation Plan
G.	Detailed Evaluation Plan
H.	Environmental Threshold Decision
I.	Request for Assistance
J.	Training Cost Analysis

ACRONYMS

AID	Agency for International Development
APEC	Action for Education and Culture
CP	Congressional Presentation
EDUCA	Action for Basic Education (Acción para la Educación Básica)
FUNDAPEC	Foundation for Educational Credit
GODR	Government of the Dominican Republic
INTEC	Technological Institute of Santo Domingo
LC	Local Currency
LOP	Life of Project
MIS	Management Information System
PACD	Project Assistance Completion Date
PID	Project Identification Document
PIPE	Private Initiatives in Primary Education Project
PP	Project Paper
SEEBAC	Secretariat of State for Education and Fine Arts
UASD	Autonomous University of Santo Domingo (Universidad Autónoma de Santo Domingo)
UCMM	Catholic University (Universidad Católica Madre y Maestra)
UNPHU	Universidad Nacional Pedro Henríquez Ureña
USAID	United States Agency for International Development (Dominican Republic)

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PROJECT AUTHORIZATION

NAME OF COUNTRY: DOMINICAN REPUBLIC
NAME OF PROJECT: PRIVATE INITIATIVES IN PRIMARY EDUCATION
NUMBER OF PROJECT: 517-0251

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Private Initiatives in Primary Education Project for the Dominican Republic involving planned obligations not to exceed \$5,500,000 in grant funds over a five year period from the date of authorization subject to the availability of funds in accordance with the A.I.D. OYB/allotment process, to help in financing foreign exchange and local currency costs for the project. The planned life of project is 7 years from the date of initial obligation.

2. The project consists of improving the efficiency and quality of the Dominican Republic's public and private primary education system by establishing an administrative capacity within a local non-profit organization, the Action Committee for Basic Education (EDUCA), to organize and oversee the implementation of special studies and training programs, as well as the production of instructional materials vital to primary education.

3. The Agreement may be negotiated and executed by the officer to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority. These agreements shall be subject to the following essential terms, together with such other terms and special provisions as A.I.D. may deem appropriate.

4. Source and Origin of Commodities, Nationality of Services

Commodities financed by A.I.D. under the project shall have their source and origin in the cooperating country or in the United States, except as A.I.D. may otherwise agree in writing. Except for ocean shipping, the suppliers of commodities or services shall have the Cooperating Country or the United States as their place of nationality, except as A.I.D. may otherwise agree in writing.

Ocean shipping financed by A.I.D. under the project shall, except as A.I.D. may otherwise agree in writing, be financed only on flag vessels of the United States.

Signature: Raymond F. Rifenburg
Raymond F. Rifenburg
Mission Director

June 15, 1990
Date

I. SUMMARY AND RECOMMENDATIONS

A. Project Summary

The goal of this project is to improve the efficiency and quality of the Dominican Republic's public and private primary education system. The purpose of the project is to establish an administrative capacity within a local private organization, EDUCA¹, to organize and oversee the implementation of special studies and training programs, as well as the production of instructional materials, which are vital to primary education.

Substantial quantitative gains in primary school attendance over the past decade have not been accompanied by commensurate improvements in quality, i.e., teacher certification, increased rate of school completion, standardized achievement testing, and distribution of instructional materials. The result is that large numbers of primary school attenders are over age, the rate of completion is one of the lowest in Latin America. Hence, many are entering the work-force without the required attitudes, knowledge and skills to make significant contributions to the economic, political, and social life of the Dominican Republic.

The Private Initiatives in Primary Education Project (PIPE) will be financed by a US development assistance grant of US\$5,500,000. EDUCA itself will contribute \$270,000 in local currency and approximately \$711,600 of in-kind services for a total of \$981,600. The Government of the Dominican Republic will contribute \$850,000 in local currency. Thus, total project costs, to be expended over a seven year period, will reach \$7,331,600.

Because EDUCA is a new organization, it is anticipated that the project will be implemented in two phases. During Phase I, the primary objective will be EDUCA institution building and pre-implementation development for PIPE. Critical staff will be identified, hired and trained. During this phase, limited primary education activities (such as a training of administrators and development of teaching materials) will be carried out.

¹EDUCA - Acción para la Educación Básica, is a Dominican non-profit organization established July 31, 1989 by Decree No. 286-89. Its mission is to promote primary education in general by encouraging in-service teacher training; supporting adequate teacher salaries, better working conditions and retirement plans; and the improvement of teaching facilities by bringing parents, the private business sector, and the public sector together in a common cause. See also Section IV.E., Administrative Analysis.

In the latter part of Phase I, identification and selection of those participating institutions will be accomplished which will assist with the implementation of Phase II. After EDUCA has been properly staffed and has established a management and financial system in conformance with AID requirements, Phase II will begin, during which the major portion of project implementation and funding will occur. At this point EDUCA will be capable of making subgrants and/or contracts with other institutions which will be responsible for implementing the bulk of the project's field activities. The first phase is expected to take two to three years, while the second will require four to five years.

The entire project will consist of five separate, but related, activities to impact directly upon the Dominican Republic's public and private primary education system. These are:

- (1) Institution-building and Pre-Implementation Development for EDUCA;
- (2) In-service training for public and private primary school teachers and administrators;
- (3) Textbooks and instructional materials development;
- (4) The development of achievement testing for grades 4 and 8 in mathematics and Spanish; and
- (5) The development of a management information system.

B. Recommendations

That A.I.D. approve the two phase implementation of this project, with phase one activities carried out through an assistance instrument (cooperative agreement) to a qualified non-profit organization (for purposes of this PP, the term non-profit is intended to include educational institutions as well), which will work with EDUCA to implement the project during the first two years. Once Phase I activities have served to adequately strengthen EDUCA's administrative, personnel, and financial systems, Phase II will be carried out via a new assistance instrument (grant or cooperative agreement), executed directly with EDUCA. The total of US\$5,500,000 will be obligated to this seven year project via assistance instruments. The Project Assistance Completion Date is June 30, 1997.

II. BACKGROUND, RATIONALE, AND STRATEGY

A. Country Setting

The Dominican Republic is a small country of 49,000 square miles, with a population of approximately 6,700,000. It is divided into 29 provinces and one national district--the capital and its surrounding provinces. Provincial governors and commune (county) leaders are appointed by the president. The legislative body consists of a national legislature and a Chamber of Deputies.

The United States has an important interest in assuring the Dominican Republic's stability and prosperity. The Dominican Republic is a close neighbor, a large market for U.S. goods and services, and an important supplier to the United States of sugar, pineapples and winter vegetables. The two countries enjoy strong cultural and educational links. Moreover, as a functioning democracy in which human rights are generally respected, the country shares a wide range of common ideals with the United States. Its physical proximity to U.S. markets, and those of South and Central America, give the country a strong market advantage in non-traditional export products, manufacturing and tourism. From the time of the reestablishment of democratically elected government in 1966 until 1980, the Dominican Republic effectively capitalized on this extensive resource base to produce rapid, steady growth averaging over 7 percent a year.

However, since 1980, declining markets for the Dominican Republic's traditional exports, deteriorating external terms of trade, and the lack of appropriate economic policies have created large swings in the economy and generally unimpressive economic performance. During the last eight years, the economy has achieved an average growth rate of only 2.5 percent. In per capita terms, incomes and living standards have declined from levels achieved by the end of the 1970s. Moreover, there is evidence that the poorest population groups are substantially worse off with pronounced declines in nutrition and health, housing availability, and access to critical public services such as education, electricity, and water. The weakened economy and mounting debt burden of the Dominican Republic make it increasingly important that the government manage its repayment obligations to foreign donors so that there is no interruption of assistance.²

Much remains to be done to return the country to its strong growth of the 1970s and to fulfill its considerable potential. Literate, educated, and trainable personnel are needed in all areas of manufacturing, and in service industries such as tourism. To this end, much remains to be done in the education sector.

²Source: A.I.D. Congressional Presentation, FY 1990, Annex III, Latin America and the Caribbean, p. 149.

B. The Problem

The total number of primary schools in the Dominican Republic is 6,671 (4,854 public and 1,817 private). The entire school system employs approximately 31,275 teachers (21,786 public and about 9,489 private). Some 1,296,769 students (1,055,491 public and about 241,278 private) are enrolled.

Compared to many other Latin American countries, school enrollment is fairly high in the Dominican Republic, however, the GODR does not have sufficient funds to improve the quality of education. Almost sixteen percent of public expenditures in the Dominican Republic which are devoted to education go to higher education. Given the vast numbers of children in the primary grades and the relatively few in universities, considerably less than 16% of all students, this creates a wide disparity between State spending per student at the university level as opposed to the primary grade level. As a result, the salaries of teachers at the primary level have stagnated and/or even declined in terms of real purchasing power. Less than thirty percent of the children in the primary grades have textbooks, and the teachers in those grade levels do not have access to adequate teaching materials. School supervision is deficient and teaching methods need to be upgraded throughout the country. In general, teachers in the primary grades in the Dominican Republic suffer from poor motivation, a lack of in-service training and inadequate preparation.

In addition, a large share of the country's education budget is devoted to paying teachers' salaries (95%). However, the Office of the President has a discretionary fund which allows him to increase spending on education or other sectors. While there is an absence of accurate records, to date most of the discretionary funds channeled into education appear to have been spent for the construction or rehabilitation of facilities. Thus, unlike other developing countries, there does not seem to be a major problem in terms of physical plant in the Dominican Republic's educational system, and in the cities, private schools appear to make up for any shortage of public school facilities.

Private schools in the Dominican Republic perform an important function as a complement to the public system. In the six urban districts of Santo Domingo alone, it is estimated that 200,000 children attend private schools. Many children would not have access to education but for the private school system. Nevertheless, despite the gap filled by private schools, the Dominican Republic's private school system is in great need of assistance.

The most recent comprehensive study of the primary school education system, an Education Sector Assessment Update, was undertaken by the Secretary of Education, Fine Arts and Culture (SEEBAC) in 1983. The study concluded that the primary education system in the Dominican Republic was in a crisis state because of increasing enrollment demands coupled with decreasing financial resources. Only 47% of the

children enrolled in primary schools completed the first grade and only 19% completed the first six years of primary school. Since little has occurred to improve the system since 1983, the situation can be assumed to have remained, or even deteriorated, because of the influences cited above.

Recent USAID studies on the effect of employment on increased marginal incomes for families show that families tend to view education as a high priority expenditure. Many low income families send their children to private schools. Thus, as marginal incomes increase, it is safe to assume so will the demand for education.

The (1983) Assessment's recommendations for primary education included the following:

- (a) Establishment of competency or achievement testing the basic skills covered in the curriculum.
- (b) Development and distribution of lesson plans in the basic skill areas.
- (c) Improvement of teaching quality through in-service training and provision of teaching materials.
- (d) Low cost production and provision of textbooks through a lending library or book bank program (the study concluded that providing free textbooks was too costly for SEEBAC, and requiring parents to buy books was a failure).
- (e) Increased training of teachers in multi-grade teaching techniques.
- (f) Clarification of the roles and authority of central and regional education offices, and planning based upon reliable data collection.
- (g) The strengthening of school supervision through training in supervisory techniques.
- (h) A reduction in the number of over-age students in primary classrooms.
- (i) An increase in funding for primary education.

These recommendations for primary education were discussed in a concept paper developed by the Mission in March, 1989. The issues arising from these recommendations were subsequently examined in detail by a team from the Institute for International Research in early fall, 1989. The results of that examination constitute the basis of this project paper.

C. Rationale

The rationale for PIPE and the integrated pattern of its components represents a realistic approach (in terms of the Dominican Republic's culture as well as its available institutional structures and financial resources), and a potentially effective enhancement of cooperation between existing public and private agencies, leading to more effective educational outcomes. What follows is a brief summary of the logic and justification of the PIPE project. In terms of its established goal the project will attempt to improve the efficiency and quality of education in public and private primary schools in middle and lower income areas in the Santo Domingo metropolitan region.

(1) Policy research by the World Bank, among other agencies, has concluded that the single most important element in increasing the effectiveness of schooling for lower income groups is to improve the teaching force by increasing years of formal training in both content and professional knowledge.

(2) There is considerable agreement that improving the effectiveness of instructional materials, both in its own right and especially by integrating them into the professional development of the teachers who will be responsible for teaching with them, will have a significant impact on instructional effectiveness. (Inasmuch as cooperation with World Bank programs in the Dominican Republic is anticipated, agreement with respect to these primary goals is of considerable practical importance, and should be noted.)

(3) Teachers and instructional materials do not, however, exist in a vacuum. Both have an institutional setting in a system of schooling that is in turn part of a community. Within this setting, administrators have a crucial function. The improvement of schooling is virtually impossible to achieve without their participation and their own professional development in accordance with program goals. Hence, the PIPE project targets administrators' simultaneous involvement along with the teachers with whom they will work.

(4) Any program that aims at improvement must have the information necessary for ongoing policy formation and implementation. In this respect, two sorts of data are crucial; (a) data on the actual situation of the schools involved and their instructional effectiveness, and (b) access to professional knowledge and experience that is relevant to the participants and to the particular tasks at hand. Consequently, the PIPE project incorporates components directly addressed to this dual requirement.

(5) Inasmuch as the planned activities embrace both public and private educational initiatives and comprise a number of agencies that have both significant experience and some proven accomplishments, the project must aim at productive cooperation within the social and institutional context, rather than

attempting to insert new entities. Consequently, the PIPE project is aimed entirely at enhancing simultaneously the effectiveness of existing agencies and elements--for example, the public educational agency SEEBAC and the local higher educational institutions--and then integrating them on a voluntary basis in terms of a genuinely common primary educational policy.

The PIPE project incorporates the following specific components designed to address the Project goal and the Project's justification as set out above. Detailed descriptions of each component are provided in Chapter III under the appropriate headings.

Institution building and pre-implementation development of EDUCA This initial activity will increase the administrative and technical capacities of EDUCA (an existing private sector agency supporting primary education) and create the ongoing PIPE project structure.

In-Service training for public and private teachers and administrators For the teachers, this training will include enhancement of content knowledge (principally focused on language and mathematics) and professional development (focused on pedagogical techniques and evaluation skills). Cooperatively improved teacher training materials will be used and additional materials will be developed. For the administrators, the additional training will emphasize school law, the gathering and use of appropriate information, and the supervision and evaluation of curriculum and instruction. An important activity in this connection will be the creation of Professional Development Centers in the university that will be contracted to provide in-service training. In these centers participating teachers and administrators not only will receive training but will also have access to both content materials and professional information and, perhaps equally important, a meeting place for discussion and mutual support.

Achievement testing A program of achievement testing (including instruction in its interpretation and use) will be instituted at the fourth and eighth grade levels of language and mathematics in participating schools. This testing program will provide a basis for monitoring school progress and guiding program activities, also with the use of control groups. It will also provide a model for extended use and its results will be shared with other agencies to enhance policy development and decision making.

Textbook revision, development and diffusion PIPE will sponsor a cooperative revision of existing text materials, as well as the development of new materials where indicated, and economical reprinting programs that will increase the availability of these materials. Their revision and use will also be incorporated into the professional development work with teachers and administrators. They will be made available at the Professional Development Centers and for

distribution in participating schools. In addition, instructional kits containing basic teaching tools will be provided to teachers.

Management Information System A three-fold management information system will be located in, and managed by, EDUCA. This system will create and maintain (a) census data on participating schools (including data on both students and teachers); (b) base-line data on student achievement; and (c) data on professional journals and documentation acquired by EDUCA during the project.

D. Strategy

The Mission's overall country strategy of focusing on private sector involvement and upgrading the basic work force through improved primary education were all given basic consideration in designing PIPE. Given this, as well as the current educational and fiscal situations in the Dominican Republic, PIPE is designed as an investment that will engender minimal recurrent costs and have noticeable impact on the quality and efficiency of primary education.

The Project will be implemented in 2 phases over the 7 year life of the project. Phase I will consist of a cooperative agreement for approximately two years to a U.S. non-profit institution to work together with the primary local institution, EDUCA, and with participating primary school institutions in the metropolitan area of Santo Domingo. The Phase I Grantee will manage the financial resources for, *inter alia*: institution building and pre-implementation development for EDUCA; in-service training for primary school administrators; materials development for training in mathematics, Spanish and instructional materials; achievement testing; and a management information system. Phase II will begin when EDUCA's institutional structure has been adequately strengthened to enable them to manage A.I.D. funds under an assistance instrument (grant or cooperative agreement), and to carry out project activities with minimal oversight. The Project will focus on: (a) maximizing the utilization of existing resources and local technicians; (b) the development of private sector initiatives in primary education; and (c) strengthening the liaison between EDUCA and SEEBAC, as well as EDUCA and school associations.

It is envisioned that EDUCA will become involved in Policy Dialogue with the GODR and SEEBAC at some points over the Life of Project. During Phase I, AID will work closely with EDUCA to develop a plan of the policy issues that EDUCA and AID may wish to address during the course of the project and beyond.

E. Relationship to Mission Country Development Strategy Statement (CDSS), A.I.D. Policy and Other USAID Projects

The current objectives of the CDSS are:

- (1) To promote key sectoral policy reforms which encourage private sector growth.
- (2) To promote expanded and diversified private sector investment and employment.
- (3) To undertake selected social interventions to address critical needs of the poor.

PIPE will directly impact upon the CDSS's third objective by providing improved primary education to students in Santo Domingo's marginal barrios, as well as middle and lower-income areas of the capital. Further, the project will support the second objective of the CDSS by upgrading the basic work force through improved primary education.

The PIPE project responds to Mission objectives by focusing on the private sector. In addition, the PIPE project supports the LAC Bureau's policy in basic education by emphasizing short-term "high-impact" activities, and where appropriate, a long-term institution building approach (Overview, Strategy for Investment in Basic Education, 1989, p. 7).

F. Other Donor Assistance

At present, the World Bank is designing a project in the primary education sector of the Dominican Republic. However, since the World Bank project is expected to be loan funded, there is some doubt that the GODR will approve the project since it may be unwilling to incur debt in the human resource sector. The project (which focuses only on grades 1-4) will be carried out by SEEBAC. It will involve the repair of existing buildings, teacher training, the development of teaching materials, the establishment of a statistical information system, the development of an assessment system, the production/distribution of textbooks, and a nutrition component. However, it will not involve new classroom construction.

If the World Bank project goes forward and concerns itself with certification of teachers in grades 1-4 in the public sector, the A.I.D. project would have the entire private education sector grades 1-8 and grades 5-8 in the public sector. Furthermore, major activities of the A.I.D. project include the development of EDUCA as a continuing major educational force in the Dominican Republic and the training of school administrators-- areas not touched by the World Bank project. Moreover, if the World Bank project becomes a reality, the establishment of a data base system, as well as textbook development for grades one through four under the A.I.D. project would not be necessary.

In addition to the World Bank, UNICEF has been assisting SEEBAC in providing in-service training for first and second grade teachers in the public sector. Some \$100,000 has been provided to SEEBAC from the UNICEF program through which approximately 14,000 teachers have been trained in materials preparation and teaching methodology. The focus of the UNICEF program has been on reading, writing, math, and social studies. In carrying out the program, SEEBAC provides training to teams of teachers, school principals, and regional supervisory personnel. These teams work directly with the teachers. The teams then return to their local areas to train additional teachers. Again, however, this program leaves the private school sector untouched and does not extend beyond the second grade in the public sector.

III. PROJECT DESCRIPTION

A. Goal and Purpose

The goal of this project is to improve the efficiency and quality of the Dominican Republic's public and private primary education system.

The purpose of the project is to establish an administrative capacity within EDUCA to organize and oversee the implementation of special studies and training programs, as well as the development and revision of instructional materials in mathematics and Spanish, which are vital to primary education.

In order to achieve the goal and purpose, a two-phased program is necessary. Phase I will serve to strengthen an existing (but newly created) private agency (EDUCA) and to define and carry out pre-implementation requirements of the PIPE project. Phase II will concentrate on field level activities to be implemented by institutions working in the primary education sub-sector.

B. End of Project Status

With respect to the project's goal, by the end of the project in 1997, the efficiency and quality of primary education will be improved. End of project status at the goal level will see significant and observable increases in student achievement and completion rates in the participating schools. It must be made clear that exact quantitative prediction is not possible because the necessary baseline data are lacking--a serious problem that is addressed by the project itself. As reliable data become available, in the course of the project's development, specific targets and impacts will be identified and measured as a guide to further implementation activities and as a basis for final evaluation.

The Project's stated End of Project Status (EOPS) indicators are as follows:

- EDUCA is fully staffed with trained personnel;
- EDUCA is overseeing at least five special studies/ training programs annually;
- One hundred percent of EDUCA's operating expenses will be funded from non-A.I.D. sources;

--EDUCA is recognized in the Dominican Republic and by international donors as an important and viable entity successfully addressing primary education problems.

The following project activities will lead to the attainment of the project's goal and purpose: (1) institution building leading to ongoing public-private cooperation; (2) improved teaching and administration in the participating schools; (3) achievement testing of students in participating schools; (4) improved instructional and professional materials; and (5) the creation of a management information, collection, and dissemination system in participating schools and EDUCA.

Specific project outputs include the following:

--A census of private primary schools in Santo Domingo and ranked participating schools according to socio-economic level will have been completed under EDUCA supervision

--Materials will be developed under EDUCA supervision for fifth through eighth grade mathematics and Spanish for in-service teacher training.

--EDUCA will have supervised the development of fourth and eighth grade mathematics and Spanish achievement testing materials and will have established achievement testing programs in participating schools.

--EDUCA will have acquired baseline data for fourth and eighth grade mathematics and Spanish in participating schools.

--EDUCA will have trained school administrators in participating schools to provide baseline data to EDUCA.

--SEEBAC staff and representatives of private school associations will have been trained.

--By funding revision of SEEBAC's third and fourth grade Spanish textbooks, SEEBAC's overall production costs for these textbooks will have been reduced.

--Textbooks and reference materials will have been distributed to teachers and administrators for in-service training, school libraries, and professional development centers.

--Instructional kits containing, e.g., dictionaries, maps, and rulers will have been distributed to participating schools.

C. Project Activities

1. Institution Building and Pre-Implementation Development for EDUCA

The approach chosen is a two-phased implementation plan. In Phase I, PIPE will support the establishment of a number of initiatives and activities designed to give EDUCA the technical, organizational, and administrative capability to: (a) implement the various components of Phase II and (b) carry out its ongoing mission to be a voice for the improvement of primary education in the Dominican Republic.

Phase I Institution Building and Pre-Implementation Development will extend over approximately a two to three year period. During this phase, comprehensive training for EDUCA staff will be conducted in areas such as fund raising, marketing, leadership, strategic planning, team building, organizational issues, and utilization of the management information system. Part of the training will be conducted in Santo Domingo via technical assistance; another part will be conducted in the United States. The objective of the training is to enable EDUCA staff to carry out project activities and to assist EDUCA staff in identifying opportunities for expansion of its activities.

As an integral part of increasing EDUCA's institutional capacity, EDUCA's professional staff will contract the services of other entities to undertake a census/survey of private primary schools in the metropolitan area of Santo Domingo and to develop instructional materials and achievement testing materials. EDUCA's professional staff will be responsible for the coordination and supervision of these activities. In addition, with foreign and local technical assistance, EDUCA will work through groups and institutions to identify strategies, organize, and coordinate pre-implementation and start up activities for PIPE. This, in turn, will increase EDUCA's capability to operate on its own in Phase II.

Some of the activities that are planned for PHASE I are: (a) the establishment of linkages with different partners in private school associations, SEEBAC, institutions of higher learning and the private sector; (b) the development of incentive packages and marketing strategies to draw schools to the project; (c) a census of private primary schools in the metropolitan area of Santo Domingo; (d) the development of profiles of schools, teachers, and school administrators and the dissemination of information to interested parties; (e) development of criteria for ranking participating schools according to socio-economic status (f) ranking of participating schools according to socio-economic status; (g) identification and selection of trainers; (h) development of assessment instruments; (i) implementation of the MIS; (j) development and revision of training materials for staff development--teachers, school administrators, SEEBAC staff, school associations, EDUCA; and (k) establishment of four professional development centers at the training sites. The coordination and implementation of the above Phase I activities will be effected through a Cooperative Agreement with a U.S. non-profit organization to assist EDUCA in becoming a viable organization.

Phase II will see full implementation of Project PIPE's activities. EDUCA's staff will have been trained and will be carrying out not only PIPE's activities but in addition a number of other initiatives identified or started in Phase I. These will include (a) utilization and dissemination of information gathered through the census; (b) implementation of the achievement testing system; (c) utilization and dissemination of data gathered in the census and achievement testing; (d) coordination of professional development activities; (e) management of the MIS and of the clearinghouse for primary education; (f) expansion of the incentives to increase the number of participating schools; and (g) the training of teachers in the use of the improved training materials. Phase II will be carried out with an assistance instrument (either Grant or Cooperative Agreement) with the USAID.

At the end of Phase II, EDUCA will have the administrative and managerial capacity to function as a viable ongoing institution dedicated to the improvement of the efficiency and quality of primary education in the Dominican Republic.

2. In-Service Training for Teachers and School Administrators

The training component of the PIPE project will address the following two principal constraints: SEEBAC's lack of emphasis on providing in-service certification or upgrading opportunities for private sector primary school teachers and administrators; and lack of sufficient financial resources to support professional development activities.

SEEBAC, through various teacher training institutions, is responsible for preparing and certifying primary school teachers and providing in-service certification and upgrading programs. SEEBAC has developed and implemented a large-scale in-service certification training program serving the public sector. However, due to a lack of resources private sector primary school teachers and administrators have had limited access to the program.

The PIPE project will address this problem by developing private sector initiatives through EDUCA to share responsibility with the public sector for improving the quality of private sector primary education. Instead of looking to SEEBAC to provide primary school teachers and administrators with in-service training, the Project will provide both the public (certified) and private sector primary school teachers (certified and non-certified) and school directors/administrators with in-service training.

The following activities will be carried out under this component:

- o Four local professional development centers will be established in institutions that contract with EDUCA for training. Each center will be a locus for a variety of activities; training (workshops, conferences, practicums, and tutorials); equipment (video-tape and audio-tape); and

library (a modest selection of textbooks, official SEEBAC programs and reference books).

- o The development of training materials. EDUCA will contract for the development of materials to a qualified local institution.
- o Revision and modification of SEEBAC professional self-instructional modules. EDUCA will be responsible for coordinating foreign technicians to work with SEEBAC staff in the revision and modification of SEEBAC self-instructional modules.
- o In-service training for teachers and school administrators. EDUCA will contract with institutions capable of offering training for teachers and school administrator's.

3. Achievement Testing Component

The objective of the assessment system proposed here is to ensure that EDUCA project staff have reliable and available data (a) to monitor student progress; (b) to evaluate the impact of project activities on the target populations; (c) to determine how achievement progresses over time; and, (d) to provide other information users with the data needed to make informed decisions when planning educational strategies.

The following activities will be carried out:

- o The development of assessment instruments. EDUCA will contract test development to a technically capable agency or institution in the Dominican Republic.
- o The utilization of the data. Results of student assessments will be fed back into the system. EDUCA will both garner support to define and expand its activities and take specific steps for school improvement.
- o The dissemination of information. EDUCA will be responsible for publicizing and displaying information in a format that is appropriate to the needs of users. EDUCA will also link assessment data to school improvement.

We anticipate that various audiences will have different informational needs. Successful implementation of the proposed component hinges on (a) the quality of the instruments developed; (b) EDUCA's correct identification of target audiences for the information; (c) the content being adequately targeted to each audience; and, (d) the format in which information is presented.

Identifying target audiences, deciding on content, and selecting formats for the information are tasks to be conducted by EDUCA with technical assistance while the test development effort is underway.

4. Textbooks and Materials Development

Because the goal of this project is the improvement of the quality of instruction in primary education, PIPE will foster the development and revision of a limited number of instructional materials wherever a gap is detected. PIPE is not, however, a "textbook" project to produce or distribute large quantities of books to students.

The textbook and instructional materials component of the PIPE project will include descriptions of classroom methodologies or activities which will improve the quality of primary school teachers and administrators. The Project will address, to a limited extent, the following two principal constraints on accomplishing project objectives: (1) the availability of textbooks for middle and low-income students is severely limited because costs are beyond the capabilities of most parents and SEEBAC (The average sale price of a primary textbook is RD\$25.00 [approximately US\$3.00] and supplementary instructional materials--such as the locally produced Tobogan illustrated educational series costs RD\$5.00 for a 32-page booklet.) and (2) the lack of textbooks, reference books, and official programs because of insufficient personal or school financial resources to acquire them.

To address these constraints, the following project activities will be carried out:

- o Fund the revision and modification of third and fourth grade Spanish textbooks published by SEEBAC.
- o Reprint SEEBAC's (using SEEBAC's plates) third and fourth grade mathematics textbooks for limited distribution to students and teachers in participating schools.
- o Reprint UCMM seventh grade and eighth grade mathematics materials for use in the in-service teacher training program and distribution in classrooms.
- o Support fifth and sixth grade mathematics, and fifth through eighth grade Spanish materials development and subsequent printing of these materials for use in the in-service teacher training programs and in classrooms.
- o Buy and distribute a limited number of textbooks, reference books, and instructional materials to participating schools, teachers, trainees, and professional development centers.

- o Buy and distribute kits containing such items as dictionaries, maps, and rulers to participating schools.
- o Print supplementary instructional materials for specific grades. For example, Tobogan instructional materials can be selected and bound for grades two through four.

5. Management Information System

In order to have appropriate, complete, and timely data concerning the status of private primary education in the participating schools in the metropolitan area of Santo Domingo, a three-component MIS system with institutional data will be developed and managed.

The three components of the MIS are: (1) a data base containing profiles of participating (including control group) schools, teachers and students, (2) baseline data collected from participating schools in achievement testing programs, and (3) a cataloging of primary education material maintained by EDUCA in order to allow the educational community to be in contact with current documents relevant to primary education.

The management information systems component will carry out the following activities:

(a) The design of the MIS will focus on obtaining each year's profile of the private primary education in participating institutions. This is required for making decisions in the PIPE project, as well as for measuring some of its targets (those related to attrition, repetition, dropouts, teacher training). Basic data from each of the private primary education participating schools of Santo Domingo will be collected regularly and systematically. A database in EDUCA will be created in order to manage these data and allow users of the MIS to query upon demand. School principals will be trained in the creation of a simple method of tallying data and use of a MIS for their schools, which they will in turn furnish for EDUCA.

The development of the institutional census, as well as the required computer software for EDUCA, will be contracted with local entities. After the first year, EDUCA's staff will manage the MIS, and the data gathering process in cooperation with school administrators.

(b) Improvement in student achievement, a major target of the PIPE project, will be measured through the results of systematic assessment of 4th and 8th graders at each school participating in EDUCA programs. In order to allow the project to handle this, computerized data processing will be contracted both for assessing the results and for making statistical analyses. Assessment data according to subject matter and course from each school will be entered in the database of the institutional MIS. Refinement of the

data analysis will be possible by means of a statistical package that will be available for the use of EDUCA's staff.

IV. IMPLEMENTATION ARRANGEMENTS

A. Implementation Plan

The implementation plan for EDUCA is a two-phased process. The project implementation plan integrates EDUCA organization development with the other components of the project.

<u>ACTIVITY TO BE IMPLEMENTED</u>	<u>PHASE I</u>		<u>PHASE II</u>
	<u>Year 1</u>	<u>Year 2</u>	
Establish accounting, personnel & contracting systems	X		
Train EDUCA Staff	X	X	X
Census of private/primary schools in project area	X		
Identify strategies to attack educational problems	X	X	X
Establish criteria for school participation	X		
Network with institutions/agencies/organizations	X	X	X
Establish/integrate MIS	X	X	X
Review SEEBAC textbooks for revision	X		
Review SEEBAC training modules	X		
Contract for math and Spanish materials development	X	X	
Develop incentive package	X		
Develop marketing strategies to attract schools	X		
Develop policy dialogue issues and plan	X	X	
Implement policy dialogue			X
Train SEEBAC staff		X	X
Train trainers of school administrators		X	X
Train school administrators		X	X
Disseminate census information		X	
Develop achievement tests		X	
In-service training for school administrators in MIS		X	X
Evaluate EDUCA (formative and summative)		X	X
Audits		X	X
Administer achievement tests			X
Disseminate achievement testing results			X

3. Achievement Testing

The main activity to be implemented in the achievement testing component is construction of Assessment Instruments. The objective of the assessment system is to determine how students in the participating schools change as a result of project activities. Two checks would be built into the system: one at the end of the fourth grade and one at the end of the eighth grade.

EDUCA will contract test development with a qualified contractor and monitor the process with foreign technical assistance. The tasks listed below will be the responsibilities of the local contractor:

- 1) Assemble panel of representative individuals to select and prioritize curriculum objectives
- 2) Develop tests Spanish and math, grades 4 and 8)
- 3) Field test and revise achievement tests
- 4) Train test administrators
- 5) Administer achievement test to participating schools, at entry and then yearly.)
- 6) Score tests and keyboard information
- 7) Analyze test data (validity, reliability, item analysis, frequencies, cross tabs, t-test, Analysis of Variance, multiple regression, etc.)
- 8) Report results in the specified format yearly
- 9) Assess participating schools and analyze data yearly

EDUCA's role in the implementation of the achievement test component includes the following tasks:

- 1) Identify representative individuals to review curriculum objectives periodically after the system is in place
- 2) Schedule and organize meetings
- 3) Identify information needs and potential users of information
- 4) Develop incentive package for participating schools
- 5) Select marketing strategies to attract schools
- 6) Monitor test development and other contractor's tasks
- 7) Target information to specific audiences
- 8) Disseminate information to users
- 9) Assemble panel to examine information and draw up action plans
- 10) Provide participating schools with technical assistance to implement action plans.

4. Textbooks and Instructional Materials

Reprint instructional materials for in-service training	X
Establish professional development centers	X
Train trainers of teachers	X
Train teachers	X
Train members of teachers/school associations	X
Distribute textbooks/ref. books to prof. dev. ctrs./school libraries	X
Upgrade incentive package	X
Distribute instructional kits	X
Reprint instructional materials for distribution in formal classroom	X
Establish clearinghouse	X
Reprint and distribute <u>Tobogan</u> or similar series	X

1. Phase I. Institution Building and Pre-Implementation Development for EDUCA

A non-profit organization selected by USAID and EDUCA will assist EDUCA in establishing a system of internal procedures and controls and in planning and implementing activities during Phase I of the project. The organization will work closely with EDUCA to establish accounting, record keeping and overall financial management systems that meet A.I.D.'s standards, as well as personnel, contracting, and travel policies and procedures which ensure the adequate management of resources.

In preparation for Phase II in-service training programs, mathematics, Spanish, and achievement testing materials will be developed by qualified local subcontractors. Workshops will be coordinated with SEEBAC's staff and other donor technical assistance to examine, revise, and modify instructional modules.

2. In-Service Training For Public and Private School Teachers and Administrators

The major effort during Phase II of project implementation will be in-service training for primary teachers and school administrators. In addition to providing training for teachers and administrators, two types of training workshops will be held for trainers. Trainers will be trained in (1) the use of mathematics, Spanish, and testing materials, and (2) the organization and methodology to be used in the training programs for teachers and administrators.

Early during Phase II, four professional development centers will be established. Each center will be a focal point for a variety of activities which will take place throughout Phase II.

In order to develop the textbooks and materials to be produced under the project the following activities will be required:

a) PHASE I:

(1) Define Target Population based on results of census/survey.

(2) Revise Materials: for grade 3 and 4 textbooks a team of SEEBAC primary education specialists with foreign technical assistance will revise textbooks and teacher guides before reprinting them for PIPE's and SEEBAC's use. The university providing instructional material for grades 5 through 8 will do the same.

b) PHASE II:

(1) Print Materials: A publication time line will be developed.

(2) Buy Ancillary Materials: Textbooks and other instructional materials will be purchased to ensure the timely availability of these materials in the professional development centers and schools.

(3) Distribute Materials: A distribution time line will be planned in conjunction with the activities listed above.

5. Management Information Systems (MIS)

This component has three subcomponents, which are described in detail below.

a) Census and Cataloguing of Primary Education Institutional Information

This subcomponent will be the first carried out under the component. In order to ensure that A.I.D.'s economic target group is receiving the benefits of PIPE, participating schools will be ranked according to their socio-economic status and selected accordingly. The census/survey, which will take place during Phase I, will provide PIPE with a profile of schools, teachers, and pupils. These profiles will help PIPE project staff develop appropriate criteria for establishing the socio-economic status map of the participating schools. Some of the indicators which will be useful are geographic location

and tuition fees. The ranking of schools by socio-economic status will serve as a surrogate indicator for the pupils attending each school.

The following activities will be carried out under it:

- (1) Census Design. Both EDUCA's and UJEBAC's information needs regarding private primary education will be examined and form the basis of the census design. A local research group will be contracted and foreign technical assistance will be utilized to design the census and to carry it out.
- (2) Database Design and Application. The census results and other data required for the MIS database, will be verified. A technical group specializing in building databases will be contracted, and a system for annual data collection will be designed. Training will be provided by the contractor for the data providers (school administrators).
- (3) Software Development. The data processing software to be developed must be assessed from the perspective of both final users and maintenance. A field test will be required to ensure that schools can provide data without unreasonable cost or effort. EDUCA's technical staff, as well as the schools supplying data for 2 above will be trained by developers.
- (4) Data Coding and Entry. The census collectors will code and enter the data into the database the first year. Subsequently, EDUCA's MIS specialist and secretary will be responsible for updating the database.
- (5) Private Primary Education Profile Production and Analysis. The census collectors will prepare the report the first year. EDUCA's technical staff will be included in this process and will assume the production and analysis of the profile from then on.
- (6) Training School Administrators in the Design of a non-computerized MIS for their school. This training will be one of the modules to be offered by PIPE to school administrators.
- (7) Updating and Collecting Data. School administrators in participating schools will update the basic data from the initial census and include the achievement testing data for each year from project years 2 through 7.

b) Students' Achievement in Private Primary Education MIS
This subcomponent has been described under "Achievement Tests,"

p---. The test scores and any demographic data involved will be regularly added to the database annually.

c) Primary Education Documentation MIS The third subcomponent of the MIS will include the cataloging of professional journals and educational reference material acquired and maintained by EDUCA during the life of the project.

B. Assistance Procedures

The project will be implemented through assistance instruments (cooperative agreements or grants), a process which has been described throughout this PP and more fully in Section IV.E.2., "Administrative Analysis, Cooperative Agreements." With the exception of evaluations and audits, USAID will not engage in any direct procurements or acquisitions under this project. However, the grantees (Phase I U.S. non-profit, and Phase II EDUCA) will issue contracts and subgrants over the life of the project for the inputs described in this PP. These will also be clearly outlined in the Program Descriptions of the Cooperative Agreements, and USAID will reserve clearance of procurements or subgrants over an established level of expenditure.

At this time, it is anticipated that the grant to the U.S. non-profit will be approximately US\$1,774,045, of which approximately US\$900,000 is expected to be for local currency procurements of technical assistance, training, goods and services. It should be noted that the bulk of these funds will be for the direct benefit of EDUCA's administrative support and of project beneficiaries (schools and teachers). During Phase II of the project, approximately US\$3,725,955 will make up the EDUCA grant, with the bulk of procurements under that grant expected to be made locally with local currency (See budget tables). Over the life of the project, the grantees' off-shore procurements will consist of technical assistance, participant training, and commodity support (e.g. vehicle, video-cameras, VCRs, if not available locally). Local procurement will include professional and technical services (e.g. PIPE Project technical staff, researchers, instructional materials specialists, and teacher trainers), textbooks, and supplementary instructional materials.

Guidance will be provided by the USAID Project Officer (Human Resources Division), the Mission Contract Officer, and the Mission Controller as required. Detailed procurement planning will be carried out by the Phase I grantee in coordination with EDUCA and USAID immediately after signing of that cooperative agreement. Prior to signature of a grant to EDUCA for Phase II, a procurement plan will be submitted to USAID for approval. A preliminary plan for commodity and services procurements is found in Table III. Detailed lists of commodities and services needed in this project have been included in the background papers on file in Human Resources Division for each project component, but Table III and these lists are subject to change based upon the recommendations of the Grantees during the implementation of the project.

The A.I.D. Standard Provisions for all Handbook 13 grants will be followed for procurement by the grantees. The grantees will be provided with other A.I.D. Handbooks for guidance in generally accepted procurement practices where applicable (i.e., Handbook 11--Host Country Contracting or the A.I.D. rules of procurement established for local cost financing in Chapter 18, of A.I.D. Handbook IB). However, as is the spirit of all Handbook 13 grants, the grantees will utilize their own contracting procedures as approved by A.I.D.

For financial planning purposes, suggested "levels of effort" will be provided in the Program Description document that will be sent to all applicants for Phase I of the project.

Table III

PROJECT PROCUREMENT/ASSISTANCE PLAN

PROCUREMENT PLAN ELEMENT	TECHNICAL ASSISTANCE		
	LONG-TERM TA	SHORT-TERM TA (US)	SHORT-TERM TA (LOCAL)
1. Responsibility	US Non-Profit	US Non-Profit/EDUCA	US Non-Profit/EDUCA
2. Descriptive List	<u>Phase I:</u> A. Chief of Party (2 yrs) B. Home Office Project Mgr C. Home Office Secretary (Above include salary, fringes, overhead, travel/transport, allowances and other direct costs as applicable)	<u>Phase I:</u> A. Operating Procedures (4pw) B. Fin. Mgt Systems (6pw) C. School Census (2pw) D. MIS (8pw) E. Text Review/Revision (8pw) F. Tech Trng Module (6pw) G. School Admin Trng. (11pw) H. Achievement Tests (6pw) <u>Phase II:</u> A. MIS (2pw) B. Tech Trng Module (4pw) C. School Admin Trng. (6pw) D. Achievement Tests (2pw) E. Teacher Training (18 pw)	<u>Phase I:</u> A. School Census B. Databank Development C. Textbook Development D. Achievement Testing <u>Phase II:</u> A. Textbook Development B. Achievement Testing
3. Procurement Budget	A. \$493,291 B. 106,311 C. 70,470 ----- TOTAL \$670,072	Phase I: \$194,003 Phase II: 120,925 ----- TOTAL \$314,928	Phase I: \$585,285 Phase II: 230,215 ----- TOTAL \$815,500
4. Source/Origin	U.S.	U.S.	Local
Method of Procurement/ Assistance	Cooperative Agreement	Cooperative Agreements	Cooperative Agreements
6. Method of Financing	FRLC	FRLC/Direct Pay	FRLC/Direct Pay
7. Delivery	October 1990	Begin Jan. 1991	Begin March 1991
8. Schedule	PIO/T: May 1990 IF/ Issued: June 1990 Proposals Rec'd: Aug 1990 CoopAg Signed: Sept 1990 Delivery Time: One Month	Per Grantee Schedule (As approved by USAID)	Per Grantee Schedule (As approved by USAID)

**Table III
(Continued)
PROJECT PROCUREMENT/ASSISTANCE PLAN**

PROCUREMENT PLAN ELEMENT	TRAINING	
	U.S./THIRD COUNTRY	LOCAL INSTITUTIONS
1. Responsibility	US Non-Profit/EDUCA	US Non-Profit/EDUCA
2. Descriptive List	<p><u>Phase I:</u> 12 Participants from EDUCA and SEEBAC for Short-Term Training</p> <p><u>Phase II:</u> 15 Participants from EDUCA and SEEBAC for Short-Term Training</p>	<p><u>Phase I:</u> 150 School Administrators</p> <p><u>Phase II:</u> A. 750 School Administrators (150 per year) B. 3000 Private non-certified teachers, grades 1-8 (600 per year) C. 2700 Private certified teachers grades 1-8 (\$40 per year) D. 2700 Public certified teachers grades 1-5 (\$40 per year)</p>
3. Procurement Budget	<p>Phase I: \$57,384 Phase II: 92,616 <hr/>TOTAL \$150,000</p>	<p>Phase I: \$53,083 Phase II: 1,802,317 <hr/>TOTAL \$1,855,400</p>
4. Source/Origin	U.S.	Local
5. Method of Procurement/ Assistance	PIO/Ps	Under the Grantees' Cooperative Agreements, contracts will be negotiated with local training institutions.
6. Method of Financing	Direct Pay	FRLC/Direct Pay
7. Delivery	Begin March 1991	Begin Jan. 1992
8. Schedule	Schedule to be coordinated between Grantees and USAID.	Per Grantee Schedule (As approved by USAID)

**Table III
(Continued)
PROJECT PROCUREMENT/ASSISTANCE PLAN**

PROCUREMENT PLAN ELEMENT	COMMODITIES				
	VEHICLES	AUDIO-VISUAL EQUIPMENT	COMPUTERS	OFFICE EQUIPMENT	EDUCATIONAL MATERIALS
1. Responsibility	USNPO/EDUCA	USNPO/EDUCA	US Non Profit	US Non Profit	USNPO/EDUCA
2. Descriptive List	<p><u>Phase I:</u> --1 Mid-size sedan SW and spare parts; --Maintenance and Fuel</p> <p><u>Phase II:</u> --1 Mid-size sedan SW and spare parts (replacement); --Maintenance and Fuel</p>	<p><u>Phases I & II:</u> -4 Color TVs 19" -4 VHS Video Players -4 VHS Cameras -4 TV Stands -4 16mm Film Projectors -4 Overhead Proj. -4 Screens</p> <p>(2 Professional Development Ctrs fully equipped in Phase I)</p>	<p><u>Phase I:</u> -2 PC's IBM S/2 55SX -Software (i.e. MS-DOS, SPSS, Symphony, Micro-Isis) -Printer</p>	<p><u>Phase I:</u> -2 IBM Typewriters -1 Photocopier -1 Calculator -3 Sets Office furniture -1 Conference Table/chairs -1 generator -2 file cabinets -2 fans -2 Computer workstations.</p>	<p><u>Phase I:</u> A. Instructional Materials Kits for 18 schools B. Professional Journal Subscriptions</p> <p><u>Phase II:</u> A. Inst. Mat. Kits (apx 582 schools) B. Prof. Jrn'l Subs. C. Textbooks/ Inst. Mat. for School Libraries & Trng Centers D. Textbook Production (apx 144,000 Spanish & Math texts, grades 3-8)</p>
3. Procurement Budget	<p>Phase I: \$22,000 Phase II: 32,300 ----- TOTAL \$54,300</p>	<p>Phase I: \$37,400 Phase II: 17,600 ----- TOTAL \$55,000</p>	\$16,200	\$26,600	<p>Phase I: \$8,200 Phase II: 991,300 ----- TOTAL \$999,500</p>
4. Source/Origin	U.S.	U.S./Local	U.S./Local	U.S./Local	Local
5. Method of Procurement/ Assistance	Cooperative Agreements (titled to EDUCA)	Cooperative Agreements (titled to EDUCA)	Cooperative Agreement (titled to EDUCA)	Cooperative Agreement (titled to EDUCA)	Cooperative Agreements
6. Method of Financing	FRLC/Direct Pay	FRLC/Direct Pay	FRLC	FRLC	FRLC/Direct Pay
7. Delivery	Phase I: June 1991 Phase II: June 1995	Begin Nov. 1991	August 1991	Begin Dec 1990	Throughout LOP
8. Schedule	First Procurement action of USNPO	Per Grantee Schedule (As approved by USAID)	Per Grantee Schedule (As approved by USAID)	Per Grantee Schedule (As approved by USAID)	Per Grantee Schedule (As approved by USAID)

**Table III
(Continued)
PROJECT PROCUREMENT/ASSISTANCE PLAN**

PROCUREMENT PLAN ELEMENT	ADMINISTRATION COSTS (EDUCA)	EVALUATIONS AND AUDITS																																			
1. Responsibility	US Non-Profit/EDUCA	USAID (HIRD, CONT, PDS)																																			
2. Descriptive List	<u>Phase I & II:</u> A. Salaries 1. Project Manager 2. Secretary 3. Local Technicians 4. Accountant B. Supplies C. Report Production D. Materials Distribution	<u>Phase II:</u> 2 Evaluations 3 Audits																																			
3. Procurement Budget	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Phase I:</u></th> <th style="text-align: center;"><u>Phase II:</u></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>A.</td> <td style="text-align: right;">\$61,800</td> <td style="text-align: right;">\$107,900</td> <td>Evaluations:</td> <td style="text-align: right;">\$108,360</td> </tr> <tr> <td>B.</td> <td style="text-align: right;">14,000</td> <td style="text-align: right;">16,800</td> <td>Audits:</td> <td style="text-align: right;">\$162,540</td> </tr> <tr> <td>C.</td> <td style="text-align: right;">12,000</td> <td style="text-align: right;">41,600</td> <td></td> <td style="text-align: right;">-----</td> </tr> <tr> <td>D.</td> <td style="text-align: right;">7,900</td> <td style="text-align: right;">9,600</td> <td>TOTAL</td> <td style="text-align: right;">\$270,900</td> </tr> <tr> <td></td> <td style="text-align: right;">-----</td> <td style="text-align: right;">-----</td> <td></td> <td></td> </tr> <tr> <td>TOTALS</td> <td style="text-align: right;">\$95,700</td> <td style="text-align: right;">\$175,900</td> <td></td> <td></td> </tr> </tbody> </table>		<u>Phase I:</u>	<u>Phase II:</u>			A.	\$61,800	\$107,900	Evaluations:	\$108,360	B.	14,000	16,800	Audits:	\$162,540	C.	12,000	41,600		-----	D.	7,900	9,600	TOTAL	\$270,900		-----	-----			TOTALS	\$95,700	\$175,900			
	<u>Phase I:</u>	<u>Phase II:</u>																																			
A.	\$61,800	\$107,900	Evaluations:	\$108,360																																	
B.	14,000	16,800	Audits:	\$162,540																																	
C.	12,000	41,600		-----																																	
D.	7,900	9,600	TOTAL	\$270,900																																	
	-----	-----																																			
TOTALS	\$95,700	\$175,900																																			
4. Source/Origin	Local	U.S./Local																																			
5. Method of Procurement/ Assistance	Cooperative Agreement	PIO/Ts																																			
6. Method of Financing	FRLC/Direct Pay	Direct Pay																																			
7. Delivery	Begin Nov. 1991	Evaluation 1: October 1993 Evaluation 2: May 1997 Audit 1: October 1992 Audit 2: October 1994 Audit 3: April 1997																																			
8. Schedule	Per Grantee Schedule (As approved by USAID)	Begin procurement process for evaluations and audits 3-4 months prior to scheduled delivery.																																			

C. Methods of Implementation and Financing

Table IV shows the Methods of Implementation and Financing for the project.

All contracts for technical assistance and training under both phases of the project will be subject to A.I.D. approval, and will conform to the procurement plan set forth in the cooperative agreements with both the US non-profit and EDUCA. All contracting for procurement of imported commodities will be performed directly by the Non-Profit on behalf of EDUCA during Phase I. A.I.D. will directly contract for the evaluation and audit technical assistance contracts.

PROJECT ELEMENTS	TYPE OF ASSISTANCE	METHOD OF IMPLEMENTATION	METHOD OF FINANCING	AMOUNT
I. Technical Assistance				
(Phase I)	Coop. Agreement	US Non-Profit	FRLC	\$1,449,362
(Phase II)	Coop. Agreement	EDUCA	Direct Pay (advances)	351,138
II. Training				
(Phase I-In Cntry)	Coop. Agreement	US Non-Profit	FRLC	53,083
(Phase II-In-Cntry)	Coop. Agreement	EDUCA	Direct Pay (advances)	1,802,317
US/TC Phase I	Coop. Agreement	PIO/P (unfunded)	FRLC	60,500
US/TC Phase II	Coop. Agreement	PIO/P (unfunded)	Direct Pay	89,500
III. Commodities				
(Phase I)	Coop. Agreement	US Non-Profit	FRLC	115,400
(Phase II)	Coop. Agreement	EDUCA	Direct Pay (advances)	1,036,200
IV. Administrative Costs				
(Phase I)	Coop. Agreement	US Non-Profit	FRLC	95,700
(Phase II)	Coop. Agreement	EDUCA	Direct Pay (Advances)	175,900
V. Evaluation/Audit	Coop. Agreement	Contractor (subobligation) (For Profit)	Direct Pay	270,900
TOTAL				\$5,500,000

D. Gray Amendment

Gray Amendment policies will be addressed in the solicitation of applications for the U.S. PVO. Minority U.S. non-profit organizations qualified to provide the technical assistance required under Phase I of the Project will be solicited. A list of such organizations is being requested from A.I.D.'s Office of Small and Disadvantaged Business Utilization. In addition, applicants will be required to identify how they would

address the Gray Amendment through subgrants or contracts under the Cooperative Agreement. Responsiveness in this area will be included in the USAID's selection criteria. Furthermore, a list of such organizations will be given to EDUCA, and this Cooperative Agreement with A.I.D. will exhort the same attention to Gray Amendment procurements.

E. Evaluations and Audits

The PIPE project has been designed to be implemented in two phases. An assessment will be conducted at the end of Phase I to determine if EDUCA is ready to proceed to Phase II. An evaluation will be conducted approximately mid-way through the project and at the end of the project.

There will be three audits, scheduled for the twenty-fourth, fifty-fourth and eighty-first months of project implementation.

F. Conditions, Covenants, and Negotiating Status

The USAID Mission has met frequently with EDUCA over the past year regarding this project. The Human Resources Division has worked closely with EDUCA during the design of this Project, and EDUCA has been provided with a draft of the Project Paper and the analyses of the technical experts involved in project design. In a meeting held on May 7, 1990 with the USAID Project Committee and EDUCA, final questions and issues were discussed and resolved, and EDUCA indicated that it is committed to carrying out the objectives of this project. Once the project is authorized, a letter of agreement between the USAID and EDUCA will be co-signed, stating EDUCA's involvement and commitment to the project. At present there are no other special actions or covenants required of EDUCA or other organizations that are critical to achievement of project objectives. Therefore, only such standard conditions as the grant officer may deem necessary will be included in the cooperative agreements. The need for special conditions and covenants will be reviewed near the end of Phase I in preparation for the Phase II Agreement.

V. FINANCIAL PLAN AND COST ESTIMATES

A. Overview

The total cost of the Private Initiatives in Primary Education Project is estimated at US\$7,331,600. This figure includes inflation at the rate of 4% compounded annually for US dollar expenditures, 20% for 1990 and 1991 and 4% compounded annually thereafter for expenditures in local currency purchased with US dollars, and 42% for 1990 and 1991 and 24% compounded annually thereafter for local currency expenditures from local sources. The A.I.D. contribution will consist of US\$5,500,000 in grant funds. The GODR contribution will total US\$850,000 and EDUCA will provide US\$981,600 in cash and in-kind. A discussion of the cost components is presented below:

B. Expenditures

1. Technical Assistance (A.I.D.: US\$1,800,500; GODR: US\$0; EDUCA: US\$0)

U.S. and local technical assistance will be provided in all project components at various time periods throughout the life of the project. These costs will cover the following:

- (a) Project administration by a U.S. non-profit organization to assist EDUCA during Phase I of the project including long-term technical assistance, a Chief of Party, to be present in the D.R. for two years, supported by a home-office staff of one secretary and a part-time project manager for the same duration; short-term technical assistance to help EDUCA establish personnel management and travel procedures (4 wks.) and a financial management system (6 wks).
- (b) Short-term technical assistance in the training area to assist with the review and revision of SEEBAC's teacher training modules (2 wks) and to help contract for these activities (4 wks); to assist in the establishment of four Professional Development Centers (4 wks); to assist in teacher training program development, training of trainers, participant workshop orientation and follow-up guidance of teacher training activities (total 16 wks over 5 years); to assist in the development of a school administrator training program, training of trainers and follow-up supervision (17 wks over 6 years).

- (c) Short-term technical assistance (12 wks over 2-1/2 yrs.) to set-up the Management Information System, contract for school census and contract for local institutions to continue MIS and census activities.
- (d) Short-term technical assistance (10 wks over 3 years) to construct testing instruments, initiate and monitor testing, and begin processing and interpreting results of achievement tests for 4th and 8th grade students in participating schools.
- (e) Short-term technical assistance (9 wks) to review 4th to 8th grade math and Spanish textbooks and to assist in contracting local printers for production of recommended texts. Local contracts for the development of new texts are also funded under this category.

2. Training (A.I.D.: US\$2,005,400; GODR US\$657,300; EDUCA US\$642,900)

Training will be provided for the following:

- (a) Short-term participant training for EDUCA staff in fund raising³ management, procurement procedure, and team building, as well as limited training for key SEEBAC and school association staff; and
- (b) Training for 3,000 non-certified teachers grades 1-8 in the private sector, upgrading skills for 5,400 public and private certified teachers, and 900 school administrators from both the public and private sector. See Annex J, Training Cost Analysis (TCA).

3. Commodities (A.I.D.: US\$1,151,600; GODR: US\$0; EDUCA: US\$0).

Commodities under the project will be provided for:

- (a) Educational material, as well as vehicles and office equipment;

³Project funds will be used to train EDUCA staff in fund raising techniques. However, in conformance with U.S. Government policy no project funds will be utilized to finance actual fund raising activities.

- (b) Video cameras, audio cassettes, and other equipment for use in training courses and computer equipment for the MIS component.

4. Administration Costs. (A.I.D.: US\$271,600; GODR: US\$192,700; EDUCA: US\$323,500).

This expenditure will cover EDUCA staff and operating expenses during the life of the project.

5. Evaluation/Audit (A.I.D.: US\$270,900; GODR: US\$0; EDUCA: US\$15,200).

Funds will be provided for evaluations and for three audits which will take place after the 24th, 54th and 81st month of the project.

C. Cost Summary

Table I is the Summary Cost Estimate and Financial Plan by project expenditure categories and financial sources (i.e., A.I.D. contributions of both Foreign Exchange and Local Currency, and Host Country and EDUCA Local Currency). The financial plan categories include technical assistance, training, commodities, administration costs, and evaluation/audits.

Table II illustrates the project's estimated expenditures over the life of the project. The table shows expenditures by year for categories found in the financial plan in Table I (technical assistance, in-service training, commodities, administration costs, and evaluation/audits).

TABLE I - SUMMARY COST ESTIMATE AND FINANCIAL PLAN (IN US \$ 000)

BUDGET ELEMENT	-----USAID-----			GODR LC	-----EDUCA-----			PROJECT TOTAL
	FX	LC	TOTAL		LC	IK	TOTAL	

TECHNICAL ASSISTANCE								
EXPATRIATE ADVISORS	985.0	0.0	985.0	0.0	0.0	0.0	0.0	985.0
LOCAL CONTRACTORS	0.0	815.5	815.5	0.0	0.0	0.0	0.0	815.5
TRAINING								
US/THIRD COUNTRY	150.0	0.0	150.0	0.0	0.0	0.0	0.0	150.0
IN-COUNTRY	0.0	1,855.4	1,855.4	657.3	135.7	507.2	642.9	3,155.6
COMMODITIES								
VEHICLES	54.3	0.0	54.3	0.0	0.0	0.0	0.0	54.3
EQUIPMENT	97.8	0.0	97.8	0.0	0.0	0.0	0.0	97.8
EDUC MATERIALS	2.2	997.3	999.5	0.0	0.0	0.0	0.0	999.5
ADMINISTRATION COSTS								
PROJECT MANAGER	0.0	57.0	57.0	52.2	23.3	0.0	23.3	132.5
SECRETARY	0.0	16.5	16.5	15.3	6.8	0.0	6.8	38.6
LOCAL TECHNICIANS	0.0	71.5	71.5	33.9	15.0	0.0	15.0	120.4
ACCOUNTANTS	0.0	24.7	24.7	22.7	10.2	0.0	10.2	57.6
OFFICE SPACE	0.0	0.0	0.0	0.0	48.6	0.0	48.6	48.6
SUPPLIES	0.0	30.8	30.8	28.3	12.6	0.0	12.6	71.7
REPORT PRODUCTION	0.0	53.6	53.6	24.3	10.6	0.0	10.6	88.5
DISTRIBUTION-MATERIALS	0.0	17.5	17.5	16.0	7.2	0.0	7.2	40.7
OTHER (IN-KIND)	0.0	0.0	0.0	0.0	0.0	189.2	189.2	189.2
EVALUATION/AUDIT	0.0	270.9	270.9	0.0	0.0	15.2	15.2	286.1

TOTAL PROJECT COSTS	1,289.3	4,210.7	5,500.0	850.0	270.0	711.6	981.6	7,331.6
=====								
% OF PROJECT COSTS	17.6%	57.4%	75.0%	11.6%	3.7%	9.7%	13.4%	100.0%
=====								

FX = FOREIGN EXCHANGE

LC = LOCAL CURRENCY (PESOS)

IK = IN-KIND CONTRIBUTION

TABLE II - ESTIMATED EXPENDITURES BY ELEMENT BY PROJECT YEAR (IN US\$000)

BUDGET ELEMENT	YEAR 1					YEAR 2					YEAR 3				
	USAID		GODR	EDUCA		USAID		GODR	EDUCA		USAID		GODR	EDUCA	
	FX	LC	LC	LC	IK	FX	LC	LC	LC	IK	FX	LC	LC	LC	IK
TECHNICAL ASSISTANCE															
EXPATRIATE ADVISORS	401.2	0.0	0.0	0.0	0.0	463.2	0.0	0.0	0.0	0.0	60.2	0.0	0.0	0.0	0.0
LOCAL CONTRACTORS	0.0	18.6	0.0	0.0	0.0	0.0	338.4	0.0	0.0	0.0	0.0	279.1	0.0	0.0	0.0
TRAINING															
US/THIRD COUNTRY	26.9	0.0	0.0	0.0	0.0	37.6	0.0	0.0	0.0	0.0	12.2	0.0	0.0	0.0	0.0
IN-COUNTRY	0.0	0.0	0.0	0.0	0.0	0.0	400.9	0.0	0.0	0.0	0.0	308.0	115.6	0.0	91.0
COMMODITIES															
VEHICLES	27.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EQUIPMENT	27.0	0.0	0.0	0.0	0.0	48.9	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0
EDUC MATERIALS	0.0	3.2	0.0	0.0	0.0	2.2	2.8	0.0	0.0	0.0	0.0	328.0	0.0	0.0	0.0
ADMINISTRATION COSTS															
PROJECT MANAGER	0.0	18.0	0.0	0.0	0.0	0.0	7.8	9.2	0.0	0.0	0.0	7.8	9.6	0.0	0.0
SECRETARY	0.0	5.1	0.0	0.0	0.0	0.0	2.3	2.7	0.0	0.0	0.0	2.3	2.8	0.0	0.0
LOCAL TECHNICIANS	0.0	5.8	0.0	0.0	0.0	0.0	11.8	6.0	0.0	0.0	0.0	11.8	6.3	0.0	0.0
ACCOUNTANTS	0.0	7.7	0.0	0.0	0.0	0.0	3.3	4.0	0.0	0.0	0.0	3.4	4.1	0.0	0.0
OFFICE SPACE	0.0	0.0	0.0	6.9	0.0	0.0	0.0	0.0	6.0	0.0	0.0	0.0	0.0	6.3	0.0
SUPPLIES	0.0	9.8	0.0	0.0	0.0	0.0	4.2	5.0	0.0	0.0	0.0	4.2	5.2	0.0	0.0
REPORT PRODUCTION	0.0	8.3	0.0	0.0	0.0	0.0	3.7	4.4	0.0	0.0	0.0	9.1	4.5	0.0	0.0
DISTRIBUTION-MATERIALS	0.0	5.5	0.0	0.0	0.0	0.0	2.4	2.8	0.0	0.0	0.0	2.4	2.9	0.0	0.0
OTHER (IN-KIND)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.6	0.0	0.0	0.0	0.0	26.8
EVALUATION/AUDIT	0.0	0.0	0.0	0.0	0.0	0.0	54.0	0.0	0.0	0.0	0.0	54.1	0.0	0.0	2.7
TOTAL PROJECT COSTS	482.1	82.0	0.0	6.9	0.0	551.9	831.6	34.1	6.0	25.6	76.7	1,010.2	151.0	6.3	120.5

36

TABLE II - ESTIMATED EXPENDITURE: BY ELEMENT BY PROJECT YEAR (IN US\$000)

BUDGET ELEMENT	YEAR 4					YEAR 5					YEAR 6				
	USAID		GODR	EDUCA		USAID		GODR	EDUCA		USAID		GODR	EDUCA	
	FX	LC	LC	LC	IK	FX	LC	LC	LC	IK	FX	LC	LC	LC	IK
TECHNICAL ASSISTANCE															
EXPATRIATE ADVISORS	25.8	0.0	0.0	0.0	0.0	17.3	0.0	0.0	0.0	0.0	8.6	0.0	0.0	0.0	0.0
LOCAL CONTRACTORS	0.0	44.7	0.0	0.0	0.0	0.0	44.8	0.0	0.0	0.0	0.0	44.9	0.0	0.0	0.0
TRAINING															
US/THIRD COUNTRY	28.3	0.0	0.0	0.0	0.0	10.4	0.0	0.0	0.0	0.0	23.4	0.0	0.0	0.0	0.0
IN-COUNTRY	0.0	297.7	121.7	14.1	95.8	0.0	292.7	129.4	22.5	101.8	0.0	276.9	138.9	48.2	109.3
COMMODITIES															
VEHICLES	27.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EQUIPMENT	4.3	0.0	0.0	0.0	0.0	4.3	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0	0.0
EDUC MATERIALS	0.0	328.6	0.0	0.0	0.0	0.0	329.1	0.0	0.0	0.0	0.0	2.8	0.0	0.0	0.0
ADMINISTRATION COSTS															
PROJECT MANAGER	0.0	7.8	10.1	0.0	0.0	0.0	5.2	7.2	7.2	0.0	0.0	5.2	7.7	7.7	0.0
SECRETARY	0.0	2.3	3.0	0.0	0.0	0.0	1.5	2.1	2.1	0.0	0.0	1.5	2.3	2.3	0.0
LOCAL TECHNICIANS	0.0	11.8	6.6	0.0	0.0	0.0	10.1	4.6	4.6	0.0	0.0	10.1	5.0	5.0	0.0
ACCOUNTANTS	0.0	3.4	4.4	0.0	0.0	0.0	2.3	3.1	3.1	0.0	0.0	2.3	3.4	3.4	0.0
OFFICE SPACE	0.0	0.0	0.0	6.6	0.0	0.0	0.0	0.0	7.0	0.0	0.0	0.0	0.0	7.6	0.0
SUPPLIES	0.0	4.2	5.5	0.0	0.0	0.0	2.8	3.9	3.9	0.0	0.0	2.8	4.2	4.2	0.0
REPORT PRODUCTION	0.0	9.1	4.8	0.0	0.0	0.0	7.8	3.3	3.3	0.0	0.0	7.8	3.5	3.5	0.0
DISTRIBUTION-MATERIALS	0.0	2.4	3.1	0.0	0.0	0.0	1.6	2.2	2.2	0.0	0.0	1.6	2.4	2.4	0.0
OTHER (IN-KIND)	0.0	0.0	0.0	0.0	28.2	0.0	0.0	0.0	0.0	30.0	0.0	0.0	0.0	0.0	37.1
EVALUATION/AUDIT	0.0	54.2	0.0	0.0	2.8	0.0	54.2	0.0	0.0	3.0	0.0	0.0	0.0	0.0	3.2
TOTAL PROJECT COSTS	85.7	766.2	159.2	20.7	126.8	32.0	752.1	155.8	55.9	134.8	36.4	355.9	167.4	84.3	149.6

16

TABLE II - ESTIMATED EXPENDITURES BY ELEMENT BY PROJECT YEAR (IN US\$000)

BUDGET ELEMENT	YEAR 7					TOTALS BY SOURCE OF FUNDING					PROJECT GRAND TOTALS
	USAID-FX	USAID-LC	GOOR-LC	EDUCA-LC	EDUCA-IK	USAID-FX	USAID-LC	GOOR-LC	EDUCA-LC	EDUCA-IK	
TECHNICAL ASSISTANCE											
EXPATRIATE ADVISORS	8.7	0.0	0.0	0.0	0.0	985.0	0.0	0.0	0.0	0.0	985.0
LOCAL CONTRACTORS	0.0	45.0	0.0	0.0	0.0	0.0	815.5	0.0	0.0	0.0	815.5
TRAINING											
US/THIRD COUNTRY	11.2	0.0	0.0	0.0	0.0	150.0	0.0	0.0	0.0	0.0	150.0
IN-COUNTRY	0.0	279.2	151.7	50.9	109.3	0.0	1,855.4	657.3	135.7	507.2	3,155.6
COMMODITIES											
VEHICLES	0.0	0.0	0.0	0.0	0.0	54.3	0.0	0.0	0.0	0.0	54.3
EQUIPMENT	4.6	0.0	0.0	0.0	0.0	97.8	0.0	0.0	0.0	0.0	97.8
EDUC MATERIALS	0.0	2.8	0.0	0.0	0.0	2.2	997.3	0.0	0.0	0.0	999.5
ADMINISTRATION COSTS											
PROJECT MANAGER	0.0	5.2	8.4	8.4	0.0	0.0	57.0	52.2	23.3	0.0	132.5
SECRETARY	0.0	1.5	2.4	2.4	0.0	0.0	16.5	15.3	6.8	0.0	38.6
LOCAL TECHNICIANS	0.0	10.1	5.4	5.4	0.0	0.0	71.5	33.9	15.0	0.0	120.4
ACCOUNTANTS	0.0	2.3	3.7	3.7	0.0	0.0	24.7	22.7	10.2	0.0	57.6
OFFICE SPACE	0.0	0.0	0.0	8.2	0.0	0.0	0.0	0.0	48.6	0.0	48.6
SUPPLIES	0.0	2.8	4.5	4.5	0.0	0.0	30.8	28.3	12.6	0.0	71.7
REPORT PRODUCTION	0.0	7.8	3.8	3.8	0.0	0.0	53.6	24.3	10.6	0.0	88.5
DISTRIBUTION-MATERIALS	0.0	1.6	2.6	2.6	0.0	0.0	17.5	16.0	7.2	0.0	40.7
OTHER (IN-KIND)	0.0	0.0	0.0	0.0	41.5	0.0	0.0	0.0	0.0	189.2	189.2
EVALUATION/AUDIT	0.0	54.4	0.0	0.0	3.5	0.0	270.9	0.0	0.0	15.2	286.1
TOTAL PROJECT COSTS	24.5	412.7	182.5	89.9	154.3	1,289.3	4,210.7	850.0	270.0	711.6	7,331.6

D. Recurring Costs

EDUCA currently depends on volunteers from within its membership for fund raising, project design and monitoring, and on APEC for administrative support. The organization's only regular employee at this time is a part-time Training Assistant. The salary of this individual (RD\$19,500) represents the only current recurring cost.

Although EDUCA's staff will be kept small in number to increase efficiency and reduce costs, in order to implement the activities planned under the project a minimum number of staff will be required. EDUCA's staff will consist of a Project Manager, a Teacher Training/Curriculum Development Officer, and MIS Manager/Researcher, a Financial Manager, and a Secretary. It is anticipated that all five employees will eventually be full-time. The first year cost of the project staff if all were hired at the same time would be approximately RD\$253,000. However, it is unlikely that they will all begin working at the same time. It is expected that EDUCA will also continue to draw upon its membership for volunteer time to help carry out the organization's activities.

Considering the current rate of inflation and additional administrative costs, by the end of the project EDUCA's annual recurring costs could be substantial and difficult to fund given the organization's dependency on donations to meet expenses. However, upon completion of the project, EDUCA's staff can be significantly reduced without damaging its long-term objective of providing a positive influence in the area of primary education. Once training materials have been developed and teachers trained in their use, the Teacher Training/Curriculum Development Officer will no longer be required on a full-time basis. SEEBAC will continue the certification of primary school teachers and, if additional in-service training is required for private or public teachers, services can be acquired as needed by that organization. Similarly, with the reduced level of effort, one person should be able to handle secretarial duties as well as maintain the MIS, and the financial management function may be required only on a part-time basis. EDUCA should be able to maintain this level of staff support from funds that it collects for other non-project but related activities in support of basic education. Under the project, (particularly through working closely with U.S. non-profit organizations) EDUCA will be encouraged to actively seek and solicit assistance from both local and international groups to help it carry on its mandate. Additionally, it is anticipated that through this project, EDUCA will be viewed as an important component in primary education in the country by SEEBAC, thus meriting some levels of support from the GODR.

VI. PROJECT ANALYSES

A. Technical Analysis

1. Institution Building and Pre-Implementation Development for EDUCA

The founding of EDUCA is a private sector response to the various needs and priorities identified by Dominican educators in the private and public sectors, including SEEBAC and institutions of higher education in the Dominican Republic. EDUCA's mission is to increase the effectiveness of instruction delivered to primary school students in the Dominican Republic. EDUCA will accomplish this by linking the private sector, professional organizations, service providers, and SEEBAC in a common effort to identify needs, allocate resources, and design educational strategies. EDUCA's role as a linking agent and as a disseminator of information makes it the ideal implementor of the PIPE project. Various other options were examined in designing the Project. The option of having SEEBAC as the implementing agency was considered, but rejected. The fundamental constraint here is lack of adequate financial resources and staff. Furthermore, even to meet its current wide-ranging responsibilities there is no provision for a career civil service for government employees in the Dominican Republic. As a result, governmental offices are often highly politicized and there is no guarantee of continuity of personnel. By working through a private sector entity, the project can minimize the effects of any changes in the public sector system. In addition, the various project activities to be conducted require that decisions be made in a smooth and timely fashion which is not always possible in a political bureaucracy such as SEEBAC's.

APEC (Action for Education and Culture), a Dominican non-profit organization, was also considered as an option for implementing PIPE. However, it was rejected because an organization which had a clear mission focused on primary education was preferable. APEC is a twenty-five year old organization with a well known mission, a well defined profile, and a high level of name recognition. But, PIPE would be only one more of APEC's several projects. EDUCA, on the other hand, was created specifically to support basic educational efforts in the Dominican Republic. At the PID stage the use of APEC was also rejected because of the need to ensure broad participation in the project. EDUCA brings together a membership much broader than the private businessmen who compose APEC and includes representatives of universities and other organization which, because of historical reasons, would not belong to APEC.

The option of selecting an institution of higher education to implement the project was examined and discarded. There is strong competition among the various Dominican post-secondary and higher education institutions and the selection of one institution, even grounded in solid evidence of its capability to conduct the project, would most certainly alienate others.

Thus, EDUCA, as an implementing agency offers specific advantages:

- o EDUCA provides a more stable environment for project implementation.
- o EDUCA is unencumbered by red-tape.
- o EDUCA's linkages to the private sector will facilitate the utilization of innovative approaches to solve educational problems.
- o EDUCA will have the capability to raise funds from the private sector to support future activities.
- o EDUCA is perceived as a good "partner" by educators both public and private, by the business community, the official sectors, and the community at large.
- o EDUCA will offer a model for private/public sector partnership.

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2. In-Service Training for Primary School Teachers and Administrators

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Providing in-service training for primary school teachers has been proven to be an effective way to improve the overall quality of primary education. In-service teacher training programs can be designed in various ways. One is to design in-service training programs leading to certification. Another way is to up-grade skills of certified or non-certified teachers. In the Dominican Republic both types of in-service teacher training programs are available to public school teachers and in much reduced scope to limited numbers of private school teachers.

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Presently, SEEBAC, does not have the financial resources or technical capacity to provide both the public and private primary school teachers (certified and non-certified) and school administrators with in-service training. Given the economic situation, it is highly unlikely that there will be sufficient financial resources or technical capacity in the near future for a full scale training program for private sector primary school teachers and school administrators.

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Non-Certified In-Service Teachers: Several approaches were considered in the project design to deal with the problem of up-grading the skills of non-certified in-service

would be to concentrate solely on deepening teachers' knowledge in mathematics, Spanish, and the sciences. This approach was discarded because the target group needs more than content knowledge.

Our study revealed that even though teachers are certified, training is needed in upgrading content areas, use of textbooks, and training in the new evaluation guidelines. The approach proposed for this project calls for a training program which integrates content area knowledge in mathematics, Spanish, and science with up-graded teaching methods in these areas, as well as training in evaluation strategies.

c. School Administrators: Several approaches could be taken for up-grading the skills of school administrators. One would be to offer a series of core courses to all school administrators. This approach was rejected because the target population is not homogeneous. Some of the school administrators are Licenciados, some are maestros, and some are business people with no training in education. Instead, the PIPE project will provide school administrators with essential courses to be selected according to the individual's educational background and training needs.

The provision of short-term technical assistance on a periodic basis will help EDUCA to plan, administer, and evaluate training which will ensure that the training objectives for teachers and school administrators are achieved in a timely fashion.

3. Achievement Testing

In the Dominican Republic there is no systematic assessment of student achievement to guide planning and inform decision makers in educational matters. There is a need to establish baseline data against which to measure student gains and to determine how the private school system is functioning as a whole. Finally, there is a need to determine the level of student performance in relation to specific objectives of the curriculum. Without a system to assess student gains, the achievement of the Project's goal--"to improve the quality of primary education"--would be difficult to evaluate. Quality and efficiency of education are related to student achievement. The ultimate test of PIPE's success is the extent to which student performance has improved. Without baseline data to determine student performance at the outset of the project, and without systematic assessment of student progress, the extent to which students improve as a result of project activities cannot be determined.

A meaningful, technically sound assessment system can function as a monitoring mechanism to inform and guide project activities and as an evaluation strategy to assess the attainment of a project's objectives. (This assessment system would not, however, be used for promotion. An outside agency, we believe, cannot adequately establish mechanisms or guidelines for student promotion.)

The assessment system is designed to give the project the means to assess its own effectiveness regarding student achievement. It may be that, with time, the benefits of universal systematic assessment become clear and that eventually the concept will find its way into SEEBAC system. But even though not used for promotion, a systematic assessment system can be a tremendous lever for educational improvement. When implemented, among other things, the assessment system will:

- o establish baseline data in the participating schools;
- o allow comparisons between and among participating schools;
- o assist EDUCA in making decisions regarding teacher training and the allocation of resources; and
- o assess annually the impact of project activities on students at participating schools.

The testing program will also have wider potential applications. A main advantage of the assessment system is that it will produce information in a ready-to-use form that could be utilized in the planning of broad educational strategies. Data reporting and display will be tailored to the needs of specific groups of decision makers--school administrators, teachers, teachers' associations, SEEBAC staff, parents, and other interested individuals.

4. Textbooks and Instructional Materials

The quality and capacity of textbook production in the Dominican Republic for the primary education level is good. SEEBAC is preparing and distributing books for grades 1-5. Private publishers are publishing textbooks for all primary education grades. In addition, other institutions, like the UCMM, are involved in the development and production of instructional materials for the eighth grade.

With the high cost of textbook development and production, and the quality and availability of existing instructional materials in mind, PIPE will not develop, produce, nor distribute textbooks and instructional materials on a large scale.

Instead, PIPE will build on existing resources by: (1) revising and modifying SEEBAC's third and fourth grade Spanish textbooks; (2) supporting the development of fifth through eighth grade mathematics and Spanish materials which will be used as part of the in-service training programs; and (3) buying a limited number of textbooks and instructional materials.

By providing funding to SEEBAC for revision and modification of the third and fourth grade textbooks, SEEBAC's development and production costs will also be reduced.

Through reprinting these revised materials PIPE project cost will be reduced as well. The development of fifth to eighth grade mathematics and Spanish materials will be funded by PIPE. A local university has developed and produced eighth grade (and is in the process of developing seventh grade) mathematics materials which are being utilized in formal classrooms and in-service teacher training. PIPE will print, distribute, and utilize these materials in the formal classroom and in the PIPE in-service teacher training program. The project design team examined the quality and cost of these locally produced materials and determined that their purchase was the most cost effective mean of providing the needed educational materials. The team also determined that it would be cost effective to produce the fifth and sixth grade mathematics and fifth through eighth grade Spanish material locally.

Since large scale textbook production and distribution is not a major project activity, providing participating schools, teachers, and students with access to a modest lending library containing textbooks and reference materials becomes an important element of PIPE. PIPE will buy and distribute textbooks and reference books to participating schools, professional development centers, and teachers. PIPE will also furnish a kit containing important teaching tools such as a dictionary, maps, and rulers to participating schools. Final determination of the kit's contents will depend upon a survey taken during the census activity.

5. Management Information System

Development and management of a MIS relevant to primary education is required if EDUCA is to accomplish its major functions. This recommendation is based on the non-existence of an applicable MIS with appropriate and quality data. The following information supports these statements.

Timely data in a useful format for policy decision-making is not readily available in SEEBAC's Department of Statistics. Available data is low in quality, not readily available, and not used for decision-making purposes. Data on private primary education is practically not available. Private schools do not send their statistical information to the Department of Statistics. They only provide the data requested by each school district, in terms of lists of students with promotion grades. As the statistical MIS is not integrated into the operation of the school districts, there is no way to recall complete information by using the current system.

A current annual profile of private primary education institutions is needed for designing sound strategies concerning each of the educational components of the project. In addition, updated and complete information is required concerning variables indicating the changes in the status of private primary education. A profile of the students' achievements in Spanish and mathematics is also needed, as a basis for evaluating the effectiveness of PIPE's efforts.

Finally, access to current and relevant professional literature and information on primary education is required for helping teachers, principals, and researchers to improve the quality, effectiveness, and efficiency of the system.

The above information needs have determined the design of a three-component management information system, one on primary educational institutions, another on student achievement, and a third on primary education professional materials. The PIPE project will make significant efforts to help users get the information they need to accomplish their tasks.

B. Financial Analysis

The nature of the Project is such that a meaningful financial analysis is not possible. Handbook 3, Chapter 3.C.3.d calls for identifying best technical alternatives at least cost as an appropriate financial analysis for "human infrastructure" projects. There will be no stream of revenues continuing on into the future as a result of project investments. However, there will be broad economic, social and human benefits to the poorer sectors of Dominican society.

Consideration was given to monetizing the benefits which would accrue as a result of PIPE, however, the unavailability of data and limitations on other required inputs excluded that possibility. The available data are incomplete in both quantity and quality and consequently not subject to analysis. Since economic benefits could not be established from a sound empirical basis, a qualitative assessment approach was chosen with reference to research findings in other countries to support this assessment. The Economic Analysis in this Project Paper provides further information on this qualitative approach.

As is discussed in the Technical Analysis section, the Mission gave full consideration to all available options and determined that the approach outlined for this project is the most logical and most effective mechanism. The costs associated with this approach, detailed in the Financial Plan and Cost Estimate section, have been thoroughly researched and are reasonable and consistent with Mission experience in this field and this country.

C. Economic Analysis

1. Education - A Socially Profitable Investment

Considerable evidence exists concerning the private and social rates of return on investment from education both in developed and developing countries. Returns are measured by comparing the higher lifetime productivity of educated workers to the social or private costs of education. Although country and regional differences do exist,

research indicates that two specific patterns emerge⁵: (1) primary education is the most profitable form of investment followed by secondary and higher education, and (2) returns from education are highest in the poorest countries and decline with the level of development. The social rates of return reported below indicate that in most developing countries primary education should receive the highest investment priority. Specific fields in higher or secondary education may be more profitable from a social point of view but, as a whole, research shows that primary education should receive first priority. (See Table I in ANNEX D, "Private Initiatives in Primary Education".)

Recent research in the Dominican Republic notes that the level of education of the head of the household and per capita family income are positively and highly correlated, and that the "average schooling level of family heads belonging to the richest family income decile is 7.8 years. Since average schooling monotonically increases by per capita family expenditures, the evidence suggests that investment in primary education is the most socially profitable form of investment in education, without prejudice to the fact that the higher the level of income, the greater the level of schooling will be". (World Bank, 1989)

2. Methodological Approach

The analysis will focus on a qualitative assessment of the benefits that will result from implementation of the PIPE project. As already noted in the Financial Analysis Section, consideration was given to monetizing the benefits which would accrue as a result of the project; however, the unavailability of data and limitations on other required inputs excluded that possibility. However, the available data are incomplete in both quantity and quality and consequently not subject to analysis. Since economic benefits could not be established from a sound empirical basis, a qualitative assessment approach was chosen with reference to research findings in other countries to support this assessment. Three categories of PIPE related economic benefits were identified: (1) internal/efficiency improvements; (2) external efficiency; and (3) other options/interventions.

3. Measure of Goal Achievements:

a. Benefits Related to Internal Efficiency Improvements

As discussed earlier in this Project Paper, the basic objectives of this project are: (1) improvement in student achievement; (2) a decrease in student attrition and repetition rates in participating private primary schools; (3) a reduction in dropout rates; and (4) qualitative improvements in primary school administration in participating schools and (5) institution building. To date, no systematic countrywide achievement tests have been

⁵Psacharopolos, G., 1985.

conducted in primary schools (public and private) in the Dominican Republic. However, investigation in the education sector reveals high grade repetition, low provision of student consumables, and untrained teachers and administrators. All of these features indicate that the quality of learning in the Dominican Republic is among the lowest in the Caribbean/Central American region. The margin for improvement in the efficiency of the primary school system is considerable. For example, in the public sector in 1986/87, the repetition rate for all grades averaged 33 percent, and at the first grade level it approached 55 percent. The average public school student completes four grades, but spends 6.7 years doing it. In the Latin American Caribbean Region the efficiency factor is generally lower than 1, which equals maximum efficiency, with one year of attendance equal to one grade completed successfully. In the case of the Dominican Republic the efficiency factor is 1.7. This means that the country has to spend 70 percent more of their scarce resources to support the attendance of children in school than would be necessary in an efficient system. The inefficiency of the public school system is also evident from the decision of parents who can afford tuition for private education.

In 1970/71 private schools accounted for 10.4 percent of total primary school enrollment. In 1986/87, more than 20.4 percent of total primary pupils studied in private schools. Reforms were introduced in 1989 to change promotion procedures although the mechanism is still not totally clear. This new procedure may facilitate improved efficiency in grade promotion and cause repetition rates to decrease. However, this measure of internal efficiency could simply further mask the already present serious lack of quality.

The low quality in the primary education system can be attributed in part to the acute shortage of student learning materials and teacher guides. Less than 30 percent of primary school students have access to textbooks, usually financed through direct purchase by the parents. Evidence on the effects of class size and teacher variables on student achievement is often conflicting or ambiguous, however, the evidence of a clear relationship between the provision of books and achievement is clear and consistent.⁶ However, there still remain unanswered questions such as how cost-effective are different types of textbooks? How do cheap mimeographed materials compare with more expensive books or how do locally produced materials compare with standard textbooks?

A further study by Schiefelbein, *et.al.* in 1983, looked specifically at the attitudes of teachers and their use of textbooks in both public and private schools; the influence of teacher experience and training, and the subject differences in the use of textbooks. The survey indicated that less experienced teachers are less likely to use textbooks than those with more experience. This was particularly true for teachers in language classes but less likely in fields of mathematics and science. This review, however, also observed that

⁶Heyneman, Farrell, and Sepulveda Sturado, pp. 227-46.

academic achievement gains were more significant in countries at a relatively low level of development. Improvements in achievement resulting from incremental investments in educational materials were small in classrooms which were well supplied. In less developed countries by contrast, the paucity of instructional resources explains the large impact resulting from an introduction of learning materials and teacher training.

Recent research undertaken in public primary schools in the Dominican Republic revealed that the most significant variable related to school effectiveness was strong and active leadership on the part of school management (Universidad Nacional Pedro Henríquez Ureña). Improvements in internal efficiency have been perceived in research undertaken in 32 studies in some 20 developing countries where attempts were made to identify and measure the impact on teacher qualifications. The overall conclusions and major recommendations supported efforts addressing improvement and increased efforts in support of teacher training programs--particularly in-service/upgrading efforts.

Primary school benefits with respect to internal efficiency are directly related to the qualitative improvements in each of the schools which will result from the in-service training of teachers and administrators. The most important economic benefit of improving internal efficiency in education systems--that is to say, reducing grade repetition and increasing academic achievement--is the difference in lifetime productivity between primary school graduates and non-graduates. This project should assist in increasing the number and the quality of primary school graduates who can then be more easily trained, become more productive, and earn higher incomes throughout their working lives.

b. External Efficiency of Educational Investment

The external efficiency of educational investment argument rests on three criteria:

- (1) the extent to which learning institutions provide the necessary skills for the functioning of the economy,
- (2) the extent to which school leavers or graduates are absorbed into the labor market and are able to find jobs, their expected earnings, their use of acquired skills in employment; and,
- (3) the balance between the costs of investment in education and the economic benefits as measured by the higher productivity of educated workers (i.e, social rate of return).

In this analysis the external efficiency benefits are defined as the increase in lifetime productivity which results from having access to improved learning conditions through teacher/administrator training interventions, low cost teaching materials, improved

educational planning, and targeted private sector interventions at the primary school level. Although the impact of the project, through improved internal efficiency rates, should in the long run enhance worker productivity, estimating the productivity gains associated with instructional improvement in developing countries is still very problematic.

With respect to this project, no estimates of the earnings differential could be developed between public/private schools and completers/non-completers, due to the lack of empirical data. It is generally accepted that education is a socially beneficial long-term investment during which costs are incurred. Yet, there exists a unique opportunity to accomplish through the expansion and improvement of the educational system, two macroeconomic objectives. First, it is possible to increase future labor force productivity, which is highly profitable for each person and the country as a whole. Secondly, it is possible to transitorily reduce the unemployment rate and the incidence of attendant social ills by delaying the entry of young job seekers into the labor market, thus, curtailing the rate of growth of the labor force.

The education level of the Dominican Republic work force needs to be raised to bring its skills profile in line with the needs of a modernizing society. Recent studies have also reviewed the effects of education on the distribution of earnings. The results indicated that as the educational system expands, access to schooling increases for the lower socio-economic groups. Information on the labor force compiled by the Central Bank indicates that the level of urban unemployment has dropped from 29.9 percent in 1986 to 22.7 percent in 1987 and 18.2 percent in 1988. (See Annex D, Table IV, "Private Initiatives in Primary Education").

Unfortunately, there are no recent available data on education/ unemployment/ employment levels, but a recent assessment of training needs in the Free Trade Zones indicated that 26 percent of employers had complaints about the literacy levels of their employees (International Science and Technology Institute, 1989). Information included in another report undertaken by the Foundation for Education Credit (FUNDAPEC) revealed there were serious projected shortages of trained manpower at all levels within the industrial sector between 1988-1992. (See Annex D, Table V, "Private Initiatives in Primary Education").

The information provided in Table IV of Annex D sheds some light on the mismatch between manpower supply and demand in the labor market. It appears that people in the Dominican Republic are not unemployed due to the scarcity or unavailability of jobs in the economy, but because they do not possess the requisite skills. As Table V of Annex D indicates, the shortage of workers in the particular industrial sector where the highest educational requirement is a primary school education, suggests that workers lack the functional skills to fill available job vacancies. Consequently, the Dominican Republic is experiencing unemployment arising from factors which are structural in nature. Thus, the proposed project may be regarded as one element in the Dominican

Republic's manpower policy that will impact both on the quality of the labor supply and on the demand for particular types of unemployed labor. This should ultimately help to reduce the level of structural unemployment.

D. Social Soundness Analysis

1. Socio-Cultural Context

The principal limitation to the delivery of quality basic education in the Dominican Republic is inadequate and inefficient investment in public education. Public spending on education declined to 1.4% of Gross Domestic Product (GDP) in 1988 and 10% of the GODR budget in 1987. Almost 16% of public expenditures devoted to education go to higher education, creating a wide disparity between state spending per university student and per primary student. As a result, primary teachers' salaries have declined to a level below the poverty line in the Dominican Republic. Less than 30% of students possess textbooks and teachers do not have access to adequate teaching materials. School supervision lacks clear direction by administrators and supervisors. Teaching methods are deficient due to poor motivation, inadequate preparation, and lack of in-service training of school personnel. Student achievement is not systematically tested to measure educational system performance. However, it appears that the system is not performing well as a recent study by researchers at the UCMM in Santiago determined that mathematics learning in the seventh and eighth grades is the extremely poor, even in comparison with countries with lower per capita incomes.

Parents, aware of these inadequacies and deficiencies in the public school system, send their children to private schools whenever possible. The response to the demand for private primary education has seen an unprecedented increase in the number of private schools. In 1974 there were 572 private primary schools. By 1984, the number of private schools was 1,492, a 150% increase. Enrollments increased from 110,000 students (12.3% of primary enrollments) to 244,335 students (20.6% of primary enrollments). The majority of these schools are in urban areas. Data is not available to give the precise location and number of students attending these schools although the UCMM study of mathematics performance estimate that 65% of the students in the least adequate private schools are from low-income families.

There is, however, an important increase in recent popular awareness of the problems of primary education and in attempts to address them from both the public and private sectors. SEEBAC has addressed the problem of training uncertified teachers with a home study course which includes attendance at Saturday sessions with SEEBAC normal school professors. A 25-year old private sector association--APEC--has launched a new agency, EDUCA, dedicated to improving basic education. This project, combined with the on-going and projected assistance of other donors (e.g., World Bank), can contribute significantly to meeting the GODR goals in primary education.

2. Beneficiaries

The immediate beneficiaries of this project will be primary aged pupils in the metropolitan areas of Santo Domingo, living in middle or low-income areas who will receive improved instruction. A portion of them will also benefit from the provision of textbooks which will be made available through a lending system established in participating schools and from low cost instructional materials. Pupils in fourth and eighth grade mathematics and Spanish courses will benefit from an achievement testing program that will be a vehicle for the improvement of the teaching/learning process.

Direct beneficiaries will also include school directors/administrators from public and private sectors in the metropolitan area of Santo Domingo; non-certified private primary school teachers; certified public and private primary school teachers; EDUCA's technical staff; select SEEBAC staff; and representatives of private school associations who will receive short-term participant training (in-country and in the United States) designed to fit specific needs.

3. Participation

The PIPE project has been designed from its inception in close collaboration with a wide spectrum of agencies and individuals: SEEBAC, local institutions of higher education and teacher training, private interest groups, and research agencies. These groups, together with the teachers and students whom they serve, are immediate beneficiaries of PIPE, and will participate directly in the project. Furthermore, as PIPE activities are carried out, increased involvement with the ultimate target population-school administrators, teachers and students-will be achieved by virtue of evaluation through achievement testing and feed-back to the schools. The goal of mutual responsibility for educational growth and social change will become a reality, not an abstract hope. Thus, PIPE will be able to maintain its focus among those whom it is designed to serve.

4. Socio-Cultural Feasibility

According to the educational sector analysis completed in 1985 by SEEBAC, there are many factors limiting the quality and quantity of primary education in the Dominican Republic. Although several programs have been developed to confront the problems facing primary education, (including school meal programs, non-formal education projects financed by international agencies, radio education, and distance education programs), the issue of quality, in particular, still requires considerable attention.

The purpose of this project is to provide EDUCA with an adequate administrative capacity as the catalyst, coordinator, and mediator of interest groups to enhance the quality of primary education in the area. APEC, EDUCA's parent organization, has

earned the respect of the larger Dominican Republic community. Many of EDUCA's founding constituency are also members of APEC. APEC has successfully obtained financing for its projects from a variety of international donors, including A.I.D., the World Bank, the Inter-American Development Bank, and the Canadian International Development Agency. The PIPE project will build upon the good reputation APEC has earned in the larger community by extending it to include EDUCA.

However limited the results are of previous programs and projects for the improvement of education, there is clearly an interest for further progress and, perhaps most importantly, a spirit of public-private cooperation toward achieving that goal.

5. Impact

It is generally accepted that education is a socially beneficial long-term investment. In helping the Dominican Republic improve the quality and efficiency of its primary education, two macroeconomic objectives can be accomplished. First, it will increase the future labor force's productivity and secondly, it will reduce the present unemployment rate by delaying the entry of young job seekers into the labor market.

6. Women in Development

The main adult groups that would be affected by this proposed project are the teachers and the directors/administrators in the primary schools in the metropolitan area of Santo Domingo. SEEBAC reports that the majority of the primary school teachers are female, but the majority of the school directors and administrators are male. Since exact sex disaggregated statistics pertaining to private schools are unavailable, it is not possible at this time to assess the precise number of women that will benefit from the project. Discussions with SEEBAC, however, indicate that the majority of the teachers are women, and the general consensus is that the majority of the professionals served by this project will be women.

Insofar as pupils are concerned, the enrollment of females in the primary level is slightly higher than for males⁷. The Dominican Republic's gender breakdown of 49% females and 51% males therefore indicates that the percentage of female participants/beneficiaries will exceed their proportion of the population (WID policy mandates "that the percentage of women participants will be in approximate proportion to their traditional participation in the targeted activities or their proportion of the population, whichever is greater."). As the data base in this project is developed, more accurate sex disaggregated data to substantiate these estimates will be made available.

⁷Total School Enrollment as a Ratio of Population in the Primary Age Group, 1985. Source: LAC Congressional Presentation, 1990.

The A.I.D. contribution to the project is to be channelled through Cooperative Agreements first to a U.S. non-profit organization and subsequently to EDUCA. The nature of such grants are discussed in the A.I.D. Handbook I which notes that:

- o To be eligible to receive a grant, a potential recipient must satisfy A.I.D. that it possesses, or has the ability to obtain, the necessary management competence in planning and carrying out assistance programs and that it will practice mutually agreed upon methods of accountability for funds and other assets provided by A.I.D.
- o The recipient must demonstrate potential or actual management ability and the capacity to plan and implement in the field of the recipients' expertise.
- o The recipient's accounting, record keeping, and overall financial management system must meet the standards set forth in Paragraphs 11-M of Handbook 13.

Once the Project is authorized, USAID with EDUCA participation will select through open competition an appropriate non-profit U.S. organization to provide technical assistance to institutionally strengthen EDUCA during Phase I. Important factors to be considered in the selection process will be the organization's long-term sustainability of a professional relationship with EDUCA after the A.I.D. grant is over; the contribution, financial and otherwise, that the non-profit could make to EDUCA for purposes of carrying out the project; the non-profit's experience and knowledge of A.I.D. procedures and acceptable administrative and procurement policies and its ability to impart such knowledge and experience to EDUCA; the experience and qualification of the organization in the primary education sub-sector; its experience in Latin American countries; and the ability of the non-profit to mobilize quickly. Key staff of the non-profit organization selected will work closely with EDUCA to implement the project's first phase which will largely consist of institutional strengthening activities and procurement of specialized services (via contracts) for Phase I sub-activities. As EDUCA learns the contracting and monitoring process required by A.I.D. regulations (by working closely with the non-profit in procurement actions), the non-profit organization will also be assisting EDUCA in developing its own administrative, contracting, accounting and personnel systems. At the end of Phase I the non-profit's Cooperative Agreement will come to a close and EDUCA will be able to take over on a full time basis through its own Cooperative Agreement with A.I.D.. This should occur sometime between the second and third year with a period of overlap for the two Agreements envisioned during transition. As part of the commitment to forming a long-term relationship with EDUCA, the non-profit is expected to be available to assist EDUCA in future short-term technical assistance needs.

3. EDUCA's Sustainability

EDUCA will have a small core staff composed of a Project Manager, Secretary and Financial Manager. In addition, during project implementation, EDUCA will hire a MIS Manager/Researcher and a Teacher Trainer/Curriculum Development Specialist. It is planned to keep EDUCA staff streamlined, both for increased efficiency and to lessen project and recurrent costs. By the end of the Project, it is hoped that the staff may be reduced to approximately 3 full-timers, a level which could be supported by EDUCA. EDUCA currently receives revenue entirely through donations from private businesses and foundations within the Dominican Republic. It expects to broaden its base of support to include U.S. and international sources by working with the U.S. non-profit organization and through its association with APEC. Refer to Section V.D. on Recurring Costs for further information.

4. Liaison of EDUCA with Other Organizations

As an entity that will have overall project management and coordination responsibilities for the PIPE project, EDUCA is expected to be a facilitator organizer for efforts to improve primary education. It will support studies and seminars for defining specific needs and for training activities. It will act as a brokering institution to obtain collaboration in support of its educational endeavors from both the public and private sectors. To this end, it is advisable that EDUCA develop managerial capability which allows its executive staff to establish the proper linkages with organizations not only in the educational field but in the business field as well.

EDUCA will be responsible for negotiating and managing contracts with local educational entities which will conduct host country in-service training courses, surveys, and research projects. Because of EDUCA's heavy involvement in the education sector, it should establish a good working relationship with SEEBAC. Therefore, it is recommended that a collaboration agreement be worked out with SEEBAC in order for EDUCA to: (a) have access SEEBAC's educational materials and teacher training experience and facilities that are suitable for replication by the PIPE project and (b) to assure SEEBAC's support in the development and implementation of project activities requiring GODR approval and recognition.

There are several local higher education institutions with qualified staff and teacher training experience that should be taken into consideration by EDUCA as possible sources of technical services for project activities: UCMM, UNPHU, Universidad Autónoma de Santo Domingo (UASD), Instituto Tecnológico de Santo Domingo (INTEC), and the Normal School located in Santo Domingo.

F. Environmental Considerations

Environmental impacts are expected to be minimal under this project. The bulk of the project is technical assistance and training. If any construction is carried out under the project (None is foreseen at this time.) it will be minor and involve small building construction or renovation. In all cases, procurement documents will require the contractor to carry out measures to preserve and protect the environment during the construction activity. All of the subgrant activities will be reviewed by A.I.D. prior to implementation to ensure that no negative impact occurs.

During preparation of the PID, the USAID recommended to the LAC Bureau Environment Officer that the threshold decision be a Negative Determination. As indicated in Annex H of the Project Paper, this recommendation received concurrence from the LAC Bureau. No new activities have been introduced during the detailed project design which would alter the rationale supporting that decision.

PRIVATE INITIATIVES IN PRIMARY EDUCATION

(517-0251)

ANNEXES

(5) ACTION: AID-2 INFO: AMB DCM AC CHRON

(See Para 12.C.)

VZCZCDG0014
PF RUEHDG
DE RUEHC #9937/01 0812348
ZNR UUUUU ZZH
P 222342Z MAR 89
FM SECSTATE WASHDC
TO AMEMBASSY SANTO DOMINGO PRIORITY 6549
BT
UNCLAS SECTION 01 OF 05 STATE 089937

RIM
AC Unit Plan file
LOC: 296 782
23 MAR 89 2350
CN: 07847
CHRG: AID
DIST: AIDF

AIDAC

F.O. 1235E: N/A

TAGS:

SUBJECT: REVIEW OF USAID/DOMINICAN REPUBLIC'S FY 1990/1991 ACTION PLAN

1. SUMMARY: THE REVIEW OF THE DOMINICAN REPUBLIC'S FY 1990/1991 ACTION PLAN WAS CHAIRED ON FEBRUARY 28 BY ACTING ASSISTANT ADMINISTRATOR, LAC, FREDERICK W. SCHIECK, AND ON MARCH 1 BY THE DIRECTOR, LAC/DP, WILLIAM WHEELER. MISSION DIRECTOR THOMAS STURTEL AND PROGRAM OFFICER THOMAS CORNELL REPRESENTED THE MISSION. THEY WERE COMMENDED AT THE CONCLUSION OF THE ACTION PLAN REVIEW FOR A COMPREHENSIVE AND FRANK PRESENTATION WHICH FACILITATED A COLLEGIAL APPROACH TO THE DISCUSSION OF PROBLEMS. PRIMARY DECISIONS INCLUDE THE FOLLOWING:

ACTION:	
PRG	
DATE DUE	
DIR	---
DD	---
CON	---
MCI	---
MC	---
ADP	---
CRD	---
PRG	---
AR	---
PED	---
HPD	---
HRD	---
CHRON	---
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-- DEFER DISBURSEMENT OF THE FY 1987 ESF IN THE AMOUNT OF DOLS. 13.9 MILLION UNTIL THE GODR SUBSTANTIALLY SATISFIES OF THE ORIGINAL CONDITIONALITY, INCLUDING: (1) PRESENTATION OF AN UPDATED BUSINESS PLAN THAT PROVIDES DEFICIT REDUCTION TARGETS AND POLICY REFORMS REQUIRED TO MEET THESE TARGETS; AND (2) FULL IMPLEMENTATION OF A MARKET-BASED UNIFIED EXCHANGE RATE.

-- MISSION IS TO SUBMIT A CONCEPT PAPER FOLLOWED BY A PAAD FOR THE DOLS. 12.1 MILLION FY 1989 ESF PROGRAM FOR PRIVATIZATION POLICY REFORM IN THE ENERGY SECTOR.

-- MISSION SHOULD MAKE AN EFFORT TO FURTHER CONSOLIDATE ITS PROJECT PORTFOLIO BY REDUCING THE PIPELINE BY TERMINATING PROJECTS WHEN THERE IS LITTLE HOPE OF ACHIEVING THE PURPOSE AND BY DESIGNING LARGER PROJECTS TO MAXIMIZE THEIR IMPACT AND MINIMIZE MANAGEMENT UNITS.

-- A DECISION ON THE PROPOSED DOLS. 20 MILLION PL 430 TITLE I PROGRAM MUST BE MADE BY THE END OF MAY 1989: IF THE GODR IS NOT ABLE TO MAKE ACCEPTABLE ARRANGEMENTS REGARDING THE ARREARAGES WHICH TOTALLED SOME DOLS. 28 MILLION AS OF DECEMBER 31, 1988, THE PROPOSED FY 1989 TITLE I PROGRAM WILL BE ALLOTTED ELSEWHERE.

- THE MISSION WILL SUBMIT A REVISED NPD FOR THE

59

PROPOSED FY 1990 AGRICULTURAL DATA SYSTEMS PROJECT.
FOLLOWING SUBMISSION OF A NEW MPD (AND/OR CONCEPT
FAPER), THE MISSION WILL SPECIFY ASSISTANCE REQUEST FROM
LAC/DR/AD.

- THE MISSION SHOULD EXPLORE THE POSSIBILITY OF USING
LOCAL CURRENCY FOR NATURAL RESOURCE MANAGEMENT
ACTIVITIES.

THE MISSION SHOULD REVIEW THE NATIONAL PLAN OF
ACTION FOR AIDS AND, IF WARRANTED, REQUEST ADDITIONAL
FUNDING FOR AIDS ACTIVITIES FROM AID/W OR REPROGRAM HE.
FUNDS FOR AIDS ACTIVITIES.

-- AID/W WILL MAKE AN EFFORT TO SPEED UP RECRUITMENT
FOR UNENCUMBERED POSITIONS AT THE MISSION, WITH
PARTICULAR EMPHASIS ON THE CONTROLLER OFFICE.

-- MISSION WAS ADVISED TO SUBMIT ITS REQUEST FOR
SECTION 636 (C) FUNDS FOR A NEW MISSION BUILDING; THE
MISSION WILL CONTINUE ITS EFFORTS TO OPTIMIZE USE OF
TRUST FUNDS RECOGNIZING THAT THERE WILL LIKELY BE NO
INCREASE IN DOLLARS OF FUNDS IN FY 1990 BUT SOME INCREASE
IN FY 1991 MAY BE POSSIBLE, CONTINGENT ON SUFFICIENT
INCREASES IN A.I.D.'S OVERALL OR BUDGET. END SUMMARY.

2. IN HIS OPENING STATEMENT, MISSION DIRECTOR STUKEL
POINTED TO THE DOMINICAN REPUBLIC'S ECONOMIC PROBLEMS,
PARTICULARLY THOSE WHICH EMERGED DURING THE FIRST TWO
YEARS OF THE BALAGUER ADMINISTRATION. HE CITED SELECTED

STATISTICS INDICATING THAT, DURING 1988, THE RATE OF
INFLATION WAS 54 PERCENT, WITH FOOD PRICES INCREASING
SOME 70 PERCENT. THE PESO DEPRECIATED FROM
RD 3.00/DOLS. 1.00 IN 1987 TO RD 6.30/DOLS. 1.00 IN 1988
FOR EVERYTHING EXCEPT PETROLEUM. THE GODR HAS MADE
EFFORTS TO REDUCE THE RATE OF DEFICIT SPENDING. HE
ADDED THAT THE GODR'S PRIMARY PROBLEM WAS FINDING
EXTERNAL RESOURCES TO FINANCE THE DEFICIT. AN IMF
STANDBY AGREEMENT IS UNLIKELY AT THIS TIME DUE TO
POLITICAL CONSIDERATIONS IN THE DOMINICAN REPUBLIC. ON
THE MORE POSITIVE SIDE, STUKEL SAID THAT THE GODR WAS
RESCHEMULING ITS COMMERCIAL BANK DEBT AND WAS RELATIVELY
CURRENT ON PAYMENTS OF DEBT TO USAID, BUT NOT ON ITS
P.L. 480, TITLE I DEBT. A.I.D. ASSISTANCE TO THE GODR
HAS DECLINED, FROM DOLS. 167.9 MILLION IN FY 1985 TO A
POSSIBLE LOW IN FY 1989 OF ONLY DOLS. 21 MILLION,
ASSUMING THAT NEITHER ESF NOR P.L. 480 TITLE I RESOURCES
BECOME AVAILABLE. FOLLOWING THE CONCLUSION OF STUKEL'S
STATEMENT, THERE WAS A DISCUSSION OF INDIVIDUAL ISSUES
WHICH ARE SET FORTH BELOW.

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3. ESF ASSISTANCE.

A. ISSUE: (1) HOW SHOULD THE MISSION PROCEED WITH THE UNDISBURSED FY 1987 ESF OF DOLS. 13.8 MILLION IN LIGHT OF ONLY PARTIAL FULFILLMENT OF THE ESF REFORM PACKAGE? (2) GIVEN THE CRITICAL IMPORTANCE OF MACRO-ECONOMIC POLICIES SUPPORTIVE OF STABILIZATION AND GROWTH TO OTHER MISSION OBJECTIVES, DOES IT MAKE SENSE TO SHIFT EMPHASIS FROM MACRO-ECONOMIC TO SECTORAL POLICY DIALOGUE AT THIS TIME? (3) SHOULD THE DOLS. 12.1 MILLION FY 1989 ESF PROGRAM BE USED FOR PRIVATE SECTOR, ELECTRIC POWER, LEGAL AND REGULATORY REFORM AND FINANCING?

B. DISCUSSION: STATE DEPARTMENT (ARA) REPRESENTATIVES SAID THAT THE GODR HAD MET MOST OF THE ESF AGREEMENT CONDITIONS AND THAT DEOBLIGATION OF THE WHOLE DOLS. 13.8 MILLION AT THIS JUNCTURE COULD BE COUNTERPRODUCTIVE. THE OPTION OF PARTIAL DISBURSEMENT OF THE DOLS. 13.8 MILLION ESF WAS RAISED. THE PPC/EA REPRESENTATIVE SAID THAT THE UNIFICATION OF THE EXCHANGE RATE WAS NOT SUFFICIENT; THE PRESENTATION OF A COMPREHENSIVE STABILIZATION POLICY PROGRAM BY THE GODR WAS ESSENTIAL. STUKEL POINTED OUT AGAIN THAT AN EARLY IMF STANDBY WAS NOT LIKELY. HE SUGGESTED THAT CONCRETE TARGETS IN THE BUSINESS PLAN, SUBMITTED BY THE GODR IN JUNE 1988 DURING THE CGCED MEETING SHOULD BE FURTHER ELABORATED BY THE GODR WITH IERD ASSISTANCE AND SHOULD

BE CONSIDERED TO DETERMINE IF THE GODR IS MEETING CONDITIONALITY FOR DISBURSEMENT OF ALREADY OBLIGATED FY 1987 ESF.

C. DECISION: (1) DISBURSE FY 1987 ESF IN THE AMOUNT OF DOLS. 13.8 MILLION UPON THE GODR'S PRESENTATION OF AN UPDATED BUSINESS PLAN CONTAINING CONCRETE PERFORMANCE TARGETS. IT IS UNDERSTOOD THAT THE GODR IS COLLABORATING WITH THE WORLD BANK IN UPDATING THE BUSINESS PLAN. THE MISSION IS AUTHORIZED TO EXTEND THE TERMINAL DATE OF AGREEMENT TO JULY 15, 1989. IF CONDITIONS PRECEDENT ARE NOT SATISFIED BY THAT DATE, THE FUNDS WILL BE DEOBLIGATED AND PROGRAMMED FOR ANOTHER LAC COUNTRY WHOSE ECONOMIC STABILIZATION RECOVERY PROGRAM MERITS BROAD DONOR COMMUNITY SUPPORT. (2) THE MISSION IS TO SUBMIT A CONCEPT PAPER FOLLOWED BY A PAAD FOR THE DOLS. 12.1 MILLION FY 1989 ESF PROGRAM. THESE FUNDS ARE TO BE USED IN SUPPORT OF POLICY REFORMS NEEDED FOR PRIVATE SECTOR ELECTRIC POWER GENERATION.

4. CROSS-CUTTING PROGRAM ISSUE.

A. ISSUE: SHOULD THE MISSION REDUCE ITS PORTFOLIO PIPELINE AND THE NUMBER OF PROJECTS IN ITS PORTFOLIO?

B. DISCUSSION: THE DISCUSSION CENTERED AROUND THE MISSION'S RELATIVELY LARGE PIPELINE OF SOME DOLS. 24 MILLION WHILE TAKING INTO ACCOUNT THE SMALL

MORTGAGE OF ONLY DOLS. 14 MILLION. THE MISSION WAS ENCOURAGED TO PROCEED WITH AS MANY DEOBLIGATIONS AS POSSIBLY FROM PROJECTS WHICH ARE TERMINATING.

C. DECISION: THE MISSION SHOULD TAKE APPROPRIATE ACTION TO CONSOLIDATE ITS PROJECT PORTFOLIO BY:
 (1) TERMINATING PROJECTS AT OR BEFORE THE PACT WHEN THERE IS LITTLE HOPE FOR ATTAINING THE PROJECT PURPOSE WITHIN A REASONABLE PERIOD OF TIME; AND (2) DESIGNING LARGER FUTURE PROJECTS TO MINIMIZE MANAGEMENT UNITS.

E. CROSS-CUTTING PROGRAM ISSUE.

A. ISSUE: WHAT ARE THE PROSPECTS OF ACCOMMODATING THE MISSION'S REQUESTED MODIFICATION IN ITS FY 90 BUDGET?

B. DISCUSSION: THE DISCUSSION CENTERED AROUND THE MISSION'S REQUESTED CHANGES IN THE FY 90 BUDGET INVOLVING A TOTAL INCREASE OF DOLS. 1.5 MILLION IN THE ARDN, CST, AIDS AND PSEE ACCOUNTS, OFFSET BY A SIMULTANEOUS DECREASE OF DOLS. 1.3 MILLION IN THE HE ACCOUNT. THE LAC/DP REPRESENTATIVE POINTED OUT THAT IT WAS NOT POSSIBLE AT THIS TIME TO GUARANTEE ARDN AND PSEE FUNDS IN PARTICULAR, BUT THE LAC BUREAU WILL MAKE AN EFFORT TO ACCOMMODATE THE MISSION'S REQUEST.

C. DECISION: (1) THE MISSION'S REQUESTED FUND ALLOCATIONS WILL BE CONSIDERED AT THE TIME THE FY 90 OYB IS ESTABLISHED. (2) THE ADDITIONAL FY 90 REQUIREMENTS SHOULD BE COVERED, TO THE EXTENT POSSIBLE, THROUGH DEOPS/RECS. AID/ will ATTEMPT TO ACCOMMODATE THE MISSION'S REQUEST BUT CAN NOT PROVIDE ANY ASSURANCE THAT THE ARDN AND PARTICULARLY THE PSEE ACCOUNTS CAN BE INCREASED. THE MISSION MAY HOWEVER, REQUEST THE HIGHER LEVELS IN ITS FY 91 ABS. (3) FURTHERMORE, IN THE INTERIM, THE MISSION SHOULD PLAN TO USE THE HE ACCOUNT TO FUND ANY JUSTIFIABLE CST OR AIDS ACTIVITIES. EXCESS BE FUNDING SHOULD BE REPROGRAMMED TO ANOTHER MISSION.

B. P.L. 480 TITLE I

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. ISSUE: THE GOALS OF OUR POLICY DIALOGUE RELATED TO THE TITLE I PROGRAM ARE UNCLEAR. WHAT ARE THE POLICIES BEING TARGETED THROUGH THE SELF-HELP MEASURES? DOES ATTAINMENT OF THE STRATEGY OBJECTIVES DEPEND UPON THE LEVEL OF P.L. 480 TITLE I RESOURCES BEING PROJECTED IN THE ACTION PLAN? IF SO, HOW WILL THE OBJECTIVE STRUCTURE CHANGE IN THE EVENT TITLE I RESOURCES ARE REDUCED OR ELIMINATED?

. DISCUSSION: THE CRUCIAL POINT IS THE INABILITY OR UNWILLINGNESS OF THE GODR TO PAY ARREARAGES DUE FROM PRIOR YEAR P.L. 480 TITLE I AGREEMENTS WHICH TOTALLED DOLS. 28 MILLION AS OF DECEMBER 31, 1988. WITHOUT RESOLUTION OF THE ARREARAGE PROBLEM, THE FY 1989 P.L. 480 TITLE I AGREEMENT WILL ALMOST CERTAINLY NOT BE SIGNED. NEVERTHELESS, MISSION DIRECTOR STUKEL DESCRIBED A MECHANISM WHICH THE MISSION HAS DEVELOPED WITH THE CHASE MANHATTAN BANK IN SANTO

DOMINGO, WHICH WOULD FACILITATE THE GODR'S REPAYMENT OF THE FY 1989 AGREEMENT. IN SUMMARY, THE CHASE MECHANISM CONSISTS OF THE FOLLOWING: (1) CHASE WOULD ASSUME THE GODR'S DOLS. 28 MILLION PL 480 OBLIGATION TO THE USG UNDER THE FY 1989 AGREEMENT ARISING FROM COMMODITY EXPORTS TO THE DOMINICAN REPUBLIC AND PAY THE U.S.G. ON THE SAME TERMS.

(2) IN EXCHANGE FOR ASSUMING THIS OBLIGATION, CHASE WOULD RECEIVE THE EQUIVALENT OF DOLS. 20 MILLION IN LOCAL CURRENCY FROM THE GODR. CHASE WOULD AGREE TO CHANNEL THESE FUNDS TO PRIORITY DEVELOPMENT SECTORS OF THE DOMINICAN ECONOMY.

(3) FURTHERMORE, CHASE WOULD CANCEL DOLS. 9 MILLION OF THE GODR'S BILATERAL DEBT. AS A RESULT, THE GODR'S BILATERAL DEBT WOULD NOT BE INCREASED BY DOLS. 28 MILLION AND THE COMMERCIAL DEBT WOULD BE DECREASED BY DOLS. 9 MILLION. IT WAS DECIDED THAT MISSION DIRECTOR STUKEL SHOULD PRESENT THE CHASE PROPOSAL AT A SPECIAL SESSION OF THE DCC ON MARCH 1 IN AN EFFORT TO OBTAIN CONCURRENCE WITH THE PROPOSAL AND GUIDANCE FOR PROCEEDING. THE DCC FOUND THE CHASE PROPOSAL INTERESTING AND REQUESTED WRITTEN COMMENTS BY THE AGENCIES REPRESENTED.

C. DECISION: THE MISSION SHOULD CONTINUE TO PURSUE THIS PROPOSAL IN ACCORDANCE WITH DCC GUIDANCE.

7. AGRICULTURAL DATA SYSTEMS PROJECT.

A. ISSUE: IS THE AGRICULTURE DATA SYSTEMS PROJECT THE MOST APPROPRIATE USE OF ARDM RESOURCES IN THE DOMINICAN REPUBLIC AT THIS TIME?

B. DISCUSSION: THE AGRICULTURAL DATA SYSTEMS PROJECT IS A NEW PROJECT PROPOSED FOR FY 1990. STUKEL POINTED TO THE URGENT NEED FOR RELIABLE DATA IN THE AGRICULTURAL

SECTOR. HE REFERRED IN PARTICULAR TO PRICE CONTROLS, SUBSIDIES AND OTHER GOVERNMENT HAND-OUT PROGRAMS, STATING THAT THEIR NEGATIVE IMPACT WAS DIFFICULT TO PROVE IN THE ABSENCE OF APPROPRIATE DATA DURING THE POLICY DIALOGUE. LAC BUREAU REPRESENTATIVES EXPRESSED THEIR CONCERN AT THE DOIS. 5 MILLION PRICE TAG FOR THIS PROJECT. AS AN EXAMPLE, THEY REFERRED TO LESS EXPENSIVE

HOUSEHOLD EXPENDITURE/CONSUMPTION SURVEYS IN OTHER LAC COUNTRIES. IT WAS SUGGESTED THAT A SIMILAR SURVEY MIGHT BE ADEQUATE TO OBTAIN RELEVANT DATA IN THE DOMINICAN REPUBLIC. STUKEL SAID THAT THE MISSION WOULD EXPLORE THE POSSIBILITY OF OBTAINING NEEDED DATA THROUGH SUCH A SURVEY.

C. DECISION: THE MISSION WILL SUBMIT A REVISED NPD FOR THE PROPOSED FY 1990 AGRICULTURE DATA SYSTEM PROJECT. FOLLOWING SUBMISSION OF THE REVISED NPD (AND/OR CONCEPT PAPER), THE MISSION WILL SPECIFY ASSISTANCE NEEDED FROM LAC/DH.

B. NATURAL RESOURCES MANAGEMENT.

A. ISSUE: THE MISSION HAS INCLUDED QUOTE PRESERVE AND MANAGE NATURAL RESOURCES UNQUOTE AS AN OBJECTIVE OF ITS FY 90-91 ACTION PLAN AND HAS RECENTLY COMPLETED AN ANALYSIS OF BIOLOGICAL DIVERSITY AND TROPICAL FORESTS, YET IS TERMINATING THE ONLY DA PROJECT ADDRESSING THIS OBJECTIVE AND HAS NO PLANNED OUTYEAR OBLIGATIONS NOR ARE THERE ANY NEW DA FUNDED PROJECTS PLANNED FOR THIS SECTOR.

B. DISCUSSION: LAC/DR REPRESENTATIVES COMMENDED THE MISSION FOR NATURAL RESOURCES MANAGEMENT ACTIVITIES ALREADY BEING UNDERTAKEN AS PART OF ARDR FUNDED PROJECTS. THEY SUGGESTED THAT ANY AVAILABLE LOCAL CURRENCIES BE APPLIED TO NATURAL RESOURCES MANAGEMENT ACTIVITIES. STUKEL SAID THAT THERE WERE NATURAL RESOURCES MANAGEMENT COMPONENTS INCLUDED IN SEVERAL

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S, SUCH AS THE PLANNED PVO CO-FINANCING PROJECT,
CT WITH THE SUPERIOR INSTITUTE OF AGRICULTURE AND
SIDE PROJECT.

ISION: THE MISSION SHOULD EXPLORE THE POSSIBILITY
YING ANY AVAILABELF LOCAL CURRENCIAS TO NATURAL
ES MANAGEMENT ACTIVITIFS. THIS SHOULD INCLUDE
IS OF ANY LOCAL CURRENCIAPS GENERATED UNDER ESF AND
P2 TITLE I PROGRAMS.

DS PREVENTION AND CONTROL.

SUE: IS USAID/DR PROVIDING SUFFICIENT RESOURCES TO
REVENTION/CONTROL ACTIVITIFS?

DISCUSSION: WHILE THERE IS NO DOUBT THAT AIDS IS A
SERIOUS PROBLEM IN THE DOMINICAN REPUBLIC, THE
OF EXPRESSED CONCERN THAT AIDS ACTIVITIFS NOT
D FASTER THAN THE

S ABSORPTIVE CAPACITY WARRANTS.

DECISION: THE MISSION WILL REVIEW THE NATIONAL PLAN
CTION FOR AIDS AND, IF WARRANTED, SUBMIT AN EARLY
EST FOR ADDITIONAL AIDS WARMARA FUNDING OR REPROGRAM
UNDS FOR AIDS ACTIVITILES.

MISSION MANAGEMENT

ISSUE: CAN THE MISSION ADEQUATELY MAJAGE ITS
TIOLIO OF ACTIVE PROJECTS AND NEW STARTS?

DISCUSSION: THE MISSION HAS BEEN PLAGUED BY USDH
FFING PROBLEMS WHICH HAVE RESULTED IN UNFILLED
ITIONS OVER EXCESSIVE TIME PERIODS, PARTICULARLY IN
E PROGRAM OFFICE, THE PRIVATE SECTOR OFFICE AND, ABOVE
L IN THE CONTROLLER'S OFFICE. THE LATTER OFFICE HAS
SO SUFFERED FROM FSN VACANCIES, WITH 1% OUT OF
FSNS RESIGNING OVER THE PAST EIGHT MONTHS IN FAVOR
BETTER PAYING JOBS IN THE PRIVATE SECTOR.

DECISION: AID/W WILL MAKE AN EFFORT TO SPEED UP
RECRUITMENT FOR UNENCUMBERED USDH POSITIONS, WITH
ARTICULAR EMPHASIS ON THE CONTROLLER OFFICE. USAID/DR
OULD CONTINUE TO REQUEST THE EMBASSY TO SCHEDULE A
AGE SURVEY IN FY 90. AID/W WILL SUPPORT THIS REQUEST
ROUGH PM/PCF/PMC.

1. OF FUNDS

ISSUE: GIVEN THE TIGHT OE SITUATION AND THE
UNCERTAINTY OF ESF DISBURSEMENTS, SHOULD THE MISSION
CONTINUE TO HOLD TRUST FUNDS FOR A NEW BUILDING RATHER
HAN USE THEM FOR OE?

DISCUSSION: STUKEL SAID THAT IT WAS IMPFRATIVE THAT
THE MISSION BE UNITED IN ONE BUILDING RATHER THAN
CONTINUE TO BE SPREAD OUT OVER FOUR LOCATIONS AS IS THE

CASE AT PRESENT. WITH RESPECT TO OE FUNDS, THE MISSION IS EXERTING ALL EFFORTS TO MINIMIZE THE USE OF DOLLARS AND MAXIMIZE THE USE OF LOCAL CURRENCY. THIS INCLUDES THE USE OF LOCAL CURRENCY FOR SOME FAAS EXPENSES, RATHER THAN DOLLARS. WITH RESPECT TO THE TRUST FUND, ABOUT 5 PERCENT OF THIS FUND IS NOW BEING APPLIED FOR OE EXPENDITURES WHICH IS THE MAXIMUM WHICH CAN BE REASONABLY EXPECTED.

C. DECISION: AID/W WILL CONTINUE TO EXPLORE THE POSSIBILITY OF USING SECTION 936 (C) FUNDS FOR A NEW MISSION BUILDING. HOWEVER, IF THIS CANNOT BE RESOLVED WITHIN THE NEXT THREE MONTHS, THE MISSION SHOULD EXPLORE THE POSSIBILITY OF RENTING AN APPROPRIATE BUILDING. THE MISSION WILL CONTINUE ITS EFFORTS TO MAXIMIZE USE OF OE FUNDS RECOGNIZING THAT THERE WILL BE NO INCREASE IN OE FUNDS IN FY 1990. FOR FY 1991 AN INCREASE OF 10 PERCENT IN OE FUNDS IS POSSIBLE CONTINGENT ON A FURTHER EVALUATION OF THE AGENCY'S OVERALL POSITION ON OE FUNDS.

12. PRIOR TO THE ACTION PLAN REVIEW, A MEETING ON THE NPDS CONTAINED IN THE ACTION PLAN TOOK PLACE ON FEBRUARY 22. THE MEETING WAS CHAIRED BY ASSISTANT DIRECTOR, LAC/DR, JERRY BOWERS. THE MISSION WAS REPRESENTED BY PROGRAM OFFICER CORNELL. THE MISSION SUBMITTED FIVE NPDS IN THE FY 1990/91 ACTION PLAN, TWO OF THESE AMENDMENTS AND THREE NEW PROJECTS FOR FY 1990. ONE OF THE NEW PROJECTS, AGRICULTURE DATA SYSTEMS, IS DISCUSSED IN PARA. 7 ABOVE. THE FOLLOWING DECISIONS TAKEN WITH RESPECT TO THE REMAINING FOUR PROJECTS WERE RATIFIED DURING THE FEBRUARY 28/MARCH 1 ACTION PLAN REVIEW:

A. FAMILY PLANNING SERVICES EXPANSION (517-3229)

THE MISSION WAS ADVISED TO RESUBMIT AN NPD FOR THE PROPOSED FUNDING INCREASE WITH THE FY 91/92 ACTION

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PLAN. THE DECISION TO DEFER THE NPD TO NEXT YEAR WAS BASED ON THE ASSESSMENT THAT THERE ARE SUFFICIENT FUNDS IN THE PIPELINE (DOLS. 4.1 MILLION) TO SUPPORT THE PROJECT, AND THE MISSION NEEDS ADDITIONAL TIME TO DEMONSTRATE THAT THE PROJECT IS BACK ON TRACK AND CAN BE SUCCESSFULLY EXPANDED. MISSION REPORTED THAT THE PRIVATE SECTOR COMPONENT OF THE PROJECT IS NOW BEING IMPLEMENTED SUCCESSFULLY, BUT IT CONTINUES TO HAVE PROBLEMS WITH THE PUBLIC SECTOR COMPONENT. BECAUSE OF THESE PROBLEMS, THE MISSION WILL AMEND THE PROJECT IN FY 89 TO DELETE THE PUBLIC SECTOR ORGANIZATION (CONAPOFA) FROM THE PROJECT. IT WAS ALSO AGREED THAT THE DOLS. 500,000 IN FY 89 POPULATION FUNDS WILL NOT BE ADDED TO THE PROJECT. HOWEVER, THE FY 89 AMENDMENT WILL INCLUDE AN INCREASE IN THE AUTHORIZATION LEVEL OF DOLS. 450,000 WHICH REPRESENTS THE POPULATION FUNDS THE MISSION EXPECTS TO RECEIVE IN FY 89.

F. CHILD SURVIVAL- PHASE II (517-0250)

THE MISSION WAS ADVISED TO DEFER ITS PLANS TO EXPAND THIS PROJECT BY DOLS. 7 MILLION UNTIL IT HAS GAINED IMPLEMENTATION EXPERIENCE AND HAS COMPLETED AN EVALUATION. THIS DECISION WAS BASED ON THE HIGH PIPELINE (DOLS. 3,958,000 WITH AN EXPENDITURE OF DOLS. 62,000 DURING THE 1ST YEAR), A SLOW START-UP AND SERIOUS RESERVATIONS REGARDING WHETHER THE PROJECT SHOULD BE EXPANDED FROM REGIONAL COVERAGE TO NATIONWIDE COVERAGE BEFORE DEMONSTRATING SUCCESS ON A REGIONAL BASIS. MISSION REPORTED THAT THE PROJECT WAS MOVING FORWARD WITH APPROXIMATELY DOLS. 2 MILLION IN THE EXPENDITURE COLUMN OVER THE PAST FEW MONTHS.

C. PRIVATE PRIMARY EDUCATION (517-0251)

THE NPD FOR THIS PROJECT WAS APPROVED AND MISSION IS HEREBY AUTHORIZED TO APPROVE THE PID. HOWEVER, BECAUSE OF THE CONCERN EXPRESSED REGARDING THE EQUITY ISSUE, THE APPROVAL IS CONTINGENT UPON THE MISSION'S ASSESSMENT (SCHEDULED IN MARCH 1989) THAT THE STUDENTS ATTENDING PRIVATE SCHOOLS ARE PRIMARILY FROM THE POOR MAJORITY. THE STUDENTS ATTENDING THE PRIVATE SCHOOLS REPRESENT 19 PERCENT OF THE STUDENT POPULATION WITH THE PUBLIC SCHOOLS PROVIDING THE EDUCATION FOR THE OTHER 81 PERCENT. MISSION IS REQUESTED TO CABLE LAC/W WITH THE RESULTS OF THEIR EQUITY ASSESSMENT. THE IAC/DP/EST EDUCATION OFFICER WILL PARTICIPATE IN THE ASSESSMENT DURING THE PERIOD MARCH 5-11 AND ASSIST IN THE PREPARATION OF A CONCEPT PAPER.

D. MICRO AND SMALL BUSINESS DEVELOPMENT (517-0255)

THIS NPD WAS APPROVED AND MISSION IS HEREBY AUTHORIZED TO APPROVE THE PID. CONCERN WAS RAISED WHETHER IT WAS NECESSARY TO DEVELOP A NEW ORGANIZATION (ADOMICRO) TO IMPLEMENT THE PROJECT WHEN THE ADEMI ORGANIZATION, DEVELOPED BY AID, HAS A SUCCESSFUL RECORD IN MICRO AND

SMALL BUSINESS DEVELOPMENT. THIS POINT WAS CLARIFIED BY
THE MISSION WHICH REPORTED THAT ADOMICRC WILL BE AN
UMBRELLA ORGANIZATION TO PROVIDE TECHNICAL ASSISTANCE
AND FUNDING TO PVO ORGANIZATIONS SUCH AS ANEMI. MISSION
WILL PROVIDE DOLS. 3.5 MILLION IN LOCAL CURRENCY AS PART
OF PROJECT INPUTS. BAKER

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Project Design Summary
Logical Framework
Private Initiatives in Primary Education
517-0251

Life of Project: US\$5.5 million
PACD: 7/31/97
Date Prepared: 5/90

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS																																			
<p>GOAL:</p> <p>To improve the efficiency and quality of the country's primary education system.</p>	<ul style="list-style-type: none"> -Improvement in student achievement. -Decrease in student attrition and repetition rates in participating primary schools. -Reduction in dropout rates. -Reduction in school years to produce 8th grade graduates. -Qualitative improvements in primary school administration. 	<ul style="list-style-type: none"> -Project Developed academic achievement test scores. -SEEBAC statistics -EDUCA and AID records and project evaluation. 	<ul style="list-style-type: none"> -Teachers committed to improving instruction & willingness to adopt appropriate innovations. -GODR policy commitment to allocating appropriate level of resources to primary education. -EDUCA will provide financial & personnel resources to implement the project. -Administrative & teaching personnel are willing to carry out more functions with little or no extra salary increments. 																																			
<p>PURPOSE:</p> <p>To establish an administrative capacity within EDUCA to organize and oversee the implementation of special studies and training programs as well as the development and revision of instructional materials in math and Spanish which are vital to primary education.</p>	<p>EOPS</p> <ul style="list-style-type: none"> -EDUCA is fully staffed with trained personnel. -EDUCA is overseeing at least five special studies/ training programs annually. -100% of EDUCA's Operating Expenses will be funded from non-A.I.D. sources. -EDUCA is recognized in the DR and by other international donors as an implementing vehicle in primary education. 	<ul style="list-style-type: none"> -EDUCA reports -Project reports 	<ul style="list-style-type: none"> -Private Sector participation in primary education support is established and maintained. -Financial resources will be made available. 																																			
<p>OUTPUTS:</p> <ol style="list-style-type: none"> 1. EDUCA staff trained and internal control systems in place. 2. Directors of participating primary schools trained in improved school administration practices. 3. Teachers of participating primary schools trained in improved institutional and classroom management methods. 4. Instruments for testing knowledge and skill gains designed & field tested. 5. Low-cost teaching materials developed and mechanism for production/ distribution in place. 6. MIS systems established. 	<p>Output Indicators:</p> <ul style="list-style-type: none"> -Short-term training for staff completed. -Financial management, procurement and personnel systems in place. -900 school administrators trained. -3,000 private sector in-service non-certified teachers from grades 1-8 trained. -5,400 public/private certified in-service teachers trained. -Assessment instruments devised and field-tested by project year 3. -Materials produced and distributed. -MIS in place and being utilized. 	<ul style="list-style-type: none"> -Project Reports 	<ul style="list-style-type: none"> -Inputs will be in place on a timely basis -EDUCA will appoint qualified personnel. -Appropriate training programs can be found in the U.S. and/or LDCs. -EDUCA will be able to maintain sustained interest in supporting primary education after TA is terminated. 																																			
<p>INPUTS:</p> <ol style="list-style-type: none"> 1. Technical Assistance 2. Training 3. Commodities 4. Administrative (EDUCA) 5. Evaluations/audits 	<p>Budget (US\$000):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">AID</th> <th style="text-align: center;">GODR</th> <th style="text-align: center;">EDUCA</th> <th style="text-align: center;">TOTAL</th> </tr> </thead> <tbody> <tr> <td>1. Technical Assistance</td> <td style="text-align: right;">1800.5</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">1800.5</td> </tr> <tr> <td>2. Training</td> <td style="text-align: right;">2005.4</td> <td style="text-align: right;">657.3</td> <td style="text-align: right;">642.9</td> <td style="text-align: right;">3305.6</td> </tr> <tr> <td>3. Commodities</td> <td style="text-align: right;">1151.6</td> <td style="text-align: right;">0</td> <td style="text-align: right;">0</td> <td style="text-align: right;">1151.6</td> </tr> <tr> <td>4. Administrative (EDUCA)</td> <td style="text-align: right;">271.6</td> <td style="text-align: right;">192.7</td> <td style="text-align: right;">323.5</td> <td style="text-align: right;">787.8</td> </tr> <tr> <td>5. Evaluations/audits</td> <td style="text-align: right;">270.9</td> <td style="text-align: right;">0</td> <td style="text-align: right;">15.2</td> <td style="text-align: right;">286.1</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px dashed black;">5500.0</td> <td style="text-align: right; border-top: 1px dashed black;">850</td> <td style="text-align: right; border-top: 1px dashed black;">981.6</td> <td style="text-align: right; border-top: 1px dashed black;">7331.6</td> </tr> </tbody> </table>		AID	GODR	EDUCA	TOTAL	1. Technical Assistance	1800.5	0	0	1800.5	2. Training	2005.4	657.3	642.9	3305.6	3. Commodities	1151.6	0	0	1151.6	4. Administrative (EDUCA)	271.6	192.7	323.5	787.8	5. Evaluations/audits	270.9	0	15.2	286.1		5500.0	850	981.6	7331.6	<ul style="list-style-type: none"> -Periodic review & assessment of technical assistance job performance. -Periodic review of participant training programs to ensure training focused on requirements of optional units into which trainees work. -Follow-up studies of participants' performance on jobs. -Mission and EDUCA records. 	<ul style="list-style-type: none"> -AID Grant funding available. -EDUCA will provide required counterpart funds. -GODR continues to meet obligations to repay loans.
	AID	GODR	EDUCA	TOTAL																																		
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5C(1) - COUNTRY CHECKLIST

Listed below are statutory criteria applicable to: (A) FAA funds generally; (B)(1) Development Assistance funds only; or (B)(2) the Economic Support Fund only.

A. GENERAL CRITERIA FOR COUNTRY ELIGIBILITY

1. FY 1990 Appropriations Act Sec. 569. Has the President certified to the Congress that the government of the recipient country is failing to take adequate measures to prevent narcotic drugs or other controlled substances which are cultivated, produced or processed illicitly, in whole or in part, in such country or transported through such country, from being sold illegally within the jurisdiction of such country to United States Government personnel or their dependents or from entering the United States unlawfully? NO

2. FAA Sec. 481(h); FY 1990 Appropriations Act Sec. 569(b). (These provisions NO apply to assistance of any kind provided by grant, sale, loan, lease, credit, guaranty, or insurance, except assistance from the Child Survival Fund or relating to international narcotics control, disaster and refugee relief, narcotics education and awareness, or the provision of food or medicine.) If the recipient is a "major illicit drug producing country" (defined as a country producing during a fiscal year at least five metric tons of opium or 500 metric tons of coca or marijuana) or a "major drug-transit country" (defined as a country that is a significant direct source of illicit drugs significantly affecting the United States, through which such drugs are transported, or through which significant sums of drug-related profits are laundered with the

knowledge or complicity of the government): (a) Does the country have in place a bilateral narcotics agreement with the United States, or a multilateral narcotics agreement? and (b) Has the President in the March 1 International Narcotics Control Strategy Report (INSCR) determined and certified to the Congress (without Congressional enactment, within 45 days of continuous session, of a resolution disapproving such a certification), or has the President determined and certified to the Congress on any other date (with enactment by Congress of a resolution approving such certification), that (1) during the previous year the country has cooperated fully with the United States or taken adequate steps on its own to satisfy the goals agreed to in a bilateral narcotics agreement with the United States or in a multilateral agreement, to prevent illicit drugs produced or processed in or transported through such country from being transported into the United States, to prevent and punish drug profit laundering in the country, and to prevent and punish bribery and other forms of public corruption which facilitate production or shipment of illicit drugs or discourage prosecution of such acts, or that (2) the vital national interests of the United States require the provision of such assistance?

3. 1986 Drug Act Sec. 2013.

(This section applies to the same categories of assistance subject to the restrictions in FAA Sec. 481(h), above.) If recipient country is a "major illicit drug producing country" or "major drug-transit country" (as defined for the purpose of FAA Sec 481(h)), has the President submitted a report to Congress listing such country as one (a) which, as a matter of government policy, encourages or facilitates the production or distribution of illicit drugs; (b) in which any senior official of the

NO

government engages in, encourages, or facilitates the production or distribution of illegal drugs; (c) in which any member of a U.S. Government agency has suffered or been threatened with violence inflicted by or with the complicity of any government officer; or (d) which fails to provide reasonable cooperation to lawful activities of U.S. drug enforcement agents, unless the President has provided the required certification to Congress pertaining to U.S. national interests and the drug control and criminal prosecution efforts of that country?

4. FAA Sec. 620(c). If assistance is to a government, is the government indebted to any U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies, (b) the debt is not denied or contested by such government, or (c) the indebtedness arises under an unconditional guaranty of payment given by such government or controlled entity? NO

5. FAA Sec. 620(e)(1). If assistance is to a government, has it (including any government agencies or subdivisions) taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U.S. citizens or entities beneficially owned by them without taking steps to discharge its obligations toward such citizens or entities? NO

6. FAA Secs. 620(a), 620(f), 620D; FY 1989 Appropriations Act Secs. 512, 550, 592. Is recipient country a Communist country? If so, has the President determined that assistance to the country is vital to the security of the United States, that the recipient country is not controlled by the international Communist conspiracy, and that such assistance will further promote the independence of the recipient country from international communism? Will assistance be provided? NO

either directly or indirectly to Angola, Cambodia, Cuba, Iraq, Libya, Vietnam, South Yemen, Iran or Syria? Will assistance be provided to Afghanistan without a certification, or will assistance be provided inside Afghanistan through the Soviet-controlled government of Afghanistan?

7. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, damage or destruction by mob action of U.S. property? NO
8. FAA Sec. 620(l). Has the country failed to enter into an investment guaranty agreement with OPIC? NO
9. FAA Sec. 620(o); Fishermen's Protective Act of 1967 (as amended) Sec. 5. (a) Has the country seized, or imposed any penalty or sanction against, any U.S. fishing vessel because of fishing activities in international waters? (b) If so, has any deduction required by the Fishermen's Protective Act been made? NO
10. FAA Sec. 620(q); FY 1989 Appropriations Act Sec. 518. (a) Has the government of the recipient country been in default for more than six months on interest or principal of any loan to the country under the FAA? (b) Has the country been in default for more than one year on interest or principal on any U.S. loan under a program for which the FY 1989 Appropriations Act appropriates funds? (a) YES
(b) NO
11. FAA Sec. 620(s). If contemplated assistance is development loan or to come from Economic Support Fund, has the Administrator taken into account the percentage of the country's budget and amount of the country's foreign exchange or other resources spent on military equipment? (Reference may be made to the annual "Taking Into Consideration" memo: "Yes, taken into account by the Administrator at time of approval of YES

Agency OYB." This approval by the Administrator of the Operational Year Budget can be the basis for an affirmative answer during the fiscal year unless significant changes in circumstances occur.)

12. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have relations been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No, Diplomatic relations have not been severed.
13. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the A.I.D. Administrator in determining the current A.I.D. Operational Year Budget? (Reference may be made to the "Taking into Consideration" memo.) GODR is current on UN obligations.
14. FAA Sec. 620A. Has the President determined that the recipient country grants sanctuary from prosecution to any individual or group which has committed an act of international terrorism or otherwise supports international terrorism? NO
15. FY 1990 Appropriations Act Sec. 564. Has the country been determined by the President to: (a) grant sanctuary from prosecution to any individual or group which has committed an act of international terrorism, or (b) otherwise support international terrorism, unless the President has waived this restriction on grounds of national security or for humanitarian reasons? NO
16. ISDCA of 1985 Sec. 552(b). Has the Secretary of State determined that the country is a high terrorist threat country after the Secretary of Transportation has determined, pursuant to section 1115(e)(2) of the Federal Aviation Act of 1958, that an airport in the country does not maintain and administer effective security measures? NO

17. FAA Sec. 666(b). Does the country object, on the basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. who is present in such country to carry out economic development programs under the FAA? NO
18. FAA Secs. 669, 670. Has the country, after August 3, 1977, delivered to any other country or received nuclear enrichment or reprocessing equipment, materials, or technology, without specified arrangements or safeguards, and without special certification by the President? Has it transferred a nuclear explosive device to a non-nuclear weapon state, or if such a state, either received or detonated a nuclear explosive device? (FAA Sec. 620E permits a special waiver of Sec. 669 for Pakistan.) NO
19. FAA Sec. 670. If the country is a non-nuclear weapon state, has it, on or after August 8, 1985, exported (or attempted to export) illegally from the United States any material, equipment, or technology which would contribute significantly to the ability of a country to manufacture a nuclear explosive device? NO
20. ISDCA of 1981 Sec. 720. Was the country represented at the Meeting of Ministers of Foreign Affairs and Heads of Delegations of the Non-Aligned Countries to the 36th General Assembly of the U.N. on Sept. 25 and 28, 1981, and did it fail to disassociate itself from the communique issued? If so, has the President taken it into account? (Reference may be made to the "Taking into Consideration" memo.) NO

21. FY 1990 Appropriations Act Sec. 513. Has the duly elected Head of Government of the country been deposed by military coup or decree? If assistance has been terminated, has the President notified Congress that a democratically elected government has taken office prior to the resumption of assistance? NO
22. FY 1990 Appropriations Act Sec. 539. Does the recipient country fully cooperate with the international refugee assistance organizations, the United States, and other governments in facilitating lasting solutions to refugee situations, including resettlement without respect to race, sex, religion, or national origin? YES

B. FUNDING SOURCE CRITERIA FOR COUNTRY
ELIGIBILITY

1. Development Assistance Country Criteria

FAA Sec. 116. Has the Department of State determined that this government has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, can it be demonstrated that contemplated assistance will directly benefit the needy? NO

FY 1990 Appropriations Act Sec. 535. Has the President certified that use of DA funds by this country would violate any of the prohibitions against use of funds to pay for the performance of abortions as a method of family planning, to motivate or coerce any person to practice abortions, to pay for the performance of involuntary sterilization as a method of family planning, to coerce or provide any financial incentive to any person to undergo sterilizations, to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? NO

2. Economic Support Fund Country Criteria

FAA Sec. 502B. Has it been determined that the country has engaged in a consistent pattern of gross violations of internationally recognized human rights? If so, has the President found that the country made such significant improvement in its human rights record that furnishing such assistance is in the U.S. national interest? NO

FY 1990 Appropriations Act Sec. 569(d). Has this country met its drug eradication targets or otherwise taken significant steps to halt illicit drug production or trafficking? N/A

5C(2) - PROJECT CHECKLIST

Listed below are statutory criteria applicable to projects. This section is divided into two parts. Part A includes criteria applicable to all projects. Part B applies to projects funded from specific sources only: B(1) applies to all projects funded with Development Assistance; B(2) applies to projects funded with Development Assistance loans; and B(3) applies to projects funded from ESF.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

YES

A. GENERAL CRITERIA FOR PROJECT

1. FY 1990 Appropriations Act Sec. 523; FAA Sec. 634A. If money is sought to obligated for an activity not previously justified to Congress, or for an amount in excess of amount previously justified to Congress, has Congress been properly notified?

N/A

2. FAA Sec. 611(a). Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

YES

3. FAA Sec. 611(a)(2). If legislative action is required within recipient country with respect to an obligation in excess of \$500,000, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

N/A

4. FAA Sec. 611(b); FY 1990 Appropriations Act Sec. 501. If project is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U.S.C. 1962, et seq.)? (See A.I.D. Handbook 3 for guidelines.) N/A

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and total U.S. assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the project effectively? N/A

6. FAA Sec. 209. Is project susceptible to execution as part of regional or multilateral project? If so, why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. NO

7. FAA Sec. 601(a). Information and conclusions on whether projects will encourage efforts of the country to:
(a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions. Project will indirectly increase future flows of international trade by increasing numeracy, literacy and education levels, and foster private initiative and competition.

8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise). Participation of U.S. non-profit organization a Cooperative Agreement will further encourage private U.S. participation in foreign assistance programs.

9. FAA Secs. 612(b), 636(h). Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.
10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release?
11. FY 1989 Appropriations Act Sec. 521. If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U.S. producers of the same, similar or competing commodity?
12. FY 1990 Appropriations Act Sec. 547. Will the assistance (except for programs in Caribbean Basin Initiative countries under U.S. Tariff Schedule "Section 807," which allows reduced tariffs on articles assembled abroad from U.S.-made components) be used directly to procure feasibility studies, prefeasibility studies, or project profiles of potential investment in, or to assist the establishment of facilities specifically designed for, the manufacture for export to the United States or to third country markets in direct competition with U.S. exports, of textiles, apparel, footwear, handbags, flat goods (such as wallets or coin purses worn on the person), work gloves or leather wearing apparel?
13. FAA Sec. 119(g)(4)-(6) & (10). Will the assistance (a) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity; (b) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other

The grant agreement will require that counterpart contribution (GODR and grantee) be used in the implementation of project activities.

There is no excess U.S. owned local currency available for this program.

N/A

N/A

N/A

wildlife habitats; (c) support efforts to identify and survey ecosystems in recipient countries worthy of protection; or (d) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas?

14. FAA Sec. 121(d). If a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling receipt and expenditure of project funds (either dollars or local currency generated therefrom)?

N/A

15. FY 1990 Appropriations Act, Title II, under heading "Agency for International Development." If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government?

Yes, if a PVO is selected.

16. FY 1990 Appropriations Act Sec. 537. If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of A.I.D., and is the PVO registered with A.I.D.?

Yes, if a PVO is selected.

17. FY 1990 Appropriations Act Sec. 514. If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees and has such obligation been subject to regular notification procedures?

N/A

18. State Authorization Sec. 139 (as interpreted by conference report). Has confirmation of the date of signing of the project agreement, including the amount involved, been cabled to State L/T and A.I.D. LEG within 60 days of the agreement's entry into force with respect to the United States, and has the full text of the agreement been pouched to those same offices? (See Handbook 3, Appendix 6G for agreements covered by this provision).

Per HB 3, App 6G "Case Zablocki Act", this project is not subject to this requirement because it is a) not a bilateral agreement and b) is less than \$25 million. Nevertheless, the draft PP + Authorization have been reviewed by RLA.

19. Trade Act Sec. 5164 (as interpreted by conference report), amending Metric Conversion Act of 1975 Sec. 2.
Does the project use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate?
- a) NO
b) N/A
20. FY 1990 Appropriations Act, Title II, Under heading "Women in Development."
Will assistance be designed so that the percentage of women participants will be demonstrably increased?
- Project impacts a traditionally female-denominated area.
21. FY 1990 Appropriations Act Sec. 592(a).
If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies, has A.I.D. (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A.I.D. and that government to monitor and account for deposits into and disbursements from the separate account?
- N/A

Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government?

Has A.I.D. taken all appropriate steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes?

If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government?

B. FUNDING CRITERIA FOR PROJECT

1. Development Assistance Project Criteria

- a. FY 1990 Appropriations Act Sec. 546 (as interpreted by conference report for original enactment). If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (1) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U.S. exporters of a similar agricultural commodity; or (2) in support of research that is intended primarily to benefit U.S. producers? N/A
- b. FAA Sec. 107. Is special emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)? YES
- c. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in governmental processes essential to self-government. This project addresses an important sector of any economy, education. The access to improved education will improve the country's human resource base, which is essential to development. Training Dominicans will help meet the needs of this sector.

- d. FAA Sec. 101(a). Does the activity give reasonable promise of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth?
- YES
- e. FAA Secs. 102(b), 111, 113, 281(a). Describe extent to which activity will (1) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U.S. institutions; (2) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward a better life, and otherwise encourage democratic private and local governmental institutions; (3) support the self-help efforts of developing countries; (4) promote the participation of women in the national economies of developing countries and the improvement of women's status; and (e) utilize and encourage regional cooperation by developing countries.
- This project will improve the efficiency & quality of the DR's Public and Private Primary Education System, which will ensure wide participation of poor in the benefits of development, through access to improved education. This will be accomplished through training and technical assistance from U.S. This project encourages strengthening of a democratic, private institution and supports the self-help efforts of this country in Primary Education. Women will be the primary participants/beneficiaries of the Project.
- f. FAA Secs. 103, 103A, 104, 105, 106, 120-21; FY 1990 Appropriations Act, Title II, under heading "Subsaharan Africa, DA," (Development Fund for Africa). Does the project fit the criteria for the source of funds (functional account) being used?
- YES

- g. FY 1990 Appropriations Act, Title II, under heading "Sub-Saharan Africa, DA." Have local currencies generated by the sale of imports or foreign exchange by the government of a country in Sub-Saharan Africa from funds appropriated under Sub-Saharan Africa, DA been deposited in a special account established by that government, and are these local currencies available only for use, in accordance with an agreement with the United States, for development activities which are consistent with the policy directions of Section 102 of the FAA and for necessary administrative requirements of the U.S. Government?
- N/A
- h. FAA Sec. 107. Is emphasis placed on use of appropriate technology (relatively smaller, cost-saving, labor-using, technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor)?
- See b. above
- i. FAA Secs. 110, 124(d). Will the recipient country provide at least 25 percent of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a "relatively least developed" country)?
- YES
- j. FAA Sec. 128(b). If the activity attempts to increase the institutional capabilities of private organizations or the government of a country, or if it attempts to stimulate scientific and technological research, has it been designed and will it be monitored to ensure that the ultimate beneficiaries are the poor majority?
- YES

k. FAA Sec. 281(b). Describe extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skill required for effective participation in governmental processes essential to self-government.

See c.
above

1. FY 1990 Appropriations Act, under heading "Population DA", and Sec. 535.

Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions?

NO

Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations?

Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization?

Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services?

In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning?

Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning?

- m. FAA Sec. 601(e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise?
- n. FY 1990 Appropriations Act, Sec. 579. What portion of the funds will be available only for activities of economically and socially disadvantaged enterprises, historically black colleges and universities, colleges and universities having a student body in which more than 40 percent of the students are Hispanic Americans, and private and voluntary organizations which are controlled by individuals who are black Americans, Hispanic Americans, or Native Americans, or who are economically or socially disadvantaged (including women)?
- o. FAA Sec. 118(c). Does the assistance comply with the environmental procedures set forth in A.I.D. Regulation 16? Does the assistance place a high priority on conservation and sustainable management of tropical forests? Specifically, does the assistance, to the fullest extent feasible: (1) stress the importance of conserving and sustainably managing forest resources; (2) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas; (3) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management; (4) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices; (5) help conserve forests which have not yet been degraded by helping to increase

YES

The Phase I Cooperative Agreement Selection Criteria will include points for involving such groups in subgrant activities. Solicitation of Phase I applicants will include such groups as feasible.

N/A to a Primary Education Project.

production on lands already cleared or degraded; (6) conserve forested watersheds and rehabilitate those which have been deforested; (7) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing; (8) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation; (9) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas; (10) seek to increase the awareness of U.S. government agencies and other donors of the immediate and long-term value of tropical forests; and (11) utilize the resources and abilities of all relevant U.S. government agencies?

- p. FAA Sec. 118(c)(13). If the assistance will support a program or project significantly affecting tropical forests (including projects involving the planting of exotic plant species), will the program or project (1) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (2) take full account of the environmental impacts of the proposed activities on biological diversity?

N/A

FAA Sec. 118(c)(14). Will assistance be used for (1) the procurement or use of logging equipment, unless an environmental assessment indicates that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems; or (2) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas?

NO

FAA Sec. 118(c)(15). Will assistance be used for (1) activities which would result in the conversion of forest lands to the rearing of livestock; (2) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undergraded forest lands; (3) the colonization of forest lands; or (4) the construction of dams or other water control structures which flood relatively undergraded forest lands, unless with respect to each such activity an environmental assessment indicates that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development?

NO

1990 Appropriations Act Sec. 534
). If assistance relates to tropical forests, will project assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry?

N/A

t. FY 1990 Appropriations Act Sec. 534(b).

If assistance relates to energy, will such assistance focus on improved energy efficiency, increased use of renewable energy resources, and national energy plans (such as least-cost energy plans) which include investment in end-use efficiency and renewable energy resources?

N/A

Describe and give conclusions as to how such assistance will: (1) increase the energy expertise of A.I.D. staff, (2) help to develop analyses of energy-sector actions to minimize emissions of greenhouse gases at least cost, (3) develop energy-sector plans that employ end-use analysis and other techniques to identify cost-effective actions to minimize reliance on fossil fuels, (4) help to analyse fully environmental impacts (including impact on global warming), (5) improve efficiency in production, transmission, distribution, and use of energy, (6) assist in exploiting nonconventional renewable energy resources, including wind, solar, small-hydro, geo-thermal, and advanced biomass systems, (7) expand efforts to meet the energy needs of the rural poor, (8) encourage host countries to sponsor meetings with United States energy efficiency experts to discuss the use of least-cost planning techniques, (g) help to develop a cadre of United States experts capable of providing technical assistance to developing countries on energy issues, and (10) strengthen cooperation on energy issues with the Department of Energy, EPA, World Bank, and Development Assistance Committee of the OECD.

- u. FY 1990 Appropriations Act Title under heading "Sub-Saharan Africa, DA," (as interpreted by conference report upon original enactment).
If assistance will come from the Sub-Saharan Africa DA account, is it
(1) to be used to help the poor majority in Sub-Saharan Africa through a process of long-term development and economic growth that is equitable, participatory, environmentally sustainable, and self-reliant; (2) being provided in accordance with the policies contained in section 102 of the FAA; (3) being provided, when consistent with the objectives of such assistance, through African, United States and other PVOs that have demonstrated effectiveness in the promotion of local grassroots activities on behalf of long-term development in Sub-Saharan Africa; (4) being used to help overcome shorter-term constraints to long-term development, to promote reform of sectoral economic policies, to support the critical sector priorities of agricultural production and natural resources, health, voluntary family planning services, education, and income generating opportunities, to bring about appropriate sectoral restructuring of the Sub-Saharan African economies, to support reform in public administration and finances and to establish a favorable environment for individual enterprise and self-sustaining development, and to take into account, in assisted policy reforms, the need to protect vulnerable groups; (5) being used to increase agricultural production in ways that protect and restore the natural resource base, especially food production, to maintain and improve basic transportation and communication networks, to maintain

N/A

and restore the renewable natural resource base in ways that increase agricultural production, to improve health conditions with special emphasis on meeting the health needs of mothers and children, including the establishment of self-sustaining primary health care systems that give priority to preventive care, to provide increased access to voluntary family planning services, to improve basic literacy and mathematics especially to those outside the formal educational system and to improve primary education, and to develop income-generating opportunities for the unemployed and underemployed in urban and rural areas?

- v. International Development Act Sec. 711, FAA Sec. 463. If project will finance a debt-for-nature exchange, describe how the exchange will support protection of: (1) the world's oceans and atmosphere, (2) animal and plant species, and (3) parks and reserves; or describe how the exchange will promote: (4) natural resource management, (5) local conservation programs, (6) conservation training programs, (7) public commitment to conservation, (8) land and ecosystem management, and (9) regenerative approaches in farming, forestry, fishing, and watershed management.

N/A

- w. FY 1990 Appropriations Act Sec. 515. If deob/reob authority is sought to be exercised in the provision of DA assistance, are the funds being obligated for the same general purpose, and for countries within the same general region as originally obligated, and have the Appropriations Committees of both Houses of Congress been properly notified?

N/A

For purposes of this project, which is completely DA grant-funded, Sections 2, "Development Assistance Project Criteria (Loan Only)" and 3, "Economic Support Fund Criteria" are not applicable.

ANNEX D. BACKGROUND PAPERS,
ARE ON FILE IN THE MISSION TECHNICAL OFFICE

ANNEX E - STATEMENT OF WORK FOR
PHASE I COOPERATIVE AGREEMENT

STATEMENT OF WORK

I. BACKGROUND

The Agency for International Development (USAID) has approved a primary education project that will be implemented in two phases and which will address the Dominican Republic's growing need to improve the quality, efficiency and relevance of instruction in the primary education system. The project's principal implementing institution is a local private foundation named Acción para la Educación Básica (EDUCA) which was established in early 1989 to improve the quality of primary education in the Dominican Republic. USAID has decided to enter into a Cooperative Agreement with a US non-profit organization with goals and interests similar to those of EDUCA in order to provide institutional strengthening to EDUCA during the first phase of the project. The first phase will have an implementation period of approximately twenty-four months. By the end of that time, it is expected that EDUCA will have sufficient institutional capacity to directly execute a Cooperative Agreement with USAID covering the second phase.

Insofar as USAID would like to maintain substantial involvement in the implementation of the project, the activity will be undertaken by means of a Cooperative Agreement. The nature of this substantial involvement is as follows:

A. USAID would like to ensure that the selected non-profit organization not only has experience in planning and implementing projects in the area of primary education, but also that it has the experience and staff to function effectively in a Spanish speaking country. Experience has demonstrated the importance of Spanish speaking and reading fluency for successful work in the Dominican Republic, therefore, USAID insists that consultants working on project activities in the Dominican Republic must speak and read Spanish at least at the FSI S-3, R-3 levels. English speaking and reading fluency is also required.

B. During the initial planning of all project activities, USAID/DR will provide guidance regarding the implementation of project components, as well as regarding critical relations that must be maintained among EDUCA, other private sector organizations, and the Secretariat of Education (SEEBC).

C. The quality of personnel proposed is considered critical to the success of the project. USAID will, therefore, approve in writing all team members. If a particular individual is not approved by USAID, the organization will be required to provide an acceptable replacement. Substitution of approved personnel is not permitted unless approved in writing by USAID and only when an acceptable replacement is provided.

96

II. OBJECTIVE

The objective of the activities described in this statement of work is to assist EDUCA in becoming an independent, viable organization capable of addressing the needs of the Dominican Republic's primary education system. The activities include: (a) the planning and overseeing of special studies i.e. a census of schools in the project area; (b) the review, development, and production of instructional materials; (c) the establishment and maintenance of a management information system; (d) the planning and implementation of teacher and administrator training programs; (e) the development and administration of student achievement tests; and, (f) the support of advocacy program aimed at both the public and private sectors which are designed to increase the flow of resources to the system.

III. SPECIFIC DUTIES

During Phase I of the project, the organization selected to implement this statement of work will provide long-term and short-term technical assistance and training as well as general support and guidance to EDUCA in order to assist it in establishing both a system of internal organizational procedures and controls, and a capability for planning programs and implementing activities that address the needs of the primary education system.

A. INTERNAL CONTROLS AND PROCEDURES

The organization will work closely with EDUCA to establish accounting, recordkeeping and overall financial planning and management systems that meet USAID's standards. The organization will also assist EDUCA in drafting and approving personnel, procurement and travel policies and procedures that will ensure the adequate management of and reasonable cost of resources. Organizational manuals will be developed to cover all major aspects of EDUCA's operations. These will include but are not limited to accounting, personnel, travel and procurement. The organization will ensure that EDUCA staff are knowledgeable of and trained in the use of the systems, policies and procedures as well as the manuals. Both on-the-job and more formal methods of training will be provided. For off-shore formal training, the organization will indentify appropriate courses or observational visits to be taken by EDUCA staff but the actual funding and scheduling of the courses will be managed by USAID through direct PIO/Ps.

97

B. PHASE I PLANNING AND IMPLEMENTATION

1. Planning

The organization will assist EDUCA in identifying strategies to solve selected educational problems and in networking with institutions, agencies and organizations. To assist with planning early in project implementation, the organization will work closely with EDUCA in drafting a scope of work and select a local contractor to take a census of the private and public schools in the project area. The organization will contract directly with a local entity that will conduct the census. The organization will also assist EDUCA in establishing criteria for the participation of schools in the project. The criteria will be in keeping with the project's objective to provide assistance to public and private primary schools in lower and lower middle income areas of the Santo Domingo metropolitan school districts. In addition, the organization will assist EDUCA in developing an incentive package for participating schools and marketing strategies to attract schools to take part in the project.

2. Anticipated Program Interventions - Phase I

In the area of training material and textbook development, the organization will assist EDUCA in organizing a workshop for the review of SEEBAC integrated textbooks for grades three and four and in drafting a scope of work for and selecting a local contractor to revise the texts if necessary. The organization will also assist EDUCA in organizing a workshop to review SEEBAC in-service training modules for teachers in grades one to four, and in drafting a scope of work for and selecting a local contractor to revise the modules to be used for in-service training in the project area during Phase II of the project. In addition, the organization will assist EDUCA in drafting a scope of work for and selecting a local contractor for the development of training materials for students and instructional guides for teachers in Spanish and Mathematics for grades five through eight to be used for in-service teacher training in the project area during Phase II of the project. As part of this effort EDUCA and the organization will review materials that have already been developed to determine if they should be purchased by the project rather than develop additional materials. In all cases, the organization will contract directly with the local entities responsible for developing the textbooks, training modules and materials.

The organization will help EDUCA plan, establish and maintain a management information system (MIS). The system will serve three functions: (1) It will contain a current profile on each of the schools participating in the project; (2) It will contain records of student achievement, and; (3) It will contain a current list of educational professional materials available through the project. In addition, the organization will assist EDUCA in planning and providing in-service training for school administrators in the maintenance and use of the system.

98

The organization will work closely with EDUCA in drafting a scope of work for and selecting one or more local contractors to develop an in-service training program for school administrators and will assist EDUCA in planning and providing the training through contracts with local universities or other institutions. In all cases, the organization will contract directly with the local entities responsible for providing the product or services.

In the area of achievement testing the organization will work closely with EDUCA in drafting the scope of work and selecting a local contractor to develop standardized achievement tests in Spanish and Mathematics to be used at the end of the fourth and eighth grades in participating schools. The organization will contract directly with the entity responsible for developing the tests. The organization will also assist EDUCA in planning the administration of the testing program.

3. Phase I Close Out

Approximately two years after execution of the Cooperative Agreement, USAID will review the institutional viability and accomplishments of EDUCA and will determine whether it is possible to proceed to Phase II of the project. The review will determine if EDUCA has in place and uses a financial management system acceptable to USAID, acceptable personnel and travel policies, and acceptable records management and procurement procedures. In Phase II USAID and EDUCA will enter into a Cooperative Agreement to carry out the remaining activities under the project and any unused funds from the Cooperative Agreement between USAID and the organization responsible for implementing this scope of work will be deobligated and reobligated under the USAID/EDUCA agreement. EDUCA may wish to contract with the organization to provide additional technical assistance and/or training in support of project activities to be completed during Phase II.

Indeed, a desirable result of Phase I activities is the establishment of a collaborative linkage between EDUCA and the organization that would continue beyond the life of the project. To this end, interested applicants should offer evidence of commitment to the project through both the general policies and practices of the organization and specific initiatives proposed. Evidence of commitment could consist of the following:

a. What activities has the organization conducted in the past in support of primary education, both paid for by the others and self-funded?

b. What fund raising activities has the organization conducted in support of primary or other education?

c. What proposed contributions in terms of personnel time or money is the organization willing to make to the project?

d. What proposed commitments does the organization make to establishing a long-term relationship with EDUCA which will go well beyond the life of the project?

IV. METHODOLOGY

Because the funds for the activities to be conducted under Phase I of the project will be obligated under the cooperative agreement covering this scope of work, the implementing organization will be responsible for incurring and accounting for all expenditures during Phase I. The organization will therefore contract directly for local services, fund the administrative expenditures of EDUCA until EDUCA can begin to do so from its own funds or from Dominican government local currency, and purchase the commodities and equipment needed by the project, including office equipment, computers and vehicles. This will require a collaborative relationship between the organization's and EDUCA's personnel.

In order to assist EDUCA in establishing internal control systems and procedures that are acceptable to USAID, the organization will review USAID requirements and handbooks and seek guidance from USAID financial management, personnel management, records management and contracting personnel. The organization may provide specialized short-term technical assistance to EDUCA in order to gather information and draft the required procedures. The procedures will be reviewed and approved by USAID prior to the end of Phase I of the project. The organization will also identify and arrange for short-term training for EDUCA staff in key areas of administration, including organizational management and fund raising.

In the areas of training material and textbook development, achievement testing, and school administrator training, the organization will review the background studies produced by the project design team in these areas, as well as the activities previously organized by EDUCA. The organization may provide specialized short-term technical assistance to draft scopes of work for and select local contractors to provide the products required, as well as monitor their development. The organization may also provide such assistance to organize and monitor the initial presentation of the school administrators training program.

In order to assist EDUCA in establishing and maintaining the management information system, the organization will review the background study of this area developed by the project design team. The organization may provide short-term technical assistance to assist in designing, establishing and monitoring the use of the system, as well as short-term technical assistance to draft the scope of work for and select a local contractor to conduct a census of schools in the project area. The information from the census will provide the basis for the school profiles to be maintained in the MIS. The organization will also purchase the hardware and software required for the system.

In order to carry out Phase I activities, the organization, with the prior approval of USAID shall be authorized to:

A. Procure up to US\$115,400 worth of off shore and locally available commodities and equipment in support of the institutional strengthening and program implementation activities. Such procurements must be taken in accordance with the requirements contained in the standard attachments annexed to all cooperative agreements. Procurement sources under the agreement will be limited to A.I.D. Code 000, U.S. and host country.

B. Disburse up to US\$95,700 to support EDUCA operational requirements.

V. LEVEL OF EFFORT

In order to accomplish the scope of work, it is estimated that a combination of short-term and long-term personnel will be required as specified below. This suggested level of effort represents our best estimate; however, the applicant can respond with a different combination of skills as long as it does not exceed this level of effort.

A. Chief of Party: 2 years. The COP will provide full-time technical assistance to EDUCA and will be the non-profit organization's representative in the field.

1. Specific Duties:

Manage the day-to-day activities under the Cooperative Agreement;

Plan and coordinate the arrival of short-term assistance with EDUCA and, through EDUCA, with other organizations that become involved in the activities for which the short-term consultants are responsible;

Supervise the short-term consultants as they prepare scopes of work and assist EDUCA in the selection of local contractors;

Monitor the progress of local contractors in providing the goods and services required for project implementation;

Work with EDUCA staff on a daily basis, involving them in the management of activities under the cooperative agreement so that they gradually take on more responsibility and are prepared to take over complete responsibility for the project at the end of the agreement;

Advise EDUCA on fund raising activities to be undertaken;

Prepare annual work plans, quarterly and annual reports;

Maintain liaison with the USAID Mission regarding project issues related to implementation, funding, personnel, programming of inputs, training of EDUCA staff, etc.

100

2. Qualifications:

Project and/or office management responsibility, preferably in the area of education;

Experience in the preparation of solicitations for contracts, preferably in the field of education, and in the selection and monitoring of contractors;

Knowledge of A.I.D. and its administrative procedures;

At least two years of overseas working experience in a developing country context, preferably in Latin America;

Knowledge of Spanish at the FSI S-3, R-3 level.

B. Short-term technical assistance for:

Personnel management and travel procedures, 4 person weeks (pw)
Financial management system, 6 pw
School census, 2 pw
Management information system, 8 pw
Textbook and training material review and revision, 8pw
Teacher training module review, revision and production, 6pw
School administrator training, 11pw
Achievement testing, 6pw

The short-term consultants will be responsible for assisting EDUCA in establishing internal controls and procedures or for drafting scopes of work and assisting EDUCA in selecting and monitoring local contractors, as specified above under specific duties. Each should have experience in the area specified and those involved in local contracting should have a knowledge of Spanish at the FSI S-3, R-3 level.

All of the applicant's personnel must be medically fit to serve in the Dominican Republic and the long-term person must be able to function in a difficult environment characterized by frequent and prolonged electrical outages, unreliable services such as water supply and refuse collection, and a generally deteriorating economic situation.

C. Home office support:

Project Manager, half time

Administrative Assistant/Secretary, full time

102

VI. WORK PLANS AND REPORTS

A. WORK PLANS: Within forty-five days of arrival of the Chief of Party in country, the organization will develop with EDUCA and provide to USAID a detailed, time-phased work plan which covers the first year of the project. The plan should indicate the timing and proposed levels of resource inputs and the expected results. It should also contain an operational budget for EDUCA. A similar plan for the second year shall be provided no less than thirty days before the end of the first year.

B. QUARTERLY REPORTS: The organization will submit quarterly reports that summarize activities during the period, discuss planned activities for the subsequent period, and highlight any problems encountered, along with recommended solutions. Although the exact format will be confirmed prior to the first report it is anticipated that each report will contain a brief executive summary and discuss activities by component, measuring progress to date against the activities to be accomplished under the cooperative agreement.

C. ANNUAL REPORT: The fourth quarterly report will instead be an annual report and will discuss activities as specified above for the entire year.

D. FINAL REPORT: The organization will submit a final report which will discuss in detail the status of all activities to be accomplished under the cooperative agreement. The report will contain recommendations, including a time table, for actions to be taken by EDUCA to implement activities in Phase II of the project.

B U D G E T

<u>CATEGORY</u>	<u>DESCRIPTION</u>	<u>ESTIMATED COST</u>
<u>SALARIES</u>		
LT	Chief of Party (2 Yrs.)	\$ 206,911
	HO Project Manager (2 Yrs., 1/2 time)	
	HO Secretary (2 Yrs.)	
ST (Consultants)	Person MGT & Travel Procedures (4PW)	56,610
	Financial Management System (6PW)	
	School Census (2PW)	
	M I S (8PW)	
	Text Review & Revision (8PW)	
	Teacher Trg. Module Rev. & Rev. (6PW)	
	School Admin. Training (11PW)	
	Achievement Test Development (6PW)	
<u>FRINGE BENEFITS</u>	35% on all TA Salaries (LT and ST)	\$ 92,232
<u>TRAVEL & TRANSPORT</u>	ST Tech. Assistants - Intl. Travel, Per Diem, In-country Travel. LT Chief of Party - Assignment to Post, R & R, Repatriation, In-country Travel, Intl. Travel	115,731
<u>ALLOWANCES</u>	Post Differential, LQA, Educ Allow House Furniture & Appliances	115,137
<u>PARTICIPANT TRAINING</u>	To Be Through Unfunded PIO/P's	60,500
<u>COMMODITIES</u>	Computers, Office equipment, etc.	115,400
<u>SUBCONTRACTS</u> (Local - DR)	School Census Data Bank Development Textbook Development Administrator Training Achievement Testing	638,368
<u>EDUCA ADMIN COSTS</u>	Project Manager, Secretary, Local Technicians, Accountants, Supplies, Report Production, Materials Distribution	95,700
<u>OTHER DIRECT COSTS</u>	COP - Storage of Personal Effects, SOS Evac, Communications, DBA	25,249
<u>OVERHEAD</u>	45% of Direct Contract Costs; Salaries, Fringe Benefits, Travel & Transport, Allowances, Other Direct Costs	268,162
<u>G R A N D T O T A L</u>		<u>\$1,790,000</u>

104

EVALUATION CRITERIA

	<u>Points</u>	
1. <u>Proposal</u>		<u>35</u>
A. Proposal offers a logical and creative approach to implementing scope of work.	10	
B. Proposal presents a valid plan to establish and maintain a long-term institutional linkage with EDUCA.	15	
C. Proposal is clear, concise and complete	10	
2. <u>Organizational Capability</u>		<u>35</u>
A. Organization has sufficient and qualified home office staff to absorb this project.	10	
B. Organization has an institutional background and interest in the field of education.	15	
C. Organization has experience in implementing projects in Latin America.	5	
D. Organization has experience implementing projects with A.I.D.	5	
3. <u>Team Personnel</u>		<u>30</u>
A. <u>Chief of Party:</u> Project/Office Management - 4; contracting experience - 4; AID procedures experience - 4; Latin America experience - 4; Language - 4.	20	
B. <u>Short Term Consultants:</u> Experience in appropriate areas of expertise - 4; Latin America experience - 3; Language - 3.	10	
TOTAL		100

105

DETAILED IMPLEMENTATION PLAN

The chart that follows lists project activities and time lines for their completion.

CHART X

PROJECT ACTIVITIES	YEAR						
	1	2	3	4	5	6	7
Establish Accounting personnel and Contracting System	X						
Train EDUCA staff	X	X	X	X	X	X	X
Evaluate EDUCA's quality of and allocation of human resources to project PIPE	X	X	X	X	X	X	X
Evaluate EDUCA's technical capability to conduct project PIPE		X	X	X	X	X	X
Evaluate EDUCA's conduct of activities outside of project PIPE				X	X	X	X
Evaluate how EDUCA is perceived by the field				X	X	X	X
Develop master list of recognized private schools	X						
Develop criteria for school inclusion in the project	X						
Subcontract for census design, administration, and data analysis	X						

10/6

Census design	X						
Census application	X						
Design EDUCA MIS	X						
Database development	X						
Database feeding	X		X				X
Training principals		X	X				
Updating data		X	X				X
Evaluate SEEBAC's perception of availability, appropriateness and usefulness of data provided by EDUCA		X	X	X	X		
Develop Incentives Package	X						
Develop marketing strategies to attract schools	X						
Evaluate effectiveness of incentive package and marketing strategies		X	X	X	X	X	X
Construct testing instruments (4th and 7th grades, math and Spansih)		X	X	X	X	X	
Field test instruments		X	X				
Finalize resivions		X	X	X			
Establish validity and reliability of instruments		X	X	X			
Print and duplicate test		X	X	X	X		
Administer test to each school as it joins the project		X	X	X	X	X	X
Score tests			X	X	X	X	X

107

Code data and enter into database			X	X	X	X	X
Analyze data			X	X	X	X	X
Interpret results, report findings				X	X	X	X
Prepare a profile of each participating school utilizing results from survey data and from test administration		X	X	X	X	X	
Meet with each participating school to discuss incentives package, establish objectives, and draw up an action plan for improvement			X	X	X	X	
Evaluate training	X	X	X	X	X	X	X

IN-SERVICE TRAINING

Workshop to evaluate and revise PMP instructional modules based on SEEBAC's plans		X					
Development of evaluation module			X				
Development of 5th and 6th grade math/Spanish materials	X	X	X				
Workshop to develop programs		X					
School Administration MIS, plus courses evaluation Workshop to train trainers of teachers		X	X	X	X	X	X
Evaluation of trainers			X				
Train non-certified teachers			X	X	X	X	X
Evaluation							
Train certified			X	X	X	X	X

teachers						
Evaluation		X	X	X	X	X

TEXTBOOKS

Review of SEEBAC texts	X					
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Contract for text development	X					
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Print		X	X	X		
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Distribution		X	X	X	X	X
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Evaluation of implementation		X	X	X	X	X
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Dissemination of results		X	X	X	X	X
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EVALUATION PLAN/GUIDE

In this section, the process and the specific activities we will undertake to assess the results of the PIPE project. The Evaluation Plan for the PIPE Project was designed to provide evidence of the project's implementation and of its effectiveness in meeting its goals and objectives. The evaluation efforts will be anchored in the following broad concerns:

- o Effectiveness: Is the project achieving satisfactory progress towards stated objectives?
- o Impact: What positive effects are resulting from the project?
- o Sustainability: Are activities likely to continue after funding has stopped?

The various evaluation activities are tightly coupled with the desired outputs of the project. Chart Y details the evaluation activities to be utilized.

CHART I

OUTPUT	EVALUATION QUESTIONS	METHODS PROCEDURES	WHEN
Directors of primary schools trained in improved school adm. practices	How many prim. school directors were trained? What is the level of satisfaction w/ training? What is the content of training? How do school adm. perform prior to training? What changes can be observed as a result of training?	o Practice Profile of sch. adm.....yearly o self report.....pre/post training o random interviewing.....pre/post training o random observation.....same o school/teacher survey.....baseline then yearly	
Teachers of participating schools trained in instruction and classroom management methods	How many teachers were trained? What is the level of satisfaction with training? What is the content of training? How do teachers perform prior to training?	o Practice Profiles o self report o random interviewing o random observation o school/teacher survey	SAME AS ABOVE

Agency for International Development
Washington, D.C. 20523

LAC-IEE-90-06

ENVIRONMENTAL THRESHOLD DECISION

Project Location : Dominican Republic

Project Title : Private Initiatives in Primary Education

Project Number : 517-0251

Funding : \$5.5 million (grant)
\$1.85 million (LC counterpart)

Life of Project : 7 years (FY 90-97)

IEE Prepared by : Robert P. Mathia, PDO
USAID/Dominican Republic

Recommended Threshold Decision : Negative Determination

Bureau Threshold Decision : Concur with Recommendation

Comments : None

Copy to : Thomas Stukel, Director
USAID/Dominican Republic

Copy to : Robert Mathia, USAID/DR

Copy to : Dianne Blane, LAC/DR/CAR

Copy to : Andre DeGeorges, RFMS/CAR

Copy to : IEE File

John O. Wilson Date DEC 27 1989

John O. Wilson
Deputy Environmental Officer
Bureau for Latin America
and the Caribbean

ing?
 What changes can be
 observed as a result
 of training?

EDUCA staff trained	How is EDUCA staffed to carry out its mission with the PIPE project?	<ul style="list-style-type: none"> o profile of staff o allocation of human resources to specific functions o examination of decision making process o examination of organizational chart o examination of organizational climate 	end of YEAR 1 end of each project year
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EDUCA's initiatives for the improvement of primary education	<p>Is EDUCA perceived as a catalyst for the improvement of primary education? What partnerships has EDUCA developed with the private sector to benefit PIPE?</p> <p>What initiatives has EDUCA undertaken to expand its impact on primary education?</p> <p>To what extent has EDUCA become a clearinghouse for the improvement of primary education?</p>	<ul style="list-style-type: none"> o survey of perceptions shared by potential clients/clients/partners/etc regarding EDUCA's role in the improvement of primary education o document audit o EDUCA's reports o record of info provided to users o survey on the timeliness, appropriateness, and availability of data 	<p>End of Phase I</p> <p>Then Yearly</p> <p>End of Phase I</p> <p>Then Yearly</p>
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Achievement Testing	<p>How does the project measure the current achievement level of students in participating schools? How were achievement measures developed? What is the validity and reliability of the measures? What is the current</p>	<p>examination of procedures for test development</p> <ul style="list-style-type: none"> o examination of linkages between test items and curriculum objectives o validity and reliability indexes 	as tests are dev.
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<p>achievement level at participating schools? How has achievement progressed over time? What is the usefulness, timeliness, and level of utilization of assessment data? What dissemination strategies does EDUCA utilize and with what results? What is the evidence that linkages between assessment data and instructional improvement have been established?</p>	<ul style="list-style-type: none"> o examination of linkages between test scores and instructional improvement o survey information users o document specific instances of assessment data being utilized for instructional development 	<p>End of Year III</p>
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<p>EDUCA MIS Institutions</p>	<p>Does the database provide the kind of information required for a current and complete profile of primary private institutions? Are the data sent by schools current and complete? Is the format for data reporting appropriate?</p>	<ul style="list-style-type: none"> o document audit o observations o survey of users
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<p>Achievement</p>	<p>See achievement testing</p>
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<p>Clearinghouse</p>	<p>How many documentation centers are cooperating by sending information about documents relevant to primary education? What is the quality of the information available to users? How many people have made use of the clearinghouse? What is the users' perception regarding usefulness of the clearinghouse? How many documents and references are included in the database?</p>	<ul style="list-style-type: none"> o tallying o user interviews o survey users 	<p>ON GOING</p>
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Low cost instructional materials developed costs

o What is the cost of the materials developed?

o development/production

By end Yr. 2

of materials?
What is the durability of the materials?

What is the quality
o doumentation
o inspection of materials

Mechanisms for production/distribution are in place

o What are the resources being utilized in the production of materials and how adequate are they?
How are materials distributed?
What mechanims are in place and with what results?

o documentation
o interviews
o observation

By end Yr. 3

EDUCA Management Process

o What are the selection criteria for inclusion in Project?

o documentation
o interviews
o observation

By end Yr. 2

o How were participating schools selected?

o documentation
o interviews
o observation

By end Yr. 2,4,6

o Mechanisms for selection in place.

o documentation
o interviews
o observation

By end Yr. 2

o Who benefits?

o documentation
o interviews
o obvervation

By end Yr. 2,4,6.

Agency for International Development
Washington, D.C. 20523

LAC-IEE-90-06

ENVIRONMENTAL THRESHOLD DECISION

Project Location : Dominican Republic

Project Title : Private Initiatives in Primary Education

Project Number : 517-0251

Funding : \$5.5 million (grant)
\$1.85 million (LC counterpart)

Life of Project : 7 years (FY 90-97)

IEE Prepared by : Robert P. Mathia, PDO
USAID/Dominican Republic

Recommended Threshold Decision : Negative Determination

Bureau Threshold Decision : Concur with Recommendation

Comments : None

Copy to : Thomas Stukel, Director
USAID/Dominican Republic

Copy to : Robert Mathia, USAID/DR

Copy to : Dianne Blane, LAC/DR/CAR

Copy to : Andre DeGeorges, RFMS/CAR

Copy to : IEE File

John O. Wilson Date DEC 27 1989

John O. Wilson
Deputy Environmental Officer
Bureau for Latin America
and the Caribbean

115

PRIVATE INITIATIVES IN PRIMARY EDUCATION

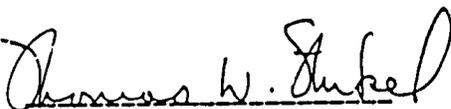
(PID)

Initial Environmental Examination

Project Location:	Dominican Republic
Project Title:	Private Initiatives in Primary Education
Project Number:	517-0251
Funding:	US\$5.5 Million Grant US\$1.85 Million Equivalent Local Currency Counterpart
Life of Project:	7 years - FY 90 - 97
IEE Prepared by:	Robert P. Mathia USAID/DR Project Development & Implementation Support Office
Environmental Action Recommended:	Negative Determination

Approved: 
 Rafael Genao, Chief
 Engineer USAID/DR and
 Mission Environmental
 Officer

11/24/89
 Date

Concurrence: 
 Thomas W. Stukel
 Director

12/8/89
 Date

PRIVATE INITIATIVES IN PRIMARY EDUCATION

PROJECT DESCRIPTION

The goal of the proposed Private Initiatives in Primary Education Project is to improve the efficiency and quality of the country's primary education system. The project purpose is to establish an administrative capacity within the Action Committee for Basic Education (EDUCA) to organize and oversee the implementation of special studies and training programs as well as the production of teaching materials which are vital to primary education. It is anticipated that the focus of project activity will be in the Santo Domingo metropolitan area as well as two other large urban areas. At present, it is anticipated that project activities will consist primarily of technical assistance and similar institution building activities. No construction or other activities that would have an impact on the environment are contemplated. Commodities procurement will be limited to data processing equipment, vehicles and educational supplies.

The project will be carried out in two phases. During the first phase the institutional capability of EDUCA will be strengthened through the provision of technical assistance, training and office equipment. Also, some subgrant activities may be allowed. These subgrants will be limited to such efforts as implementation of a training needs assessment and development of certain teaching materials. During the second phase an enlarged subgrant program will be implemented. Those subgrants will be limited to improving operations of the primary education sector. They will include such activities as provision of training to teachers, development of additional educational materials, examination of information needs within the sector and evaluation of the usefulness of alternative teaching methodologies such as radio programs for primary education. USAID will exercise normal oversight and approval authority for the subgrant programs as well as the broader project.

While the need for construction or rehabilitation of schools will be examined during the intensive review, little if any of such activity is contemplated at this time. Such construction would be of minor size and complexity with no major effects on the environment. If it is found that such activities are necessary, standard environmental protection measures will be taken for this type of construction.

POTENTIAL ENVIRONMENTAL IMPACTS

Negative environmental impacts are expected to be minimum. The bulk of the project is technical assistance and training to complete institutional strengthening. If any construction is carried out under the project it will be minor and involve small building construction or renovation. In all

cases procurement documents will require the contractor to carry out measures to preserve and protect the environment during the construction activity. All of the subgrant activities will be reviewed by A.I.D. prior to implementation to ensure that no negative environmental impact occurs.

RECOMMENDATION FOR ENVIRONMENTAL ACTION

In view of the above project description, and the measures that will be taken during project implementation to identify and alleviate any activities with significant environmental impact, a threshold decision for a Negative Determination is recommended.


PDS/RP:athia:pg:11/15/89:ENVIRON



República Dominicana

3 14 PM '89

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Secretariado Técnico de la Presidencia
Oficina Nacional de Planificación

Santo Domingo, D. N.

18 OCT 1989

Señor
Thomas W. Stukel
Director de la Agencia para el
Desarrollo Internacional (AID)
SU DESPACHO

Distinguido señor Director:

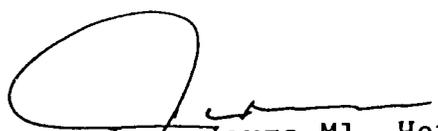
Cortésmente, nos permitimos remitirle para su conocimiento y fines de aprobación, la documentación relativa al Proyecto "Actualización de Directores de Escuelas Primarias del Sector Público y Privado del País", que será ejecutado por Acción para la Educación Básica (EDUCA), y que habrá de recibir recursos programados bajo el Código 2.2SP, Fondo Fiduciario para el Sector Privado, por un monto de RD\$127,900.00 (CIENTO VEINTISIETE MIL NOVECIENTOS PESOS CON 00/100).

Dichos recursos serán utilizados para mejorar la preparación administrativa y dirigencial de los directores de escuelas primarias de los sectores públicos y privados del país, de modo que se refleje en el producto final de nuestras escuelas arrojando óptimos resultados.

El proyecto cuenta con la aceptación de este Secretariado Técnico de la Presidencia, por lo que le agradeceremos informarnos sobre los resultados de su evaluación.

Sin otro particular por el momento, le saluda,

Muy atentamente,


Ing. Jorge M. Hernández
Director



Anexo: Citado

ACCIÓN	
PRG/LC	
DATE DUE	
10-27-89	
DIR	—
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CON	
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CHRON	—
RF	

EVALUACION PROPUESTA DE ACCION PARA LA EDUCACION BASICA (EDUCA)
PARA EL PROYECTO "ACTUALIZACION DE DIRECTORES DE ESCUELAS
PRIMARIAS DEL SECTOR PUBLICO Y PRIVADO DEL PAIS".

RECOMENDACIONES.-

El Proyecto "Actualización de Directores de Escuelas Primarias del Sector Público y Privado del País", tiene metas bien definidas que van en consonancia con la problemática de la educación básica deficiente de nuestro país.

Sus objetivos, de mejorar la dirección y administración de las escuelas primarias del sector público y privado, influirán de un modo muy favorable en el proceso educativo nacional y en la imagen del maestro de educación básica.

Para la evaluación de este proyecto hemos considerado la documentación presentada por la Institución Ejecutora, la cual ha sido revisada mediante la lista de verificación anexa. Para tales fines se realizaron entrevistas con la Coordinadora Técnica y la Directora Ejecutiva, encargadas de la ejecución del proyecto; visita a la Institución Ejecutora; observación de actividades realizadas dentro de un programa piloto ejecutado con la colaboración de varias personas que han ofrecido su respaldo económico y solicitud a la IE de los justificativos de su presupuesto.

LISTA DE VERIFICACION PARA EVALUACION DE PROPUESTAS

I.	Recomendación	
II.	Justificación del programa/proyecto	
	A. Problema y entorno	✓
	B. Metodología	✓
III.	Objetivos y metas	
	A. Validez y practicabilidad	✓
	B. Cuantificación y verificación	✓
IV.	Estrategias	
	A. Consideraciones técnicas	✓
	B. Consideraciones económicas	✓
	C. Identificación de estrategias alternativas	✓
V.	Descripción de actividades	
	A. Elementos técnicos	✓
	B. Ejecución	✓
	C. Esquema lógico del proyecto	✓
VI.	Estimación de costos y financiamiento	
	A. Coherencia financiera	✓
	B. Coherencia técnica	✓
	C. Supuestos	✓
VII.	Control	
	A. Certificación y capacidad	✓
	B. Excepciones propuestas	✓
VIII.	Evaluación	✓
IX.	Institución Ejecutora	
	A. General	✓
	B. Capacidad técnica	✓
	C. Capacidad administrativa	✓
	D. Gestión financiera	✓
X.	Administración del proyecto	✓
XI.	Análisis del programa/proyecto	✓

121

Consideramos que el aporte que realizará EDUCA a la educación de los miles de niños de nuestras escuelas, es importante y dado que sus metas y objetivos están definidos y son cuantificables, vemos factible el financiamiento de este proyecto.

Preparado Por : Griselda Ramos
Técnico División de Proyectos
Depto. Coordinador de
Recursos PL-480/ICC.

Propuesta presentada por Acción para la Educación Básica, EDUCA, al Departamento Coordinador de Recursos PL-480 /I.C.C. para solicitar \$ 127,500.00 para la implementación del Programa: "Actualización de Directores de Escuelas Primarias del Sector Público y Privado del País".

12/21

ANNEX J
TRAINING COST ANALYSIS

<u>PARTICIPANT TRAINING</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>TOTAL</u>
<u>Long-Term</u>	None							
<u>Short Term</u>								
Cost*	\$23,128	\$34,256	\$10,121	\$26,312	\$8,396	\$21,432	\$9,070	\$132,715
Participants per year	5	7	2	5	2	4	2	
Possible extensions								
Total Cost								<u>\$ 17,285</u>
								\$150,000
Courses (Participants if more than one)								
Information Management	1							
Material Developed	1(3)							
Observation Visits to other non-profit organizations	1	1(2)	1	1(2)	1(2)	1(2)	1(2)	
Fund Raising		1(2)		1(2)				
Management		1(2)		1(2)				
Training Techniques		1(2)	1	1		1(2)		

*Assumes 4% per annum inflation.