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An Interim Primary Teacher Training Program

USAID/Nicaragua

Prepared by:

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CONSULTANT REPORT: DR. PATSY P. LAYNE

- 1.0 Introduction**
- 2.0 Overview**
 - 2.1 Outline of Proposed Training Program**
 - 2.2 Objectives**
 - 2.2.1 Classroom Teacher Training**
 - 2.2.2 Teacher Trainers**
- 3.0 Selection of Teacher Trainers**
- 4.0 Methodology**
 - 4.1 Target Methodology for Classroom Teacher**
 - 4.1 Teacher Training Methodology**
- 5.0 Specific Objectives**
 - 5.1 Classroom Teacher Training Component**
 - 5.1.1 New instructional approach**
 - 5.1.2 Classroom management strategies**
 - 5.1.3 Locally available/ teacher-made instructional materials**
 - 5.2 Teacher Trainer Training Component**
 - 5.2.1 CLASP related (leadership/experience US)**
 - 5.2.2 Inservice teacher training techniques**
 - 5.2.3 Applied methodology/philosophy**
 - 5.2.4 Effective evaluation/feedback**
- 6.0 Evaluation**
 - 6.1 Self-evaluation, feedback/debriefing for each training session**
 - 6.2 US Trainer observation and written quizzes**
 - 6.3 Trainee feedback form**
 - 6.4 Field Observation Forms (by US trainers/MED)**

ATTACHMENTS

- A. Schedule of Events**
- B. Budgets**
- C. CLASP Program Details**
- D. List of Training Materials**
- E. Project PALE/PAM**
- F. Comments on Sensitive Issues**

CONSULTANCY REPORT: Dr. Patsy P. Layne
Nicaragua
December 2 through 12, 1993

1.0 Introduction

Purpose: Develop an Interim Primary Teacher Training Program

The plan for this training program was developed in collaboration with Ministry of Education (MED) officials cited below, under the guidance of Joseph Williams, USAID/Nicaragua Education Officer, during the period of December 2 through 12, 1993.

Lic. Gloria Gutierrez de Gaitan: Sub-Director General Educ. Basica
Lic. Carlos Cespedes Perez: Dir. Educacion Primaria
Lic. William Garcia: Dir. Dept. Primaria Regular
Lic. Alma Nubia: Dir. Dept. Extraedad
Lic. Ruth Marina Cruz: Coord. Proyecto Lengua Escrita y Matematica (PALE/PAM)
Lic. Socorro Ojeda: Coord. PALE/PAM
Lic. Mirna Ramos: Coord. PALE/PAM

This training program will serve as an interim measure to assist the Ministry of Education of Nicaragua under the Basic Education Project (BASE) until the arrival of the implementation contractor team, which is not expected to arrive before July, 1993. This training program will be the first major effort in teacher training, which is one of three specific components of BASE. The plan is designed to be compatible with, and lay the foundation for, training that will continue under BASE once long-term technical assistance is in place. The plan utilizes resources available under the Central and Latin American Peace Scholarship Program (CLASP), as well as the BASE Project.

The detailed description of the training of trainers in Phase I, which will take place at a US training institution under the CLASP Program, was developed jointly with Julie Noble, the chief-of-party for the Nicaragua Development Training Project, and is included as Attachment C.

2.0 Overview

The overall purpose of inservice training of Nicaraguan primary teachers is to reduce the rates of failure and attendant repetition and drop-outs in the first three grades. However, it is understood that some of the factors involved cannot be directly addressed by teacher training (such as poverty, attitudes toward education for girls, illness, and other societal or familial factors).

The specific purpose of the training is to increase the amount of time children spend in effective, active learning experiences. The focus is the first-grade classroom, with priority given to multigrade classrooms. The assumption underlying the design of the training program is that limiting factors which can be addressed are teacher lack of training and experience with child-centered activities, and lack of materials. The proposed 16 hour (two day) teacher training course is but the first small step toward providing teachers with the training and tools needed to begin facilitating active experience-based learning.

In order to implement the training, a national corps of approximately ninety teacher trainers will be developed and trained during February and March, 1993. This corps will then conduct teacher training workshops for first grade teachers (with priority to those with multigrade classrooms) during the months of April, May and June. The plan is to provide this first workshop to at least 900 teachers of multigrade (first, second and third grades) classes during the first half of the school year. When the long-term TAs arrive in July, training of the rest of the teachers of grades one, two and three will continue with support from the BASE Project during the remainder of the 1993 School Year, along with additional reinforcement and follow-on activities for grade one and multigrade teachers.

The training program will combine resources from the MED (in-kind of salaries and use of facilities), and two AID projects: CLASP to train up to 30 MED teacher trainers in the United States, with a follow-on multiplier training by the CLASP participants of 60 additional MED teacher trainers in Nicaragua upon their return; and BASE funds to provide interim short-term technical assistance and other support to begin classroom teacher training. The development of a national cadre of 90 primary teacher trainers is an important part of a strategy that will enable the BASE Project to proceed without undue delay.

2.1 Outline of the program

February, 1993: Phase I US institution trains thirty MED teacher trainers under CLASP Program

March: Phase II Multiplier activity, thirty returned CLASP trainers train 60 more trainers in country

March: Phase III Practicum, 90 trainers train 900 multigrade classroom teachers

April-June: Phase IV Inservice Training, 90 trainers continue training as many more teachers as funding permits.

July: Implementation contractor team arrives to finalize

plans for training with BASE resources.

2.2 Objectives

Objectives for the training are at two levels: 1) the primary focus is on the ultimate goal...changing classroom teacher behavior, and 2) developing teacher training capability to impact on that behavior. Since the training time for classroom teachers will be very short, the focus will be on skills which the MED has identified as priority need.

2.2.1 As a result of the training, classroom teachers will:

- make and collect materials that children can use in at least different kind of activities to develop competence in math and language arts, and to develop personal, social, cognitive and physical capabilities, and demonstrate their use in at least 5 different activities.
- demonstrate ability to manage a classroom effectively, by organizing and directing different configurations of activities (individualized/self-conducted, pairs, small groups and whole class) and setting up at least two learning centers to reach specified learning objectives.
- be able to explain basic learning principles upon which the MED has based methodologies and give examples of classroom applications for each (i.e. whole child, activity-based learning; reinforcement through positive feedback; practice of target task with immediate knowledge of results; varying approaches to teaching and learning activities, importance of establishing purpose and context for learning activities, matching tasks to individuals maturity and experience, sequencing content from concrete experience to abstract, from simple to complex, from familiar to unknown, opportunities for children to experience and make errors as necessary part of learning, developing guessing skills, asking reflective questions, developing children's self-esteem and confidence). Conversely, the teacher should be able to explain why she is using a given practice or activity in her classroom, citing learning principles of Piaget, Montessori, Bloom, etc. as the basis.

2.2.2 As a result of the CLASP training, the 30 teacher trainers will:

- train an additional group of 60 primary teacher trainers in a "multiplier effect" activity, using at least 3 adult education strategies/activities.
- head up a team of two "trainee-trainers" and conduct a two-day classroom teacher training Practicum.
- lead a critiquing session after observing a training session or a self-critiquing session, after giving a demonstration, using positive reinforcement and feedback techniques.
- be able to demonstrate the following classroom practices and explain the relevant learning principles upon which each is based:
 - 1) learners working in pairs or small groups (3 to 5)
 - 2) learners using self-checking instructional materials (i.e answer-key cards, card games, etc.)
 - 3) learners using a variety of locally found materials in concrete experiences
 - 4) asking thought-provoking questions and giving encouraging helpful and positive responses
 - 5) organizing so that individuals are working on different tasks in learning centers

3.0 Selection of Trainers

The MED intends to identify at least 90 trainers from the existing pool of technicians who have at least part-time responsibility for inservice training of primary classroom teachers. The pool consists of technician specialists at different levels of the MED.

- 6 Central/National MED
- at least 3 in each of the 16 Departments
- up to 6 in each of the 143 Municipalities
- 3 or 4 in each Normal School

The MED will distribute the CLASP application forms to at least 90 technicians who, it is believed, meet the criteria of the CLASP Program, have potential as full-time trainers, and the confidence of the MED.

By January 5, 1993, the applications are to be filed with the USAID/N Training Office, where they will be screened and ranked, based on CLASP criteria. The MED may choose to collect and rank the applications prior to submitting them to USAID. However, it is understood that USAID/N has the responsibility for assuring that all participants meet the CLASP criteria.

The USAID/N Training Committee will identify the 30 best qualified and ten alternates for training in the U.S. The MED and USAID/N will jointly finalize the list of additional trainees who will be trained during the CLASP Multiplier Effect activity. It will be important to hold firm to the need for commitment to full-time training on the part of participants (or as near to it as possible).

4.0 Methodology

4.1 Target Methodology for Classroom

Teachers are to be trained to organize classrooms that allow and encourage children to explore and experiment, and to learn from making mistakes. The classrooms are to be activity-oriented and children are to learn from each other, as well as from the teacher and from varied concrete experiences. The model currently promoted by the Ministry of Education in Nicaragua (MED) is Piaget/Montessori/Bloom based and has been widely adopted elsewhere. The Colombian "Escuela Activa" is one example.

In 1992, the MED Sub-Directorate of Basic Education conducted a pilot program to improve the teaching of language arts (reading/writing) and mathematics: Proyecto Aprendizaje Lectura Escrita y Matematica (PALE/PAM) with assistance from the Organization of American States and UNICEF. The program, during its first pilot year, was considered to be highly successful by the MED, producing an unusually high rate of passes in the 25 first grade classes in which it was tried. There is great emphasis by the MED on disseminating the methodology of the project. To begin the pilot project, a series of training sessions were held in Nicaragua led by Dr. Margarita Gomez Palacio, Rector of the University of The Americas.

The Sub-Director of Basic Education, Lic. Gloria Gutierrez de Gaitan strongly recommended that Dr. Gomez Palacio or someone designated by her, be consulted by the US training institution that will train the trainers.

As stated above, the methodology is based on the philosophies of Piaget (the importance of shaping instruction to the developmental stage of each individual child, rather than to rigidly prescribed and sequenced whole-class objectives) of Montessori (the importance of concrete experience), with a smattering of Bloom and other educators and child psychologists who emphasize the importance of reflective thinking, problem-solving, encouraging experimentation and being encouraged to guess and make mistakes, positive self-concept, and so on. The implication for the teacher training methodology is that the trainers must model exactly that same style of training.

In practice, classrooms must have a variety of learning materials, be conducted mostly through small group, paired, and individualized learning activities with children working on many different tasks at any one time. This kind of instruction, while undeniably desirable, places a severe burden on the minimally trained teacher, working with few or no materials.

4.2 Teacher Training Methodology

The teacher trainer must model the classroom teacher target practices. Since these behaviors are as unfamiliar to the teacher trainers as they are to the teachers, developing their adult training skills in the short period of time available will require that the trainers explicitly verbalize the rationale behind the way in which training is conducted, as well as explain and carefully model specific behaviors and activities. Trainers must also use encouragement, positive reinforcement, reflective questioning techniques, in the conduct of the training sessions.

Methodology for training the classroom teachers must be experience-based. Time management will be an important skill that must be implicitly demonstrated and explicitly taught by trainers at all stages of this program.

The trainers will conduct the training in such a way as to demonstrate the target classroom practices and will explain why each practice is advocated and cite the authority, since the MED attaches great importance to the teachers' understanding the underlying philosophies of their program. The teacher trainers and trainers of trainers will rely on low-cost, free, home-made (by trainer or preferably trainee) materials in all training sessions.

Trainers should spend more time in modeling and having trainees practice than in lecture, basing their discussions of philosophy and methodology on concrete experience of trainees.

5.0 Specific Objectives

5.1 Classroom Teacher Training Component

The purpose of the two-day classroom teacher workshop is to begin to develop three areas of teacher skill: 1) the ability to organize a classroom that reflects the philosophies underlying the PALE/PAM classroom model described above, and to explain why each practice is advocated; 2) the ability to use classroom management practices that are effective with multigrade, overcrowded classrooms; and 3) the ability to develop an interesting, rich and effective learning environment through use of locally available, cheap or free, teacher and child-made learning materials.

1) **Methodology:** The 25 teachers in the pilot project (Proyecto Aprendizaje Lectura Escrita/Proyecto Aprendizaje Matematica, or PALE/PAM) received about 160 hours of training and two coordinator visits per week, along with \$700 worth of instructional materials and equipment per class.

Fairly detailed manuals containing directions for activities in math and language arts were developed and distributed to the 25 pilot teachers. MED officials in primary and basic education want this model replicated throughout the system. During this first two-day workshop the recommend objectives for the methodology area are:

-The teacher will be able to set up at least two learning centers: one where a child or a small group of children can develop language skills and another that focuses on development of mathematical skills and explain the rationale for the design.

-The teacher will be able to lead a small group critiquing another teacher/trainee's performance, using techniques of positive reinforcement, reflective questioning, or other of the techniques of the target model and tell which she is using and why.

2) **Multigrade and overcrowded classes:** Nicaragua has 2,100 teachers teaching the first three grades in multi-grade classrooms. Approximately 82% of the multigrade classes are in rural areas. Moreover, the tendency is for the first grades to be greatly over-crowded. Therefore, there is the need to train teachers in classroom management practices to deal with those two realities. The MED would like for teachers to be trained to develop and use self-instructional or "auto-conductore" materials, and to use peer learning strategies to help overcome the limitations of the overcrowded, multigrade classroom of beginning learners.

The specific objectives for this section of the teacher training course are as follows:

- The teacher will demonstrate organizing instruction in small groups (3 to 5 learners), pairs working together, and individuals working alone on self-instructional activities.
- The teacher will demonstrate using learner leaders to assist with instructional tasks.
- The teacher will prepare at least one set of self-instructional materials (i.e. a card game that develops any kind of paired-associates learning).

3) Use of readily accessible, cheap or free, teacher or child-made learning materials: While the MED has proved to its satisfaction that the modern whole-child, experiential approach to learning succeeds, it has succeeded in a model that is not replicable in its present form in the foreseeable future, given the economic realities of Nicaragua. The challenge facing the technical advisors and MED staff is to extract the essence from the successful methodology and to find ways to adapt the program so that dissemination of the essential practices is feasible, through a much more limited face-to-face teacher training model, and with materials that cost a great deal less than the \$20 per child of the pilot project.

To increase the complexity of the problem, there is the need not only to drastically reduce the cost of both training and materials but to adapt the methodology to the needs of the multigrade and oversized classroom situation as well. In reality, there are instructional models, such as the Hawaii English Program, that have deliberately structured the primary grade classrooms in a multigrade format, to take advantage of more experienced learners working with younger and less experienced children. In that case, materials were specifically designed to encourage children to teach children on some tasks, and to work individually on a great many others. Escuela Activa, initiated in Colombia, is an example of the kind of classroom being proposed for Nicaragua. UNICEF has been recommending and supporting dissemination of this model in Latin America, with El Salvador being one of the more recent pilot project sites. The experience there was that although the model is highly successful in the limited pilot project stage, where significant investments are made in intensive supervision, along with extensive provision of materials and teacher training, it was not possible to duplicate the model for wide dissemination. The challenge that trainers of trainers face, is to support the philosophy and practices underlying the methodology, while realistically adapting to a feasible classroom "package" for all the teachers and schools in Nicaragua.

There are other models upon which to draw, such as interactive radio, which models sound classroom teaching and actually serves as a teacher inservice while at the same time providing direct instruction to children in mathematics. However, the MED is not inclined to move very quickly in the direction of "high tech" and appears to be somewhat resistant to anything more complicated than the traditional approaches to teacher training (face-to-face). It is to be hoped that as the BASE Project gets underway and the MED staff gain experience and a greater sense of security, they will be more amenable to at least considering other promising innovations that have been tested and proven elsewhere.

5.2 Specific Objectives for Teacher Trainer Workshop

As a result of the Training of Trainers program, which is further detailed in Appendix C, the primary teacher trainers will be able to:

- work with a partner trainer to conduct a two day workshop for classroom teachers that enables 90% of the teacher trainees to reach the objectives cited above in Section 5.0. using at least 3 different techniques appropriate for training adult teachers.
- describe the characteristics of a classroom that is following the basic principles adopted by the MED, as demonstrated in Pilot Project PALE/PAM, and explain why each practice is desirable.
- following a teacher training session, participate in a feedback/debriefing/evaluation discussion with participants and other trainers offering positive and helpful suggestions for improving the next training session.

6.0 Evaluation

There are 3 levels of evaluation to be used for both teacher trainer and classroom teacher training activities:

1) Feedback/debriefing sessions:

Following each working session, the trainer will conduct a critiquing session, leading the trainees to identify what worked well, as well as what needed improvement or needed to be eliminated from the program. Trainees should be encouraged to offer positive suggestions and taught appropriate language for offering negative feedback, and should be taught to stick to the point: "How can this be done more effectively?" The objective(s) for each session should be written and explained prior to beginning the session, and used as the basis for the feedback session.

2) Trainees will be evaluated by trainers, in writing, on their demonstrations of target teaching and training practices, and for the quality of instructional materials collected or developed. Trainees may also be given written quizzes.

3) Teacher Trainees will complete feedback\evaluation forms that give them an opportunity to comment on logistical and administrative issues, as well as effectiveness of the training sessions.

TENTATIVE SCHEDULE

TRAINING OF TRAINERS PROGRAM

Approval of Training Design Outline A by MED and USAID	12/9/92
Applications and Other Forms to MED	12/11/92
Training Design Outline and RFP Guidelines to AED to prepare RFP	12/11/92
RFP to Potential Bidders	12/17/92
Applications due to USAID	1/5/93
Selection of Scholars	1/12/93
Proposals Due to AED	1/12/93
Selection of Training Institution(s)	1/19/93
Notification of Scholars	1/19/93
Orientation	1/26/93
Training Design Outline B to AED	2/2/93
Pre-Departure Program	2/3-5/93
U.S. Training Program	2/6-27/93
Follow-On Multiplier Effect Program (Training of Trainers)	3/22-24/93
Pilot Training Program for 900 Teachers	3/26-27/93
Evaluation and Feedback of Multiplier Effect (Trainers only)	3/30-31/93
Follow-On Technical Program	8/23-27/93

ATTACHMENT A (PAGE 2): SCHEDULE continued

Proposed Implementation Schedule

Interim Primary Teacher Training Program

- Feb 1, 1993 - Secure Services of Local Hire Administrative Assistant
US Teacher Training Contractor arrives in Nicaragua
- Feb 3-5 - Predeparture Program for CLASP Teacher Trainer
Participants
- Feb 6 - Departure of CLASP Teacher Trainer Participants
- Feb 14 - Other Teacher Trainers Identified by MED
- Training Materials Lists finalized
- Mechanism in place for procuring materials
- 30 Sites selected for Teacher Training
- Mechanism in place for providing logistical
support to Teacher Training
- Work Plan approved by GDO/ED for local hire
administrative assistant
- Feb 15-16 - US Teacher Training Contractor at training site in
US for evaluation Phase I, and coordination for
Phase II Multiplier/Practicum
- Feb 27 - CLASP participants return to Nicaragua
- Mar 15 - US contractor arrives in Nicaragua
- Mar 22-24 - CLASP participants train 60 more teacher trainers
- Mar 25-26 - 90 trainers field-test/practicum (30 sites for
900 multigrade/first grade teachers)
- Mar 28-29 - Evaluation/debriefing in Managua for 90 trainers
- ** Finalize Teacher Training Plan for 1993
- April onward - ** Provision of additional training courses is
dependent on funds available. Each course of
2 days for 30 teachers costs about \$2,000
(This includes \$25 worth of materials for
each teacher trained.)
- July 1 - Estimated arrival of Implementation Contractor
Technical Assistance Team

ATTACHMENT B: BUDGET FOR INTERIM TEACHER TRAINING PROGRAM

PART ONE: TRAINING TEACHER TRAINERS

1.0	THREE WEEKS AT US TRAINING INSTITUTION	(\$ US 135,000)
1.1	Training contract with US institution	90,000
1.2	Round trip air fare @ 1500 x 30	45,000
2.0	MULTIPLIER FOLLOW-ON IN MANAGUA (3 days x 30 becarios + 60 trainer/trainees)	(\$ 25,400)
2.1	Venue, lodging, food, travel @ \$20	5,400
2.3	Two US Trainer TAs*	20,000
	*TA cost budgeted here covers Parts 3.0 Practicum, and 4.0 Evaluation/debriefing for a total of 2 wks in Nicaragua.	
3.0	PRACTICUM	(\$ 86,657)
	(Two day teacher training workshops, 30 teachers in each WS, x 30 WS with 3 trainers per WS, on sites provided by MED)	
3.1	Meals, lodging, travel	
3.1.1	900 teachers @\$20 x 2 days	36,000
3.1.2	90 trainers @\$20 x 3 days	5,400
3.2	Teacher Training Materials @ \$25	24,750
3.3	2 US Trainer TAs* (budgeted above)	
3.4	Management Fee @ 31%	20,507
4.0	EVALUATION/DEBRIEFING (2 days:Managua)	(\$3,600)
4.1	90 Teacher-Trainers (travel, lodging, venue, food @ \$20/day)	3,600
4.2	US TA Trainers **budgeted above	
5.0	FOLLOW-ON TECHNICAL TRAINING IN FIELD	(\$14,788)
5.1	Two US TA Teacher Trainers	
5.1.1	Air round trip @ \$1500	3,000
5.1.2	Salary 7 days @\$300	4,200
5.1.3	Per diem @ \$166	2,988
5.1.4	Local travel, misc.	1,000
5.2	90 MED Teacher Trainers	
5.2.1	Two days Managua venue, lodging, food, travel @ \$20	3,600
6.0	TECHNICAL ASSISTANCE:Overall coordination	(\$ 46,243)
6.1	U.S. Contractor	27,800
6.2	Local Hire Administrator	7,500
6.3	Management Fee	10,943
7.0	CONTINGENCY	(\$ 6,645)

ATTACHMENT B (PAGE 2): BUDGET continued

PART TWO: CLASSROOM TEACHER TRAINING

According to Sr. William Garcia, Head of the Primaria Regular Division and the person responsible for primary teacher inservice training, there are an estimated 3,500 teachers of grades ones, two and three. About half of them teach in multigrade classes. Assuming that 30 teachers are trained at each workshop, 117 workshops will be needed to reach all teachers with first grade classes. The priority will be given to multigrade classes that include first grade.

Part One (Training Teacher Trainers) includes a Practicum where the trainers will practice their skills, working in teams of three. During that Practicum, 900 multigrade teachers will receive training, via thirty two day workshops at sites selected by the MED. Each CLASP trained teacher trainer will head up a team of two teacher trainer/trainees whom they have just trained in Managua during the Multiplier Training (Part I 2.0).

Teachers attending the workshop will receive materials necessary to reach the training objectives. Those materials will become the personal property of each teacher to use in her classrooms to continue putting into practice the skills learned during training. Details of the Practicum Budget are given above in Part One. Each additional workshop will cost about \$2,070. An additional 86 workshops will be required to reach all of the teachers of grades one, two and three.

Assumptions:

- Two trainers will train each group of 30 teachers in a two day workshop.
- Most multigrade classrooms are in isolated rural schools, therefore teachers will need overnight lodging for the two day workshop.
- Cost of training materials will be kept at no more than \$25 per teacher so that the classroom methodology being disseminated will be feasible.
- Trainers may have to travel a greater distance and need some preparation time, therefore will be provided with 3 days food and lodging.

1.0	Two Trainers meals, lodging, travel @ \$20 x 3 days	\$ 120
2.0	30 Teacher Participants, x 2 days x \$20	1,200
3.0	Teacher Training Materials @ \$25 x 30	750

ATTACHMENT B (PAGE 3): BUDGET continued

A total of approximately \$318,383 will train a national cadre of 90 Primary Teacher Trainers, along with 900 primary classroom teachers. The training activity should begin in February, with 30 Nicaragua educators being training at U.S. institutions through the CLASP Program. The second phase of the training program will take place in March, with the thirty remaining participants training an additional 60 in country as part of the multiplier part of the CLASP Program. Immediately following the three-day multiplier program, the 90 newly trained trainers will conduct two day workshops (the Practicum) to about 900 primary teachers who have identified by the MED as being most in need of help. The Practicum will be funded by BASE as a bridge/interim activity before the implementation team arrives.

INTERIM TEACHER TRAINING BUDGET SUMMARY BY PROJECT FUNDING SOURCE

Part One: Training Teacher Trainers

<u>Component</u>	<u>Cost</u>	<u>CLASP</u>	<u>BASE</u>
1.0 US Training (30)	\$135,000	135,000	--
2.0 Multiplier (60)	25,450	25,450	--
3.0 Practicum (900)	86,657	--	86,657
4.0 Evaluation/Debrief (90)	3,600	3,600	--
5.0 Follow-on Tech Trng (90)	14,788	14,788	--
6.0 Technical Assistance	46,243	--	46,243
7.0 Contingency	6,645	--	6,645
GRAND TOTALS	\$ 318,383	\$ 178,838	\$139,545

ATTACHMENT C: CLASP PROGRAM DETAILS

CLASP - TRAINING OF TRAINERS

MINISTRY OF EDUCATION

BACKGROUND INFORMATION FOR WRITING RFP

- I. DATES FOR U.S. TRAINING: 2/6/93 - 2/27/93 (3 WEEKS)
DATES FOR FOLLOW-ON PROGRAM:
- | | |
|---|------------|
| MULTIPLIER EFFECT/TRAINING OF TRAINERS | 3/22-24/93 |
| MULTIPLIER EFFECT/PILOT TRAINING OF
TEACHERS | 3/26-27/93 |
| MULTIPLIER EFFECT/EVALUATION AND FEED-
BACK FOR TRAINERS | 3/30-31/93 |
| TECNICAL FOLLOW-ON PROGRAM | 8/23-27/93 |

II. TRAINING DESIGN OUTLINE: (See Attached Form A)

III. DESCRIPTION OF POTENTIAL SCHOLARS:

- A. # of scholars: 30 (10 alternates)
- B. Groups: RFP could request bid for 1 group of 30 (1 Training Institution) or 2 groups of 15 (2 Instituticns). Our recommendation from here is that it would be easier to deal with 1 institution if possible - more cost effective and easier for follow-on activities. However, we are not sure that it will be possible to find 1 institution that can handle 30 because of the short time fuse and the time of year.

In the event it is decided to use two institutions for U.S. training, we would suggest that the RFP request a separate follow-on budget for Nicaragua, so that you might select only one institution for follow-on.

C. Minimum Pre-requisites:

- * Age 25-50
- * At least 40% women
- * All scholars will be full-time employecs with at least two years experience with the Ministry of Education
- * Scholars will come from one of the following groups:

MED Group	Pool of Candidates
National level MED trainers	6
Departmental trainers	60
Municipal level trainers	500?
- * Trainers nominated must perform teacher training as their major responsibility for the Ministry
- * No previous USAID or USIS scholarship

D. **Selection Process:** MED will nominate approximately 90 people from the pool. The nominations will be screened by USAID and applications ranked according to criteria listed below. The 30 top candidates will be selected with the next 10 being alternates. USAID reserves the right to make adjustments if it turns out that the top 30 do not include at least 40% women.

- Economic Disadvantage: (max. 25 points)
- Social Disadvantage: (max. 25 points)
- Leadership Potential: (max. 25 points)
- school/personal
- Training Experience, (max. 25 points)
- current involvement and
- Leadership:

IV. GENERAL PROGRAM:

A. **Context:** The current priority of the Ministry of Education in Nicaragua is to improve education delivery and reduce retention rates in the primary grades. USAID is currently developing an RFP for a basic education project (BASE) to support this MED priority, similar to those projects in El Salvador and Honduras. However, the BASE project is not expected to be in the field until at least July, 1993 at the earliest, far too late to impact on the 1993 school year which begins in early March.

In the interim, MED and USAID have the following initial goals:

- 1) To enable first grade and multi-grade primary teachers to facilitate learning, specifically in math and reading.
- 2) To reduce the rates of retention, repetition and desertion in the primary grades.

This interim training program builds on the Nicaragua Primary Education Subsector Assessment, which identified the high failure rate in first grade and multigrade classes as a priority problem, citing classroom teachers' lack of training to teach language arts and mathematics to primary children as a key factor.

Last year, a pilot program called Proyecto Aprendizaje Lengua Escrita y Proyecto Aprendizaje Matematicas (PALE/PAM) was instituted by the MED with international donor funds, in which 25 first grade teachers received approximately 160 hours of training, two coordinator visits per week, and \$700 of instructional materials and equipment per classroom. Training and methodologies based on Piaget and Montessori were introduced by Dra. Margaret Gomez Palacio of the University of Mexico, with some emphasis on

Bloom's taxonomy of cognitive objectives as the structure upon which to help teachers carry out classroom practices that develop higher order thinking skills in learners. The program promoted the concepts of children as active participants in a variety of concrete experiences, working in pairs and small groups, playing games, and receiving a lot of positive reinforcement from the teacher and each other. The PALE/PAM teaching materials emphasize the necessity of the teacher developing reflective questioning techniques, considering the whole child as well as individual differences, and varying approaches to facilitating learning. Sizeable books and manuals containing directions for carrying out participatory activities in language arts and math were developed and used by the pilot teachers.

The evaluations and results from the PALE/PAM program were very positive, and the MED is now extremely interested in dispersing these methodologies throughout the primary grades. However, there is only limited funding to carry out this goal until the BASE project becomes a reality. The Interim In-Service Teacher Training Plan has been jointly developed by USAID/N and MED to bridge this gap.

- B. **General Purpose:** The general purpose of this interim teacher training program is to increase the amount of time children spend in effective, active learning experiences. The focus will be the first grade teachers and multi-grade classrooms.

In discussing this program with MED, we have concluded the following:

The assumption is that limiting factors to reaching the goals listed above are teacher lack of training and experience with child-centered activities, and lack of materials.

The second assumption is that the current MED trainers do not currently have the skills to provide the necessary training to these teachers nor do they have the resources to provide the training.

The third assumption is that the MED does not have the resources to provide the necessary materials in the classroom, and therefore teachers must be trained to make maximum use of locally available materials.

The fourth assumption is that the trainers and teachers need more information about basic learning principles and modern theories of education (psychology/pedagogy etc.) However, there is an even greater need for skills in **applying** theory and philosophy in the classroom.

C. **General Design:** Given these assumptions, the program will be a coordinated response of CLASP and LACDR/EHR, to develop a training program with a combined follow-on including multiplier effect, follow-on technical training and provision of basic classroom materials.

The CLASP portion will include:

- 1) A U.S. Training of Trainers Program;
- 2) An in-country follow-on multiplier effect in which the 30 Nicaraguan trainers supported and supervised by U.S. trainers provide a training program for 60 additional MED trainers. All MED trainers will then provide a pilot training for 900 first grade teachers in various sessions around the country, after which the trainers will again gather for feedback on problems and successes.
- 3) A follow-on technical training in which U.S. trainers will observe Nicaraguan trainers in action and then have a follow-on technical seminar to refresh skills, provide on-the-job feedback, and provide additional training concepts as appropriate.

The LACDR/EHR part of the program will include:

- 1) The pilot training program for 900 teachers.
- 2) At least 15 additional training sessions for other primary teachers
- 3) \$25 of materials which will support participating teachers in creating educational materials from local resources.

It is intended that the BASE program will provide funding for continuing the 2 day training sessions until all first grade and multi-grade primary teachers are reached.

THIS RFP IS FOR THE CLASP PORTION ONLY.

D. **CLASP Program Outline:**

- 1) Orientation: (1 day)
 - a) What is USAID and AED
 - b) What is the CLASP Program (Technical/Leadership/ Experience America/Survival English/Follow-on/ Multiplier Effect)
 - c) Introduction to Survival English (distribution of basic tape)
 - d) Introduce Group Development
 - e) Introduce Draft Training Design Outline (Form A)
 - f) Individual needs assessment
 - g) Provide list of what to take to U.S. and Luggage Restrictions
 - h) Introduction to Experience America/Nicaragua

2) Pre-Departure Program: (3 days)

- a) Continue Survival English
- b) Continue Group Development/Introduce Leadership Devt.
- c) Training Expectations: Review Training Design (Forms A and B)
- d) Introduction to U.S. Training Institution(s), Location(s), and where/how they will live
- e) Prepare Group for Travel to the U.S. (logistics/ airport/customs)
- f) Orientation to Experience America
- g) Prepare Experience Nicaragua Program to share
- h) Introduce Education in the U.S.

3) U.S. Training Program: (3 weeks) It is recommended that the training program integrate the components listed below in approximately the following manner:

- * Orientation: (10 hours)
- * Learning Methodologies and theories applied to math and reading in the primary grades (20-25 hours)
- * Adult Education Methodologies and Practices (20-25 hours)
- * Practicum/internship (20-25 hours)
- * Other Experience America Activities (20 hours)
- * Survival English (10 hours)
- * Re-Entry Preparations (5 hours)

a) Technical Program - The technical program will have three important components:

- 1) Learning Methodologies and theories as they are applied to math and reading in the primary grades. (Materials from the PALE/PAM program will be provided to the Training Institution for reference and the Training Institution will be encouraged to discuss that pilot project directly with Dra. Gomez Palacio. Emphasis should be on explicit applications of each methodology to the Nicaragua reality.
- 2) Adult Education Methodologies/Training of Trainers
Note: The MED prefers to refer to Teacher Education Methodologies rather than to the more general term of Adult Education.
- 3) Development of Plan for 2 day Training Program for First Grade Teachers. The group should also be involved in planning their participation in the first week of multiplier effect (see follow-on program below)

Priorities for Content of Technical Component 1:

* Methodologies supporting time-on-task/classroom management:

- group work/cooperative education
- varied learning activities to reach children with different learning styles
- child centered/experience based learning
- use of learning centers
- peer learning strategies

Note: There is a special need to train teachers in classroom management practices to deal with two Nicaraguan realities: 1) overcrowded first grade classrooms; 2) Nicaragua has 2100 teachers teaching in multi-grade classrooms, mostly in rural areas.

* Effective use of available classroom materials:

- collecting and making education materials from locally available materials
- using texts, chalkboard, realia, student made and teacher made materials

Note: While the PALE/PAM Project has proven to the MED that the modern whole-child, experiential approach to learning works, it has succeeded in a model that is not replicable. The challenge is to extract the essence of the Pilot Project and find ways to disseminate the essential practices through a much more limited face-to-face training model, and with a great deal less materials cost than the \$20/child.

* Positive Reinforcement Skills:

- practice
- feedback
- reward
- self-esteem/confidence
- asking good leading questions

These priorities should as part of the training, be directly applied to reading and math at the primary level, with emphasis on first grade. In language learning the emphasis should be on whole child experience, not on any one methodology such as phonics. In math learning, the emphasis should be on moving learners from the concrete to the abstract, from simple to the complex, and from the familiar to the unknown.

NOTE: The U.S. Training Institution should also be aware of two other issues which will affect training. First, national MED staff is extremely antagonistic to anything that appears to be politically "leftist". What may appear to the average American educator as standard practice, might be interpreted as "leftist" or representing the "escuela popular" of the Sandinistas by some Nicaragua participants. It would be worthwhile for the selected Training Institution to become familiar with the characteristics of "escuela popular" so that they will not be taken by surprise. Secondly, one group of Nicaraguan Supervisors who went for a 9 week program in the U.S. last November, complained about Latino instructors from other Central and Latin American countries who seemed more interested in promoting political discussions than educational concepts. Training institutions should ponder on what could be done to emphasize that the focus and task is to improve classroom teaching, and not to save the world, at least in this forum.

- b) Leadership Training: should be closely tied to the development of adult education skills and techniques which trainers will need in order to facilitate training sessions for teachers. It should also be closely tied to group development and management skills with emphasis on democratic leadership and group management. Leadership and group development will be initiated in the Pre-Departure Program. The Training Institution should be prepared to ask the group what organizational structure they have developed to date and try to build on that structure rather than creating a new one.
- c) Experience America/Nicaragua: This training component should include the following with the top priority being experiences which involve experiences in U.S. schools.
 - 1) Highly recommend including a short internship in a first grade classroom and/or teacher training program for primary school teachers. Recommend using bilingual English/Spanish classrooms where possible, because of limited English experience.
 - 2) Visits/Discussions/Observations of first grade U.S. classrooms using desired methodologies and/or teacher training programs. Recommend visiting schools with fewer resources who do a good job of using available materials and resources.
 - 3) Discussions with Teacher Trainers and Primary School Teachers; visits to PTA; Observe methods of parent and community involvement in primary schools.

- 4) Opportunities to share Nicaraguan customs and culture with school groups as well as other community groups.
- 5) Opportunities to visit local cultural/educational points of interest
- 6) Opportunity to have at least a meal and evening or a day with an American family - may not have time for traditional homestay.
- 7) Nicaraguans who have never been to the United States are not prepared for the open array of written opinions and opposing views (freedom of the press) nor the lack of knowledge of many Americans about what is going on in Nicaragua. Although these issues will be addressed in Pre-Departure, the Training Institution should be sensitive to this type of culture shock.

d) Survival English: Due to the short preparation time and short U.S. stay of this group, they will have only minimal survival English. (approximately 6 hours plus use of a audio tape). Recommend continuing Survival English 2-3 hours/week while in U.S. tying in cultural experience America activities.

4) Follow-on Program: The RFP should include request for follow-on program to include two components:

a) Multiplier Effect: 10 day Continued Training of Trainers in-country approximately 1 month following the U.S. Training. The training institution selected will be expected to provide 2 U.S. trainers (who have participated in the U.S. Training of Trainers Program) who will plan and supervise the implementation of the multiplier effect program.

1) U.S. Trainers should plan a 3 day training session for 60 trainers who remained behind in Nicaragua. This training should include technical training (as described in components 1 and 2 above), and involve the 30 U.S. trained Nicaraguans as session and learning center facilitators. For ex., the 60 trainers might be divided into 6 groups of 10 with 5 U.S. ex-scholars assigned to work with each group.

2) When the trainers actually go to work in the field we are currently anticipating they will go in groups of 3, 1 U.S. trained + 2 locally trained trainers. They will offer a 2 day pilot program, training approximately 900 (30 groups of 30) teachers.

During the 2 day pilot program, U.S. Trainers will provide information sessions on the U.S. and in-country training program to MED supervisors/school directors, and/or will visit some sites and observe actual training implementation.

After the pilot program, the trainers will return to Managua for 1-2 days of debriefing and feedback with the U.S. trainers.

The U.S. Training Institution should budget for the two U.S. trainers to be in Nicaragua from 2 days before the Follow-on Program begins to one day after completion, a total of 12 days including travel days.

- b) Technical Training (approximately one week in August, 1993). The Institution selected will be expected to provide the same 2 U.S. trainers to again visit Nicaragua. Again the U.S. trainers will have the opportunity to visit some field training sites before providing a 2 day technical follow-on program for the 90 (30+60) Nicaraguan trainers. The detailed needs of the trainers for this technical program will be provided to the institution at least 6 weeks prior to their second visit to Nicaragua.

V. OTHER REQUIREMENTS OF THE TRAINING INSTITUTION:

The selected training institution(s) shall provide the following to AED/Nicaragua by DHL as soon as possible after selection and in time for Pre-Departure:

- 1) video tapes and/or slides with descriptions of what is depicted (preferably in Spanish but English will suffice)
 - * institution and the place(s) participants will live and study
 - * city or town and state where institution is located
 - * U.S. schools which the group might visit
- 2) brochures or other handouts developed for scholars which would help alleviate anxieties about where they will be staying in the U.S.
- 3) a 2-4 page description of the education system where the scholars will be working.
- 4) A Completed Copy of Training Design Outline B which delineates the Training Plan of the Institution in response to Training Design Outline A provided in the RFP.

AED will be glad to send back video tapes or other audiovisuals with the group if necessary.

VI. RECOMMENDED INSTITUTIONS TO RECEIVE RFP

- 1) INTERFACE - Portland, Oregon
- 2) CSLA - Baton Rouge, LA
- 3) University of Texas - El Paso, TE
- 4) ITD - Arizona
- 5) Any other institutions which AED has used for Training of Trainers or Primary Teacher Programs

MASTER DISENO
 ESQUEMA DE ENTREAMIENTO CLASP
 USAID NICARAGUA

Nombre del Programa: Entrenamiento Basico en las Estrategia de Capacitacion de Capacitadores

Organizacion Intermediaria: Ministerio de Educacion

Numero de Participantes: 30 capacitadores

Proposito: Capacitar a los capacitadores del Ministerio de Educacion para que estos puedan capacitar a los maestros primarios en las metodologias y teorias (Piaget, Montessori, Bloom) aplicadas especificamente a la ensenanza de la lectura y las matematicas en los grados primarios. El proposito es aumentar el tiempo que los ninos participen en experiencias de aprendizaje efectivas y activas.

Indicadores de Exito en la Aplicacion de los Entrenamientos	Componentes de Entrenamiento CLASP y Actividades Especificas	Medios Para Verificar el Exito de las Aplicaciones
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LIDERAZGO:

Individual:

Cada capacitador facilitara por lo menos una sesion en el programa de efecto multiplicador para los otros capacitadores

1. Mejorar el desempeno personal de los capacitadores por conocer y practicar cualidades de un facilitador

- Actividades:
- * metodologia de ensenanza de adultos
 - * facilitacion de grupos
 - * tratamiento de cambio y la resistencia al cambio
 - * desarrollo de cualidades de un lider

Durante el programa de efecto multiplicador, los capacitadores de los EEUU daran retroalimentacion en cuanto a la facilitacion de los capacitadores

Grupal:

Los capacitadores planificaran e implementaran tres sesiones de 2

2. Fortalecer el trabajo en grupo que le permite elevar la eficiencia y mística de los capacitadores.

El MED sera responsable asistir a los seminarios de capacitacion de

Indicadores de Exito en la Aplicacion de los Entrenamientos

dias cada mes para maestras del primer grado y aulas de multi-grados

Componentes de Entrenamiento CLASP y Actividades Especificas

Actividades:

- * realizacion de seminarios de efecto multiplicador
- * trabajo cooperativo
- * compartir experiencias de trabajo
- * elevar la auto-estima del capacitador
- * orientar características de identificación CLASP/MED

Medios Para Verificar el Exito de las Aplicaciones

maestros y proveer seguimiento de esas sesiones

HABILIDADES TECNICAS

Individual:

Los capacitadores utilizaran por lo menos 5 nuevas metodologias de aplicar aprendizaje en los aulas del primer y multi-grados

1. Conocer y experimentar los componentes tecnicos prioritarios siguientes:

- A) Metodologias que apoyen el mejor uso de tiempo en actividades de aprendizaje, con enfasis en las metodologias usadas en el Proyecto PAM/PALE
 - * centros de aprendizaje
 - * educacion cooperativa
 - * educacion experiential

Durante la Capacitacion:

Evaluacion de los conocimientos despues de cada componente

Utilizaran por lo menos 10 nuevos modos de crear y usar materiales de aprendizaje

- B) Uso efectivo de materiales locales y accesibles

- * creacion de materiales
- * uso de textos y manuales del Proyecto PAM/PALE,

Despues de la Capacitacion: Evaluacion por USAID

Utilizaran por lo menos 3 nuevas metodologias de retroalimentacion positivas

- C) Aumentar habilidades de retroalimentacion positivas
 - * practicas

Indicadores de Exito en la Aplicacion de los Entrenamientos

Componentes de Entrenamiento CLASP y Actividades Especificas

Medios Para Verificar el Exito de las Aplicaciones

Grupal:

Los capacitadores facilitaran programas de efecto multiplicador usando por lo menos 5 tec de educacion de maestros

- 2. Adquirir/fortalecer tecnicas para educacion de maestros que faciliten el efecto multiplicador
 - * metodologias de educacion de maestros
 - * tecnicas de motivacion y animacion
 - * diseno de seminarios
 - * planeamiento de actividades de efecto multiplicador
 - * tecnicas de comunicacion
 - * practicas grupales
 - * tecnicas de retroalimentacion

Ver un video del desempeno de su trabajo en las sesiones con retroalimentacion sobre el uso de tecnicas de educacion de maestros

Grupal:

Los capacitadores ayudaran a implementar el programa de efecto multiplicador dentro de 6 semanas despues de regresar a Nicaragua

- 3. Conocer el plan de capacitar a 60 otros capacitadores y el papel de los 30 como facilitadores de grupitos

Retroalimentacion por los capacitadores de los EEUU de las tecnicas usadas por los capacitadores.

Los 90 capacitadores haran una capacitacion piloto de 2 dias para 900 maestros de primer grado y de multi-grado

- 4. Hacer un plan de capacitacion para la capacitacion piloto

Indicadores de Exito
en la Aplicacion de
los Entrenamientos

Componentes de Entren-
amiento CLASP y Acti-
vidades Especificas

Medios Para Veri-
ficar el Exito
de las Aplicaci-
ones

EXPERIMENTE AMERICA/NICARAGUA

Los participantes haran
por lo menos 3 presenta-
ciones sobre sus experi-
encias en los EEUU

1. Actividades en/con
las escuelas en
los EEUU

- * interno
- * visitas
- * observaciones
- * reuniones
- * discusiones
- * intercambio de presentaciones culturales

Despues de la
Capacitacion

Evaluacion por
USAID/OIT

2. Otras Actividades

- * Visitas a puntos de interes
- * Participacion en dias de fiesta
- * Visitas con familias

INGLES DE SUPERVIVENCIA:

Los participantes podran
defenderse en situaci-
ones basicas de supervi-
vencia

Actividades:

- * cambiar dinero
- * hacer una llamada telefonica
- * comprar algo en una tienda
- * presentarse y presentar a un amigo
- * saludos comunes
- * palabras comunes de educacion y escuelas
- * hablar de su familia

ATTACHMENT D: LIST OF TRAINING MATERIALS

Attachment D page 1

SUGGESTED LIST OF TRAINING MATERIALS
FOR EACH PRIMARY CLASSROOM TEACHER TRAINED

This list and the accompanying suggestions for inclusion in the teacher program has been developed to enable the classroom teacher to establish a learning environment in her classroom that will incorporate the philosophy and methodologies of the PALE/PAM project which has been described in Attachment E.

The materials list for the PALE/PAM classrooms served as the basis for this list, and the US training institution should be requested to assist the participant Teacher Trainers to use their creativity to adapt that list so that the budget required to recreate an appropriate learning environment, and carry out the indicated activities is practical, within the budgetary constraints of both the MED and the BASE Project. The total amount per classroom is to be kept within the \$25 budget allowance during the first round of primary teacher training. The idea is that the teacher trainees will be provided with the basic materials on this list, and with suggestions for making and collecting and using free materials to be found in their localities to augment those in the training package. The quantities given are for 900 teachers and 90 trainers.

Part One: TO Buy (1000 of each of the following)

small bag of flour
small bag of salt
scissors
pkt of large needles of assorted sizes
spools of heavy thread
rulers
cloth/plastic measuring tape
stencils (letters, numbers, symbols)
chalk
markers (large)
balls of cord/heavy string
packets of assorted color construction paper
compass (to make circles)
thumb tacks/push pins
large rolls of masking tape
giant boxes of crayons, assorted colors
clothes pins (50 per teacher)
colored poster paint powder: 3 primary colors, white, and black
paint brushes, primary size
Buy as much newsprint, and cartalina per teacher as the budget allows
Other nice to have things: pick-up sticks, dice, deck of cards, dominos.

32

ATTACHMENT D (PAGE 2): TRAINING MATERIALS

THINGS TO MAKE

Collections

At training institution (to take home):

- a tape of songs and singing games for the teachers to learn during workshop, collected from all participants, as well as learned from trainers and from the library.
- a collection of activity cards with the directions for simple games on each.

At home in Nicaragua:

bottles/jugs with screw lids	popsicle and lollipop sticks
rags (for cleaning/making stuff)	bottle caps
plastic containers/lids	buttons
gourds	shells
lengths of bamboo	seeds
plastic bags	newspapers/magazines
boxes, all sizes/any material	catalogs
calendars	coat hangers
pieces of string and wire	tin cans, all sizes/shapes
empty, clean containers (to play store)	
"solid shapes" (spheres, prisms, cubes, cylinders, etc.)	
"Let's Pretend" Box, clothes/hats/scarfs/costume stuff	
Boxes of sand, dirt, stones of different sizes	

OTHER THINGS TO MAKE

Children should help make these things, doing as much as they can:

- paste (flour and water)
- modeling clay/play dough (flour, salt and water)
- finger paint (flour or starch, water and poster paint)
- abacus of buttons, seed
- papier mache (puppets, musical instruments/maracas, world globe, etc.)
- jig-saw puzzles (pictures/words)
- a cardboard box bulletin board (cloth covered, if you wish)
- a "clothes line" for hanging examples of kid's work, instructions, -
- musical instruments (drums, bottle-cap tambourine, whistles/flutes, wood-
- blocks and sticks, bamboo sticks)
- rag or plastic bag scrap-stuffed ball
- braided rag jump rope
- tactile alphabet/word/numeral cards from beans, seeds, sand, etc.
- clock with moveable hands; tops; child-dictated and illustrated story
- books or story cards; and let your imagination run wild...

PROYECTO PILOTO PARA LA EXPERIMENTACION PEDAGOGICA CON LA
" PROPUESTA PARA EL APRENDIZAJE DE LA MATEMATICA" Y LA
" PROPUESTA PARA EL APRENDIZAJE DE LA LENGUA ESCRITA", EN
LOS PRIMEROS GRADOS DE EDUCACION PRIMARIA

PROPOSITOS:

El fin que persigue este proyecto es ofrecer a maestros y alumnos de los dos primeros grados de educación primaria una alternativa metodológica diferente a las ya experimentadas con los diversos "métodos", que contribuya a elevar la calidad de la educación y a disminuir los índices de repitencia y abandono escolar.

ANTECEDENTES:

Las propuestas para el Aprendizaje de la Lengua Escrita y de la Matemática han sido ampliamente experimentadas en México, a nivel nacional y en algunos otros países de latinoamérica en menor medida; mostrando, mediante el trabajo con ellas, una calidad superior en el aprendizaje de los alumnos a la vez que gran satisfacción por parte de los maestros al observar y constatar la formación de niños con actitudes reflexivas, inquisitivas y participativas, al lado de las cuales, o como resultado de las mismas, se favorece al desarrollo del pensamiento y los aprendizajes significativos de sus alumnos.

CARACTERISTICAS GENERALES DEL TRABAJO CON LAS PROPUESTAS:

La principal característica de esta metodología es que se fundamenta en el conocimiento de los procesos del Pensamiento Infantil con respecto de los contenidos que ha de adquirir; conocimientos que sirven de base y punto de partida para que el maestro, al relacionarlos con su conocimiento de los objetos culturales- la matemática y el sistema de escritura efectúe la derivación metodológica más apropiada para cada alumno y realice su función docente como un propiciador del aprendizaje y del desarrollo evolutivo de los niños, mediante la transformación de las situaciones didácticas en situaciones de aprendizaje con sentido para sus alumnos.

El desarrollo de esta metodología implica la no predeterminación de los contenidos, ni el seguimiento de pasos rígidos como proponen los métodos para todo un grupo; obliga sí al análisis de los contenidos que cada niño va alcanzando en su particular proceso y ritmo de aprendizaje; e implica el uso de gran diversidad de materiales para la interacción de los niños con los objetos de conocimiento. Implica también un gran esfuerzo por parte de los maestros para comprender las bases teóricas y modificar sus formas de enseñanza; es decir, el maestro debe seguir, al igual que los alumnos, su propio proceso.

Para apoyar al maestro en este proceso es necesario brindarle, durante cierto tiempo, programas de capacitación-actualización, asesoría técnica en el aula y tiempo para reuniones técnicas de intercambio de experiencia. Para este fin, los equipos técnicos del Ministerio de Educación de Nicaragua, quienes prestarán estos servicios al magisterio, dentro del proyecto han recibido ya, con el apoyo de la OEA y la UNESCO los cursos de capacitación indispensables y contarán en el inicio del proyecto con el apoyo de consultores mexicanos durante un período de tres meses.

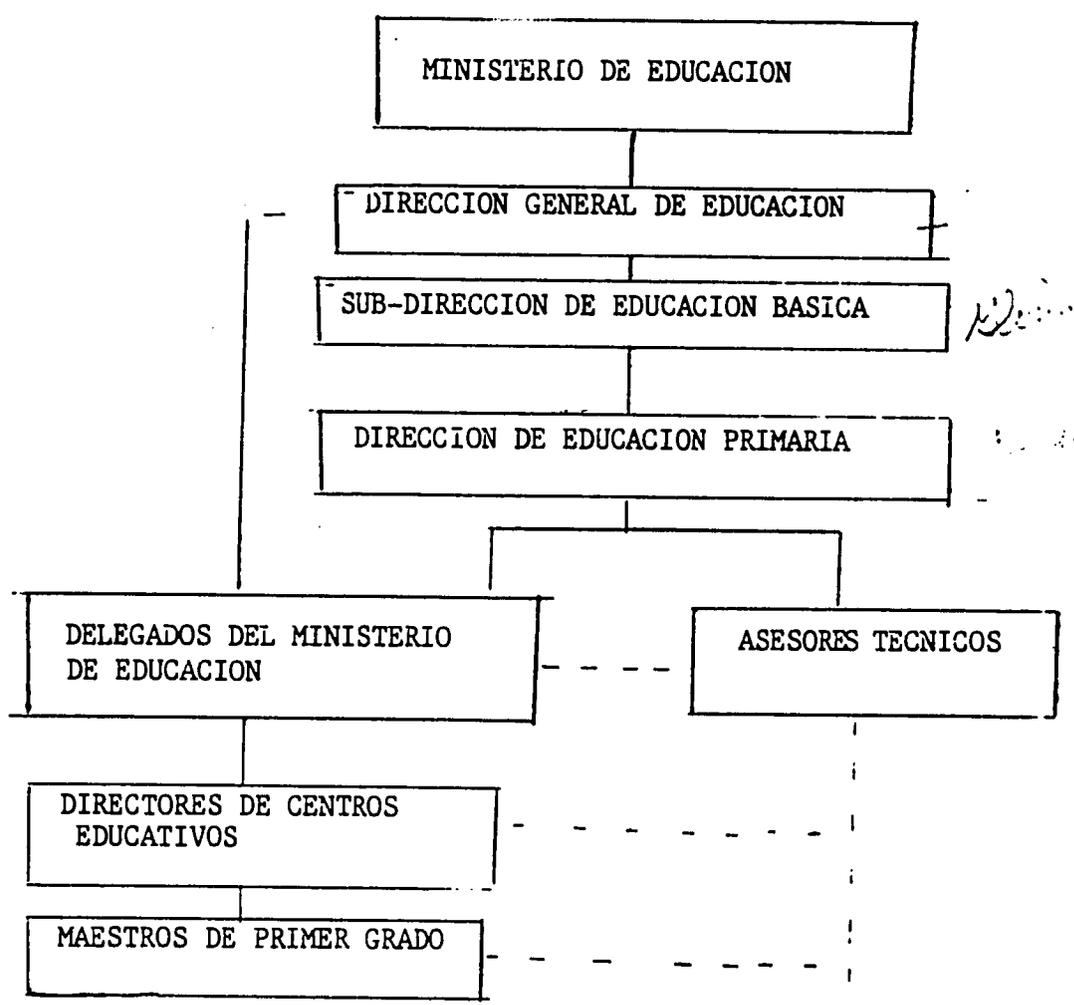
PARTICIPANTES:

Esta experiencia se llevará a efecto en los municipios de Maragua, San Isidro, Matagalpa; Potosí, Rivas y Tecolostote, Boaco.

Comprenderá 10 escuelas: 4 en zona urbana y 6 en zona rural. Incluirá a 24 grupos de primer grado, del turno matutino, atendiendo a un número aproximado de 955 alumnos y a 25 maestros.

El proyecto contiene en su programa el brindar información a directivos y maestros de los otros grados escolares en las escuelas participantes; así como el trabajo para informar e involucrar en el proyecto a los padres de familia de los alumnos que formarán parte de éste.

ESTRUCTURA ORGANIZATIVA DEL PROYECTO



DEPENDENCIA

INTERRELACION

SECCIONES DE PRIMER GRADO PARTICIPANTES (TURNO MATUTINO)

MUNICIPIOS	ESCUELAS	MEDIO		No. DE SECCIONES	No. DE ALUMNOS (APROX.)
		RURAL	URBANA		
1. San Isidro, Matagalpa	1. Victor M. González	x		5	200
2. Potosí, Rivas	2. Villa Julián Roque	x		1	30
	3. Justo Castillo	x		2	80
	4. Guillermo A. Ruíz (El Limonal)		x	2	60
	5. Rodolfo López (Apompoa)		x	2	80
	6. (San José)		x	1	40
	3. Tecolostote, Boaco	7. Escuela Mixta		x	3
8. (San Antonio)			x	1	35
9. (La Peña)			x	1	35
4. Managua	10. Nicarao	x		6	275
TOTALES : 4	10	4	6	24	955

PROGRAMA PRESUPUESTO

ACTIVIDAD I.-

Adquisición de materiales para Matemática y de Bibliotecas para Lengua Escrita.

Propósito :

Equipar a cada grupo con los materiales necesarios para propiciar la interacción de los alumnos con los objetos de conocimiento.

Periodo de Realización :

Junio de 1992

1. Matemática :

Concepto	Costo por Sección (Grupo)	Costo Total (25 secciones o grupos)
materiales diversos (Ver Anexo 1)	\$ 630.95	\$ 15,773.20

2. LENGUA ESCRITA ;

TITULO	Costo Unitario	Cantidad para 25 grupos	Costo Total
--------	----------------	-------------------------------	----------------

Sub-Total 1.	\$ 15,773.00
Sub-Total 2.	\$ _____
Total de la Actividad	\$ _____

ACRIVIDAD II : CURSOS DE CAPACITACION PARA MAESTROS

Propósito :

Que los Maestros de grupo adquieran la capacitación inicial en las dos areas de aprendizaje para iniciar la experiencia.

Periodo de Realización:

Junio de 1992 (Matemática)

Julio de 1992 (Lengua Escrita)

1. VIATICOS PARA ASESORES TECNICOS Y CONSULTOR.

Personas	Días	Viático Diario por persona (en Dólares)	Cursos	Sub-Total
5	10	10	2	\$ 1000.00

2. VIATICOS PARA MAESTROS DE GRUPO.

Personas	Días	Viático diario por persona	Cursos	Sub-Total
25	10	7.4	2	\$ 3,700

3. GASTOS DE COMBUSTIBLE PARA TRANSPORTACION DE ASESORES TECNICOS Y CONSULTOR

Días de salida	Costo por salida	Sub-Total
20	\$ 20	\$ 400.00

4. REPRODUCCION DE MATERIALES BIBLIOGRAFICOS PARA 25 MAESTROS

a. Matemática (paquete y propuesta) 473 pág.x .50	Sub-Total '\$ 50
b. Lengua Escrita & Propuestas y Paquete de Lingüística)	\$ 50

TOTAL \$. . .
5200.

ACTIVIDAD III : VISITAS DE ASESORIA Y REUNIONES TECNICAS

Próposito :

Que los maestros de grupo cuenten con el apoyo de la asesoría técnica en el aula, durante el desarrollo de las actividades.

Período de Realización :

Julio a Diciembre

Recursos Humanos.

Julio-Agosto; 5 personas

Septiembre-October-Noviembre-Diciembre; 4 personas

Gastos :

COMBUSTIBLE

Julio : 6 viajes x 3municipiosxUS20 _US120

Agosto : 4 viajes x 3municipios x US20=US240

Sept. 5 viajes x 3municipios x US20= US300

Octubre : 5 viajes x 3municipios x US20=US300

Nov. : 4 viajes x 3municipios xUS20 = US240

Dic. : 2 viajes x 3 municipios x US20 =US120

SUB-TOTAL US 1,320

Viáticos para Asesores

Julio : 5 personas x 6 días x US 10 = US 300
 Agosto : 5 personas x 4 días x US 10 = US 200
 Sept. : 4 personas x 5 días x US 10 = US 200
 Octubre : 4 personas x 4 días x US 10 = US 160
 Noviembre: 4 personas x 4 días x US 10 = US 160
 Diciembre: 4 personas x 2 días x US 10 = US 80

 SUB-TOTAL — US 1,140

Viáticos para Maestros.

Días		Personas		Dlls.	Sub-Total
26	x	25	x	\$ 7.4	"\$ 5,365

Dlls.
 Total \$ 7,825.00

ACTIVIDAD I

ANEXO 1. ADQUISICION DE MATERIALES PARA MATEMATICA

CONCEPTO	COSTO UNIT.	CANTIDAD	COSTO TOTAL
1. Caja de 6 marcadores grande	\$ 4.85	25	121.25
1. Caja de 12 marcadores finos	\$ 1.30	25	32.50
1. Caja de lápices de colores	\$ 1.00	900	900.00
1. Tijera grande	\$ 2.80	25	70.00
1. Tijera pequeña	\$ 1.32	900	1.188.00
1. Cartulina blanca	\$ 0.2	5000	1.000.00
1 cartulina de color	\$ 0.18	3750	675.00
1 Bolsa de pajillas (contiene 100)	\$ 0.4	75	30.00
1. Bolsa de hles grandes	\$ 1.5	75	112.50
1. Bolsa de hules pequeños	\$ 0.6	75	45.0
1. Bolsa de hules grandes de colores	\$ 1.5	25	37.5
JUGUETES PEQUEÑOS:			
1. Pasatiempo	0.156	1250	187.20
1. Colador	0.06	625	37.50
1. Bolsita de 10 juguetes	2.4	75	180.00
1. Naipes	1.00	200	200.00
1. Cinta adhesiva transparente	0.8	250	200.00
1. Pelota Mediana	1.4	50	70.00
1. Rollo de hilo grueso para tejer	3.0	26	78.00
1. Yarda de MANILA	0.4	900	360.00
1. Cajita de plastilina de barra	0.6	500	300.00
1 Vaso plástico	0.08	5000	400.00
1. Alfiler de cabeza	0.006	2500	15.00
1. Resistol	0.7	900	630.00
1. Cajita de clips	0.4	75	30.00
1. Caja de tizas de colores	4.8	75	360.00
1. Caja de chibolas	1.4	75	105.00

CONCEPTO	COSTO UNIT.	CANTIDAD	COSTO TOTAL
1. Paquete de bolsas plásticas (medianas)	\$ 0.9	25	22.50
1. Paquete de bolsas plásticas (pequeñas)	\$ 0.8	25	20.00
1. Caja de 100 fichas	2.50	375	937.50
1 Bolsa de 10 perinolas	1.20	25	30.00
1. Bolsa de 20 dados No.7	1.30	750	48.75
1. Juego de palitos chinos	1.65	200	330.00
1. Abaco	6.00	900	5400.00
Cien palitos de paleta	1.5	180	270.00
1. Geoplano	1.50	900	1350.00
TOTAL			15,773.20

ATTACHMENT F: RANDOM COMMENTS FROM LAYNE ON SENSITIVE ISSUES

TAs from the US should be aware of two other issues. First, the MED staff is extremely antagonistic to anything that appears to be "leftist/political". Since what they consider to be "leftist" may be very surprising, appearing to the average American educator as standard practice but interpreted as "leftist" or representing the "escuela popular" of the Sandinista regime to a Nicaraguan, the training institution selected to train the Nicaraguan teacher trainers should become thoroughly familiar with the characteristics of the "escuela popular" so they will not be taken by surprise. For example, one of the MED staff who had attended a training session in the United States last year was appalled to find on the library shelf, a book about Nicaragua that he regarded as "incorrect", and which more than likely was. Some of this reaction can be defused by more orientation to "Experience America" where one is likely to encounter every opinion under the sun written about and on the shelves of the libraries in the United States.

There were also many complaints about their trainers who were Latinos from South America or other Central American countries. It appeared that a great deal of argument went on among the trainees and their Latin American trainers from other countries and more of it was about matters political than pedagogical. Training institutions should ponder on what could be done to emphasize that the focus and task is to improve classroom teaching, and not to save the world, at least in this forum...just the better teaching of kids to read, write and do arithmetic, to feel good about themselves and their abilities to succeed in school, to sing and dance and enjoy learning!

Secondly, the MED officials and the training team that worked with the pilot project (Proyecto Aprendizaje Lectura Escrita/Proyecto Aprendizaje Matematica or PALE/PAM) are adamant about the need for teachers to learn the theoretical underpinnings for the methodologies being advocated, and apparently training sessions included a great deal of emphasis on theory in its abstract form, and the sequence of training was first theory, then practice. While it may be possible to convince the teacher trainers that concrete experience comes first, then discussion of the underlying theory, it may not be possible to present acceptable training without mentioning frequently the theory underlying a particular practice that is being modeled or advocated.

The US trainers might wish to "attribute" frequently as training progresses, referring especially to Bloom, Piaget, Montessori, and to Dra. Gomez Palacio. It would be advisable for the training institution to follow the suggestion of the Sub-Director of Basic Education and contact Dra. Gomez Palacio to seek her consultancy services so that the MED will be certain that their teacher trainers are following the same methodology that is being promulgated in their own pilot project classrooms. Her address and phone number: Dra. Margarita Gomez Palacio, (phone:2080247) Rectora, Universidad de Las Americas. Mexico City, Mexico DF.

ATTACHMENT F: RANDOM COMMENTS (continued)

Most teachers and educators will have much more difficulty with child-centered, active learning modes than with traditional lecture/rote-memory modes, therefore a great deal of extra help will be needed, along with explicit admonition about children's learning style and the implicit practices that are related: the need to proceed, at least with children, from concrete to abstract...from simple to complex... and from familiar to unknown, with many examples put into practice. Similarly, practice in encouraging children to make mistakes, giving positive feedback and asking reflective questions are not skills that can be developed in three weeks. However, to the extent possible, the skills and underlying attitudes should be developed.

The major tasks of the CLASP teacher trainers will be:

1) to develop detailed training plans and practice for the three day multiplier program, in which they will work in teams to train at least sixty other teacher trainers upon their return to Nicaragua, and 2) to plan for the two day workshop for the multigrade and first grade teachers. It is recognized that two days is only a beginning and that much more effort must be put into changing the practices of primary teachers. The rationale for the two day workshop is that it is better to make a small start, than to wait until a more extensive training program can be put in place. The plan is designed to do the best we can with limited resources, in a limited amount of time.