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**UNITED STATES INTERNATIONAL DEVELOPMENT COOPERATION AGENCY
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D. C. 20523**

GUATEMALA

PROJECT PAPER

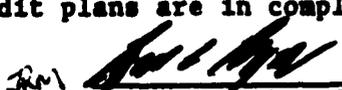
BASIC EDUCATION STRENGTHENING

AMENDMENT NUMBER 1

**AID/LAC/P-827
CR-477**

PROJECT NUMBER: 520-0374

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT				1. TRANSACTION CODE		Amendment Number		DOCUMENT CODE		
PROJECT DATA SHEET				<input checked="" type="checkbox"/> C A = Add C = Change D = Delete		1		3		
2. COUNTRY/ENTITY				3. PROJECT NUMBER						
Guatemala				520-0374						
4. BUREAU/OFFICE				3. PROJECT TITLE (maximum 40 characters)						
LAC				Basic Education Strengthening						
6. PROJECT ASSISTANCE COMPLETION DATE (PACD)				7. ESTIMATED DATE OF OBLIGATION (Under 'B.' below, enter 1, 2, 3, or 4)						
MM DD YY 1 2 3 1 9 7				A. Initial FY <u>89</u>		B. Quarter <u>4</u>		C. Final FY <u>96</u>		
8. COSTS (\$000 OR EQUIVALENT \$1 =)										
A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT						
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total				
AID Appropriated Total	2,603	897	3,500	13,745	11,955	25,700				
(Grant)	(2,603)	(897)	(3,500)	(13,745)	(11,955)	(25,700)				
(Loan)	()	()	()	()	()	()				
Other U.S.										
1.										
2.										
Host Country	-	1,618	1,618	-	59,503	59,503				
Other Donor(s)	-	-	-	-	1,946	1,946				
TOTALS	2,603	2,515	5,118	13,745	73,404	87,149				
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)	DA			14,776	-	25,700	-	25,700	-	
(2)										
(3)										
(4)										
TOTALS				14,776	-	25,700	-	25,700	-	
10. SECONDARY TECHNICAL CODES (maximum 5 codes of 3 positions each)										
11. SECONDARY PURPOSE CODE										
12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)										
A. Code										
B. Amount										
13. PROJECT PURPOSE (maximum 480 characters)										
14. SCHEDULED EVALUATIONS					15. SOURCE/ORIGIN OF GOODS AND SERVICES					
Interim		MM YY	MM YY	Final	MM YY	<input checked="" type="checkbox"/> 000 <input type="checkbox"/> 941 <input type="checkbox"/> Local <input type="checkbox"/> Other (Specify)				
		0792	+ +		0997					
16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment)										
Reduction of \$4.3 million in LOP funding; extension of PACD to 12/31/97; reduction in number of project activities and assumption of recurrent costs by MOE together with development of policy analysis capacity in MOE.										
I certify that the methods of payment and audit plans are in compliance with the payment verification policy.										
 Gary Bylesby, Controller										
17. APPROVED BY		Signature			Date Signed			18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION		
		Terrence J. Brown			MM DD YY					
		Mission Director			08/10/93					

PROJECT AUTHORIZATION AMENDMENT No. 1

Name of Country : Guatemala
Name of Project : Basic Education Strengthening
Project Number : 520-0374

Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, the Basic Education Strengthening Project for Guatemala was authorized on July 7, 1989, at a life-of-project funding level of \$30 million with a planned life of project until July 1, 1995. That authorization is hereby replaced in its entirety as follows:

1. Pursuant to Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the Basic Education Strengthening Project for Guatemala, involving planned obligations of not to exceed Twenty Five Million, Seven Hundred Thousand United States Dollars (US\$25,700,000) in grant funds over an eight and one-half 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 the project is until December 31, 1997.
2. The Project goal is to improve the quality, efficiency, and equity of primary education services in Guatemala. The purpose is to institutionalize measures to improve the classroom environment, improve efficiency in the allocation and use of resources, and increase the equity of educational policies and practices.
3. The Project Agreements, which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with A.I.D. regulations and Delegations of Authority, shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate.

3.1 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 United States (Country Code 000), except as A.I.D. may otherwise agree in writing or as provided in paragraph 3.2 below.

The suppliers of commodities or services under the Project shall have the United States as their place of nationality, except as A.I.D. may otherwise agree in writing or as provided in paragraph 3.2 below.

a

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.

Air transportation services financed under the Project shall be on U.S. flag carriers except to the extent such carriers are not "available" as such term is defined by the U.S. Fly America Act.

3.2 Local Cost Financing

Local cost financing, totaling \$11.2 million, is authorized only to the extent permitted by the Agency's Buy America Policy as outlined in 90 State 410442 and in HB 1B, Chapter 18. If necessary, individual waivers may be processed for procurement of goods or services which are outside the exemptions to the Buy America Policy but necessary to Project Implementation, under the criteria stated in HB1B, Chapter 5. It has been determined that the cost of commodities of U.S. origin planned to be procured locally are reasonable, taking into account comparable delivery terms and prices from the U.S., and the implementation schedule of the Project.

3.3 Conditions Precedent to Disbursement for Specific Activities

Unless A.I.D. otherwise agrees in writing:

- a. Prior to any disbursement of funds for purposes other than the contracting of external technical assistance and the procurement of project-related goods and materials, the Ministry of Education will provide evidence that it has developed and is implementing a revised plan that ensures the proper use and maintenance of project-funded vehicles and equipment (4-wheel drive vehicles and motorcycles and computer hardware and software).
- b. Prior to any disbursement of funds for the procurement of computer or office equipment and for the contracting of a consultant to support the new Policy Planning, Research, and Analysis Activity, the Ministry of Education will provide evidence, in form and substance acceptable to A.I.D., that it has initiated the process to reclassify four MOE positions to permit the hiring of four high-level advisors to serve as counterparts in the development of a MOE policy analysis capacity. Prior to

b'

any disbursement of funds for tasks programmed for the second year of this activity, the MOE will provide evidence, in form and substance acceptable to A.I.D., that it has provided four high-level MOE counterparts to the Activity.

- c. Prior to any disbursement of funds in support of the expansion of bilingual education services to 600 additional schools, the Ministry of Education will provide evidence, in form and substance acceptable to A.I.D., that it has ensured:
1. the gradual but full institutionalization of the Dirección General de Educación Bilingüe;
 2. the consolidation of bilingual education services in the 400 complete schools in the four major Mayan language areas, including the full provision of qualified bilingual teachers (certified by PRONEBI), training, and bilingual materials;
 3. the completion of bilingual education services in the 400 incomplete schools by providing, to the satisfaction of A.I.D., qualified bilingual teachers, training, and bilingual education materials to preprimary, first, second, and third grades;
 4. the regionalization of bilingual education services by fully staffing the División de Educación Bilingüe Intercultural in each of the regional offices;
 5. the appointment and placement of qualified bilingual teachers in those schools selected for expansion;
 6. the coordination of all bilingual education services (i.e., those provided by other Ministry of Education entities, such as SIMAC) under the management and authority of the National Program of Bilingual Education (Dirección de Educación Bilingüe Intercultural); and
 7. the assignment of responsibility for assessing qualifications for bilingual teacher appointments and assignments.

3.4 Covenants

The Ministry of Education shall covenant the following:

- a. To ensure that all project-related private sector

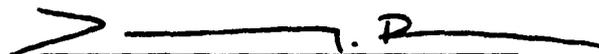
and contractor personnel have appropriate access to facilities and have the cooperation of MOE personnel required to carry out the activities of the project agreed to in Annex A of the Project Agreement;

- b. To provide all 125 Ministry of Education administrative and professional positions agreed to between USAID and the MOE during the 1994 and 1995 calendar years to ensure the institutionalization and sustainability of project-funded interventions:

• Management Information Systems	63
• Bilingual Education Services	45
• Nueva Escuela Unitaria	10
• Girls' Education	2

- c. To ensure that if the Achievement Tests Activity is transferred out of SIMAC, that all SIMAC personnel trained by the project and all equipment purchased by the project are transferred to the new location.

- d. To create and implement a viable plan for ensuring that those teachers trained under the Nueva Escuela Unitaria activity are not transferred to other schools during the life of the project.



Terrence J. Brown
Director, USAID/Guatemala

Date Aug. 10, 1993



Project Authorization Amendment No. 1
Basic Education Strengthening Project
Page 5

Drafted by:
PDSO:MKromhout/MAIban MA Date 7/17/93

Clearances:

A/RLA, MVelasquez	<u>By Fax</u>	Date <u>7/26</u>
A/PDSO, TDelaney	<u>TED</u>	Date <u>7/28/93</u>
A/OH&E, SClay	<u>In Draft</u>	Date <u>7/29</u>
CONT, GByllesby	<u>g</u>	Date <u>8/3</u>
ADDIR, HArellano	<u>HA</u>	Date <u>9/3/93</u>

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Basic Education Strengthening (BEST) Project

Project Paper Amendment 1.

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Basic Education Strengthening (BEST) Project

Project Paper Amendment 1.

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Acronyms and Abbreviations

DGEE	<i>Dirección General de Educación Escolar</i> (MOE General Directorate for Formal Education)
DIGEPA	<i>Dirección General de Servicios Administrativos, Proyectos, y Programas de Apoyo</i> (General Directorate of Administrative and Project Support Services)
EOPS	End of Project Status
FSN	Foreign Service National Employee of USAID
FUNDAZUCAR	<i>Fundación de los Azucareros</i> (Foundation of Sugar Producers)
GOG	Government of Guatemala
IDB	Interamerican Development Bank
IMF	International Monetary Fund
IQC	Indefinite Quantity Contract
IRM	Information Resources Management, A.I.D./Washington
MIS	Management Information System
MOE	Ministry of Education
NEU	<i>Nueva Escuela Unitaria</i> (One-Room School Program)
OAP	<i>Oficina de Administración del Proyecto</i> (MOE Office of Project Administration for the BEST Project)
PACD	Project Assistance Completion Date
PRONEBI	<i>Programa Nacional de Educación Bilingüe</i> (MOE National Program of Bilingual Education)
SIMAC	<i>Sistema de Mejoramiento y Adecuación Curricular</i> (MOE Curriculum Improvement and Evaluation System)
URL	<i>Universidad Rafael Landívar</i> (Rafael Landívar University)
USAID	United States Agency for International Development/Guatemala
USIPE	<i>Unidad Sectorial de Investigación y Planificación Educativa</i> (MOE Research and Planning Unit)

Basic Education Strengthening (BEST) Project

Project Paper Amendment 1.

I. Summary and Recommendations

1. Recommendation

The USAID Project Development Committee recommends approval of the Basic Education Strengthening (BEST) Project Paper Amendment No. 1. An authorization amendment is requested for a \$25.7 million DA Grant, which represents a reduction of \$4.3 million from the original authorized amount. Funds will continue to be obligated to the Ministry of Education (MOE), private sector firms, and non-profit organizations to carry out specific activities in support of the overall program. A total of \$14.7 million has been obligated to date. The proposed obligation for FY 93 is \$2.41 million. The revised Project Assistance Completion Date (PACD) is scheduled to be December 31, 1997.

2. Project Summary

Authorized on July 7, 1989 for six years and \$30 million in Development Assistance grant funds, the Basic Education Strengthening (BEST) Project aimed to improve the efficiency, coverage, and administration of basic education services in Guatemala. While the level of investment resources allocated to education had been identified as a long-run constraint to providing universal primary education in Guatemala, the project strategy recognized the need to first overcome the short-run constraint of inefficient use of current resources. Thus, project activities focused on the set of temporal priorities required for immediate improvements in the educational system, combined with a set of innovative delivery systems and analytic work designed to lay a foundation for future improvements in the financing, delivery, and management of basic education services. The four components in the original project were: 1) bilingual education; 2) support services to classroom teachers; 3) a research and development program to adapt and test two non-traditional instructional methodologies for expanding access and improving the efficiency of basic education services; and 4) support for administrative improvement in the Ministry of Education.

A mid-term evaluation of the BEST project was completed in September 1992 to assess the first three years of implementation. The evaluation recommended changes in the design and implementation procedures to increase the probability that project investments would meet the goal and purpose of the BEST project. While the evaluation provided over one hundred general and specific recommendations, the five major evaluation recommendations are summarized as follows: 1) conduct a strategic reassessment of the BEST project

objectives, design, and strategy; 2) increase the emphasis on policy dialogue and MOE budget commitments; 3) develop design and implementation strategies to strengthen the management capacity of the Ministry; 4) explore ways to simplify the management of the project; and, 5) establish an integrated framework of design, financial, and implementation strategies.

Based on the evaluation results, a five-day session was held with Ministry of Education officials, members of the technical assistance team, and USAID and AID/W staff to determine the future direction of the BEST project. As a result of this and subsequent consultations, a redesigned project emerged. The goal of the project has been modified to reflect the Mission's strategic objective--*to improve the quality, efficiency, and equity of primary education services in Guatemala*. The revised purpose is *to institutionalize measures to improve the classroom environment, to improve efficiency in the allocation and use of resources, and to increase the equity of educational policies and practices*.

The project strategy remains one of overcoming the short-term constraints to a more efficient use of current resources and improved instructional quality. Given significant declines in USAID/Guatemala's current and future funding scenario as well as a substantial increase in the resources of other donors in the coming years, the project is no longer viewed as the first phase of a longer-term effort spanning 10 to 15 years. Instead, the life-of-project period and accompanying resources have been delimited to eight years, with the PACD being December 31, 1997. The major donors are expected to address the long-run constraint to providing universal primary education in Guatemala related to the level of investment resources allocated to primary education.

The revised BEST project has three components:

- Educational Policy and Administration Initiatives;
- Classroom Innovations and Support Services; and
- Equitable Educational Programs and Practices.

The first, **Educational Policy and Administration Initiatives**, will support educational policy analysis and decision-making within the Ministry of Education, explore alternative approaches to the delivery of primary education services, and improve efficiency in the allocation and use of resources. This component will provide for a policy planning, research, and analysis capacity within the MOE, as well as continued support for developing the computerized management information system and academic achievement tests in a representative sample of students.

The second component, **Classroom Innovations and Support Services**, will develop and test low-cost, alternative methodologies to improve the efficiency of primary education, and will also provide support services and materials to teachers and students to improve instructional quality. The pilot program to test a modern "interactive radio" instructional system as a means of strengthening Spanish-as-a-second language and mathematics instruction will be

completed. The other pilot project to test an innovative low-cost package of techniques and materials for multi-grade teaching in one-room schools will be continued and expanded.

The third and final component, **Equitable Educational Programs and Practices**, will improve the equity and quality of primary education services through the implementation of innovative classroom practices directed at Guatemala's historically disadvantaged populations. This component will provide for the consolidation and expansion of the existing A.I.D. supported bilingual education program, and for the integration of gender considerations and interventions into the primary school curriculum and teaching practices through a girls' education program.

3. Summary Financial Plan

Over the eight-year life of the project, A.I.D. will provide \$25.7 million in grant funds and the Government of Guatemala (GOG) will contribute the equivalent of \$59.5 million in MOE salaries, operating costs, scholarships, and school furniture procurements. The equivalent of \$1.95 million will be donated by the Guatemalan private sector through the Basic School Materials (*Canasta Escolar*) and the Educational Interventions for Girls (*Eduque a la Niña*) programs of the Sugar Producer's Foundation (*FUNDAZUCAR*). The total cost of the project is \$87.15 million, which will be distributed among components and other budget line items as shown in Table 1. below.

Table 1
Budget Summary by Component

(\$000)

	AID	GOG	Private Sector	Total
1. Educational Policy & Administration	5,070	2,157	0	7,227
2. Classroom Innovations & Support Services	7,352	11,206	645	19,203
3. Equitable Educational Programs & Practices	7,060	46,033	1,301	54,394
4. Project Management	4,046	107	0	4,153
5. Audits	278	0	0	278
6. Evaluations	769	0	0	769
7. Contingency/Inflation	1,125	0	0	1,125
TOTAL	25,700	59,503	1,946	87,149

II. Background

The Basic Education Strengthening (BEST) project was authorized on July 7, 1989 for six years and \$30 million dollars in development assistance funds. The purpose of the project was *to improve the efficiency, coverage, and administration of basic education services in Guatemala*. The BEST project consisted of four components: a) consolidation and expansion of bilingual education; b) support services to classroom teachers; c) research and development to test two low-cost, alternative instructional methodologies; and d) support for administrative improvement in the Ministry of Education.

1. Accomplishments to Date

In September 1992, USAID/G completed the mid-term evaluation which assessed progress after three years of implementation. The evaluation recommended changes in the design and implementation procedures to increase the probability that project investments would meet the goal and purpose of the BEST project. The evaluation cited the following accomplishments: the establishment of a Girls' Education Program with wide public- and private-sector support; the establishment of interactive radio services in mathematics and Spanish-as-a-second language; the design of a computerized management information system for all regions of the country; the development and initial testing of a new set of achievement tests for a sample of first, second, and third-grade children; the completion of a socio-linguistic mapping study of bilingual areas; the publishing of a magazine for teachers; wide-scale training of the country's district supervisors; distribution of thousands of kits of school materials through the private sector; and the successful introduction of innovative teaching methodologies for use in one-room schools in two regions of the country.

2. Mid-Term Evaluation Findings and Recommendations

The evaluation cited the management complexity of this sector project with sixteen different and independent activities and the serious challenges of innovative design and implementation mechanisms. It also noted the need to learn from the experiences of the past three years, to reassess the current situation and educational issues for the remaining years of the project, and to identify the most effective ways for the BEST project to address those issues. Finally, it indicated that the most significant challenge is to consolidate the management and financial capacity of the MOE in the remaining four years of USAID support to education to enable Guatemala to continue improving the quality and efficiency of the educational system.

The evaluation provided both general and activity-specific findings and recommendations. The major evaluation findings and conclusions are threefold. The primary finding of the evaluation is that the current project objectives, as measured by the EOPS indicators, are not achievable given the resources and time available. The mix and scope of activities in the BEST project are not sufficient to achieve the degree of direct classroom level improvements

in enough schools to materially influence national educational achievement or efficiency trends.

Second, the evaluation noted that the current mix of project activities does not fully reflect the critical importance of policy and resource levels that will determine the eventual sustainability of the project, nor do they reflect the needed planning for sustainability and institutionalization in terms of institutional policies, budgetary commitments, and administrative and management capacity. Finally, the evaluation concluded that in an effort to deal with the prescription to use innovative management systems, the lack of definition of management procedures in the initial design, and the attempt to implement a ten-year project in six years, the project management mechanisms have become heavily bureaucratic and non-participatory.

The major evaluation recommendations and the Mission's response are discussed below:

- **Conduct a strategic reassessment of the BEST project objectives, design, and strategy.** USAID/G and the MOE should jointly reassess the BEST project to clarify objectives, establish realistic and meaningful indicators, and establish clear priorities.

The redesign of the BEST project has been a highly collaborative process with the involvement of all stakeholders, including MOE administrative and implementing personnel, relevant USAID staff, and the technical assistance team. The strategic framework of the project, including the project goal, purpose, and indicators of achievement, have been revised. Project activities were analyzed and prioritized in terms of technical, financial, institutional, and managerial viability and reduced from 16 to 10, with three more to be phased out by the end of CY 1994. The remaining seven activities are deemed to be the appropriate mix for achieving the revised project objectives within the revised, eight-year life-of-project (LOP) and are expected to be institutionalized and sustained beyond the project's life.¹

- **Increase the emphasis on policy dialogue and MOE budget commitments.** The relative importance of policy and institutional objectives should be increased and new strategies developed to use project resources to accelerate the policy dialogue.

¹ During the latter part of 1993, the MOE will determine whether the Academic Achievement Testing function should be established in an autonomous testing center or within the Research Institute, which is to be established upon passage of the Regulation of the Education Law. In addition, depending on the outcome of the Academic Achievement Tests activity (i.e., the cost-effectiveness), the MOE may decide not to institutionalize this activity and the Mission may decide to focus solely on measuring the impact of BEST Project activities.

An analysis of the policy environment for basic education in Guatemala was conducted during the BEST redesign and an agenda of actions was developed for addressing this weakness in the original design. The Mission has developed a policy agenda for the basic education sector that addresses both operational policy issues related to sustained implementation of BEST project activities and broader policy issues related to internal and external efficiencies. Initial priority under this activity will be given to establishing a policy analysis capacity within the Ministry of Education and to assisting in improving financial management and administrative management within the MOE.

The issue of adequate counterpart support for sustainability of BEST project activities is addressed in the redesign through the phased assumption by the MOE of recurrent costs for non-pilot activities by CY 1996. For the pilot activities, the focus will be on measuring the costs as well as the effectiveness in terms of student learning gains so that the MOE can assess the feasibility of assuming the recurrent costs of these innovations in the future. Indicators of sustainability and cost-effectiveness will be included, as relevant, as indicators in the monitoring and evaluation (M&E) systems for the project activities; USAID's Office of Health and Education (OH&E) will be responsible for monitoring the MOE's compliance in the execution of its planned counterpart contribution.

- **Develop design and implementation strategies to strengthen the management capacity of the Ministry. Increase emphasis in each activity on management and administrative skills and involve the MOE in decision making in project management systems.**

Short-term technical assistance and training to improve the MOE's management and administrative skills in the execution of the project activities have been built into the assistance package for each of the activities. In addition, the long-term technical advisors for the individual activities, as well as the Chief of Party, have been tasked with strengthening the management and administrative systems within their purview. Finally, starting with the redesign, the Mission has made a concerted effort and will continue to involve all levels of the MOE, including the Minister, Vice Ministers, Management Unit, and the Implementing Units, in decision making on a philosophical and operational level in project management systems.

- **Explore ways to simplify management of the project. The Mission should reconsider the project design in terms of absorptive capacity, possibly reducing the number of activities or repackaging them in small and more focused projects.**

As noted above, the redesign has resulted in the reduction from 16 to 10 activities, and down to seven by the start of CY 95 (See Table 2). Following the completion of the redesign and the signing of the revised agreement amendment, USAID's Education Division, the MOE Management and Implementing Units, and the Technical Assistance team will meet to review roles and responsibilities of each group in project management with a view to streamlining management procedures, reducing bureaucracy, and increasing participation.

Table 2

Summary Time Line of Project Activities

Activity	1993		1994				1995				1996				1997			
	by Quarters		by Quarters															
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Policy Planning, Research, and Analysis																		
2. Management Information Systems																		
3. Academic Achievement Tests																		
4. Nueva Escuela Uniteria																		
5. Interactive Radio Services																		
6. Teachers' Magazine																		
7. Teacher Supervision																		
8. Basic School Materials																		
9. Bilingual Education Services																		
10. Girls' Education a. Franja Curricular																		
b. Eduque a la Niña																		

8-

The objective will be to expand the roles and responsibilities of the Implementing Units in order to strengthen existing systems. The MOE's Management Unit will play a facilitating and coordinating role, representing the needs of the Implementing Units to USAID. USAID's role and focus will move to the higher level issues of policy, monitoring, and evaluation.

- **Establish an integrated framework of design, financial, and implementation strategies.**

The BEST redesign focused on a few key issues: manageability and absorptive capacity; resolution of policy constraints; institutionalization and sustainability; and increased GOG ownership, commitment, and responsibility for the success of each activity. The management and absorptive capacity issues have, in general, been dealt with through the reduction in the number of project activities, through the increased emphasis on management and administrative skills and needs of each activity, and through the revised roles and responsibilities for project management. The elimination of non-sustainable activities combined with the increased attention to management and the up-front commitment of the MOE to the assumption of recurrent costs for the non-pilot activities address the issues of institutionalization and sustainability. The MOE's involvement in project management, especially at the operational level through the Implementing Units, the increased emphasis on improved management, and the assumption of recurrent costs should increase the MOE's ownership, commitment, and responsibility for the success of the activities.

3. Relationship to Other Donor Activities

The redesign of the BEST project and USAID's plans to withdraw from the education sub-sector by 1997 are predicated upon the projected inflow of significant levels of donor resources to the primary education subsector in the near future. In the original design, the BEST project was to complement the World Bank's Second Education project, which was to begin implementation in 1989. Due to the economic crisis at that time, the Government of Guatemala (GOG) fell into arrears on its payments to the International Monetary Fund (IMF) and the project was suspended. With the GOG's arrears now cleared with the World Bank and the InterAmerican Development Bank (IDB), the World Bank has begun implementing its Second Education Project. In close collaboration with the USAID Office of Health and Education (OH&E), the World Bank and the IDB are now designing their new primary education programs based upon the lessons learned so far under the BEST project (The World Bank is initiating the design of its Third Education project). These donors are in strong agreement with the Mission's current policy thrust with the GOG. Since the GOG does not normally enter into loan agreements with these donors to finance qualitative improvements through technical assistance and training, but rather for infrastructure and other capital improvements (e.g., classroom construction, printing of textbooks, etc.), the major donors are highly interested in USAID's efforts to test, refine, and institutionalize BEST project innovations (NEU, Bilingual Education Services, Girls' Education, Interactive Radio, etc.) so that their future lending can be applied to the replication of these innovations

nationwide. The IDB is expected to enter the subsector in 1995 with significant loan resources, and the World Bank is expected to negotiate its Third Education Project beginning in 1995.

In addition to collaboration with these major donors, USAID's OH&E has also engaged in an active process of dialogue and cooperation with public-sector and private-sector groups, religious organizations, and foundations as part of the promotion of girls' education. This effort has led to the establishment of a National Commission on Girls' Education, comprised of leading public-sector and private-sector policy makers. In addition, under the Girls' Education activity of the BEST project, a model multi-donor activity--*Eduque a la Niña*--was initiated in 1993. This project, which includes among its donors FUNDAZUCAR, the *Universidad Rafael Landívar*, the MOE, USAID, the World Bank (through the Second Education project), the Bahá'í Community, and the *Cervecería Centroamericana*, has also been the motivating force for gaining the commitment of a wide range of private-sector organizations to implement other activities to promote the primary education of girls in Guatemala.

III. Revised Project Description

1. Project Objectives

The revised goal of the Basic Education Strengthening (BEST) project is *to improve the quality, efficiency, and equity of primary education services in Guatemala*. Indicators of goal achievement include the following nation-wide changes: 1) decreased repetition rates in grades one through three; 2) increased achievement scores in third grade; 3) increased number and percentage of girls enrolled in third grade; and 4) increased number and percentage of Mayan students enrolled in primary school.

The revised purpose of the BEST project is *to institutionalize measures to improve the classroom environments, to improve efficiency in the allocation and use of resources, and to increase the equity of educational policies and practices*. The measures of project success include: teachers effectively applying the One-Room School (*Nueva Escuela Unitaria*) methodology, increased student academic achievement and reduced repetition rates in target areas, increased enrollment and participation of girls and Mayans in target areas, increased percentage of teachers appropriately assigned, school materials and equipment distributed on the basis of need, and the phased assumption by the MOE of the recurrent costs of BEST project activities.

The design strategy for the BEST project has been revised due to USAID's plans to phase out its assistance to the education sector in 1997, increased other-donor support for primary education, lessons learned from project implementation, and the need to focus on a manageable set of project activities that can be institutionalized and sustained by the Government of Guatemala and the private sector upon project completion. The revised design strategy maintains a two-pronged approach of combining direct delivery of services to teachers, schools, and children through high impact, high visibility interventions along with activities aimed at long-term, systemic changes in primary education that will have an indirect impact on community members, teachers, schools, and children. The direct interventions included in the Bilingual Education Services activity, the *Nueva Escuela Unitaria* program, and the private sector (*Eduque a la Niña*) girls' education sub-activity are expected to yield measurable results within the life-of-project in the areas of implementation and, if done correctly, could lead to a major impact over time. The system-wide interventions in the areas of policy analysis, management information systems, academic achievement tests, and the MOE Girls' Education Program (*Franja Curricular*) have the potential for major impact; however, the timeframe for producing results is uncertain, and the potential for impact is quite risky given that much is outside of our control. As a whole, the full package of project interventions is designed to increase the quality, efficiency, and equity of Guatemala's primary education system.

2. Project Components

There are three central components to the amended BEST project:

- **Educational Policy and Administration Initiatives:** to support educational policy analysis and decision-making within the Ministry of Education, explore alternative approaches to the delivery of primary education services, and improve efficiency in the allocation and use of resources;
- **Classroom Innovations and Support Services:** to develop and test low-cost, alternative methodologies to improve the efficiency of primary education, and to provide support services and materials to teachers and students to improve instructional quality; and
- **Equitable Educational Programs and Practices:** to integrate ethnic and gender considerations and interventions into the primary school curriculum and teaching practices in order to increase equity in educational policies, practices, and programs as well as to improve instructional quality.²

A. Educational Policy and Administration Initiatives

This component is designed to improve the efficiency of primary education services provided by the Ministry of Education by strengthening its capability to collect, manage, analyze, and use educational information and resources for strategic planning and decision-making at the national and regional levels. This component consists of three related activities: a) Policy Planning, Research, and Analysis; b) Management Information System; and c) Academic Achievement Tests. The first activity is designed to install a strategic planning and analysis capability within the Ministry of Education for delivering primary education services. The second and third activities provide the necessary human, financial, and educational information and support for improved MOE decision-making.

1. Policy Planning, Research, and Analysis

In response to a major recommendation of the mid-term evaluation to adjust the project focus from the activity to the policy level, this activity has been added to assist the MOE to develop the capacity for policy research and analysis for planning purposes. Although USIPE (*Unidad Sectorial de Investigación y Planificación Educativa*) carried out this function in the past, it has been marginalized and lost its planning function when its

² For a more detailed description of the project rationale and activity descriptions included in the original Project Paper (PP) and continued under this PP Amendment, please refer to the original PP. Where differences exist, the activity description contained in this PP Amendment prevails.

union gained tight control of its operations. Critical to the policy planning and analysis function is the analysis of educational data and evaluation information generated by the BEST project and by other sources for planning and programming purposes. Developing this capacity for policy analysis in the MOE is considered important for establishing a coherent policy framework that guides national efforts. It is also important for ensuring that donor interventions fall within this framework, are cost effective, and are of maximum benefit to Guatemala.

The tasks for creating this planning and analysis capacity are separated into three categories:

- development of a system for policy analysis;
- implementation of activities to support educational policy analysis and research; and
- support for an ongoing forum to discuss educational issues and policies.

In the first category, support will be provided to assess the capacity of existing MOE units that contribute to policy formulation, to determine the appropriate location for a policy analysis capacity in the MOE, to promote its establishment, to promote the consolidation of the Information Directorate in the administrative structure of the Ministry, to train staff assigned to the policy group and other relevant units that contribute to policy analysis, and to develop this capacity at the regional level.

Educational policy analysis and research activities will include support for the development of a policy paper on *education, democracy, and development* to stimulate a national dialogue on the role of education, and to identify alternative policy options to improve basic education. Under the third category, support will be provided for the establishment of the National Education Council (*Consejo Nacional de Educación*) as an ongoing forum on education issues and policies and for the dissemination of publications to promote private contributions for school improvement.

To develop this planning and policy analysis capacity, the MOE is responsible for providing four full-time, high-level MOE advisors who will report directly to the Minister. Until the MOE has created or reclassified positions and assigned individuals full-time responsibility to carry out this policy analysis function, the BEST project will provide one long-term local policy advisor and a short-term international policy coordinator (for two months) who will work with the MOE on designing and implementing a needs assessment and on performing other tasks related to the development of a system for policy analysis. If the positions are established, the project will provide funding for seven additional person months for the international policy coordinator over the remaining two years, and one full-time local expert on policy, planning, and analysis who will train his or her MOE counterparts under the supervision of the international policy coordinator. The MOE will be

responsible for providing office space for the local consultants and counterparts outside of USIPE and in close proximity to the Minister's office. The project will also fund observational tours, research studies, information dissemination seminars, training, and computer and office equipment for this activity. If, however, the MOE positions are not established by the end of the first year, the Mission will decide whether this activity should be continued. Total funding for this activity should not exceed \$100,000 in the first year.

This activity is expected to result in an established and functioning policy planning, research, and analysis capacity within the MOE for developing a long-range research agenda and for using information generated by the project and by other sources for decision-making to improve MOE planning and programming. Existence of this policy analysis and planning capacity should assist the MOE to develop mechanisms for increasing the share of GOG budgetary resources for the primary education sector and for improving the MOE's allocation and disbursement of those resources.

2. Management Information Systems

The purpose of this activity is to improve the Ministry's capability to collect, manage, and use educational data, and human, financial, and infrastructure information systematically in order to inform decision making. To date, the project has developed the specifications and procedures for installing a computerized management information system in the eight education regions of the country. The project has also begun a training program for all central office and regional staff in data collection and utilization. It has also initiated the first of two procurements of hardware and software for implementing the Management Information System (MIS).

Over the next three years, assistance will be provided under this activity to ensure the technical and administrative strengthening of the MOE Information Directorate (*Dirección de Informática*), which will be established upon passage of the implementing regulation of the Education Law (*Reglamento de la Ley de Educación*). The major focus will be the development and implementation of four subsystems: personnel, educational statistics, educational facilities, and program budgeting. In addition, this activity will also ensure the decentralization of the processing, analysis, and use of educational information, and the integration of the MIS into the daily functioning of the MOE. To accomplish this objective, the project will train MOE senior management and system users in all eight regions of the country.

Technical assistance provided under this activity will work with the MOE's Computer Center staff to ensure the coordination and integration of data collected by other BEST project activities (e.g., Bilingual Education Services, Girls' Education, Academic Achievement Tests, and *Nueva Escuela Unitaria*) and the elimination of tasks that are currently being duplicated by several activities, such as the collection of enrollment data by

the National Program of Bilingual Education (PRONEBI) and by the Computer Center where the MIS activity is located.

In addition to providing the hardware and software, installation services, and basic training in microcomputer use, the project will offer technical assistance and training over the next three years in the further development, expansion, and decentralization of the MIS. A total of 338 person months of local long- and short-term technical assistance will be provided, including an educational planner/MIS expert, an implementation coordinator, a software engineer, a systems administrator, a systems programming specialist, a regional support technician, a programmer, and an end-user assistant.

To ensure the institutionalization and sustainability of project interventions, the MOE will be responsible for the timely creation of the Information Directorate and for the creation and assignment of 68 new MOE positions who will serve as project counterparts and receive training in the use and maintenance of the MIS. In addition, there will be a phased assumption by the MOE of the recurrent costs of this activity over the next three years (i.e., 40 percent in 1994, 70 percent in 1995, and 100 percent in 1996).

The major outputs of this activity are expected to be the production of the MOE's *Annual Statistical Summary* on a timely basis and the yearly update of the databases.

3. Academic Achievement Tests

The purpose of this pilot activity is to provide the MOE with an effective and reliable way of measuring what students are learning in public schools, a capacity that previously did not exist in the MOE. It is expected that providing feedback on levels of student learning to different units in the MOE will prompt corrective measures that will lead to increased student achievement. This pilot activity is designed to measure student academic achievement in representative samples of students through the use of criterion reference tests based on the official curriculum and the Minimum Curriculum Guides. In the first year of this activity, tests were developed and applied to a nation-wide sample of students in first, second, and third grades and the results were analyzed and reported.

In calendar year (CY) 1993, a technical analysis of this activity will be conducted to review the possible expansion of the sample size and to make recommendations about sampling strategies, item development, grade levels to be tested, test application strategies, and the appropriate use of test results.

The Achievement Test activity was originally planned for implementation through a private university. Failure to reach an agreement resulted in this activity being housed in SIMAC (*Sistema Nacional de Mejoramiento y Adecuación Curricular*) at the offer of the MOE and with the provision of five full-time MOE personnel and office space. The permanent location for an institutionalized testing capacity will be decided by the MOE in late 1993 or early 1994. If a permanent testing institution is created, the SIMAC personnel

trained as well as the equipment purchased under the project will be transferred to this institution. If a permanent center is not established and the MOE does not decide to assume all recurrent costs for this activity in CY 1996, then the focus of this activity will be on measuring the impact of BEST project interventions and not on institutionalizing the testing capacity. Under either scenario, the MOE will be responsible for providing five full-time personnel, office space, and office materials to support the pilot activity.

Sixty-three (63) months of long- and short-term technical assistance will be provided under this activity, including an international testing expert (30 months), an international advisor (3 months), and a technical administrator (30 months).

The intended major outputs of this activity are a set of tested and verified academic achievement tests for measuring student learning; objective information on the academic achievement of children who are beneficiaries of BEST Project innovations; and cost-benefit information to permit the MOE to determine whether institutionalization of the testing function is a viable option. Based on the analysis of the Academic Achievement Tests activity to be conducted in 1993, final decisions will be reached concerning the outputs of this activity.

B. Classroom Innovations and Support Services

This component is designed to improve the quality and efficiency of primary education services through the implementation of innovative classroom practices that promote student-teacher interaction, community involvement, and decision making, and through the provision of support services and materials to teachers and students. This component consists of five related activities: a) One-Room School Program (*Nueva Escuela Unitaria*); b) Interactive Radio Services; c) Basic School Materials; d) Teacher Supervision; and, e) Teachers' Magazine. The first two activities are pilot programs, designed to develop and test low-cost, alternative methodologies, while the latter three provide support services and materials to teachers and students. Based on the mid-term evaluation recommendations regarding program impact, manageability, and sustainability, several BEST project activities in this component will be phased out. USAID support for the Teachers' Magazine activity will be terminated at the end of CY 93, and the Interactive Radio Services and Teacher Supervision activities will be completed at the end of CY 94.

4. One-Room School Program (*Nueva Escuela Unitaria*)

This activity is aimed at improving the curriculum, teaching, and materials in one-room schools in Guatemala, which constitute one third of Guatemala's schools; retention and promotion are a serious problem in these schools. The *Nueva Escuela Unitaria* (NEU) approach includes seven major characteristics: flexibility in the teaching-learning process; active student and community participation and the development of democratic attitudes and practices through the student government (*gobierno escolar*), teaching within specific learning objectives; independent student projects (discovery learning); formative student

evaluation; flexible promotions based on individual learning gains; and significant student-community involvement.

Under the redesign, the project will complete the pilot test of 100 one-room schools in the Northeast and Southeast Regions (the departments of Alta and Baja Verapaz, and Jutiapa, Jalapa, Santa Rosa) during 1993 and 1994. At the completion of this pilot, a cost-effectiveness analysis, which carefully calculates all cost factors related to this experiment and compares it with student gains, retention, promotion, and related variables, will be conducted. If the data prove this to be a low-cost, effective methodology relative to the cost and effectiveness of other MOE educational interventions, the project and the MOE will share the cost of the phased expansion of this activity to 519 additional one-room schools in these two regions, starting in 1995 and ending in 1997. This expansion will result in a regional model for *Nueva Escuela Unitaria* that can be replicated by the MOE in the other six regions of the country. In addition, the NEU methodology developed by the project will be integrated into the curriculum and teacher training programs of the MOE's bilingual education services as well as into the nation's normal schools, and it will be coordinated with the other BEST activities.

The project will provide a total of 345 person months of long and short-term technical assistance, including an international program director (42 months), two local coordinators (42 months each), international expertise in teacher training and curriculum development (4 months), a financial analyst to train staff in cost-effectiveness analysis (1 month), and local expertise to integrate the NEU concepts and practices into the MOE's bilingual education program and into the normal schools (42 months). The project will also provide training and observational tours over the next four years for teachers and MOE personnel involved in the program.

MOE support for this pilot activity will include the appointment of 6 new professional personnel at the central and regional level during 1994 and 1995. In addition, the MOE will finance the purchase of the school furniture and materials for the expansion.

The major outputs of this activity include a validated regional one-room school model for replication in other education regions; the integration of the NEU methodology into the training program of the nation's normal schools; evaluation findings concerning the cost-effectiveness of the *Nueva Escuela Unitaria* methodology; qualitative research findings on the development of democratic attitudes, knowledge, and practices; 49 self-learning guides for use in grades one through six; detailed teachers' guides; self-learning cards and related students' guides; a basic minimum library for use in the one-room school; 519 teachers trained in-service in new class management and teaching methods; and a prototype teacher training design for possible expansion of the MOE's one-room school system.

5. Interactive Radio Services

The purpose of the Interactive Radio Services activity is to provide a low-cost, alternative methodology for improving the quality, efficiency, and coverage of primary education by reaching children and teachers in the isolated areas of the country with state-of-the-art teaching practices and concepts. The application of interactive radio services is being developed and tested in two subject areas: Spanish-as-a-second language for indigenous children in pre-primary through third grade, and mental arithmetic lessons for children in first through third grades. To date, the activity has been enthusiastically received by participants in the program and by the MOE.

The pilot phase of the Interactive Radio Services activity will be completed as planned in the original Project Paper. The mid-term evaluation pointed out serious issues and concerns regarding the plans for institutionalization and sustainability of this pilot activity. Based on these concerns, the Mission's overall budget constraints, and the need to focus the BEST project management on a limited set of interventions with the highest probability of institutionalization, success, and impact, support for this activity will not be continued beyond the pilot phase. Beginning in July 1993, at a cost savings to the project, this activity will be housed in the Universidad Rafael Landívar, where the pilot activity will be completed. The University will provide office space and cover the costs of electricity and guard service. In exchange, University communications student will be permitted to observe the radio operations and to volunteer their time working in various capacities in the radio activity. Prior to completion, the project will fund an external evaluation that will assess the cost-effectiveness and the student learning gains from the two radio activities.

During this 18 month period, the BEST project will continue to finance all of the technical costs of completing the two pilot projects (Radio Mathematics and Spanish-as-a-Second Language) in the central and field offices, with the exception of the costs mentioned above that will be assumed by the University. This includes long- and short-term technical assistance, local technical and support staff, studio rental, operational and evaluation costs, and basic training for locally hired staff. A total of 129 person months of long and short-term technical assistance will be provided over this period. This includes an international long-term interactive radio expert (18 months); an international radio language specialist (4.5 months); an instructional design coordinator, an evaluation coordinator, a scriptwriter/editor, two scriptwriters, a print writer, and a Mayan-language writer/producer, all for 18 months each. The MOE will continue to provide office space and personnel to support the testing of the radio programming.

As a result of this activity, it is expected that a complete set of radio broadcast tapes in mathematics and Spanish-as-a-second language for first, second, and third grades will be produced. The program will also produce data on cost-effectiveness with which to assess the impact of radio programming on student academic achievement and data on the costs to the MOE and other interested parties of operating and expanding such a program.

6. Basic School Materials (*Canasta Escolar*)

This activity is designed to improve the quality of instruction by providing educational materials for the classroom. Under the *Canasta Escolar* activity, matching grant funds are provided to private sector institutions to encourage the participation of the private sector in providing basic school materials to public school children. The *canasta escolar* includes basic school materials such as notebooks, pencils, crayons, scissors, textbooks, and teachers' guides. Since the MOE's basic school materials program has not yet reached national coverage, this activity fosters the participation of private institutions in order to achieve greater program coverage.

To date, FUNDAZUCAR has distributed 43,000 student *canastas* to first grade pupils and 1,600 teachers' kits and training to classroom teachers in 186 schools on the South Coast of Guatemala. This activity has been successful in promoting cooperation between the public and private sectors and the coordination established between the MOE and FUNDAZUCAR has served as a model for other institutions. In addition, FUNDAZUCAR has been successful in involving Banco Uno in contributing *canastas escolares* to school children in the Highlands of Guatemala.

During the second phase of the BEST project, this activity will continue to be implemented by FUNDAZUCAR for the remaining two and a half years of the four year cooperative agreement (i.e., 1991-1995). The program, however, will not be expanded to other private sector entities. The MOE, through DIGEPA (*Dirección General de Servicios Administrativos, Proyectos, y Programas de Apoyo*), will continue to collaborate with FUNDAZUCAR in the distribution of materials, and SIMAC (*Sistema de Mejoramiento y Adecuación Curricular*) will continue to cooperate in the training of teachers in the use of the materials. As recommended by the mid-term evaluation, the BEST project will provide support to FUNDAZUCAR to evaluate the impact of this activity.

This activity will result in the production and distribution of 125,000 *canastas* to first grade children and 8,600 kits and training to teachers, the mobilization of resources from two private institutions (FUNDAZUCAR and Banco Uno) for primary education, and increased awareness among the Guatemalan business community of school problems.

7. Teacher Supervision

The purpose of this activity is to improve teacher performance and effectiveness in the classroom by strengthening school and teacher supervision. The original project design envisioned a revitalization of the field supervisory system. Tasks included reviewing and revising the job description of supervisors, developing a new profile for supervisors, preparing intensive annual training courses, and creating a systematic approach to evaluating supervisors' performance. This activity was considerably delayed after the supervisory system was disbanded and then recreated in 1992. To date, the BEST project has supported the planning and development of the new system, the creation of a new job description and

profile for supervisors, the preparation of a manual for supervisors, and the development of training programs. The project has provided long- and short-term technical assistance in the area of supervisory training, evaluation, and system development, 22 vehicles for departmental directors, and motorcycles for 342 supervisors.

Although the mid-term evaluation highlighted the potential of this new supervisory system for providing an important support linkage between the Ministry of Education and teachers and local school administrators, the reprogramming analyses determined that this activity has minimal potential to have an impact on the quality and efficiency of the education system. In addition, based on concerns about the sustainability of this activity as well as the management burden of the other project activities, the Mission decided to phase out this activity as originally planned at the end of CY 94. Long-term technical assistance will be completed in June 1993. For the remaining 18 months, the project will provide 24 months of short-term technical assistance and training in administration and management, conflict resolution, organizational planning, financial management, and educational methodologies for supervision. The technical assistance will also ensure that the innovative methodologies supported by the BEST project (Bilingual Education, *Nueva Escuela Unitaria*, Interactive Radio Services, and Girls' Education) are incorporated fully into the training programs for school supervisors. The project will also provide 22 mimeograph machines to 22 departmental directors, 342 typewriters and other office equipment and office furniture to all 342 supervisors.

During this period, the MOE will be responsible for covering the recurrent costs for the training of supervisors. In addition, the MOE will develop a vehicle and equipment maintenance plan and will ensure the proper monitoring and maintenance of all equipment funded by the project. At the end of this 18 month period, it is expected that an interactive training program for supervisors will have been established and that BEST project innovations will have been fully integrated into the training program. The major outputs of this activity will be 342 district supervisors retrained and equipped with office furniture, other office equipment, and motorcycles.

8. Teachers' Magazine

This activity was designed to motivate teachers by providing them with both up-to-date information on instructional strategies and MOE activities and with a forum for communicating with MOE offices and other teachers. To date, four issues of the magazine have been produced by the project, with 20,000 copies of each issue distributed to regional and school directors as well as teachers. The magazine has been well received by the teachers. The mid-term evaluation raised issues regarding: 1) the use of equipment purchased by the project; 2) the content and focus of the magazine; 3) staff quality and availability; and 4) sustainability. The manageability and sustainability issues raised in the overall evaluation summary and recommendations resulted in the decision to terminate this activity at the end of CY 93.

For the remainder of 1993, the project will provide training to the MOE in the use of the photography and desktop publishing equipment and in the development of mechanisms for sustaining the production and publication of the magazines after project assistance is completed. To this end, the project will finance six months of short-term technical assistance. During this period, the MOE will continue to provide office space and five full-time personnel for this activity. In addition, the MOE will ensure that plans and procedures are established during this period to provide for the proper use and maintenance of equipment funded by the project once funding has ceased.

By the end of 1993, it is expected that three additional issues of 30,000 copies each will have been produced and distributed to teachers, and that the MOE will have the capability of continuing magazine production and distribution with its own resources after this activity is completed.

C. Equitable Educational Programs and Practices

This component aims to improve the equity and quality of primary education services through the implementation of innovative classroom practices directed at Guatemala's historically disadvantaged populations. This component consists of two activities: a) **Bilingual Education Services**; and b) **Girls' Education**, including the *Franja Curricular*, the *Eduque a la Niña* project, and support to the MOE's new Girls' Scholarship Program. These activities are designed to integrate ethnic and gender considerations and interventions into the primary school curriculum and teaching strategies in order to increase equity in educational policies, practices, and programs.

9. Bilingual Education Services

The objective of the Bilingual Education Services activity is to work closely with the ongoing efforts of the National Bilingual Education Program (PRONEBI) to qualitatively improve its methods of instruction, to consolidate its programs and resources in the four major Mayan language areas, and to quantitatively expand the services to additional bilingual schools. By the end of the project, an additional 64,000 indigenous children in preschool through fourth grade will be served by PRONEBI. Accomplishments to date under the BEST project include the completion of a socio-linguistic mapping study of bilingual areas and substantial improvement in the production and revision of instructional materials by PRONEBI. The Bilingual Education Services activity reaches more schools than all of the other BEST activities combined and has been successful in gaining GOG and MOE support for providing bilingual education services to rural indigenous communities.

The major weaknesses pointed out by the mid-term evaluation include: 1) the slow pace of the production and revision of student and teacher instructional materials; 2) the need for an overhaul of the established procedures for curriculum revision; 3) the need to buttress the delivery systems that support the use of the instructional materials, including teacher training; 4) the need to include the recurrent costs of reprinting the student and

teacher materials, the bilingual education section of PRONEBI, and other non-personnel material costs in the MOE budget projections; 5) the need to reexamine the wage scale of PRONEBI staff in order to avoid a mass exodus of trained personnel; 6) the need to strengthen the management skills of bilingual supervisors at the district and regional levels as well as of the regional administrators; and 7) the need to incrementally increase the level of MOE support for the costs of core staff of PRONEBI before the end of the project to increase the probability that the MOE will continue to fund these trained professionals.

In light of these concerns, it was decided during the redesign workshops and negotiations not to expand the program to 500 additional schools in four other Mayan languages as envisioned in the original PP design. Instead, under the redesign, all services will be provided in the four major Mayan languages spoken by approximately 80 percent of the Mayan-speaking population. This activity will focus on first the consolidation, and then, in a phased approach, on the expansion of services to 600 additional schools in the existing language areas. The four stages of implementation are as follows: 1) consolidation of bilingual education services and integration of the *Nueva Escuela Unitaria* (NEU) and the Girls' Education methodologies into PRONEBI instructional practices in the 400 complete schools that have established preprimary through third grade bilingual programs; 2) completion of bilingual education services through fourth grade in the 400 schools that currently have only a preschool program; 3) regionalization of education services; and 4) phased expansion of bilingual education services to 600 additional schools in the four major Mayan-language speaking areas (200 schools in 1995, 200 in 1996, and 200 in 1997).

Critical benchmarks will be identified and conditions will be agreed to with the MOE prior to the initiation of each stage to ensure that PRONEBI has the administrative and technical capacity to proceed to the next stage. For example, while the services in the 400 complete schools are being consolidated and a program is being designed and implemented for integrating the NEU and the Girls' Education methodologies into those schools, PRONEBI personnel will be engaged in the preparatory steps for providing first, second, and third grade bilingual education services in the 400 incomplete schools where the preprimary program is currently provided. While those services are being provided, MOE personnel will be engaged in the planning and implementation of the regionalization of bilingual education services. Regionalization will not take place, however, until criteria are met indicating that the administrative and management structure of bilingual education is sufficiently strengthened to support an effective regionalization of services.

As a condition for initiating the expansion to the 600 additional schools, the MOE will identify schools, appoint the required number of qualified bilingual teachers, and train those teachers to ensure the successful and efficient expansion of bilingual services to 600 additional schools in the four major language areas (200 schools each year during 1995, 1996, and 1997). The expansion will take place in phases by grade level, with preprimary conducted during the first year of expansion, and additional grades added during succeeding years. In addition, personnel of the Management Information Systems activity will provide

support to PRONEBI in unifying its information services with those of the *Centro de Cómputo* to avoid duplication of tasks.

The BEST project will support 144 person-months of technical assistance as follows: a long-term, international textbook specialist (30 months), a local long-term evaluation specialist (42 months), a short-term international bilingual education specialist (5 months over three years), a linguist (18 months), a training specialist (18 months), a long-term curriculum specialist (18 months) to design, develop, and implement a training program to integrate NEU and Girls' Education Program methodologies into the instructional strategies of the bilingual education teacher training program; and, to improve PRONEBI's administration and financial management practices, a management/administration specialist (7 months over three years), a systems specialist (4 months over three years), a budget and finance specialist (4 months over two years); and a diversity management specialist (6 months over three years). In addition, the BEST project will provide 10 observation trips for PRONEBI personnel to visit the NEU program in Colombia. The project will also support the costs of textbook printing and the costs of training programs conducted at the regional level.

The Ministry of Education will be responsible for creating 1800 new teacher positions and for absorbing 45 bilingual administrative and technical positions (27 in 1994 and 18 in 1995). In addition, the MOE will also assume 40 percent of PRONEBI's recurrent costs in 1994, 70 percent in 1995, and 100 percent in 1996. It will also finance the procurement of furniture and school supplies for the expansion as part of its counterpart contribution.

This activity is expected to result in the completion of bilingual education services in 400 incomplete schools, the expansion of services to 600 additional schools in the four major Mayan language areas, and the establishment of a sustainable bilingual education program operating in bilingual areas nationwide. The major outputs of the activity will include: flexible child-centered texts that incorporate NEU and Girls' Education concepts and methodologies; self-explanatory teacher guides; a revised teacher training program; and an integrated data collection and analysis system linked to the MIS and Academic Achievement Tests activities.

10. Girls' Education

The Girls' Education Program was introduced as a BEST project activity in 1991, following a series of studies that confirmed the serious discrepancy between girls' and boys' attendance and completion rates, particularly in rural areas and among Mayan-speaking populations, and the need to develop separate and specialized interventions to remove barriers to girls' education. This new activity has proved successful in raising the consciousness and gaining the commitment of the Ministry of Education as well as public- and private-sector entities and leaders to undertake specific initiatives to improve educational opportunities for girls.

The mid-term evaluation cited the impressive achievements of this new activity to date. It noted that quality learning and teaching are essential to the accomplishment of the project EOPS and that this could be achieved through improvements in the basic curriculum for pre-primary, first, and second grade. In order to do this, the evaluation noted that the two full-time contract staff assigned to this activity need additional resources to produce model educational materials for use by girls and by teachers. Suggestions to strengthen the unit included seven full-time specialists in such areas as literacy text writers and curriculum specialists, training workshops, and the designation of two MOE female supervisors as counterparts. Regarding the community and school-level pilot program of educational interventions--*Eduque a la Niña*--the evaluation praised the design of this subactivity for its potential for advancing the state-of-the-art knowledge about such interventions, but raised questions about whether this approach is a cost effective and replicable alternative that can have a significant impact on the educational problems of girls in Guatemala. The estimated cost of the interventions is between \$19 and \$120 per child, depending upon the package of services. By comparison, national spending per primary school student in 1992 was about \$55. Based on its extensive review of the worldwide literature and of studies in Guatemala concerning the effectiveness of packages of interventions on ensuring retention and completion of primary school by girls, and based on the extent to which this model project has, to date, motivated other international, bilateral, and public- and private-sector organizations to engage in programs and projects to support girls' education in Guatemala, the Mission decided to support this experimental project in the redesign of the BEST project.

Progressing from its initial focus on supporting the actions of the multi-sector National Commission on Girls' Education and on reaching senior MOE personnel concerning specific strategies and actions for supporting the education of girls, this activity will now focus on three major tasks: 1) the development of educational policies and strategies for improving educational opportunities for girls; 2) the incorporation of the *Franja Curricular de la Niña* (the Girls' Education methodology) into the educational curriculum and programming to ensure system-wide changes in the attitudes and behaviors of education personnel at all levels with respect to girls' education; and 3) the development and testing of educational innovations and economic incentives at the classroom and community level to improve girls' school retention and academic achievement. These three objectives will be implemented through the following tasks:

- seminars, fora, and presentations to public and private sector policy makers to promote national level actions to address the barriers to girls' education;
- support to the MOE in policy analysis and development through the analysis of research and findings on girls' education in Guatemala;
- development of the *Franja Curricular de la Niña*, including materials development and programs for integrating concepts, attitudes, and methods for improving girls' attendance and retention in primary school into all BEST

project activities as well as all programs, materials, planning, and training of MOE personnel at all levels and in all regions;

- development and coordination of *Eduque a la Niña*, a pilot program of "packages of educational interventions" supported by seven public- and private-sector donors. This pilot will operate in 21 communities in three educational regions through technical assistance to FUNDAZUCAR, a private-sector foundation, which is implementing *Eduque* under a cooperative agreement with USAID; and
- support to the MOE to design its Girls' Scholarship Program which was created by the Minister of Education in response to the policy initiatives of the BEST project Girls' Education Program; during the first year, the program will benefit 2,000 girls in four educational regions of the country.

The *Eduque a la Niña* subactivity was approved as a one-year pilot activity in March 1993. Certain fundraising, institutional, and achievement targets must be attained by the end of the first full school year (i.e., December, 1994) as indicators of the viability and effectiveness of this pilot program and in order for the Mission to consider continued technical assistance and institutional support to FUNDAZUCAR for *Eduque*. Total support for this three-year subactivity is \$800,000. A cost-effectiveness analysis of this activity will be conducted at the end of the first school year.

For the Girls' Education activity, the project will provide 291 person-months of long and short-term technical assistance, including: a local long-term director (30 months), a local long-term deputy director (30 months), a program administrator (30 months) for all girls' education initiatives of the Girls' Education activity, a local long-term project design specialist (6 months) to support the MOE in initiating its Girls' Scholarship Program, two local long-term coordinators (30 months each) to coordinate the start-up and implementation of *Eduque a la Niña* and the *Franja Curricular*, a long-term instructional design specialist (30 months), a curriculum coordination specialist (8 months), and a long-term editorial specialist (30 months) for the *Franja Curricular*, a communications specialist (3 months), an evaluation specialist (4 months), two curriculum writers (12 months each), a graphic designer (4 months), 8 curriculum trainers (4 months each), and an administrative/management specialist (3 months) to coordinate the training of DGEE professional personnel and the integration of girls' education functions into the operations of the DGEE.

The MOE will be responsible for providing two new professional positions in the DGEE to work exclusively in girls' education activities. In addition, the MOE will finance 2,000 scholarships for primary school girls in 1993, 1994, and 1995. To support the implementation of its Girls' Scholarship Program, the Ministry will also provide four coordinators and four supervisors to develop and implement the program at the regional offices.

This activity will result in the issuance of a Ministerial Policy and decree regarding girls' education, a minimum of 5,000 girls directly benefited by specific educational interventions through *Eduque* and the MOE Scholarship Program, cost-effectiveness data on the educational innovations supported by this activity, and the integration of gender and cultural issues into MOE educational materials.

3. Project Management

The project implementation plan (Section VI) describes the roles and responsibilities of all implementing agencies for the project.

The Project Agreement established a MOE General Management Office (*Unidad de Gerencia*) to coordinate all donor-financed projects. However, beginning in early 1991, the MOE established the BEST Project Administrative Office (*Oficina de Administración del Proyecto-OAP*) which was to operate under the supervision of the Office of International Donor Cooperation (*Oficina Coordinadora de Cooperación Educativa Internacional*). Anticipating that this additional layer in project management would slow down communication within the project, USAID and the MOE agreed to hold periodic meetings between the Vice Ministers and senior USAID staff to facilitate communication on major project management and financial issues. In the project redesign, these high level meetings will continue to be held on a regular basis.

The Coordinator of the OAP will continue to be responsible for coordinating the financial, administrative, and technical activities of the project within the MOE implementing units. In addition, the Coordinator is responsible for ensuring that all project-funded goods and materials, including vehicles and computer equipment, are properly used, maintained, and repaired. The Coordinator will also ensure that communication between the Minister and Vice Ministers is carried out efficiently. The MOE OAP and USAID OH&E will continue to provide leadership and oversight to the project activities. The implementing offices within the MOE (PRONEBI, SIMAC, DGEE, Centro de Cómputo) and the implementing offices of private-sector universities and groups (e.g., FUNDAZUCAR, which is responsible for the *Canasta Escolar* Activity and the *Eduque a la Niña* project within the Girls' Education Activity) will continue to carry out important technical responsibilities for project implementation. The project will continue to use an institutional contractor and sub-contractors for providing technical assistance, for implementing sub-contracts with Guatemalan organizations, and for conducting nearly all grant-funded procurements.

According to the Project Agreement, during the first three years of project implementation (1989-1992), the project was to support the full cost of the salary for the coordinator of the OAP; and during the final three years of the project, the MOE was to assume the cost of the coordinator as a counterpart expense. Due to unexpected obstacles in the process of including the project budget in the GOG budget, the MOE was unable to assume the costs of the coordinator's salary in the 1993 budget. However, beginning in the 1994 budget, the

coordinator's salary will be assumed by the MOE for the remainder of the project. In addition, beginning in July 1993, the salaries of the OAP secretary, accountant, and janitor will be assumed fully by the MOE. The project will fund the costs of an administrative assistant and a project financial assistant for the OAP.

In response to recommendations of the mid-term evaluation to improve the management of the project and to increase the participation of the implementing units in decision making at both the technical and administrative levels, the project will, following the signing of the Project Paper Amendment, fund short-term technical assistance to facilitate the assessment of roles and responsibilities of the OAP, USAID, and the TA in the management of the Project. In addition, the project will fund the costs of short-term technical assistance to provide in-house management training for personnel of the OAP to assist in organizational development, administration and management, and budget and planning. In addition, the OAP and other implementing units of the project will participate in project-funded training in team development, conflict resolution, and diversity management to develop the capacity among project personnel to respond to human resource needs and changes and to make participation more productive at all levels of the project.

The project will continue to support the costs of a full-time Chief of Party through the PACD of December, 1997, and the small, in-country office of the institutional contractor. The purpose of the office will be to conduct administrative matters of the contract and to provide technical oversight of the project. The work place for the technical assistance staff will continue to be the site of their technical activities. The project will also support part-time costs of a home-office coordinator who will select, send, and backstop field technical advisors.

IV. Cost Estimate/Financial Plan

1. Summary

The proposed cost of the amended BEST project is \$87.15 million. A.I.D.'s contribution of \$25.7 million represents slightly less than one third of the total LOP budget while the Government of Guatemala will provide the local currency equivalent of \$59.5 million. Guatemalan private sector contributions over the life of the project will amount to \$1.95 million.

The amended project consists of three components encompassing ten activities. Other major costs budgeted for are project management, audits, evaluations, and contingencies. The summary cost estimate and financial plan for the new total LOP is displayed in Table 3 below. Detailed budgets for each activity showing costs over the total life of the project are included in Annex B.

The project will have expended a total of \$17.1 million by June 30, 1993, consisting of approximately \$9.4 million in grant funds and \$7.7 million in counterpart funds. During the remainder of the project life, additional expenditures are projected at \$70.049 million. Table 4 shows past and projected expenditure patterns for grant funds and counterpart, respectively. An analysis of grant fund expenditures broken down by type of input and projected for the remainder of the project is provided in Annex B. This breakdown highlights the project's reliance on technical assistance which will account for 38 percent of new grant expenditures, or \$6.2 million during the next three and a half years.

This new financial plan represents a net increase of \$23.8 million in the total cost of the project which was originally estimated at \$63.3 million. However, it is important to note that the overall A.I.D. grant budget has decreased by \$4.3 million. Increased counterpart will fund this decrease and cover additional estimated costs. This commitment by the Government of Guatemala reflects the Mission's firm insistence that the GOG gradually absorb a greater part of recurrent costs as the institutionalization of the activities in the Ministry of Education advances.

A key point affecting the cost estimate and financial plan was that an agreement was reached with the GOG whereby the Ministry of Education would cover 40 percent of recurrent costs in 1994, 70 percent in 1995, and 100 percent in 1996 for all project activities except those that are pilot interventions. As a result, the GOG counterpart contributions increased from an estimated \$31.9 million to \$59.5 million. A full discussion of recurrent costs is found in Section 7, Financial Analysis.

Private sector counterpart contributions will also increase slightly from \$1.4 to \$1.95 million for the Basic School Materials and *Eduque a la Niña* activities.

Table 3.
Summary Cost Estimates and Financial Plan
(US \$000)

Component and Activity	USAID-FX	USAID-LC	GOG-LC	Other-LC	Sub-Total FX	Sub-Total LC	Total
I. Educational Policy and Admin.							
1. Policy Planning	165	336	146		165	482	647
2. Management Information System	2,308	1,379	1,811		2,308	3,190	5,498
3. Achievement Tests	726	156	200		726	356	1,082
II. Classroom Innovations and Support							
4. <i>Nueva Escuela Unitaria</i>	817	1,622	615		817	2,237	3,054
5. Interactive Radio	828	870			828	870	1,698
6. Teachers' Magazine	93	170	1,003		93	1,173	1,266
7. Supervision	1,564	943	9,588		1,564	10,531	12,095
8. Basic School Materials		445		645		1,090	1,090
III. Equitable Educational Programs							
9. Bilingual Education	1,579	3,228	44,478		1,579	47,706	49,285
10. Girls' Education	1,014	1,239	1,555	1,301	1,014	4,095	5,109
IV. Project Management	2,547	1,499	107		2,547	1,606	4,153
V. Audits	210	68			210	68	278
VI. Evaluations	769				769		769
VII. Contingencies	1,125				1,125		1,125
SUB-TOTAL Foreign Currency & Local Currency	13,745	11,935	59,583	1,946	13,745	73,404	87,149

Table 4.
LOP Grant Funds Cost Estimates
(US \$000)

Component and Activity	Total Disbursed to 6/30/93		To Be Disbursed 7/93-12/97				Total
	FX	LC	FX	LC	Sub-Total FX	Sub-Total LC	
I. Educational Policy & Administration							
1. Policy Planning & Analysis	0	0	165	336	165	336	501
2. Management Information Systems	989	450	1,319	929	2,308	1,379	3,687
3. Achievement Tests	320	92	406	64	726	156	883
SUB-TOTAL	1,309	542	1,890	1,330	3,199	1,872	5,071
II. Classroom Innovations and Support							
4. Newsc Ecnvols Unitaria	269	95	548	1,527	817	1,622	2,440
5. Interactive Radio Services	430	450	398	420	828	870	1,697
6. Teachers' Magazines	93	64	0	106	93	170	263
7. Teacher Supervision	1,338	338	226	605	1,564	943	2,507
8. Basic School Materials	0	98	0	347	0	445	445
SUB-TOTAL	2,130	1,045	1,171	3,006	3,301	4,081	7,382
III. Equitable Educational Programs							
9. Bilingual Education Services	1,359	461	220	2,767	1,579	3,228	4,807
10. Girls' Education	135	124	879	1,115	1,014	1,239	2,253
SUB-TOTAL	1,494	585	1,099	3,882	2,593	4,467	7,060
IV. Project Management							
11. MOE Project Management		230	0	533	0	763	763
12. AED Project Management	1,511		911	190	2,422	190	2,612
13. USAID Project Management		200	125	346	125	546	671
V. Audits	0	68	210		210	68	278
VI. Evaluations	244	0	525		769	0	769
VII. Contingencies	0	0	1,125		1,125	0	1,125
SUB-TOTAL	1,755	298	2,896	1,068	4,681	1,566	6,247
PROJECT TOTAL	6,688	3,670	7,086	9,388	13,744	11,988	25,700
					53%	47%	100%

2. Methods of Financing and Implementation

The following (Table 5) is a summarized update of the methods of implementation and financing table contained in the original Project Paper. No major changes will occur in the methods to be used; rather, changes in the amounts are made in view of the decreased grant budget.

Table 5. Methods of Financing and Implementation

<u>Method of Implementation</u>	<u>Method of Financing</u>	<u>\$ 000s Amount</u>
1. U.S. Institutional Contract	Direct Reimbursement	16,723
2. Commodities Direct Contract	Direct Payment	1,100
3. Basic School Materials and <i>Eduque la Niña</i> Cooperative Agreements	Direct Reimbursement until FUNDAZUCAR is certified for advances	1,245
4. Personnel--PSC	Direct Payment	660
5. Printing Textbooks Direct Contract	Direct Reimbursement/ Direct Payment	1,500
6. MOE Salaries and Operating Expenses GOG Procedures	Direct Reimbursement	2,300
7. Audits/Evaluations Direct Contract	Direct Payment	1,047
Subtotal		\$ 24,575
Contingencies/Inflation		1,125
TOTAL		\$ 25,700

V. Implementation Plan

1. Implementation Strategy

The BEST project will continue to use a variety of Guatemalan university and private sector resources in combination with MOE and USAID personnel resources to implement the project activities. Technical assistance will be provided to the MOE and cooperating private institutions through the institutional contract held by the Academy for Educational Development and its subcontractors.

The strategy for implementing the BEST project provides flexibility and efficiency in implementation by relying on the services of an institutional contractor that can provide immediate access to qualified Guatemalan consultants and institutions (e.g., FUNDA-ZUCAR), and at the same time complement the Guatemalan capability with international expertise, when needed.

2. Implementation Responsibilities

The following describes the implementation responsibilities of each participating agency.

A. Ministry of Education

Several units of the MOE are directly responsible for implementing a number of BEST project activities, including PRONEBI (*Programa Nacional de Educación Bilingüe-Intercultural*), SIMAC (*Sistema de Mejoramiento y Adecuación Curricular*), the DGEE (*Dirección General de Educación Escolar*) and its Regional Directorates (*Direcciones Regionales*), and the Computer Center (*Centro de Cómputo*). Because a major focus of the redesign of the BEST project is on the integration across project activities of lessons learned, data and information, and innovative methodologies, as well as on the improvement in MOE management and administration, budgeting and planning, and team building, each MOE unit, along with technical assistance personnel and USAID/OH&E personnel, will be responsible for ensuring active communication among activities.

The Minister and Vice-Ministers of Education will have major roles in the coordination of the Policy Planning, Research, and Analysis activity, and support for training and research will be provided under the institutional contract. The *Centro de Cómputo* will have major responsibility for implementing the Management Information System activity, with strong coordination from all other project activities. SIMAC will be responsible for implementing the Academic Achievement Tests and Teachers' Magazine activities; coordination with other units is essential for both of these activities. PRONEBI will be responsible for implementing the Bilingual Education Services activity. The DGEE and its Regional Directorates have major responsibility for implementing two sub-activities under the Girls'

Education activity: the *Franja Curricular* and the MOE Scholarship Program, and for implementing the *Nueva Escuela Unitaria* activity and the Teacher Supervision activity. The institutional contractor will be responsible for implementing the Interactive Radio Services activity, with two sub-activities: Interactive Radio Mathematics, and Spanish-as-a-Second Language. Because the program is being tested in bilingual schools, implementation of the Spanish-as-a-second language sub-activity will require close cooperation with PRONEBI. The Basic School Materials activity (*Canasta Escolar*) will be implemented by FUNDAZUCAR under a cooperative agreement with A.I.D. *Eduque a la Niña*, a sub-activity of the Girls' Education activity, will be implemented by FUNDAZUCAR, with the collaboration of the DGEE, other donors, and other project activities.

Table 6 outlines major and supporting implementation responsibilities by activity.

Table 6.

Project Implementation Responsibilities

Activity	Major Implementation Responsibility		Supporting or Complementary Responsibility
	MOE or private sector institution	Technical Assistance	
1. Policy Planning, Research, and Analysis	Office of the Minister and Vice-Ministers of Education	Institutional Contract or competitive procurement	Centro de Cómputo and all Activities (for the provision of financial, human resource, and infrastructure information)
2. Management Information and Personnel Systems	Centro de Cómputo	Sub-Contract (Ideas, Ltd.)	USIPE, PRONEBI, SIMAC (Achievement Tests) (for coordination of information dissemination and data collection)
3. Achievement Tests	SIMAC (Testing Center)	Institutional Contract (AED)	All project Activities
4. Nueva Escuela Unitaria	DGEE	Institutional Contract (AED)	PRONEBI and Girls' Program (for coordination of integration of methodologies)
5. Interactive Radio Services		Institutional Contract (AED)	PRONEBI (for coordination of Spanish-as-a-second language programming); Universidad Rafael Landívar (to provide site for completion of pilot program)
6. Teachers' Magazine	SIMAC	Institutional Contract (AED)	All activities (for the provision of information for magazine issues)
7. Teacher Supervision	DGEE	Institutional Contract (AED)	All activities (for inclusion of innovative practices into supervisor training programs)
8. Basic School Materials	FUNDAZUCAR (Cooperative Agreement)		
9. Bilingual Education Services	PRONEBI	Sub-Contract (Juárez & Assoc.)	NEU Activity, Girls' Program (integration of methodologies); Centro de Cómputo (for coordination of data collection and reporting)
10. Girls' Education			
a. Franja Curricular	a. DGEE	a. Sub-Contract (Juárez & Assoc.)	a. All activities (for coordination and integration of methodologies)
b. Eduque a la Niña Project	b. FUNDAZUCAR (Cooperative Agreement)	b. Sub-Contract (Juárez & Assoc.)	b. Centro de Cómputo (for provision of data); PRONEBI and NEU (for coordination with schools)

To foster coordination and integration among project activities, the MOE Project Administrative Office (OAP), under the supervision of the Coordinator of Donor Cooperation, which oversees all MOE externally financed projects, will continue to serve in a coordinating role. The BEST project Coordinator in the OAP currently reports directly to the Vice Ministers. Once the Coordinator of Donor Cooperation is appointed, the Coordinator of the OAP will report to that Coordinator. To ensure the efficient implementation of project activities and to ensure that project activities support the planning, analysis, and formulation of MOE educational policy, the Vice Ministers will preside over the BEST Project Implementation Committee, which will include the directors of each of the project implementing units, representatives of the technical assistance team, and representatives of USAID. This committee will meet monthly and will oversee the implementation of the project activities and the implementation of project monitoring and evaluation tasks.

B. USAID Mission

Overall responsibility for BEST project management will be assigned to a U.S. Direct Hire Education Officer. This Officer will be assisted by three foreign service national employees (FSNs) of the Office of Health and Education (OH&E), who will divide their time between BEST and other A.I.D. financed education projects. The Officer and her staff will be responsible for reviewing project work plans and budgets against implemented activities and executed budgets. The *Improved Basic Education* Strategic Objective (SOT) Team will maintain a major role in reviewing the monitoring and evaluation plan and the policy agenda of the BEST project. The Sector Implementation Committee (SIC), which includes representatives from the Program Development and Support, Controller, and Contracts offices, will review project implementation on a monthly basis.

C. Institutional Contractor

The Institutional Contractor will have major responsibilities for identifying and fielding long- and short-term technical assistance, for performing as the purchasing agent for nearly all of the commodities, and for overseeing project implementation. In addition, the institutional contractor will be expected to play an important role in project monitoring and evaluation, and in ensuring compliance with the Conditions Precedent and Covenants. The institutional contractor will also play a major role in strengthening the MOE's management capability and in ensuring the institutionalization of BEST project activities. The institutional contractor will also ensure that strong support is provided to the Minister and Vice Ministers in the analysis and formulation of educational policy.

D. FUNDAZUCAR

FUNDAZUCAR will be responsible for implementing two activities, the *Canasta Escolar* activity and the *Eduque a la Niña* Project, a subactivity of the Girls' Education activity. FUNDAZUCAR will be responsible for coordinating with PRONEBI and NEU

personnel the selection of schools and the implementation of *Eduque a la Niña* in bilingual schools. To provide for the sustainability of the *Eduque a la Niña* subactivity, FUNDAZUCAR will participate actively in fundraising training and fundraising activities to ensure that its fundraising targets are met. In addition, FUNDAZUCAR will have a major role in ensuring that positive institutional relationships are formed and maintained among the seven donors contributing to *Eduque*.

3. USAID/MOE Management Improvement

One of the major recommendations of the mid-term evaluation was to develop strategies to strengthen the management capacity of the Ministry, including placing increased emphasis in each activity on management and administrative skills, to better utilize resources and information and to address the specific management needs of each activity. In addition, the evaluation recommended that the roles and responsibilities of the principal actors (i.e., USAID/OH&E, the MOE implementing units, technical assistance) be reviewed and revised. The evaluation also recommended that strategies be developed to provide for greater participation among all levels of the project and to increase the MOE implementing units' responsibility for project implementation. To this end, the redesign of the BEST project will include short-term technical assistance to provide specific analyses relevant to each implementing unit as well as to the overall management of the project. These analyses will be followed by in-house training in such areas as leadership skills, management training, financial management and planning, conflict resolution, team building, and management of diversity (e.g., ethnic, linguistic, and gender).

In addition, the project will support periodic management planning seminars for all project personnel, to strengthen the management capability of implementing units and to promote an organized and interrelated approach to project management, implementation, and evaluation. One of the tasks for each management planning seminar will be monitoring and assessment of each unit's participation in the project formative evaluation program (see Section 6).

4. Chronogram of Activities

Beginning in July, 1993, and ending at the PACD of December, 1997, the project will be implemented according to the chronogram provided in Annex C.

5. Procurement Plan

The Project Agreement will state that USAID will act as the procurement agent for the Ministry of Education for grant financed procurements such as the printing of bilingual textbooks and materials for the expansion of bilingual education services.

Under the institutional contract, the contractor will act as the purchasing services agent for all technically complex equipment and other commodities required to implement sub-con-

tracts. Several major procurements will occur during the redesign period: the revision of the institutional contract, the procurement of office equipment and furniture for school supervisors, school furniture for the *Nueva Escuela Unitaria* activity, and hardware and software for the Management Information Systems (See Annex D for detailed Procurement Plan).

VI. Monitoring and Evaluation Plan

1. Background

One of the recommendations of the mid-term evaluation was to improve the monitoring and tracking of the indicators of project impact as well as the indicators of policy impact, including those focused on changes in the Ministry budget levels and allocations. In addition, the evaluation recommended that the project's formative evaluation program be improved to permit better monitoring of the progress of project implementation. In response to the recommendations, OH&E engaged in a collaborative process with MOE, TA, and USAID personnel to develop a monitoring and evaluation program that will be conducted at two levels:

- summative evaluation of project impact: to assess the extent to which the project is achieving its goal and purpose and is, thereby, contributing to the Mission's strategic objective of *improved quality, efficiency, and equity of primary education services*; and
- formative evaluation of project implementation objectives: to assess whether the project activities are achieving their implementation targets, to inform decision-making, and to provide feedback that will allow for corrective actions during project implementation.

2. Summative Evaluation Process

To assess the extent to which the project is achieving the goal and purpose, the project will collect data on the impact of the following goal-level (performance) indicators on system-wide performance:

- repetition rates in grades one through three
- completion rates in third and sixth grades
- achievement scores in third grades
- number and proportion of girls to boys enrolled in third grade
- number and proportion of Mayan students to non-Mayan students enrolled in primary school

The MIS Activity (*Centro de Cómputo*) will have a major role in coordinating the data collection, analysis, and reporting for the monitoring and evaluation system (the Academic Achievement Tests activity will be responsible for collecting and reporting achievement test data). Data will be reported in progress reports and presented in a standardized format that is directly related to the annual plan.

In addition, data on the following program output indicators will be collected and quantified:

- teachers effectively applying NEU, Bilingual Education, Radio, and Girls' Education methodologies in target schools
- increased student academic achievement in target areas (i.e., Bilingual Education, NEU, Interactive Radio, Girls' Education activity areas)
- increased percentage of teachers appropriately assigned (data sources include the MIS and Policy Planning, Research, and Analysis activities)
- reduced time to complete teacher appointments (data source is the MIS activity)
- reduced repetition rates in target areas (i.e., Bilingual Education, NEU, Interactive Radio, and Girls' Education activity areas)
- increased participation of girls and Mayans in target areas (i.e., Girls' Education, NEU, and Bilingual Education activity areas)
- increased percentage of girls in grades three and above in target areas (Girls' Education activity area);
- increased enrollment of Mayan students in target areas compared with non-Mayans in non-Mayan areas (Bilingual Education Services areas)

These data will be collected and reported through several mechanisms: the MIS system, the Academic Achievement Tests activity, and special qualitative research and evaluation studies, which the project will conduct to measure the project's achievement of the qualitative output indicators. All qualitative data analyses will be presented in quantitative form. Targets will be established for improvements during the life of the project.

In addition to the data being collected and reported by the MIS and Achievement Test activities, additional data on attendance and achievement rates among Mayan children are being collected by PRONEBI. Baseline data on each of the indicators (except achievement test data) have been collected by the *Centro de Cómputo*. The Achievement Test Activity has collected baseline data on student academic achievement. One of the tasks of the MIS Activity will be to determine the most appropriate mechanisms for integrating data sources where practical and for maintaining separate data collection efforts, where necessary and most efficient.

An annual review of performance on indicators (to coincide with the Mission's semi-annual portfolio review) will be scheduled for assessing the status of implementation and impact of project activities on the strategic objective performance indicators. This process will provide output that will feed back into the summative evaluation system.

3. Formative Evaluation Process

The formative evaluation program is a subsystem of the monitoring and evaluation system, ensuring that data are collected on a timely basis to provide the input for measuring the impact of performance indicators at the strategic or goal level (see Log Frame in Annex

A). This subsystem focuses on project inputs, outputs, and processes rather than on program outputs, providing information to project management to permit corrections in project implementation. The following reflects the result of a collaborative planning process with all project stakeholders concerning the most efficient and practical mechanisms for collecting and reporting data and for facilitating communication and coordination for project implementation and formative evaluation purposes.

A. Data collection and reporting

To facilitate the data collection process, each project activity will develop the following:

- a Gantt chart that will include a critical implementation path, resources needed, implementation dates and benchmarks for the achievement of targets, and responsible staff for each task.

To facilitate communication and coordination, and to permit findings, lessons learned, and data to be used promptly for mid-course corrections in implementation, the project will prepare the following:

- a monthly or bimonthly Activity Progress Report using a standardized format that is based on the Gantt diagrams. These reports will be distributed to project management as well as to personnel in each of the project implementing units.

B. Meetings for information sharing and decision-making

To allow for information sharing and for efficient decision-making, the project will conduct two types of monthly or bimonthly reporting meetings:

- information exchange meetings for MOE and TA implementation personnel (without the participation of MOE, AID, or AED managers), to promote coordination among implementing units of the project activities; and
- decision-making and problem-solving meetings for facilitating project management, for providing feedback to the activities, for identifying and resolving bottlenecks, and for promoting coordination of work between different activities.
 - Senior MOE management staff (the Vice Ministers), as well as MOE unit directors, TA directors of each activity, and OH&E personnel, will participate.
 - Prior to these meetings, the Activity Progress Reports will be distributed to each of the participants to permit them time to review the reports and to look for coordination links and issues to discuss at the meeting. In addition, each

activity will be prepared to briefly discuss progress and problems in implementing the activities and in reaching established benchmarks.

- At these meetings, decisions will be reached on corrective actions and commitments will be made for coordinating activities.

In addition to the data collection and analyses mentioned above, cost effectiveness analyses will be conducted of each of the project innovations (NEU, Bilingual Education Services, *Eduque a la Niña*, and Interactive radio services). In addition, the *Eduque a la Niña* project will conduct evaluations of each of the packages of educational interventions to determine the package that is least costly and most effective in promoting school retention. Additional qualitative research on classroom interaction will be conducted on the NEU activity. Data from these studies will be reported in the Activity Progress Reports as part of the formative evaluation process to permit mid-course corrections in the activities. In 1995, the project will fund an external evaluation (under \$100,000); among the issues that will be studied will be the extent to which project interventions are institutionalized within the operations of the Ministry of Education and private-sector implementing institutions.

4. Program Audits

Funds have been provided for annual project audits of the Ministry of Education which will be contracted by USAID using the Mission's IQC mechanism for non-Federal audits controlled by the Inspector General's Office. A pre-award survey has been completed for FUNDAZUCAR, the Sugar Producer's Association, and the recommendations are being addressed. Under the recipient contracted audit program, FUNDAZUCAR will contract an annual audit of A.I.D. project funds, as well as the financial statements of the organization as a whole, following the standard RIG guidelines to ensure compliance with A.I.D. procedures. FUNDAZUCAR will select an auditor from the A.I.D. approved list of audit firms, who will then conduct a financial audit of project funds in accordance with the "Guidelines for Financial Audits Contracted by Foreign Recipients" and the 1988 version of the Government Auditing Standards. Funds have been included in the proposed budget to cover the A.I.D. percentage of the recipient audit costs for the MOE and FUNDAZUCAR.

VII. Project Analysis

1. Institutional Analysis

The Basic Education Strengthening (BEST) Project was designed to strengthen the existing capacity of administrative units within the Ministry of Education and private-sector institutions, rather than to create or restructure organizational units. In addition, the project was designed in such a way that each administrative unit would operate independently, to ensure that problems encountered in implementing an activity in one unit would not affect an activity being implemented in another unit. The mid-term evaluation of the BEST project cited this independence of activities and units as a management burden to the project. It recommended that the project develop both design and implementation strategies to more efficiently coordinate the project and to strengthen the management capacity of the MOE. In response to this recommendation, the project redesign will include the following:

- a reduced number of activities to increase the manageability of the project for both the MOE and USAID;
- technical assistance and in-house training for each of the units in the MOE to improve their organizational, management, leadership, administrative, and financial skills and strategies for implementing each activity; and
- technical assistance to provide for a reorganization of the management structures of the project, to permit greater participation and involvement at all levels of the MOE.

In the redesigned BEST project, the following units of public- and private-sector institutions will implement project activities:

- Office of the Minister and Vice Ministers
 - Policy Planning, Research, and Analysis Activity
- *Dirección General de Educación Escolar (DGEE)*
 - Girls' Education
 - *Nueva Escuela Unitaria*
 - Teacher Supervision
- PRONEBI (*Programa Nacional de Educación Bilingüe*)
 - Bilingual Education Services
- SIMAC
 - Academic Achievement Tests
 - Teachers' Magazine

- **Centro de Cómputo**
 - Management Information System
- **FUNDAZUCAR (private-sector organization)**
 - Basic School Materials (*Canasta Escolar*)
 - *Eduque a la Niña* (a sub-activity of the Girls' Education Activity)
- **Institutional Contractor**
 - Interactive Radio Services

The sections that follow describe the institutional capabilities of the public- and private-sector units and organizations that will be responsible for implementing each of the project activities.

A. Ministry of Education

The Project Paper for the BEST project includes a detailed description of each of the MOE units participating in the BEST project. The description that follows will only include changes that have taken place since the Project Paper was written in 1989 that bear on the implementation of the redesigned activities.

1. Office of the Minister and Vice Ministers

The Office of the Minister and the Technical and Administrative Vice-Ministers will have primary responsibility for implementing the Policy Planning, Research, and Analysis Activity. They will be responsible for the reclassification of USIPE positions to permit the MOE to pay competitive salaries for hiring high level personnel to serve as advisors to the Minister and Vice-Ministers. These advisors will be trained in the use and analysis of information being generated by the project and in the design of research and studies that will support the development of a coherent policy framework for the MOE. Currently, the MOE does not have a planning and policy development capacity. USIPE, the unit designated to be responsible for information analysis and planning, has, since the inception of the project, been marginalized by senior MOE personnel due to the politicization of its activities and the strong union control of its personnel function.

During the first year of this activity (1993-1994), the project will fund a needs assessment that will determine the most appropriate location for a policy analysis capacity within the MOE. In all probability, a local institution will be contracted to conduct the study. The Minister's intention is not to create a new unit in the MOE, but rather to restructure USIPE, to assign its functions to separate offices, and to strengthen its capacity for planning and policy analysis. In the event that the needs assessment determines that USIPE is not an adequate site for the policy analysis capacity but that an alternative recommendation has the full support and commitment of the Minister and Vice Ministers, the project will adjust the locus of this activity accordingly.

2. Dirección General de Educación Escolar (DGEE)

This directorate is subordinate to the Vice-Minister for Technical Affairs and provides technical and logistical support to the various MOE education programs at the central and regional levels. Since the initiation of the BEST project in 1989, the Ministry has been engaged in a systematic regionalization of education services and a gradual devolution of authority to the regional directorates. To date, the locus of authority for most decisions is still at the central level, although the MOE is making efforts to increase the decision-making authority at the regional level for teacher appointments and for the allocation of some resources. Regionalization and decentralization are key elements in the institutionalization and sustainability of BEST project innovations, particularly for the PRONEBI, NEU, MIS, and Girls' Education innovations; these activities are being implemented in the regions and the implementation strategies for these activities require full support and involvement of regional and departmental personnel to ensure the attainment of their objectives.

In the BEST project, the DGEE will be responsible for implementing the Teacher Supervision Activity during the remaining 18 months of project support to this Activity. In addition, the DGEE will provide primary support to the Girls' Education Activity by providing two permanent professional counterparts to be trained under the Activity to assume responsibility for coordinating and monitoring the *Franja Curricular* at all levels in the MOE. This will include ensuring that the concepts, materials, instructional strategies, and training approaches are integrated into planning, training, and curriculum development throughout all eight regional offices. Over the past three years of BEST project implementation, the DGEE and its regional offices have been strengthened sufficiently to be able to assume these additional responsibilities.

The DGEE will also, through its regional offices in the Northeast and Southeast regions, provide support to the *Nueva Escuela Unitaria* (NEU) Activity. This activity has been successful in gaining the commitment and involvement of MOE personnel at the regional and departmental levels for implementation of the Activity. If NEU is to succeed in Guatemala, it will depend on the leadership provided by the regional and departmental offices. To date, the commitment of personnel and office space in the Northeast and Southeast Regional Directorates has served as a model for other BEST project activities.

Following the successful implementation of 100 pilot schools, the NEU activity will be expanded to reach all one-room schools in the two regions (619). The expansion is to take place over a three-year period (1995-1997). Based on the current experience, it is expected that the DGEE will be able to provide the continuity in its regional and departmental coordination role to ensure the successful implementation to all one-room schools in the two regions.

3. PRONEBI (Programa Nacional de Educación Bilingue Intercultural)

The Bilingual Education Services activity will continue to be implemented by the *Programa Nacional de Educación Bilingue*, which will, upon passage of the Regulation of the Education Law, become the *Dirección de Educación Bilingue Intercultural* (Directorate for Bilingual Education), one of the six Directorates of the DGEE. This new position in the hierarchy will limit, to a certain degree, the autonomy that PRONEBI enjoyed in the past as a MOE Program. On the other hand, its full institutionalization into the operations of the MOE will provide the Directorate with greater authority for implementing programs at the regional level.

During the first three years of implementation of the BEST project, PRONEBI has made slow progress in regionalizing its programs. A regionalization plan for bilingual education services was developed by the DGEE in consultation with all Regional offices and with PRONEBI representatives. The regionalization plan has not been implemented yet, however, pending the passage of the Regulation of the Education Law.

The final evaluation of the PRONEBI Project (1984-1992, Rural Primary Education Improvement, 520-0282) that was conducted in early 1993, indicated that PRONEBI is not administratively ready to be regionalized and that training of PRONEBI personnel and strengthening of specific functions must be completed before regionalization takes place. In addition, the evaluation indicated that expansion of PRONEBI should not occur until consolidation of the 400 complete schools takes place and until the 400 incomplete schools have bilingual education services in preprimary through fourth grade.

Based on these recommendations, the redesign will focus on strengthening the management and administrative capacity of PRONEBI offices through technical assistance and in-house training before regionalization and expansion activities are initiated.

4. SIMAC

SIMAC has been the implementing unit for two of the BEST project activities: Academic Achievement Tests and the Teachers' Magazine. Both activities are under full implementation. When sub-contracting negotiations with the Universidad del Valle to implement the Achievement Tests activity were not satisfactorily concluded, the MOE offered to implement the activity under the auspices of SIMAC, pending the establishment of the National Research Institute or an autonomous testing center, upon passage of the Regulation of the Education Law. Until that time, the Ministry has provided five full-time staff positions to implement the activity. Institutionalization of the testing function will not be possible until the Regulation of the Education Law formally establishes it and until the feasibility analyses identify the appropriate institutional setting for the testing center. In addition, the MOE will not be able to make a full commitment to institutionalizing and sustaining this activity until data are available on the long-term costs of sustaining a testing capacity in the MOE as well as on the technical viability of the tests developed under the

Project. The MOE is, however, fully committed to providing institutional and personnel support for completing the pilot testing program within SIMAC. Support by SIMAC for this activity has been adequate.

Beginning in 1994, the Teachers' Magazine activity will be fully absorbed by the MOE. Until that time, the project will provide training in the use of the magazine production equipment to ensure its proper use following the termination of BEST project support to the activity.

5. Centro de Cómputo

In the original Project Paper, USIPE was designated as the implementing unit for the Management Information System Activity. However, the Minister of Education re-assigned responsibility to the Centro de Cómputo, which has, to date, implemented the activity effectively. This activity has enjoyed the full support of the Administrative Vice Minister.

To become fully institutionalized in the MOE's operations, and to provide the Minister's office with timely data that are useful for decision making, the Centro de Cómputo must be guaranteed the full complement of 68 technical and professional level positions for the central and regional operations. These positions are essential to ensuring that those technicians trained by the activity do not leave the employment of the Ministry to seek work in the private sector, where salaries for computer technicians are much higher. Under the regulation of the Education Law, the *Centro de Cómputo* will become an MOE directorate (*Dirección de Informática*), which will permit the MOE to reclassify and upgrade its personnel.

B. Private Sector Institutions

Cooperation between the private sector and the Ministry of Education is a relatively recent phenomenon in Guatemala. On the other hand, the MOE has long-standing relationships with Guatemala's public and private universities. Historically, the universities have not only contributed curriculum materials, training, and other services to public education in Guatemala, but the MOE has also requested a variety of services from the universities.

The Girls' Education initiative in Guatemala, with major support from USAID, has been successful in engaging the private sector, academic, and religious institutions in promoting the education of girls and in contributing to activities to support girls' education programs. Most notable have been the contributions of such institutions as the Cervecería Centroamericana, FUNDAZUCAR, Cemaco, the Universidad Rafael Landívar, and the Bahá'í Community (as well as the MOE, the World Bank, and USAID/G) to the project *Eduque a la Niña*, a multi-donor program of educational actions for Mayan girls. The National Commission on Girls' Education (*Comisión Eduquemos a la Niña*), established with major support by USAID, is now coordinating the efforts of some 30 international, bilateral,

and Guatemalan public- and private-sector institutions that are supporting girls' education initiatives.

Although a number of institutions are contributing to the *Eduque a la Niña* project, only one, FUNDAZUCAR, is responsible for implementation of the project under a cooperative agreement with USAID. In addition, FUNDAZUCAR is continuing to implement the Basic School Materials Activity. Another private-sector institution, the Universidad Rafael Landívar, has had close ties with USAID in the implementation of the Altiplano Higher Education project. Under the Interactive Radio Services Activity, the University will play a major role in the final stage of the pilot radio activities. The following describes the capabilities of these two implementing institutions.

1. FUNDAZUCAR

FUNDAZUCAR, the Foundation of Sugar Producers, was founded in 1990 and quickly became engaged in implementing community development activities in the South Coast. In 1991, FUNDAZUCAR was selected, in a competitive bidding process, to implement the Basic School Materials activity (*Canasta Escolar*). To date, FUNDAZUCAR has successfully implemented this activity in schools on the South Coast. In addition, FUNDAZUCAR has increased its contributions to the activity at the same time that it has increased its coverage of schools and children. Partly because of its success at implementing the Basic School Materials Activity and partly because of its demonstrated commitment to girls' education (FUNDAZUCAR partially funded the research and publication of *The National Plan of Action on Girls' Education*), FUNDAZUCAR was selected to act as the implementing institution for the *Eduque a la Niña* project. Although it is a young institution, FUNDAZUCAR's success in efficient and effective implementation of education, health, and infrastructure programs has earned the institution a reputation for being a leader in Guatemala in achieving project targets. In addition, the Missions' analysis of FUNDAZUCAR's performance under the Basic School Materials activity indicates that FUNDAZUCAR has an adequate personnel capacity and management structure to ensure the institutionalization of both activities.

In the financial review of FUNDAZUCAR, a number of minor deficiencies were identified in the institution's financial accounting systems. FUNDAZUCAR is currently taking corrective actions to respond to the outstanding recommendations; FUNDAZUCAR is required to complete all corrective actions by June 30, 1993.

The success of *Eduque a la Niña* will be determined by the extent to which FUNDAZUCAR and the other participating institutions are able to generate funds from other private-sector groups in Guatemala in order for it to reach the financial targets established under the Cooperative Agreement and to ensure the sustainability of the activity after USAID funding terminates. FUNDAZUCAR's Board of Directors has made a long-term commitment to the project and is fully committed to the fundraising effort. FUNDAZUCAR has hired a fundraising specialist to receive training from project TA and to engage in full-time

fundraising efforts. USAID has made an initial one-year commitment to the *Eduque a la Niña* project. A second year of USAID matching funding will only be considered if FUNDAZUCAR fulfills its commitment to raise a specific amount during the first year of implementation.

2. Universidad Rafael Landívar

In the original design of the project, the Universidad Rafael Landívar (URL) was identified as the most likely private-sector institution to implement the Interactive Radio Services Activity. However, when negotiations on sub-contracting terms did not reach a successful conclusion, the institutional contractor was assigned responsibility for implementing the Interactive Radio Services activity. Despite the lack of formal agreement with the URL, the University continued to indicate its interest and demonstrated a commitment to supporting interactive radio programming for public education as well as for the training of its students.

To this end, due to concerns raised in the mid-term evaluation regarding the viability of such an activity, whether housed in the public or private sector, the Mission decided to complete the pilot activity in 1994 in the URL's facilities rather than in the current facilities rented by the institutional contractor. The MOE and the University conducted negotiations and reached an agreement in 1993 on the use of the university's facilities for completing the production of broadcast tapes and the pilot testing of the mathematics and Spanish-as-a-second language programming at no cost to the project.

The project will not engage in institutional development or training of University personnel but will, by means of a memorandum of understanding, ensure that any equipment provided by the project (e.g., personal computers and office furniture) will be properly maintained following the project PACD and will be used in a manner satisfactory to USAID.

Through its close association with the Universidad Rafael Landívar in implementing other education projects (e.g., program administration, research, curriculum development, linguistic studies, teacher training: all in support of Mayan populations), USAID has determined that the University is fully capable of providing the administrative and management support necessary to ensure that the pilot program is implemented according to its design.

2. Technical Analysis

The technologies and approaches that will be supported in the BEST project represent a mix of traditional and innovative techniques; however, all have been proven to be practical, effective, and feasible in comparable settings. This analysis section describes the technical approaches to be used in each of the project components.

A. Component I: Educational Policy and Administration Initiatives

1. Policy Planning, Research, and Analysis

This is a new activity that responds to findings and conclusions of the mid-term evaluation, which recommended that the project address MOE policy constraints through specific activities as well as through project strategies and dialogue. This activity will assist the MOE to develop a policy research and analysis capacity for educational planning and decision-making. Using a collaborative design approach, the Minister and Vice Ministers, together with their key advisors, an international policy expert, and USAID staff, developed a proposed mechanism for creating this capacity within the MOE. The recommended strategy is a phased approach that builds on lessons learned in other countries that engaged in similar processes to develop a policy and planning capacity, as well as on studies and analyses conducted in Guatemala.

For this activity to be successful, senior Ministry personnel must be invested in the approach and committed to providing full support, including supporting the institutional analysis of the MOE's planning unit (USIPE) and appointing MOE counterparts to work with project-funded policy and planning advisors in the design of the background studies needed to develop a coherent implementation strategy. This support exists, not only among the Minister and Vice Ministers, but also among the Minister's senior advisors, who are fully committed to carrying out the strategy for implementing this activity. This support, combined with the phased implementation approach and the strength of the design, indicate the technical feasibility of this activity.

2. Management Information Systems

This activity is installing a computerized, regional management information system (MIS) in the *Centro de Cómputo (Dirección de Informática)* and the Regional Directorates of the Ministry of Education. The system has three subsystems: personnel management, financial management, and infrastructure management systems. The technical specifications of the MIS have been evaluated and approved by A.I.D./Washington Information Resources Management (IRM). In addition, IRM considered cost issues and MOE central and regional institutional capability in its evaluation. Following the evaluation by IRM, a number of changes were made and approved for the procurement and installation of the system. According to the approved and technically viable design, the central unit will be equipped with a local area network of interconnected microcomputers. At the Ministry's request, substantial technical assistance will continue to be provided for the installation of the MIS, the design of the software, and the training of users. Equipment is being procured under the institutional contract and includes support for parts and service in Guatemala. Based on IRM's concern that it was not technically feasible to install the system in all eight regions simultaneously, the procurement and installation are taking place in two stages. The first stage includes the installation in the central offices and in three education regions. A

second procurement and installation in the remaining regions will take place after the first stage is evaluated.

3. Academic Achievement Tests

This activity is developing and pilot testing a series of academic achievement tests for primary grades to permit the MOE to measure student learning and to permit the project to measure the impact of project innovations on academic achievement. The Interamerican Development Bank and the World Bank, both of which are expected to increase their lending to Guatemala in the near future, have a strong interest in an institutionalized capacity to measure student learning and are supporting USAID's initiatives to strengthen the MOE's testing capacity. Because of the importance of this activity for the BEST project as well as for other donors, and because a number of questions have been raised about some technical aspects in the current design and methodology, the project will conduct a technical and institutional review of the testing activity in mid-1993. Such issues as item development, sample size, grade levels to be tested, test application, and utilization of test results will be studied. Conclusions and recommendations that result from this review will be incorporated into the activity to ensure that it reflects the state-of-the-art in academic achievement testing.

B. Component II: Classroom Innovations and Support Services

The activities of this component are designed to test the applicability and cost effectiveness of alternative instructional delivery systems in the context of Guatemalan public education. Since the methodologies being tested are experimental, the question of technical feasibility will not be fully answered until the pilot projects are completed and evaluated. However, the monitoring and evaluation system for the revised project includes in its formative evaluation a plan for collecting cost data and academic achievement data to determine the cost-effectiveness of these methodologies for long-term investment by the GOG.

4. Nueva Escuela Unitaria (One-Room School Program)

The *Nueva Escuela Unitaria* pilot program is currently being tested in 100 schools in two education regions of the country. The technologies being adapted for the Guatemalan context were tested over a 20 year period in Colombia and the lessons learned from these experiences have been applied in the Guatemalan context. Based on the recommendations of the mid-term evaluation, the project will engage in a phased expansion of this methodology to reach all of the one-room schools in the two education regions where it is now being implemented and, thus, create a "regional implementation model" which, when the pilot is completed, can be replicated in other regions. During the phased expansion to the additional 519 schools, efforts will be made to reduce the costs associated with the methodology, including the costs of furniture, instructional materials, mini-libraries, and training sessions for teachers, to increase the possibilities that this intervention can be

replicated and sustained by the MOE. Cost and student academic achievement data will be collected during the 1993 school year and in future years. Data on the effects of the methodology on students' attitudes, student-teacher interaction, and community involvement are being collected as part of the centrally-funded Improved Educational Quality project (R&D/ED) and will be reported on a regular basis to USAID.

5. Interactive Radio Services

Interactive radio as an educational intervention has been tested in a number of countries and has been shown to produce significant learning gains in students. In addition, according to the literature, the high initial production costs for interactive radio programming are outweighed in the long-term by very low maintenance and broadcasting costs when used over a period of years. Based on the experiences in other countries, the project is testing two interactive radio interventions: Spanish-as-a-second language, and mental arithmetic. Preliminary results from the summative evaluations of both activities indicate learning gains by Guatemalan student participants in the program. During the 1993 and 1994 periods, both activities will be completed and an external evaluation of the activities will determine the effects on student academic achievement and will also determine the cost-effectiveness of these interventions. During the 1993 to 1994 period, the recommendations for technical improvements to the programming will be taken into consideration in the revision and refinement of the products of each of the interventions. Also, as a cost-savings to the project, the offices of the radio activities will be transferred to the Universidad Rafael Landívar for the final 18 months of implementation of this pilot activity.

6. Teachers' Magazine

During the initial implementation phase of this activity, an evaluation conducted by the implementing unit indicated a positive response by teachers to the publications. In addition, teachers indicated a willingness to purchase future issues. Despite the quality of the publication and the positive response to the first issues, the reprogramming analyses determined that other project activities were more cost-effective and were likely to have a greater impact on educational quality. Therefore, grant funding for this activity will be phased out and costs of the activity will be fully absorbed by the MOE at the end of 1993. It is testimony to the success of this activity, however, that the MOE is assuming full responsibility for continuing the production and distribution of the Teachers' Magazine. During the final months of 1993, technical assistance will ensure that a plan is in place for monitoring the use and maintenance of the magazine production equipment purchased by the project and that MOE personnel are adequately trained to continue the technical aspects of production and distribution. No major technical problems are foreseen for this final stage.

7. Teacher Supervision

The Teacher Supervision activity has received major technical and commodity support during the first stage of BEST project implementation, including the procurement of

motorcycles for all 342 supervisors, the procurement of office furniture and supplies, and the provision of training programs. Beginning in 1994, the MOE will absorb all recurrent costs for the activity. Project support (i.e., technical assistance and training) will be phased out at the end of 1994, due to the determination by the reprogramming analyses that support for improvements in the Supervision system will have a minimal impact on the quality and efficiency of the educational system. The procurement of office furniture and supplies will be completed and local technical assistance will be provided to the *Dirección General de Educación Escolar (DGEE)* to strengthen its administrative and management capability for implementing the supervision program. In addition, the project will provide local technical assistance in strengthening the supervisor training programs to make them more responsive to supervisors' needs and problems. A plan will also be developed by the MOE that ensures the proper maintenance and use of equipment and commodities purchased by the project.

8. Canasta Escolar

This activity has been implemented successfully by a private-sector organization, FUNDAZUCAR, which will continue during the redesign period to distribute basic school supplies, teachers' kits, and teacher training to schools on the south coast. No technical problems are foreseen with this activity.

C. Component III: Equitable Educational Programs and Practices

Over the past 20 years, A.I.D. education programs in Guatemala have had a major focus on improving the quality, efficiency, and equity of educational services for indigenous children and adults. Particularly notable has been A.I.D.'s support for the development of bilingual education services for Mayan-speaking children which began as a pilot program with 40 schools in 1978 and has developed into an institutionalized program within the Ministry of Education that now reaches 800 schools in the four major Mayan language regions. In addition, since 1989, the Mission has been engaged in a major effort to remove the barriers to girls' educational opportunities. The following describes the technical approaches to two activities that provide educational services to the Mayan population: Bilingual Education Services and Girls' Education.

9. Bilingual Education Services

According to the final evaluation of the PRONEBI project (Rural Primary Education Improvement; 1984 - 1992) the National Program of Bilingual Education has achieved statistically significant student learning gains, as well as school enrollment, promotion, and retention gains. However, due to administrative and technical weaknesses, the evaluation advised that the program first be administratively strengthened before further expansion takes place. Following these guidelines, in the revised BEST project, bilingual education services will first be consolidated in the 400 schools where services have been provided for grades 1 through 4. In the 400 incomplete schools that now have only preprimary programs, bilingual services will be provided to grades one through three. Once consolidation and completion

have taken place successfully, and it is determined that regionalization of services has been undertaken and bilingual personnel are appointed, trained, and in place, a phased program of expansion will be initiated (200 schools in 1995, 200 in 1996, and 200 in 1997) to a total of 600 schools over a three-year period.

In addition to the recommendation that expansion take place only when certain administrative criteria have been met, the final evaluation of the PRONEBI project also advised that efforts be focused in the four major Mayan language areas (80 percent of the Mayan population speaks these four languages) and that expansion to additional schools take place in those areas, not in additional language areas. Based on these recommendations, the revised project will expand only in the existing four language areas.

The socio-linguistic mapping study (completed in early 1993) has produced linguistic maps and data for the MOE on which decisions about teacher assignments and areas of greater priority will be made. The information will ensure that the schools identified for expansion of bilingual services are the most appropriate. For the current program to maintain its gains and in order for the expansion to take place, however, the MOE must make timely teacher appointments, based on the guidance of PRONEBI. This is a slow process that requires continual monitoring to ensure that a cadre of qualified Mayan-speaking teachers is available for training and appointment. Thus, it has been included as a condition precedent to disbursement for the expansion.

10. Girls' Education

This activity was not included in the original design of the BEST project, although a clear need was identified in the PP for addressing the serious discrepancies between boys' and girls' attendance, retention, and completion rates in primary school. Following the signing of the Project Agreement, OH&E engaged in a series of studies to determine the need for specific services to promote girls' education and the types of actions that would be most effective. Based on an extensive review of the international and Guatemalan literature, as well as a study of the effects and lessons learned from the pilot Guatemalan Girls' Scholarship Program, a new activity was added to the BEST project, Girls' Education, which had as its major objective the promotion of policy dialogue as well as specific actions to foster girls' education. One of the major activities of the Girls' Education activity was to support the work of the National Commission on Girls' Education, which developed a *National Plan of Action on Girls' Education* and profiles of projects and programs.

USAID's review of the literature indicated that the other activities supported by the BEST project that are aimed at improving the quality and efficiency of education services will not have an effect on reducing the discrepancy between girl's and boys' attendance, retention, and completion rates in primary school. According to worldwide research, separate, specific actions that respond to the factors affecting girls must be applied to affect girls' attendance in school. In response to this research and to the findings of the study of

the pilot Guatemalan Girls' Scholarship Program as well as to the identified need in Guatemala, the Girls' Education Activity will include two major subactivities that respond to the complex set of barriers to girls' education:

- the *Franja Curricular*, that focuses on qualitative changes in teachers' attitudes and classroom strategies, in curriculum materials, and in program development; and
- *Eduque a la Niña*, a model project of donor coordination to test different packages of educational actions (e.g., tutors, scholarships, teacher training, educational materials, social marketing) that will be implemented initially in 21 communities in the Guatemalan highlands.

The design for each of these strategies is based on an extensive review of the literature. The project *Eduque a la Niña*, which is testing packages of interventions, is based on the lessons learned from the successful Guatemalan Girls' Scholarship program as well as on recommendations from the literature concerning the most cost-effective methods for promoting girls' retention and school completion.

3. Social Soundness

A thorough examination and analysis of the proposed interventions of the BEST project in terms of appropriateness and gain for the intended beneficiaries was carried out in 1989 in support of the original design of the project. Results to date in the execution of project activities provide the basis to conclude that the soundness analysis continues to be valid and thus no additional analysis is necessary at this time.

There is considerable corroboration of findings from the BEST project Socio-linguistic Mapping Study conducted of Mayan language-speaking areas (completed in early 1993). This study was carried out in the principal linguistic regions and includes data relating to several topics covered in the Social Soundness Analysis. For example, the mapping study shows that gender ratios continue to be skewed toward males as cohorts move through the grades of primary school. Significant opportunity costs of education to indigenous households are reflected in the dropout pattern and in the relation between limited proficiency in oral Spanish language ability and shadow wage labor rates. A skewed land tenure structure, a high prevalence of seasonal labor exodus from communities, and difficult access to communities are additional factors mentioned in the Social Soundness Analysis that continue to be key issues facing the high need target populations of the BEST Project.

4. Financial Analysis

The first part of this analysis deals with the issue of recurrent costs. It describes the extent of the GOG commitment to assign budget resources to cover recurrent costs for the remainder of the project. The recurrent costs question is central to determining whether the

project will have sufficient resources available to cover costs in a timely manner and to determining the ultimate sustainability of key activities. Those project activities found to have relatively less impact, manageability, or potential for sustainability will be phased out in 1993 and 1994.

The second part of the analysis takes a preliminary look at the question of whether the project will achieve its objectives at the lowest cost possible. Given the lack of data at this time, reliable cost-effectiveness analysis is not possible. The purpose of this initial examination is to indicate what proxy measures are available and how efficiency and effectiveness can be measured during the remaining life of the project.

A. Recurrent Costs

The original project financial plan projected almost equal contributions from both A.I.D. and the Government of Guatemala. The mid-term evaluation, however, found that the substantial degree to which grant funds covered the most basic operating and maintenance costs of the activities put sustainability in serious doubt. Given the level of A.I.D. support in the first three years of implementation for such basic costs as salaries, insurance and maintenance of vehicles and equipment, gasoline and spare parts, per diem, office supplies, utilities, and rent, the evaluation team strongly recommended that the Mission secure the commitment of the GOG to take increasing responsibility for recurrent costs. The evaluation pointed out that sustainability and institutionalization are often considered synonymous and thus achievement of the project purpose hinges on a satisfactory solution to the recurrent cost issue.

A.I.D. vigorously pursued negotiations with the MOE on a phased plan to shift the burden of recurrent costs to the GOG with emphasis on their assuming more non-salaried recurrent costs. As a result, the revised project financial plan and cost estimates reflect the MOE commitment to assume 40 percent of recurrent costs in 1995, 70 percent in 1996, and 100 percent in 1997, for all but pilot activities. A.I.D. agreed to continue to fund recurrent costs for the Achievement Tests, Girls' Education, *Nueva Escuela Unitaria*, and Interactive Radio pilot activities.

Actual expenditures of recurrent costs to date are difficult to assess with the existing project financial tracking system. The tracking system will be upgraded during the next year to provide better financial information for project management. Also, it is difficult to identify many recurrent costs that were funded through the technical assistance budget executed by the U.S. institutional contractor. Table 7 provides an approximate estimate of recurrent cost expenditures to date and projections for the three core components by activity and source of funding. Salaries account for nearly all of the recurrent costs covered to date by the GOG. At the PACD, it is expected that the proportion of GOG budget resources allocated to non-salary costs will increase.

Table 7
Recurrent Cost Analysis
(US \$000)

Line Item	to 6/93		1993		1994		1995		1996		1997	
	AID	GOG	AID	GOG	AID	GOG	AID	GOG	AID	GOG	AID	GOG
1. Goods	1,310		1,123	372	612	1,162	335	1,597	204	1,350	0	772
2. Salaries & Wages	655	7,112	571	7,283	353	8,210	186	10,196	88	13,400	0	13,380
3. Printing	842		349	40	356	415	420	203	387	220	0	170
4. Other Expenses	655	617	464	79	398	196	180	205	64	266	0	242
Total	3,464	7,729	2,908	7,774	1,718	9,982	1,122	12,200	744	15,235	0	14,563
Percent	31%	69%	24%	76%	15%	85%	8%	92%	5%	95%	0%	100%

NOTE: Other Expenses include such items as vehicle and equipment maintenance, spare parts and fuel, and office supplies.

During the redesign of the project, all activities were analyzed by the MOE staff, USAID, and the technical assistance team. Joint decisions were made to phase out seven of sixteen activities based on the assessment of their impact on efficiency, quality, or equity; manageability by the MOE or USAID; and/or potential for sustainability. Further, the extent of the MOE commitment to assume recurrent costs and a timetable for doing so were specified for each activity. These are described in detail in the Project Description (Section III) and summarized here.

1. Policy Planning, Research, and Analysis

The MOE will fund four long-term, high-level advisors and provide them with office space with easy access to the Minister.

2. Management Information System

The MOE is committed to establishing a Directorate of Information and to creating 68 professional and technical positions in the MIS area with competitive salaries so as to reduce turnover of qualified personnel. The MOE will assume all recurrent costs over the next three years in accordance with the agreed upon formula of 40/70/100.

3. Academic Achievement Tests

The Ministry will continue to provide five SIMAC professional positions and office space. If the MOE does not succeed in establishing a permanent home for testing and does not assume all recurrent costs by 1996, grant funded support will not continue beyond the completion of the pilot effort.

4. Bilingual Education

The mid-term evaluation emphasized the importance of including the costs of printing student and teacher materials and other non-personnel costs in the MOE budget in order to assure the institutionalization of the bilingual education program. The MOE will absorb 45 new administrative and technical positions in the program, create 1,200 new bilingual teacher positions, purchase school furniture and supplies for the expansion phase, and increasingly assume other recurrent costs during the next three years.

5. Girls' Education

The *Franja Curricular de la Niña* will be completely integrated into the MOE by 1996; thus, sustainability is not an issue. The *Eduque la Niña* project administered by FUNDAZUCAR, a private sector organization, has embarked on a program of fundraising, donor diversification, and strategic planning for a long-term funding mechanism. Grant

funded support will continue beyond 1994 only if FUNDAZUCAR has raised \$100,000 in private funds by December 1994.

6. One Room School

The MOE will purchase school furniture and materials for the expansion of the program. On completion of the pilot program in 1994, the GOG is committed to assuming all recurrent costs by 1997.

7. Basic School Materials

This activity will maintain its original scope and budget and be completed as planned in 1995.

8. Interactive Radio

Based on the evaluation findings, the Interactive Radio Services activity will be phased out at the end of 1994 allowing completion of the pilot activity. During the last 18 months of the radio pilot, the MOE will supply office space and personnel to support testing of radio programming.

9. Teachers' Magazine

Grant funding for the magazine activity will be phased out by the end of 1993; however, the MOE will assume total costs of producing the teachers' magazine.

10. Supervision

This project activity is characterized by very high non-salary recurrent costs being covered with grant funds, including per diems, motorcycle maintenance, insurance, fuel, tires, and more. The MOE has agreed to cover recurrent costs during the last 12 months of the activity before assistance is phased out at the end of 1994.

If the GOG complies with its commitment to gradually assume the burden for recurrent costs, the project will have adequate resources to fund all critical project inputs, to achieve the project objectives, and to sustain activities beyond the PACD. The lack of government budget resources to cover recurrent costs is a serious obstacle to the development of the education sector in general, not just for this project.

B. Cost Effectiveness

Limitations exist to performing a reliable cost-effectiveness analysis. The project financial tracking and output monitoring systems do not, as of yet, provide the type of detailed expenditure information and quantitative measures of program outputs achieved that

are needed for a rigorous analysis. These systems are being upgraded and are expected to generate the information required for cost-effectiveness analysis within a year.

The BEST Project included activities designed to develop and test low-cost, alternative educational methodologies which, when proven cost-effective, are expected to be adopted and funded on a sustainable basis by the MOE. During the next year, analysis of the cost of benefits derived from four of these activities--*Eduque a la Niña*, *Nueva Escuela Unitaria*, Bilingual Education Services, and Interactive Radio--will be carried out by expert consultants.

Project implementing units have estimated the number of school children, teachers, and supervisors expected to benefit directly from project interventions during the amendment period 1993 to 1997. Though historical data are not readily available, the projections can be used to calculate an estimated unit cost of a project activity which is then compared to a standard cost if available. Using as a standard the annual MOE expenditures per student, i.e., under \$25, an opinion can be expressed on the reasonableness of the unit cost for that activity. This simple methodology can be applied to certain BEST project activities. The resulting 1993 unit costs are: Interactive Radio, \$17.26; One Room School, \$85.00; Girls' Education, \$52.38; and Bilingual Education, \$38.79.

While this analysis can point to some potential inefficiencies, it is in no way recommended to be used for design or implementation decisions. Full analysis is needed to confirm the direction and dimension of project efficiency and effectiveness.

Redesign efforts have already resulted in the elimination of some of the less cost-effective activities of the BEST Project. The studies planned for the coming year should form the basis for GOG decisions to carry on innovative methodologies which have proven to be cost-effective.

5. Conditions Precedent and Covenants

A. Conditions Precedent to Disbursement for Specific Activities

- 1. Prior to any disbursement of funds for purposes other than the contracting of external technical assistance and the procurement of project-related goods and materials, except as may be stipulated in separate conditions precedent, the Ministry of Education will provide evidence that it has developed and is implementing a revised plan that ensures the proper use and maintenance of project-funded vehicles and equipment (4-wheel drive vehicles and motorcycles and computer hardware and software).**
- 2. Prior to any disbursement of funds for the procurement of computer or office equipment and for the contracting of a consultant to support the new Policy Planning, Research, and Analysis Activity, the Ministry of Education will provide**

evidence, in form and substance acceptable to A.I.D., that it has initiated the process to reclassify four MOE positions to permit the hiring of four high-level advisors to serve as counterparts in the development of a MOE policy analysis capacity. Prior to any disbursement of funds for tasks programmed for the second year of this activity, the MOE will provide evidence, in form and substance acceptable to A.I.D., that it has provided four high-level MOE counterparts to the Activity.

3. Prior to any disbursement of funds in support of the expansion of bilingual education services to 600 additional schools, the Ministry of Education will provide evidence, in form and substance acceptable to A.I.D., that it has ensured:
 - a. the gradual but full *institutionalization* of the *Dirección General de Educación Bilingüe*;
 - b. the *consolidation* of bilingual education services in the 400 complete schools in the four major Mayan language areas, including the full provision of qualified bilingual teachers (certified by PRONEBI), training, and bilingual materials;
 - c. the *completion* of bilingual education services in the 400 incomplete schools by providing, to the satisfaction of A.I.D., qualified bilingual teachers, training, and bilingual education materials to preprimary, first, second, and third grades;
 - d. the *regionalization* of bilingual education services by fully staffing the *División de Educación Bilingüe Intercultural* in each of the regional offices;
 - e. the appointment and placement of qualified bilingual teachers in those schools selected for expansion;
 - f. the coordination of all bilingual education services (i.e., those provided by other Ministry of Education entities, such as SIMAC) under the management and authority of the National Program of Bilingual Education (*Dirección de Educación Bilingüe Intercultural*); and
 - g. the assignment of responsibility for assessing qualifications for bilingual teacher appointments and assignments.

B. Covenants

The Ministry of Education shall covenant the following:

1. To ensure that all project-related private sector and contractor personnel have appropriate access to facilities and have the cooperation of MOE personnel related to carrying out the activities of the project agreed to in Annex A of the Project Agreement;
2. To provide all 125 Ministry of Education administrative, technical, and professional positions agreed to between USAID and the MOE during the 1994 and

1995 calendar years to ensure the institutionalization and sustainability of project-funded interventions:

● Management Information Systems	68
● Bilingual Education Services	45
● <i>Nueva Escuela Unitaria</i>	10
● Girls' Education	2

- 3. To ensure that if the Achievement Tests Activity is transferred out of SIMAC, that all SIMAC personnel trained by the project and all equipment purchased by the project are transferred to the new location.**
- 4. To create and implement a viable plan for ensuring that those teachers trained under the *Nueva Escuela Unitaria* activity are not transferred to other schools during the life of the project.**

ANNEXES

ANNEX A
Logical Framework

Annex A. Logframe

NARRATIVE SUMMARY

Program Goal:

To improve the quality, efficiency, and equity of primary education services in Guatemala.

OBJECTIVELY VERIFIABLE INDICATORS

Measures of Goal Achievement:

Decrease repetition rates from 20.5% in 1991 to 18% in 1997 in grades one through three

Increase completion rates from 47.4% to 50.2% in third grade and from 27.8% to 29.5% in sixth grade from 1991 to 1997

Increase student academic achievement scores in third grade from 55% in 1992 to 62% in 1997

Increase number of girls enrolled in third from 75,033 in 1991 to 82,105 in 1997, and increase percentage of girls enrolled in third grade from 45.1% in 1991 to 49% in 1997

Increase number and percentage of Mayan students enrolled in primary school from # (_ %) in 1993 to # (_ %) in 1997 (TBD)

MEANS OF VERIFICATION

MOE's Annual Statistical Summary

MOE's Annual Statistical Summary

Achievement tests developed under the Testing Activity

MOE's Annual Statistical Summary

MOE's Annual Statistical Summary

ASSUMPTIONS

Continuing political stability and democratic processes in Guatemala

Continuing growth of the Guatemalan economy and increased equity in the distribution of the benefits of the growth

Increasing commitment of GOG to social sector investment

Increasing allocation of significant GOG resources to education

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NARRATIVE SUMMARY**Program Purpose:**

To institutionalize measures to:

- 1) improve the classroom environment;
- 2) improve efficiency in the allocation and use of resources; and,
- 3) increase the equity of educational practices and policies in Guatemala.

OBJECTIVELY VERIFIABLE INDICATORS**End of Program Status:**

1a. Teachers effectively applying NEU, Bilingual Education, Radio, and Girls' Education methodologies in target schools

1b. Increase student academic achievement in third grade from 1992 to 1997 in target areas (Bilingual Education: 53% to 66%; Radio Math: TBD; Radio Spanish: TBD; Girls' Education: 52% to 56%; and NEU: TBD)

2a. Increase teachers appropriately assigned from __% in 1993 to __% in 1997 (TBD)

2b. Reduce time to complete teacher appointments from 8 months in 1989 to 3 months in 1997

2c. Decrease repetition rates from 1991 to 1997 in grades one through three in target areas (Bilingual Education: 18.3% to 14.3%; Radio Spanish: 22.9% to 20%; and Girls: 21.3% to 19.8%)

MEANS OF VERIFICATION

1a. Special evaluation studies

1b. Data collected under Achievement Test Activity

2a. Data from MIS personnel tracking system

2b. Data from MIS personnel tracking system

2c. Data from MIS educational statistics

ASSUMPTIONS

Substantial donor resources provided to support the investment costs of sustainable, cost-effective project interventions

Increasing portion of the education budget allocated to primary education, especially to non-salaried recurrent expenditures

Increasing ability of MOE to effectively allocate and execute its program and budget

Favorable GOG policy orientation toward bilingual and girls' education, primary education improvement, and decentralized education administration

Increasing value placed by parents and communities on children's completion of primary education

Commitment by MOE administrators to efficient methods and rational decision-making

Increasing commitment by teachers to improving instruction and to adopting appropriate innovations.

NARRATIVE SUMMARY**Project Outputs**

1. Functioning policy analysis capacity within MOE in place
- 2a. Production of the MOE's Annual Statistical Summary with no more than a six month lag
- 2b. Management Information System established and operational

OBJECTIVELY VERIFIABLE INDICATORS

- 3a. Increase participation of girls and Mayan students from # (_ %) and # (_ %) in 1994 to # (_ %) and # (_ %) in 1997 in target areas (Girls' Education, NEU, Bilingual Education) (TBD)
 - 3b. Increase enrollment of girls in grades three and above from 38% in 1991 to 42.8% in 1997 in target areas (Girls' Education)
 - 3c. Increase enrollment of Mayan students from 95,083 in 1989 to 129,395 in 1997 in target areas (Bilingual Education)
1. Three qualified MOE advisors conducting policy research and analysis
 - 2a. One report produced annually
 - 2b. Databases for the MIS subsystems in personnel, education statistics, educational facilities, and program budgeting updated continuously and regionally
 - 2c. Number of responses to requests for special data from decision-making units in MOE

MEANS OF VERIFICATION

- 3a. Special evaluation studies
 - 3b. Data from MIS educational statistics
 - 3c. Data from PRONEBI educational statistics
1. Policy Activity Progress Reports
 2. Delivery of the report
 3. MIS Activity Progress Reports

ASSUMPTIONS

- Establishment of bilingual services in regional educational directorates
- Establishment by MOE of girls' scholarship program
- Commitment of the MOE to sustain and expand cost-effective project activities
- Assumption by the MOE of 100% of the recurrent costs, including salaries and operational costs, of sustainable, cost-effective project activities by the end of the project
- MOE has institutional and managerial capability to sustain and expand cost-effective project interventions
- Commitment of MOE to develop and sustain its capacity for policy research and analysis

2/9

NARRATIVE SUMMARY

3. Reliable tests developed and standardized

4. Regional one-room school model, including the design of a teacher training prototype, refined and evaluated for replication nation-wide

OBJECTIVELY VERIFIABLE INDICATORS

3a. 5 tests of academic achievement for 3rd grade Math and Spanish

3b. 500 units in MOE receive test results

4a. Effective implementation of NEU model in 619 one-room schools in two regions, including:

4b. 49 self-learning guides for grades 1-6 developed and tested

4c. Detailed teacher training guides developed

4d. Sets of self-learning cards and related students' guides developed and tested

4e. Basic minimum libraries provided to 619 one-room schools

4f. Sets of furniture & equipment provided to 100 pilot one-room schools

4g. 800 teachers trained in new class management and teaching methods

4h. Evaluation findings regarding cost-effectiveness of one-room school model

MEANS OF VERIFICATION

3. Achievement Testing Activity Progress Report

4. NEU Activity Progress Report

ASSUMPTIONS

MOE will request, analyze, and use information generated under the MIS and Achievement Testing Activities for rational decision-making

Establishment of testing center by the MOE and accompanying budget to support sustainability of testing services

MCE will apply the Nueva Escuela Unitaria methodology in the nation's normal schools and teacher training systems

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NARRATIVE SUMMARY

5. Interactive radio model refined and evaluated for replication nation-wide

6. Private sector provision of basic school materials

7. Strengthened school and teacher supervisory system

OBJECTIVELY VERIFIABLE INDICATORS

5. Interactive Radio Pilot completed, including:

5a. A complete set of radio broadcast tapes (465 broadcasts) for 1-3 grades in mathematics, and 2 teachers' manuals

5b. A complete set of radio broadcast tapes (450 broadcasts) for 1-3 grades in Spanish-as-a-second language, and 3 teachers' manuals

5c. Evaluation findings regarding costs and effectiveness (gains in student academic achievement) of interactive radio model

6a. Production and use of 125,000 cassettes for first grade children and 8,600 teachers' kits

6b. Mobilization of resources from two private institutions for primary education

7a. 342 District supervisors trained and equipped with office equipment and motorcycles

7b. BEST project innovations fully integrated into the training program

MEANS OF VERIFICATION

5. Interactive Radio Activity Progress Report

6. Basic School Materials Activity Progress Report

7. Teacher Supervision Activity Progress Report

ASSUMPTIONS

Private sector institutions continue to provide matching funds

62

NARRATIVE SUMMARY

8. Improved information for teachers on instructional strategies and communication with MOE and other teachers

9. Improved and expanded bilingual education program

OBJECTIVELY VERIFIABLE INDICATORS

8. 7 issues of 30,000 copies each of the teachers' magazines produced and distributed to teachers and MOE personnel

9a. Consolidation of bilingual education in 400 complete and 400 incomplete schools

- 1600 teachers trained and teaching
- 72 new supervisors trained and supervising
- 244,000 textbooks printed
- Furniture for 1600 classrooms delivered
- Curriculum, textbooks, and teachers' guides updated in 4 existing language areas

9b. Expansion to 600 additional schools in the four major Mayan language areas

- 1800 teachers trained and teaching
- 10 supervisors trained and supervising
- 369,000 textbooks printed and distributed
- Furniture for 1800 classrooms delivered
- 54,000 student desks, 1800 teacher desks, and 1800 blackboards provided

MEANS OF VERIFICATION

8. Teachers' Magazine Activity Progress Reports

9a. Bilingual Education Activity Progress Reports

ASSUMPTIONS

Increasing proportion of certified bilingual teachers assigned to Mayan language areas

NARRATIVE SUMMARY

10. Gender considerations effectively incorporated into MOE curriculum and programming

11. Cost-effective educational and economic innovations refined and evaluated for replication nation-wide

Project Inputs

See Project Budget

OBJECTIVELY VERIFIABLE INDICATORS

10a. 58 new textbooks published with no gender bias

10b. 964 Regional administrators and supervisors trained

10c. 3,691 teachers trained

10d. 29 teaching materials produced and delivered specific educational interventions

11a. 5,000 girls directly benefited by specific educational interventions

11b. Evaluation findings regarding costs and effectiveness of the educational innovations

MEANS OF VERIFICATION

10. Girls' Education (*Franja Curricular*) Activity Progress Report

11. Girls' Education (*Eduque a la Niña*) Activity Progress Reports

USAID's Controller's Reports

OAP financial reports, including counterpart

FUNDAZUCAR financial reports, including counterpart

ASSUMPTIONS

Positive disposition of teachers, supervisors, and administrators to redress gender bias in the content and delivery of primary education

MOE will sustain delivery of its Girls' Scholarship Program

Private sector institutions increasing contributions to girls' education initiatives

MOE counterpart contributions provided on a timely basis

Participating institutions fulfill financial support commitments

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ANNEX B
Detailed Budget

Table No.A

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

SUMMARY BY LINE ITEM

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	TOTAL	%
1. TECHNICAL ASSISTANCE	1,628,487	2,423,975	1,568,433	594,501	8,494	6,223,890	38%
2. TRAINING	441,577	524,693	459,951	269,600	0	1,695,821	10%
3. GOODS	1,123,269	611,575	324,524	204,266	0	2,273,634	14%
4. SALARIES AND WAGES	571,262	352,823	186,185	88,051	0	1,198,321	7%
5. PRINTING	349,068	356,085	420,473	387,288	0	1,512,914	9%
6. OTHER EXPENSES	464,396	397,723	180,475	64,269	0	1,106,863	7%
7. A.I.D MANAGEMENT	68,830	90,857	97,779	103,878	109,162	470,506	3%
8. EVALUATIONS	20,000	30,000	150,000	75,000	200,000	525,000	3%
9. AUDITS	50,000	40,000	40,000	40,000	40,000	210,000	1%
10. CONTINGENCIES	125,000	250,000	250,000	250,000	250,000	1,125,000	7%
Project Total	4,841,890	5,127,729	3,687,739	2,076,834	607,656	16,341,868	100%
%	30%	31%	23%	13%	4%	100%	

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Table No. 8

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget:

SUMMARY BY LINE ITEM AND ACTIVITY

(figures in US\$)

LINE ITEM	POLICY PLANNING	MANAG. INFO.	ACHIEVE. TRBT	HRU	INTERAC. RADIO	TEACHER MAGAZINE	TEACHER SUPERV.	CAMASTA ESCOLAR	BILINGUAL EDUC.	GIRLS' EDUC.	O.A.P.	A.E.D.	TOTAL	%
1. TECHNICAL ASSISTANCE	183,587	1,138,853	431,723	797,827	646,812	10,400	289,328	0	448,566	1,391,996	31,000	962,660	6,223,890	38%
2. TRAINING	237,300	63,383	0	346,441	18,963	13,564	179,161	0	624,614	158,396	60,000	0	2,695,821	16%
3. GOODS	17,500	758,977	13,000	673,280	0	2,745	259,636	347,000	183,346	29,358	49,091	15,500	2,273,634	14%
4. SALARIES AND WAGES	13,533	61,437	0	0	0	3,450	4,545	0	660,000	222,271	230,833	0	1,198,242	7%
5. PRINTING	0	42,945	18,600	137,820	11,930	54,545	45,455	0	1,090,000	40,609	21,818	0	1,512,913	9%
6. OTHER EXPENSES	47,850	193,577	15,330	69,830	147,448	19,236	133,085	0	68,528	151,324	140,085	122,638	1,106,362	7%
Subtotal	500,001	2,348,190	470,353	2,075,378	817,152	106,001	831,131	347,000	2,987,187	1,993,954	532,748	1,100,798	14,011,362	
7. A.I.D. MANAGEMENT													470,506	3%
8. CONTINGENCIES													525,000	4%
9. UNASSIGNED													210,000	1%
10. UNASSIGNED													1,125,000	8%
Project Total	500,001	2,348,190	470,353	2,075,378	817,152	106,001	831,131	347,000	2,987,187	1,993,954	532,748	1,100,798	56,341,868	100%
% over subtotal	0%	10%	3%	15%	6%	1%	6%	2%	21%	14%	4%	8%		

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Table No.C

BASIC EDUCATION STRENGTHENING PROJECT
 Project No. 525-0374
 GRANT FUNDS for AMENDMENT PERIOD
 July 1993 - December 1997
 Illustrative Budget

SUMMARY BY MAJOR IMPLEMENTING INSTITUTION AND ACTIVITY

(figures in US\$)

IMPLEMENTING INSTITUTION	POLICY PLANNING	MANAG. INFO.	ACHIEVE. TESTS	MANAG. MON	INTERAC. RADIO	TEACHER MAGAZINE	TEACHER SUPERV.	CANASTA ESCOLAR	BILINGUAL EDUC.	GIRLS' EDUC.	PROJECT ADMIN.	A.E.P. MANAG.	MANAG+EV+ ADD+CONTING	TOTAL	%
1. ACADEMY	500,001	1,004,424	470,553	2,075,578	817,152	10,400	467,138		473,620	1,759,386	31,000	1,100,798		9,641,830	59%
2. A.F.D.									900,000				2,330,506	3,230,506	29%
3. COMPUTER CENTER		343,766												343,766	3%
4. DIRC. GRAL. EDUCACION							363,993							363,993	2%
5. FUNDACAR								347,000		204,568				551,568	3%
6. G.A.P. PROJECT ADMIN.											501,748			501,748	3%
7. PROMBI									1,613,566					1,613,566	10%
8. SIMAC						95,691								95,691	1%
Total	500,001	2,348,190	470,553	2,075,578	817,152	106,091	831,131	347,000	2,907,187	1,993,954	532,748	1,100,798	2,330,506	16,341,868	100%
%	3%	14%	3%	13%	5%	1%	5%	2%	18%	12%	3%	7%	14%	100%	

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Table No.D

BASIC EDUCATION STRENGTHENING PROJECT
Project No. S20-0374
FINANCIAL PLAN - AMENDMENT ONLY
Illustrative Budget

SUMMARY BY LINE ITEM AND TYPE OF CURRENCY

(figures in US\$)

LINE ITEM	AID		GOG		PRIVATE SECTOR		TOTAL	
	FX	LC	LC	LC	FX	LC		
1. TECHNICAL ASSISTANCE	3,918,056	2,305,834					3,918,056	2,305,834
2. TRAINING	262,240	1,433,580	190,000	159,000			262,240	1,782,580
3. GOODS	890,576	1,383,058	3,653,900	1,598,000			890,576	6,634,958
4. SALARIES AND WAGES		1,543,759	46,295,864				0	47,839,623
5. PRINTING		1,512,913	1,046,000				0	2,558,913
6. OTHER EXPENSES	125,514	1,106,337	850,765	137,000			125,514	2,094,102
7. EVALUATIONS	525,000						525,000	0
8. AUDITS	210,000						210,000	0
9. CONTINGENCIES	1,125,000						1,125,000	0
Project Total	7,056,386	9,285,482	52,036,529	1,894,000			7,056,386	63,216,010
	%	43%	57%				10%	90%

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Table No. 6

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTIONS
Illustrative Budget

SUMMARY BY LINE ITEM AND ACTIVITY

(figures in US\$)

LINE ITEM	POLICY PLANNING	MANAG. INFO.	ACHIEVE. TESTS	NEW	INTERAC. RADIO	TEACHER MAGAZINE	TEACHER SUPERV.	CANASTA ESCOLAR	BILINGUAL EDUC.	GIRLS' EDUC.	O.S.P.	A.E.D.	TOTAL	%
1. TECHNICAL ASSISTANCE	0	0	0	0		0	0	0	0	0	0	0	0	0%
2. TRAINING	0	40,000	10,000	0		0	124,000	159,000	0	0	0	0	349,000	1%
3. GOODS	0	275,000	10,000	391,000		70,725	815,175	297,000	680,000	2,690,000	15,000	0	5,251,900	10%
4. SALARIES AND WAGES	140,400	1,100,620	103,200	224,122		360,000	7,530,400	0	36,664,713	96,000	68,400	0	46,295,664	26%
5. PRINTING	0	22,000	30,000	0		606,000	218,000	0	170,000	0	0	0	1,044,000	2%
6. OTHER EXPENSES	5,400	200,000	20,000	0		50,365	151,000	137,000	225,000	70,000	24,000	0	987,765	2%
Project Total	145,800	1,729,620	190,200	615,122	0	1,103,000	8,046,575	593,000	37,739,713	2,856,000	107,400	0	53,930,529	100%
%	1%	12%	1%	4%	0%	8%	63%	4%	26%	20%	1%	0%		

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Table No.F

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
FINANCIAL PLAN - AMENDMENT ONLY
Illustrative Budget

SUMMARY BY ACTIVITY AND TYPE OF CURRENCY

(figures in US\$)

ACTIVITY	AID		GOB	PRIVATE	TOTAL	
	FK	LC	LC	LC	FK	LC
1. POLICY PLANNING, RESEARCH	164,387	336,394	145,800		164,387	482,194
2. MANAGEMENT INFO. SYSTEMS	1,318,693	929,496	1,733,629		1,318,693	2,663,126
3. ACADEMIC ACHIEV. TESTS	406,311	64,242	190,200		406,311	254,442
4. NUEVA ESCUELA UNITARIA	548,000	1,527,498	615,122		548,000	2,142,619
5. INTERACTIVE RADIO SERVS.	397,643	419,309	0		397,643	419,309
6. TEACHERS' MAGAZINE	0	106,091	1,103,090		0	1,209,181
7. TEACHER SUPERVISION	225,660	605,471	8,846,575		225,660	9,452,846
8. CANASTA ESCOLAR	0	347,000	0	593,000	0	940,000
9. BILINGUAL EDUCATION SERVS	220,352	2,766,835	37,739,713		220,352	40,506,548
10. GIRLS' EDUCATION	878,779	1,115,175	1,555,000	1,301,000	878,779	3,971,175
11. OFICINA DE ADMON. PROV.	0	532,748	107,400		0	640,148
12. A.E.D. MANAGEMENT	911,293	189,505	0		911,293	189,505
13. A.I.D. MANAGEMENT	124,989	345,518			124,989	345,518
EVALUATIONS	525,000				525,000	0
AUDITS	210,000				210,000	0
CONTINGENCIES	1,125,000				1,125,000	0
Project Total	7,056,386	9,285,482	52,036,529	1,894,000	7,056,386	63,216,010
	4%	5%			10%	90%

Table No.G

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-8574
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

SUMMARY BY LINE ITEM

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	TOTAL	%
1. TECHNICAL ASSISTANCE	0	0	0	0	0	0	0%
2. TRAINING	46,000	119,000	116,000	38,000	32,000	349,000	1%
3. GOODS	371,745	1,161,745	1,596,745	1,349,745	771,920	5,251,900	10%
4. SALARIES AND WAGES	6,426,223	7,243,904	8,996,299	11,823,835	11,805,604	46,295,864	86%
5. PRINTING	40,000	414,500	202,500	219,500	169,500	1,046,000	2%
6. OTHER EXPENSES	79,273	193,873	204,873	265,873	241,873	987,765	2%
7. EVALUATIONS						0	0%
8. AUDITS						0	0%
9. CONTINGENCIES						0	0%
Project Total	6,963,241	9,135,022	11,114,417	13,696,953	13,020,897	53,930,529	100%
%	13%	17%	21%	25%	24%	100%	

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Table No. 8

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
LIFE OF PROJECT GRANT FUNDS
Illustrative Budget

SUMMARY BY ACTIVITY AND TYPE OF CURRENCY

(US 0000)

COMPONENT/ACTIVITY	DISBURSED TO 6/30/93		APPROPRIATION PERIOD 7/93 - 12/97		SUBTOTAL		PROJECT TOTAL
	FX	LC	FX	LC	FX	LC	
EDUCATION POLICY AND ADMINISTRATION							
1. POLICY PLANNING, RESEARCH	0	0	165	336	165	336	501
2. MANAGEMENT INFO. SYSTEMS	909	450	1,319	929	2,300	1,379	3,687
3. ACADEMIC ACHIEV. TESTS	370	93	406	64	726	156	883
Subtotal	1,300	543	1,890	1,330	3,190	1,872	5,071
CLASSROOM INNOVATIONS AND SUPPORT SERVICES							
4. NUEVA ESCUELA UNITARIA	269	95	548	1,327	817	1,622	2,440
5. INTERACTIVE RADIO SERVS.	430	450	398	420	828	870	1,697
6. TEACHERS' MAGAZINE	93	64	0	106	93	170	263
7. TEACHER SUPERVISION	1,330	330	236	605	1,566	943	2,507
8. CARRERA ESCOLAR	0	90	0	347	0	443	443
Subtotal	2,120	1,045	1,171	3,006	3,301	4,051	7,352
EQUITABLE EDUCATION PROGRAMS AND PRACTICES							
9. BILINGUAL EDUCATION SERVS	1,359	461	220	2,767	1,579	3,228	4,807
10. GIRLS' EDUCATION	135	124	879	1,115	1,014	1,239	2,253
Subtotal	1,494	585	1,099	3,882	2,593	4,467	7,060
PROJECT MANAGEMENT							
11. USE MANAGEMENT		230	0	533	0	763	763
12. A.E.D. MANAGEMENT	1,511		911	190	2,422	190	2,612
13. A.I.D. MANAGEMENT		200	125	346	125	346	671
EVALUATIONS	244	0	523		769	0	769
AUDITS	0	68	210		210	68	278
CONTINGENCIES	0	0	1,125		1,125	0	1,125
Subtotal	1,755	498	2,896	1,069	4,651	1,566	6,217
PROJECT TOTAL	6,668	2,670	7,056	9,285	13,744	11,955	25,700
	16%	10%	27%	36%	53%	47%	100%

Table No. 1

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

POLICY PLANNING, RESEARCH, AND ANALYSIS Activity

(Figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS CY1994	UNITS CY1995	UNITS CY1996	UNITS	TOTAL
1. TECHNICAL ASSISTANCE							
Int'l. consultant		16,550	24,825	24,825	8,275		74,475
Short term TA local		6,000	24,000	24,000			54,000
Overhead (indirect costs)		11,751	17,626	17,626	5,875		52,877
Fixed fee (3%)		497	745	745	248		2,234
Subtotal TECHNICAL ASSISTANCE		36,797	67,196	67,196	14,399		183,587
2. TRAINING							
Seminars			30,000	30,000	15,000		75,000
Research		25,000	30,000	30,000	25,000		110,000
Social Marketing			11,600	11,600	11,600		34,800
Observation trips (10 people)			8,750	8,750			17,500
Subtotal TRAINING		25,000	80,350	80,350	51,600		237,300
3. GOODS							
3 Computers & printer		10,000					10,000
Reference materials		2,500	2,500	2,500			7,500
Subtotal GOODS		12,500	2,500	2,500	0		17,500
4. SALARIES AND WAGES							
1 bilingual secretary + benefits		1,091	4,582	4,811	5,051		15,535
Subtotal SALARIES AND WAGES		1,091	4,582	4,811	5,051		15,535
5. PRINTING							
6. OTHER EXPENSES							
Social marketing		17,500	17,500				35,000
Equip. maintenance			1,091	1,145	1,203		3,439
Office supplies		2,000	2,100	2,205	2,315		8,620
Subtotal OTHER EXPENSES		19,500	20,691	3,350	3,518		47,059
		92,888	175,318	158,207	74,568		500,981

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Table No.2

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget
A.B.D.
MANAGEMENT INFORMATION AND PERSONNEL SYSTEMS Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
1. TECHNICAL ASSISTANCE												
Computerized Personnel Mgmt. Spec.	7,000 /month	3,675	1	3,850	1							7,534
Computerized Personnel Mgmt. Spec.	5,000 /month	5,350	1	5,513	1							10,763
Benefits	29.0%	2,508		2,718								5,306
Consultants												
Management Systems Spec.	4,000 /month	4,300	1	4,400	1							8,600
Regional Training Spec.	4,000 /month	4,300	1	4,400	1							8,600
Travel and Transportation												
BT US/Guatemala for ST TA:	700 /round tr	4,410	6	4,620	6							9,030
Local Travel in Guatemala for TA:	65 /month	373	4	206	4							559
Per diem for ST TA	135 /day	12,150	90	16,200	120							28,350
DBA Insurance @ 3.9%	3.9%	524		549								1,073
Overhead (indirect costs)	29.50%	11,008		12,613								23,700
Fixed Fee		332		601								1,133
Subtotal TECHNICAL ASSISTANCE		48,889		55,758		0		0		0		104,647
2. TRAINING												
3. GOODS												
4. SALARIES AND WAGES												
5. PRINTING												
6. OTHER EXPENSES												
Communications @	100 /month	315	3	210	2							525
Subtotal OTHER EXPENSES		315		210		0		0		0		525
Total MIPB-ABD Activity		299,204		505,068		0		0		0		805,172

Table No. 2-A

BASIC EDUCATION STRUCTURE PROJECT
 Project No. 320-0374
 GRANT FUNDS for ALLOCATION PERIOD
 July 1993 - December 1997
 Illustrative Budget

MANAGEMENT INFORMATION AND PERSONNEL SYSTEMS Activity
 (1994)
 (figures in US\$)

LINE ITEM	BASE	CV1993		CV1994		CV1995		CV1996		CV1997		TOTAL	
		P/M	0	P/M	0	P/M	0	P/M	0	P/M	0	P/M	0
1. TECHNICAL ASSISTANCE													
BMIS Expert	88,826	6	88,826	3	31,499	3	33,374	3	33,763	0	0	15	188,729
Implementation Coordinator	8,000	6	9,715	12	20,401	12	21,421	6	11,244	2	3,936	36	66,717
Software Engineering Spec.	7,000	6	7,636	12	16,036	12	16,838	6	8,840	0	0	36	49,351
System Admin./DBA Spec.	3,000	6	6,000	12	12,600	12	13,230	6	6,000	0	0	36	38,776
Systems Programming Spec.	7,720	6	8,423	12	17,700	12	18,304	6	9,762	0	0	36	54,490
Programmer 1	4,500	6	4,900	12	10,300	12	10,825	6	3,083	0	0	36	31,726
Programmer 2	4,000	6	4,000	6	3,155	0	0	0	0	0	0	12	10,804
Communications Specialist	14,000	3	7,945	3	3,423	1	3,846	1	1,494	0	0	7	17,508
Algorithmic Specialist	6,000	3	3,373	3	10,300	0	0	0	0	0	0	12	13,582
Regional Support Technician	2,000	6	2,662	12	4,582	12	4,811	6	2,326	0	0	36	14,100
Administrative Assistant	1,007	6	2,146	12	4,505	12	4,732	6	3,484	0	0	36	13,848
Driver	1,100	6	1,200	12	2,320	12	2,446	6	1,300	0	0	36	7,723
Fringe Benefits			36,626		48,648		43,815		27,384		1,315		157,729
DBA on US Citizens			1,220		645		677		711		0		3,262
Local Per Diem			1,000		6,000		1,000		2,500		0		10,500
Local Travel Expense			4,000		1,000		1,000		2,500		0		16,500
Overhead (indirect costs)			61,000		70,346		71,000		43,818		1,993		237,946
CCA			17,172		21,770		20,083		12,175		554		71,673
Flood Fee			17,120		21,842		20,670		12,216		556		71,914
Subtotal TECHNICAL ASSISTANCE			243,164		312,099		283,071		173,377		8,494		1,024,204
2. TRAINING													
3. GOODS													
Equipment			0		0		0		0		0		0
Software for Evaluation			1,000		1,500		1,500		750		0		6,750
Supplies			9,000		9,000		9,000		4,500		0		31,500
Subtotal GOODS			12,000		10,500		10,500		5,250		0		38,250
4. SALARIES AND WAGES													
5. PRINTING													
6. OTHER EXPENSES													
Communications Expense			4,200		4,200		4,200		2,100		0		14,700
Computer Repairs & Upgrading			3,000		4,000		3,000		1,000		0		13,000
Inflation					3,679		4,814		3,884		0		9,497
Subtotal OTHER EXPENSES			9,200		10,379		11,214		6,184		0		36,797

Table No.2-B

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

MANAGEMENT INFORMATION AND PERSONNEL SYSTEMS Activity
MIE
(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
1. TECHNICAL ASSISTANCE												
2. TRAINING												
Workshops and Scholarships		24,182		25,564		13,636						63,322
Subtotal TRAINING		24,182		25,564		13,636						63,322
3. GOODS												
Office furniture and equipment		11,636										11,636
Equipment installation		9,091										9,091
Subtotal GOODS		20,727										20,727
4. SALARIES AND WAGES												
Staff		22,910		22,910		15,637						61,457
Subtotal SALARIES AND WAGES		22,910		22,910		15,637						61,457
5. PRINTING												
Printed material		13,273		14,836		14,836						42,945
Subtotal PRINTING		13,273		14,836		14,836						42,945
6. OTHER EXPENSES												
Equipment maintenance		13,455		34,182		18,545						66,182
Office supplies		19,636		32,909		17,182						69,727
Postage, insurance, transportation, etc.		10,182		6,109		3,055						19,345
Subtotal OTHER EXPENSES		43,273		73,200		38,782						155,255
Total MIPS-MIE Activity		124,364		136,510		82,892		0		0		343,766

Table No.3

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

ACADEMIC ACHIEVEMENT TESTS Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
6. OTHER EXPENSES												
Office and Computer Maintenance	150 /month	900	6	1,890	12							2,790
Communications	100 /month	600	6	1,260	12							1,860
Reprod. Offset Materials	100 /month	600	6	1,260	12							1,860
Expendable Supplies	150 /month	900	6	1,890	12							2,790
Data Base w/ Manuals	5,000 /unit	5,000	1	0	0							5,000
Postage	50 /month	300	6	630	12							930
Subtotal OTHER EXPENSES		8,300		6,930		0		0		0		15,230
Total ACADEMIC ACHIEVEMENT TESTS Activity		131,188		204,583		119,055		15,727		0		470,553

BEST AVAILABLE COPY

Table No. 4

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

BUENA ESCUELA UNITARIA Activity

(figures in US\$)

BEST AVAILABLE COPY

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
I. TECHNICAL ASSISTANCE												
Colomb Office												
Technical Coordinator	03,000 /month	06,000	6	30,240	12	31,752	12	33,340	12			109,732
Technical Assistant	01,000 /month	6,000	6	13,040	12	14,552	12	15,281	12			50,294
Training coordinator	01,000 /month	6,000	6	13,000	12	14,552	12	15,281	12			50,294
Teacher Orientors (6)	01,200 /month	7,200	6	15,120	12	15,876	12	0	0			38,196
Bilingual Secretary	0200 /month	1,200	6	3,520	12	2,646	12	2,778	12			9,144
Accountant/Bookkeeper	0250 /month	1,500	6	3,150	12	3,300	12	0	0			7,950
Driver/Messenger	0200 /month	1,200	6	2,520	12	2,646	12	2,778	12			9,144
Janitor	0150 /month	900	6	1,800	12	1,905	12	0	0			4,705
Interim Office												
Deputy Director	0700 /month	4,200	6	8,820	12	9,261	12	0	0			22,281
Teacher Orientors (2)	0400 /month	2,400	6	5,040	12	5,292	12	0	0			12,732
Accountant/Bookkeeper	0250 /month	1,500	6	3,150	12	3,300	12	0	0			7,950
Bilingual Secretary	0200 /month	1,200	6	2,520	12	2,646	12	0	0			6,366
Driver/Messenger	0150 /month	900	6	1,800	12	1,905	12	0	0			4,705
Programming Team												
Materials Coordinator	0500 /month	3,000	6	6,300	12	6,615	12	0	0			15,915
Math Specialist	0400 /month	2,400	6	5,040	12	0	0	0	0			7,480
Library Specialist	0400 /month	2,400	6	1,500	3	1,323	3	0	0			4,923
Int'l Short Term TA (NEU system)	2,000 /month	2,000	1	12,600	6	8,820	4	0	0			23,420
Benefits (for selected personnel)	20.0%	10,875		22,820		23,970		19,337				77,029
Consultants												
Educational Planner/Admin. Spec.	03,200 /month	0	0	3,663	1	3,636	1	0	0			7,303
Escuela Buena Materials Dev. Spec.	02,200 /month	0	0	2,310	1	2,426	1	0	0			4,736
Travel & Trans. for Technical Coord.												
BY AIR Colombia/Costa.	0500 /RT	0	0	0	0	0	0	1,158	2			1,158
Air Shipment	0250 /out	0	0	0	0	0	0	2,026	7			2,026
Surface Shipment	0125 /out	0	0	0	0	0	0	10,129	70			10,129
Temporary Lodging	0100 /day	0	0	0	0	0	0	3,473	30			3,473
Shipment of PSV	02,500 /car	0	0	0	0	0	0	2,894	1			2,894
Excess Baggage	0100 /RT	0	0	0	0	0	0	232	2			232
Allowances												
Technical Coordinator												
Living Quarters Allowance	0400 /month	2,400	6	5,040	12	5,292	12	5,557	12			18,289
Education Allowance	0150 /yr/child	500	3	525	3	413	3	579	2			2,017
Subcontracts												
Travel and Associates		0	0	0	0	0	0	0	0			0
Subcontract fee	3.0%	0	0	0	0	0	0	0	0			0

Table No. 4

BASIC EDUCATION STRENGTHENING PROJECT
 Project No. 530-0374
 GRANT FUNDS for AMENDMENT PERIOD
 July 1993 - December 1997
 Illustrative Budget

BEST AVAILABLE COPY

NUEVA ESCUELA UNITARIA Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
Overhead (indirect cost)	29.38/milestone	47,265		86,988		94,671		53,613				282,538
Subtotal TECHNICAL ASSISTANCE		120,640		250,946		256,987		168,455		0		797,027
2. TRAINING												
BT AIR Centro/Colombia												
Technical Coordinator	0500 /RT	0	0	525	1	551	1	0	0			1,076
Technical and Admin. Oversight	0500 /RT	0	0	525	1	551	1	0	0			1,076
Deputy Director	0500 /RT	0	0	525	1	551	1	0	0			1,076
Short-term TA	0500 /RT	0	0	525	1	551	1	0	0			1,076
BT AIR U.S./Centro												
Short-term TA	0700 /RT	0	0	1,470	2	772	1	0	0			2,242
Per diem Colombia												
Technical Coordinator	0120 /day	0	0	882	7	0	0	0	0			882
Technical and Admin. Oversight	0120 /day	0	0	882	7	926	7	0	0			1,808
Deputy Director	0120 /day	0	0	882	7	0	0	0	0			882
Short-term TA	0120 /day	0	0	1,764	14	1,852	14	0	0			3,616
Per diem Guatemala												
Technical Coordinator	075 /day	3,825	51	11,340	144	9,426	114	0	0			24,591
Deputy Director	075 /day	3,825	51	11,340	144	9,426	114	0	0			24,591
Technical and Admin. Oversight	075 /day	150	10	2,205	28	1,736	21	0	0			4,691
Short-term TA	075 /day	0	0	1,103	14	7,158	14	0	0			2,260
Short-term TA (Guatemala City)	0135 /day	0	0	2,077	21	3,126	21	0	0			6,102
Driver/Messenger	030 /day	1,503	51	4,400	144	3,708	114	0	0			9,673
Observation trips UNE personnel	02,000 /person	12,000	6	12,000	6	0	0	0	0			24,000
Observation trip for teachers	02,000 /person	0	0	42,000	20	0	0	0	0			42,000
Per diem for Training Workshops												
Regional Workshops	06,250 /workshop	25,000	4	26,250	4	27,562	4	0	0			78,813
Library Workshop	04,500 /workshop	4,500	1	0	0	0	0	0	0			4,500
Local Workshops	03,000 /workshop	9,000	3	31,500	10	33,075	10	0	0			73,575
Progress Workshops	03,750 /workshop	3,750	1	3,938	1	4,134	1	0	0			11,822
Methodology Workshops	01,000 /workshop	1,000	1	3,700	2	3,960	2	0	0			9,549
Local Transportation Workshops												
Regional Workshops	0500 /workshop	2,000	4	2,100	4	2,205	4	0	0			6,105
Library Workshop	0500 /workshop	500	1	0	0	0	0	0	0			500
Local Workshops	0300 /workshop	600	3	2,100	10	2,205	10	0	0			4,905
Progress Workshops	0200 /workshop	200	1	210	1	220	1	0	0			631
Methodology Workshops	0500 /workshop	500	1	1,050	2	1,103	2	0	0			2,653
Local Transportation Other												
Project Staff	05 /RT	250	50	420	80	276	50	0	0			946
Subtotal TRAINING		70,005		167,352		169,065		0		0		346,441

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Table No. 4

BASIC EDUCATION STRENGTHENING PROJECT
 Project No. 520-0374
 GRANT FUND (for AMENDMENT PERIOD)
 July 1993 - December 1997
 Illustrative Budget

UNEVA ESCUELA UNITARIA Activity

(figures in US\$)

BEST AVAILABLE COPY

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	CY1997	UNITS	TOTAL
3. GOODS												
Office Equipment	5,000 /year	5,000	1	0	0	0	0	0	0	0	0	5,000
Furniture and Supplies												
Tables and chairs for 100 students	6000 /each	60,000	100	0	0	0	0	0	0	0	0	60,000
Bookcases	670 /each	7,037	100	0	0	20,133	260	21,139	260	0	0	48,369
Teachers' Books and Chairs	693 /each	9,360	100	0	0	0	0	0	0	0	0	9,360
Locking cabinets	6166 /each	14,815	100	0	0	43,386	260	44,585	260	0	0	101,705
Blackboards	637 /each	3,704	100	0	0	18,597	260	11,127	260	0	0	25,428
Minimal libraries	6150 /each	25,000	100	0	0	71,325	260	75,181	260	0	0	171,626
Coat Board	626 /each	3,778	100	0	0	7,948	260	8,345	260	0	0	19,071
Abacus	611 /each	1,111	100	0	0	3,179	260	3,337	260	0	0	7,627
10 liter pot	614 /each	1,369	100	0	0	3,974	260	4,173	260	0	0	9,536
20 liter pot	636 /each	2,778	100	0	0	7,948	260	8,345	260	0	0	19,071
Ladle	61 /each	111	100	0	0	318	260	333	260	0	0	765
Shelves	670 /each	7,037	100	0	0	0	0	0	0	0	0	7,037
Set of 12 tables	6396 /set	29,360	100	0	0	0	0	0	0	0	0	29,360
Set of 12 chairs	6258 /set	25,000	100	0	0	0	0	0	0	0	0	25,000
Tables (out of 3 per school)	6166 /out	16,400	100	0	0	0	0	0	0	0	0	16,400
Chairs (out of 36 per school)	6619 /out	61,920	100	0	0	0	0	0	0	0	0	61,920
Library supplies	626 /out	2,600	100	0	0	7,464	260	7,838	260	0	0	17,911
Office furniture (Recurring)	63,000 /year	3,000	1	3,150	1	3,307	1	0	0	0	0	9,458
Subtotal GOODS		209,100		3,150		178,778		184,344		0		675,280
4. SALARIES AND WAGES												
5. PRINTING												
Print Materials												
Teachers' Modules	629 /set	3,740	300	0	0	16,422	519	17,243	519	0	0	39,405
Curriculum Guides	672 /school	21,501	300	0	0	61,314	770	64,500	770	0	0	147,645
Subtotal PRINTING		27,241		0		77,936		81,833		0		167,010
6. OTHER EXPENSES												
Office Expenses												
Communications	6300 /month	1,800	6	3,780	12	3,969	12	4,167	12	0	0	13,716
Postage/Delivery	6150 /month	900	6	1,890	12	1,985	12	2,084	12	0	0	6,858
Photocopying	6150 /month	900	6	1,890	12	1,985	12	2,084	12	0	0	6,858
Equipment Service/Maintenance	6150 /month	900	6	1,890	12	1,985	12	2,084	12	0	0	6,858
Vehicle Maintenance & Gas	6500 /month	3,000	6	6,300	12	6,615	12	0	0	0	0	15,915
Mutual Insurance & Gas	6100 /month	600	6	1,260	12	1,323	12	0	0	0	0	3,183
Expendable Supplies	6250 /month	1,500	6	3,150	12	3,348	12	3,473	12	0	0	11,430
Computer Software	61,000 /unit	5,000	5	0	0	0	0	0	0	0	0	5,000
Subtotal OTHER EXPENSES		14,100		20,160		21,164		21,642		0		69,620

Table No.5

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 320-0374
GRANT YWSE for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

INTERACTIVE RADIO Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	TOTAL
I. TECHNICAL ASSISTANCE						
Inter. Radio Spec. TA - LT	5,800 /month	34,800	6	73,000	12	107,800
Radio Language Spec. TA -LT	5,100 /month	15,300	3	0	0	15,300
Central office-Technical Staff						
Instructional Design Coordinator	1,847 /month	6,282	6	13,192	12	19,474
Evaluation Coordinator	873 /month	5,238	6	11,000	12	16,238
Scriptwriter/Editor	327 /month	1,962	6	4,120	12	6,082
Scriptwriter	327 /month	1,962	6	4,120	12	6,082
Related Print Writer	327 /month	1,962	6	4,120	12	6,082
LI Writer/Producer (Kagchiquel)	327 /month	1,962	6	4,120	12	6,082
Central Office - Administrative Staff						
Administrative Assistant	929 /month	5,574	6	11,705	12	17,279
Accountant	390 /month	2,340	6	4,914	12	7,254
Bilingual Secretary	349 /month	2,094	6	4,397	12	6,491
Secretary/Bookkeeping Asst.	328 /month	1,920	6	4,032	12	5,952
Central Office - Support Staff						
Driver/messenger	196 /month	1,176	6	2,470	12	3,646
Housekeeper	75 /month	450	6	945	12	1,395
Night Guards (2)	263 /month	1,578	6	6,628	24	8,206
Weekend Guards (2)	21 /month	126	6	529	24	655
Day Guard	117 /month	702	6	1,474	12	2,176
Field office						
Field Operations Coordinator	291 /month	1,746	6	3,667	12	5,413
Field Technical Coordinator	218 /month	1,308	6	2,747	12	4,055
Field Evaluator (1)	217 /month	1,308	6	2,747	12	4,055
Field Evaluator (2)	218 /month	1,308	6	2,747	12	4,055
LI Writer/Producer (Q'eq'chi)	218 /month	1,308	6	2,747	12	4,055
Trilingual Secretary	218 /month	1,308	6	2,747	12	4,055
Driver/Messenger	225 /month	1,350	6	2,835	12	4,185
Night Guards (2)	100 /month	600	6	2,520	24	3,120
Weekend Guards (2)	100 /month	600	6	2,520	24	3,120
Housekeeper	175 /month	1,050	6	2,205	12	3,255
Benefits	29,500	28,708		52,007		81,314
Consultants						
Evaluators honorarium	325 /month	1,950	6	2,047	12	3,996
Travel and Transportation (TA Int'l.)		12,738		23,651		36,389

Table No.3

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

INTERACTIVE RADIO Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	TOTAL
Incentive Evaluation						
Transportation	350 /month	1,750	5	4,410	12	6,160
Per-diem (day trip)	3 /day	123	25	735	140	860
Complete per diem	30 /day	750	25	1,575	50	2,325
Sensitive evaluation						
Test monitor stipends	50 /person/y	500	5	525	10	1,025
Test master stipends	50 /person/y	500	5	525	10	1,025
At post allowances (TA Int'l.)		21,844		31,624		53,468
Subcontracts		10,000		10,000		20,000
Subcontracts GSA	3.0%	300		300		600
Overhead (indirect costs)	29.0%	57,772		106,534		164,306
Subtotal TECHNICAL ASSISTANCE		232,951		412,801		646,812
2. TRAINING						
Teacher workshops	750 /year	750	1	788	1	1,538
Teacher training broadcasts	2,250 /year	0	0	2,250	1	2,250
Air time	3,500 /year	3,500	1	3,675	1	7,175
Subtotal TRAINING		4,250		6,713		10,963
3. GOODS						
4. SALARIES AND WAGES						
5. PRINTING						
Print Materials (Radio Math)						
Teachers' Guides	2,500 /year	2,500	1	0	0	2,500
Print Materials (Radio Spanish)						
Teacher guides	1,600 /year	1,600	1	1,600	1	3,200
Over-size Cards	3,000 /year	3,000	1	3,150	1	6,150
Subtotal PRINTING		7,100		4,830		11,930

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Table No.5

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

INTERACTIVE RADIO Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	TOTAL
6. OTHER EXPENSES						
Office expenses (central office)						
Rent	1,350 /month	7,500	6	15,750	12	23,250
Upkeep	50 /month	300	6	630	12	930
Utilities	100 /month	600	6	1,260	12	1,860
Communications	200 /month	1,200	6	2,520	12	3,720
Printing/reproduction	100 /month	600	6	1,260	12	1,860
Expendable Supplies	200 /month	1,200	6	2,520	12	3,720
Postage/delivery	75 /month	450	6	945	12	1,395
Equip. rental/repair (recurring)	50 /month	300	6	630	12	930
Office expenses (field office)						
Rent	225 /month	1,350	6	2,835	12	4,185
Upkeep	20 /month	120	6	252	12	372
Utilities	25 /month	150	6	315	12	465
Communications	30 /month	180	6	378	12	558
Printing/reproduction	50 /month	300	6	630	12	930
Expendable Supplies	100 /month	600	6	1,260	12	1,860
Postage/delivery	20 /month	120	6	252	12	372
Equipment rental/repair	25 /month	150	6	315	12	465
Production:						
Studio rental	1,250 /month	7,500	6	15,750	12	23,250
Talent	1,885 /month	11,310	6	23,751	12	35,061
Music Production/Arrangement	1,200 /year	7,200	6	15,120	12	22,320
Gasoline	200 /month	1,200	6	2,520	12	3,720
Vehicle maintenance	100 /month	600	6	1,260	12	1,860
Motorcycle maintenance	100 /month	600	6	1,260	12	1,860
Computers						
Maintenance, upgrade	2,000 /year	2,000	1	2,100	1	4,100
Supplies	3,500 /year	3,500	1	3,675	1	7,175
Office furniture and supplies						
Furniture (recurring)	350 /year	350	1	368	1	718
Office equipment (recurring)	350 /year	350	1	263	1	513
Subtotal OTHER EXPENSES		49,630		97,818		147,448
Total INTERACTIVE RADIO Activity		294,931		522,221		817,152

Table No. 6

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHERS' MAGAZINE Activity
A.E.D. - MOE
(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	TOTAL
1. TECHNICAL ASSISTANCE								
Consultants								
Publications' Specialist (Local)		10,000		0		0		10,000
GDA + Fixed fee	4.00	400		0		0		400
Subtotal TECHNICAL ASSISTANCE		10,400		0		0		10,400
2. TRAINING								
Workshops		15,564		0		0		15,564
Subtotal TRAINING		15,564		0		0		15,564
3. GOODS								
Commnic. + Transp. goods		2,745						2,745
Subtotal GOODS		2,745						2,745
4. SALARIES AND WAGES								
Wages		3,600						3,600
Subtotal SALARIES AND WAGES		3,600						3,600
5. PRINTING								
Printed materials		54,545						54,545
Subtotal PRINTING		54,545						54,545
6. OTHER EXPENSES								
Equipment maintenance		5,200		0		0		5,200
Office supplies		6,182		0		0		6,182
Postage, insurance, transportation, etc.		7,855		0		0		7,855
Subtotal OTHER EXPENSES		19,236		0		0		19,236
Total TEACHERS' MAGAZINE A.E.D. - MOE Activity		106,091		0		0		106,091

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Table No.7

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHER SUPERVISION Activity
A.E.S.
(figures in US\$)

LINE ITEM	UNIT COST	1993	Units	1994	Units	TOTAL
1. TECHNICAL ASSISTANCE						
Supervision Specialist	4,377 /mo.	26,260	6	0	0	26,260
Secretary	500 /mo.	6,000	12	6,300	12	12,300
Short-term (local)						
Leadership/Conflict Mng.	2,000 /mo.	4,000	2	4,200	2	8,200
Management/Administration	2,000 /mo.	4,000	2	4,200	2	8,200
Organizational Planning	2,000 /mo.	4,000	2	4,200	2	8,200
Educational Methods	2,000 /mo.	4,000	2	12,600	6	16,600
Financial Analysis	2,000 /mo.	4,000	2	4,200	2	8,200
Benefits	25%	15,153		10,333		25,586
Consultants		0		0		0
Travel and Transportation						
RT Air Escuder/Gente.	900 /RT	2,250	3	0	0	2,250
Air Shipment	250 /cwt	1,750	7	0	0	1,750
Surface Shipment	125 /cwt	6,250	50	0	0	6,250
Temporary Lodging	100 /day	3,000	30	0	0	3,000
Shipment of PVV	2,500 /car	2,500	1	0	0	2,500
Excess Baggage	100 /RT	250	3	0	0	250
Local Travel	400 /mo.	3,200	8	6,300	15	9,500
Local Per Diem	400 /mo.	3,200	8	6,300	15	9,500
Vehicle Maint. & Insur.	100 /mo.	1,200	12	1,200	12	2,400
Allowances						
Living Quarters Allowance	1,542 /mo.	9,250	6	0	0	9,250
Education Allowance	3,900 /year	3,900	1	0	0	3,900
Overhead (indirect costs)	29.5%	27,204		18,046		45,250
Subtotal TECHNICAL ASSISTANCE		131,369		77,959		209,328
2. TRAINING	500 /year	2,500	5	2,625	5	5,125
3. GOODS						
Supervisors Equip. & Furn.	250,000 /total	250,000	1	0	0	250,000
Subtotal GOODS		250,000		0		250,000

Table No.7

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHER SUPERVISION Activity
A.E.D.
(figures in US\$)

LINE ITEM	UNIT COST	1993	Units	1994	Units	TOTAL
5. PRINTING						
6. OTHER EXPENSES						
Other Direct Costs	100 /mo.	1,200	12	1,260	12	2,460
(supplies, telephone, postage, etc.)						
Roving Patrol Service	300 /year	225	1	0	0	225
Subtotal OTHER EXPENSES		1,425		1,260		2,685
Total TEACHER SUPERVISION Activity		385,294		81,844		467,138

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Table No.7-A

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHER SUPERVISION Activity
MOE
(figures in US\$)

LINE ITEM	UNIT COST	1993	Units	1994	Units	TOTAL
1. TECHNICAL ASSISTANCE						
2. TRAINING						
Workshops and field trips		174,036				174,036
Subtotal TRAINING		174,036				174,036
3. GOODS						
Office equipment		9,636				9,636
Subtotal GOODS		9,636				9,636
4. SALARIES AND WAGES						
Wages		4,545				4,545
Subtotal SALARIES AND WAGES		4,545				4,545
5. PRINTING						
Printed materials		45,455				45,455
Subtotal PRINTING		45,455				45,455
6. OTHER EXPENSES						
Equipment maintenance		32,073				32,073
Office supplies		19,091				19,091
Transportation & insurance costs		79,156				79,156
Subtotal OTHER EXPENSES		130,320				130,320
Total TEACHER SUPERVISION-MOE Activity		363,993		0		363,993

Table No.3

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

CANASTA ESCOLAR Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	TOTAL
1. TECHNICAL ASSISTANCE										
2. TRAINING										
3. GOODS										
School supplies		150,000		100,000		97,000				347,000
		-----		-----		-----				-----
Subtotal GOODS		150,000		100,000		97,000				347,000
4. SALARIES AND WAGES										
5. PRINTING										
6. OTHER EXPENSES										
Total CANASTA ESCOLAR Activity		150,000		100,000		97,000		0		347,000

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BASIC EDUCATION STRENGTHENING PROJECT
Project No. S20-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

GIRLS' EDUCATION Activity
SHADEZ
(figures in Q.)
(summary figures in US\$)

DESCRIPTION	Sep - Jun		CY 1993		CY 1994		CY 1995		CY 1996		TOTAL				
	Amount	Unit	Amount	Unit	Amount	Unit	Amount	Unit	Amount	Unit					
I. TECHNICAL ASSISTANCE															
Long Term:															
Director	65,073	61,341	6	13,557 /month	175,697	12	14,641 /month	189,752	12	15,813 /month	0	0	0 /month	446,790	
Deputy-director	47,081	38,851	6	9,009 /month	127,118	12	10,593 /month	137,288	12	11,441 /month	0	0	0 /month	323,257	
Administrator	42,250	36,000	6	6,000 /month	77,760	12	6,400 /month	83,981	12	6,998 /month	0	0	0 /month	197,741	
Instructional Design Spec.	23,000	23,000	6	3,500 /month	71,200	12	5,940 /month	76,982	12	6,415 /month	0	0	0 /month	181,262	
Curric. Coordin. Spec (0.25% T)	9,000	9,000	2	1,500 /month	24,500	2	1,215 /month	15,746	2	1,212 /month	0	0	0 /month	39,326	
Program Coordinator 1 (Edgema, Dama)	23,000	23,000	6	3,500 /month	71,200	12	5,940 /month	76,982	12	6,415 /month	0	0	0 /month	181,262	
Program Coordinator 2 (Ifoanjo)	23,000	23,000	6	3,500 /month	71,200	12	5,940 /month	76,982	12	6,415 /month	0	0	0 /month	181,262	
Editorial Spec. - gender lesson	23,000	23,000	6	3,500 /month	71,200	12	5,940 /month	76,982	12	6,415 /month	0	0	0 /month	181,262	
Consultants															
Communication Spec.	0	10,000	1	10,000 /month	11,664	1	11,664 /month	12,597	1	12,597 /month	0	0	0 /month	35,861	
Design Proj. Spec. (Dama SHEDUC)	0	64,000	6	10,667 /month				0			0	0	0 /month	64,000	
Evaluation Spec.	0	21,600	2	10,800 /month	11,800	1	11,800 /month	12,830	1	12,830 /month	0	0	0 /month	46,310	
Writer 1 (0.25 T)	0	0	0	0 /month	9,750	6	1,625 /month	10,530	6	1,755 /month	0	0	0 /month	20,280	
Writer 2 (0.25 T)	0	0	0	0 /month	9,750	6	1,625 /month	10,530	6	1,755 /month	0	0	0 /month	20,280	
Publsh./graph. designer	0	0	0	0 /month	3,661	2	2,440 /month	3,953	2	2,636 /month	0	0	0 /month	7,614	
5 Trainers (Ifoanjo)	0	0	0	0 /month	39,000	2	26,000 /month	42,120	2	28,000 /month	0	0	0 /month	81,120	
Travel and Transportation															
Administrative:															
Per diem	3,095	4,586	101,574	100	535 /day	298,734	508	588 /day	328,608	508	647 /day	0	0	0 /day	728,916
Vehicle Maintenance (2 Veh.)	677	609	4,000	12	400 /month	10,560	24	440 /month	11,616	24	484 /month	0	0	0 /month	26,976
Fuel	14,400	9,600	9,600	12	800 /month	21,120	24	880 /month	23,232	24	968 /month	0	0	0 /month	53,952
Other (parking tickets, etc.)	74	67	100	6	17 /month	220	12	18 /month	242	12	20 /month	0	0	0 /month	562
Transport/PO (technical activities):															
Training	2,760		2,400	24	100 /day	3,960	36	110 /day	2,964	24	121 /day				9,264
Baseline applied research		500	5,600	56	100 /day	6,160	56	110 /day							11,760
Formative evaluation		500	5,600	56	100 /day	12,320	112	110 /day	15,488	128	121 /day				33,408
Fuel (Baseline & Formative evaluation)			3,960	8,800	0 /km.	6,600	13,200	1 /km.	5,184	9,600	1 /km.				15,744
Indirect Cost @ 8% Salaries & Fringe B.		387,642				834,929			904,556			0			2,127,127
Indirect Cost @ 18.4% Consultants		17,085				15,770			17,031			0			50,686
	88,621														
Subtotal TECHNICAL ASSISTANCE	399,886	933,332				1,976,352			2,136,119			0			5,066,023

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Table No. 10

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

GIRLS' EDUCATION Activity
GRADE
(figures in Q.)
(summary figures in US\$)

DESCRIPTION	Dec - Jun		CY 1993		CY 1994		CY 1995		CY 1996		TOTAL	
	Amount	Units	Amount	Units	Amount	Units	Amount	Units	Amount	Units		
2. TRAINING												
Training												
Intermittent. Coord. Semis.	0	15,000	1 15,000 /event	15,500	1 16,500 /event	18,150	1 18,150 /event	0	0	0 /event	49,450	
Decision makers meetings	2,921	0	6 1,350 /event	17,820	12 1,485 /event	19,642	12 1,634 /event	0	0	0 /event	47,222	
Materials reproduction	1,935	0	1 10,000 /event	11,880	1 11,880 /event	13,068	1 13,068 /event	0	0	0 /event	35,748	
Follow-up	1,244	0		7,462		8,208		0	0		18,156	
Subtotal TRAINING		36,307		53,662		59,028		0	0		149,076	
3. GOODS												
Computers (2 desktop, 2 laptops)	0	64,800		0		0		0	0		64,800	
Subtotal GOODS		64,800		0		0		0	0		64,800	
4. SALARIES & WAGES												
Bookshop./Admin. Asist.	21,982	10,951	12,141	6 2,100 /month	28,911	12 2,409 /month	31,802	12 2,650 /month	0	0	0 /month	73,855
Bilingual Secret./Adm. Asist.	36,137	18,068	20,779	6 3,463 /month	45,713	12 3,809 /month	50,284	12 4,190 /month	0	0	0 /month	116,776
Bilingual Secret./Transl.	34,330	17,165	17,165	6 2,861 /month	37,763	12 3,147 /month	41,539	12 3,462 /month	0	0	0 /month	96,467
Multiple Task Employee 1	11,523	5,762	6,636	6 1,104 /month	16,577	12 1,315 /month	16,035	12 1,336 /month	0	0	0 /month	37,237
Multiple Task Employee 2	10,047	5,474	5,474	6 912 /month	12,042	12 1,003 /month	13,246	12 1,104 /month	0	0	0 /month	30,761
Fringe Benefits	34,452	2,871	70,370		151,567		164,207		0		386,143	
Sub-total SALARIES AND WAGES	60,291	132,354		290,573		317,113		0	0		741,240	
5. PRINTING												
Printing costs (educ./curric. mat'ial):												
Manuals	0	0		21,600	1 10,800 /publi	23,760	2 11,880 /publi	0	0	0 /publi	45,360	
Flip charts	0	0		7,500	1 7,500 /publi	8,250	1 8,250 /publi	0	0	0 /publi	15,750	
Posters	0	0		11,900	1 11,900 /publi	13,090	1 13,090 /publi	0	0	0 /publi	24,990	
Student textbooks/workbooks	0	0		25,000	1 25,000 /publi	27,500	1 27,500 /publi	0	0	0 /publi	52,500	
Curriculum guides	0	0		22,500	1 22,500 /publi	24,750	1 24,750 /publi	0	0	0 /publi	47,250	
Training materials	0	0		12,500		25,000		0	0		37,500	
Subtotal PRINTING		0		101,000		122,350		0	0		223,350	

Table No. 10

BASIC EDUCATION STRENGTHENING PROJECT
 Project No. 520-0374
 GRANT PERIOD for AMENDMENT PERIOD
 July 1993 - December 1997
 Illustrative Budget

GIRLS' EDUCATION Activity
 JUAREZ
 (figures in Q.)
 (summary figures in US\$)

DESCRIPTION	Sep - Jan		CY 1993		CY 1994		CY 1995		CY 1996		TOTAL				
	Amount	Units	Amount	Unit	Amount	Units	Amount	Unit	Amount	Unit					
6. OTHER EXPENSES															
Research & evaluation															
Baseline: (Scholarship & Franja)															
8 interviewers	0	2,992	68	44 /day	3,291	68	48 /day	0			6,283				
2 Data entering	0	1,760	160	11 /hr.	1,936	160	12 /hr.				3,696				
Materials	0	3,000	4,000	1 /encue	8,100	9,000	1 /encue	0			11,100				
Formative evaluation: (Scholarship & Franja)															
8 interviewers	0	2,992	68	44 /day	6,582	136	48 /day	8,092	152	53 /day	0	0	0 /day	17,667	
2 Data entering	0	1,760	160	11 /hr.	4,259	192	22 /hr.	5,154	230	22 /hr.	0	0	0 /hr.	11,173	
Materials	0	3,000	4,000	1 /encue	12,420	13,800	1 /encue	15,941	14,760	1 /encue	0	0	0 /encue	31,361	
Secretarial Services	1,330	798	1,600	20	80 /day	3,520	40	80 /day	3,872	40	97 /day			8,992	
Translation services	5,672	8,100	8,100	6	1,350 /docum	17,820	12	1,485 /docum	19,602	12	1,634 /docum	0	0	0 /docum	45,522
Equipment Maintenance	1,001	648	9,157	6	1,526 /month	19,054	12	1,580 /month	20,950	12	1,747 /month	0	0	0 /month	49,169
Computer equip. supplies, maintenance			12,960			14,356								27,316	
Office furniture			19,382			77,530									
Medical Equipment	11,707	7,024	13,200			7,260								28,460	
Reproduction and Printing	10,305	6,183	10,800	6	1,800 /month	23,760	12	1,980 /month	26,136	12	2,178 /month	0	0	0 /month	60,676
Mail	1,002	1,141	6,004	6	1,134 /month	14,969	12	1,247 /month	16,466	12	1,372 /month	0	0	0 /month	35,235
Communication	20,167	14,500	21,000	6	3,500 /month	46,200	12	3,650 /month	50,820	12	4,235 /month	0	0	0 /month	118,020
Office Supplies	8,076	4,846	5,822	6	972 /month	12,830	12	1,049 /month	14,113	12	1,176 /month	0	0	0 /month	32,776
Subtotal OTHER EXPENSES	43,261	124,339			373,787			181,155			0			579,251	
Total GIRLS' EDUCATION Activity (in Quetzales)		1,312,633			2,695,374			2,815,764			0			6,823,771	
Summary in US Dollars															

1. TECHNICAL ASSISTANCE			173,373		359,337			386,385			0			921,095	
2. TRAINING		6,616			9,757			10,732			0			27,105	
3. CONN		11,782			0			0			0			11,782	
4. SALARIES & WAGES		24,283			52,831			57,657			0			134,771	
5. PRINTING		0			18,364			22,245			0			40,609	
6. OTHER EXPENSES		22,687			49,780			32,937			0			105,323	
Total GIRLS' EDUCATION Activity (in US Dollars)		236,061			490,063			511,957			0			1,210,676	

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Table No. 10-1

BASIC EDUCATION STRENGTHENING PROJECT
 Project No. 510-0374
 GRANT FUNDS for AMENDMENT PERIOD
 July 1993 - December 1997
 Illustrative Budget

GIRLS' EDUCATION Activity
 FUNDAZUCAR
 (figures in US\$)

DESCRIPTION	Est - Jan		CY 1993		CY 1994		CY 1995		CY 1996		TOTAL
	Amount	Units	Amount	Units	Amount	Units	Amount	Units	Amount	Units	
1. TECHNICAL ASSISTANCE											
Funding specialist	15,000	3	5,000 /month	0	0	5,000 /month	0				15,000
Institutional Development Expert	25,000	5	5,000 /month	35,000	7	5,000 /month	0				60,000
Bilingual secretary	1,665	5	333 /month	2,331	7	333 /month	0				3,996
Consultants	8,000	4	2,000 /month	2,000	1	2,000 /month	2,000	1	2,000 /month		12,000
Benefits (24%)	6,400			8,959			0				15,359
TA Travel and transportation	36,835			37,917							74,752
FUNDAZUCAR Travel and transportation	6,615			9,923			6,615				23,153
Research and evaluations	40,000			40,000			40,000				120,000
Overhead, 55% on salaries and wages	49,337			42,496			1,760				93,592
Consultant fees, 16.4%	1,472			368			368				2,208
Fixed fee (1%) of total TA budget	17,492			13,720			3,645				34,856
Fee on Subcontracts (3%)	8,021			6,291			1,671				15,983
Subtotal TECHNICAL ASSISTANCE	215,837			199,005			56,059				470,901
2. TRAINING	51,925			50,583			28,783				131,291
3. GOODS	17,576										17,576
4. SALARIES AND WAGES											
Program coordinator	10,000			15,000			10,000				35,000
Deputy program coordinator	9,000			13,500			9,000				31,500
5 supervisors	6,000			9,000			6,000				21,000
Subtotal SALARIES AND WAGES	25,000			37,500			25,000				87,500
5. PRINTING											0
6. OTHER EXPENSES	33,300			16,700			6,100				56,100
Total GIRLS - EDUCATION Activity	333,538			303,788			115,942				753,268

Table No.11

BASIC EDUCATION STRENGTHENING PROJECT
Project No. S20-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

OFICINA DE ADMINISTRACION DEL PROYECTO Activity

(figures in US\$)

LINE ITEM	UNIT COST	CY1993	UNITS	CY1994	UNITS	CY1995	UNITS	CY1996	UNITS	TOTAL
1. TECHNICAL ASSISTANCE										
Short-term TA		3,000		13,000		13,000				31,000
Subtotal TECHNICAL ASSISTANCE		3,000		13,000		13,000				31,000
2. TRAINING										
Training packages		15,000		15,000		15,000		15,000		60,000
Subtotal TRAINING		15,000		15,000		15,000		15,000		60,000
3. GOODS										
Office equipment		12,273		12,273		12,273		12,273		49,091
Subtotal GOODS		12,273		12,273		12,273		12,273		49,091
4. SALARIES AND WAGES										
Staff + Benefits		74,833		52,000		52,000		52,000		230,833
Subtotal SALARIES AND WAGES		74,833		52,000		52,000		52,000		230,833
5. PRINTING										
Printed materials		5,455		5,455		5,455		5,455		21,818
Subtotal PRINTING		5,455		5,455		5,455		5,455		21,818
6. OTHER EXPENSES										
Social marketing		36,364		0		0		0		36,364
Insurance		10,238		10,238		10,238		10,238		40,951
Vehic. and equip. maintenance		3,400		3,400		3,400		3,400		13,600
Office supplies + fuel		12,273		12,273		12,273		12,273		49,091
Subtotal OTHER EXPENSES		62,274		25,910		25,910		25,910		140,005
Total O.A.P. Activity		174,833		123,638		123,638		110,638		532,748

Table No. 12

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-6374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

A.E.D. MANAGEMENT Activity

(figures in US\$)

LINE ITEM	COST UNIT	CV1993	UNITS	CV1994	UNITS	CV1995	UNITS	CV1996	UNITS	CV1997	UNITS	TOTAL
I. TECHNICAL ASSISTANCE												
A. Home Office												
Home Office Coordinator	3,500 /mo.	14,000	4	22,050	6	23,100	6	11,550	3			70,700
Project Management Associate	2,500 /mo.	7,500	3	7,875	3	0	0	0	0			15,375
Program Associate	2,000 /mo.	8,000	4	16,800	8	13,200	6	0	0			38,000
B. Field Office												
Chief-of-Party	8,000 /mo.	36,000	6	75,600	12	79,200	12	39,600	6			230,400
Office Manager	800 /mo.	4,800	6	3,040	6	0	0	0	0			9,840
Business Manager	600 /mo.	3,600	6	7,360	12	7,920	12	3,960	6			23,840
Procurement/Computer Specialist	400 /mo.	2,400	6	2,520	6	0	0	0	0			4,920
Accountant	350 /mo.	2,100	6	2,205	6	0	0	0	0			4,305
Bilingual Secretary	300 /mo.	1,800	6	3,780	12	3,960	12	1,980	6			11,520
Receptionist	275 /mo.	1,650	6	1,723	6	0	0	0	0			3,373
Drivers (2)	250 /mo.	3,000	12	6,300	24	3,300	12	1,650	6			14,250
Fringe Benefits	29.3%	25,031		44,682		38,551		17,320				125,591
C. Allowances												
Living Quarters Allowance:	1,500 /mo	9,000	6	18,900	12	18,000	12	9,000	6			54,900
Education Allowance:	3,600 /yr/child	3,600	1	3,780	1	3,600	1	1,800	1			12,780
Post Differential:	10%	3,600		7,560		7,920		3,960				23,040
D. Subcontracts												
Juncoz & Associates		0		0		0		0				0
E. Subcontract GAA @												
	3.0%	0		0		0		0				0
F. Consultant Fees												
		0		0		0		0				0
G. Travel and Transportation												
International Travel:												
(Chief-of-Party, spouse, 1 dependent)												
RT Air - Assignment to Post	800 /RT	1,200	2	0	0	0	0	0	0			1,200
RT Air - Return from Post	800 /RT	0	0	0	0	0	0	1,389	2			1,389
RT Air - Home Leave	800 /RT	0	0	0	0	2,646	3	0	0			2,646
RT Air - SAR travel	800 /RT	0	0	2,520	3	0	0	2,778	3			5,298
Excess Baggage @	100 /RT/per	150	2	0	0	331	3	174	2			655
Air Shipment Household	175 /cwt	1,050	6	0	0	0	0	1,210	6			2,260
Surface shipment Household	100 /cwt	10,000	100	0	0	0	0	20,837	100			30,837
Storage	80 /mo.	0	0	0	0	0	0	0	0			0
Shipment of POV	2,000 /car	2,500	1	0	0	0	0	2,315	1			4,815
RT US/Quota/Home off. Staff	750 /RT	1,500	2	784	1	827	1	866	1			3,977

Table No. 12

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 330-0374
GRANT FUNDS for ALIGNMENT PERIOD
July 1993 - December 1997
Illustrative Budget

A.E.P. MANAGEMENT Activity

(figures in US\$)

LINE ITEM	COST UNIT	CV1993	UNITS	CV1994	UNITS	CV1995	UNITS	CV1996	UNITS	CV1997	UNITS	TOTAL
H. International Subsistence:												
Temporary Lodging Allowance:	6,000 /mo.	6,000	1	0	0	0	0	6,946	1			12,946
Per Diem/Non Off. Staff	135 /day	2,970	22	1,350	11	1,627	11	1,719	11			7,085
I. Domestic Travel												
Misc. Local Transportation @	15 /mo.	90	6	180	12	180	12	52	3			524
J. Domestic Subsistence												
Per Diem DC for COP	4,025 /mo.	2,025	1	0	0	0	0	0	0			2,025
K. Overhead (indirect costs)												
(Budget is 19.5% Yrs 3-5)	29.5%	50,450		75,245		59,929		38,116				223,739
L. Fixed Fee	1.0%	2,793		4,274		3,491		1,846				12,403
Subtotal TECHNICAL ASSISTANCE		214,000		318,958		267,609		169,004		0		962,600
2. TRAINING												
3. GOODS		3,000		5,000		5,000		2,500				15,500
4. SALARIES AND WAGES												
5. PRINTING												
6. OTHER EXPENSES												
Home Office												
Communications @	250 /mo.	1,500	6	3,150	12	1,654	6	868	3			7,172
Photocopy Costs @	125 /mo.	750	6	1,575	12	827	6	434	3			3,586
Postage/Delivery @	200 /mo.	1,200	6	2,320	12	1,323	6	695	3			5,738
Expendable Supplies @	100 /mo.	600	6	1,200	12	661	6	347	3			2,808
Field Office												
Communications @	300 /mo.	3,000	6	6,300	12	3,307	6	1,736	3			14,343
Photocopy Costs @	150 /mo.	1,500	6	3,150	12	1,654	6	868	3			7,172
Postage/Delivery @	250 /mo.	1,500	6	3,150	12	1,654	6	868	3			7,172
Expendable Supplies @	400 /mo.	2,400	6	5,040	12	2,646	6	1,389	3			11,475
Field Office Rent	900 /mo.	5,400	6	11,340	12	5,953	6	3,126	3			25,819
Equipment service/maint.	300 /mo.	3,000	6	6,300	12	3,307	6	1,736	3			14,343
Veh. Maint./Gas/Insur. (2 veh.)	400 /veh/mo.	4,000	12	10,000	24	5,192	12	2,778	6			22,950
Total OTHER EXPENSES		25,650		53,865		28,278		18,845		0		122,638
Total A.E.P. MANAGEMENT Activity		243,450		369,823		301,887		186,429		0		1,100,795

Table No.13

BASIC EDUCATION STRENGTHENING PROJECT
Project No. S20-0374
GRANT FUNDS for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

A.I.D. MANAGEMENT Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	TOTAL
1. TECHNICAL ASSISTANCE						
2. TRAINING						
3. GOODS						
4. SALARIES AND WAGES						
Project Manager	25,000	26,250	27,562	28,941	30,388	138,141
Project Manager Assistant	18,000	18,900	19,845	20,837	21,879	99,461
Secretary	10,530	11,057	11,609	12,190	12,799	58,185
Secretary	9,000	9,450	9,923	10,419	10,940	49,731
Subtotal SALARIES AND WAGES	62,530	65,657	68,939	72,386	76,006	345,518
5. PRINTING						
6. OTHER EXPENSES						
Office space	3,600	14,400	16,800	19,200	21,600	75,600
Office supplies	1,200	4,800	5,040	5,292	5,557	21,889
Others	1,500	6,000	7,000	7,000	6,000	27,500
Subtotal OTHER EXPENSES	6,300	25,200	28,840	31,492	33,157	124,989
Total A.I.D. MANAGEMENT Activity	68,830	90,857	97,779	103,878	109,162	470,906

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Table No.C-1

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

POLICY PLANNING, RESEARCH, AND ANALYSIS Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS						0
4. SALARIES AND WAGES						
Admin. & Tech. Staff	13,000	26,000	26,000	26,000	26,000	117,000
Fringe benefits (20%)	2,600	5,200	5,200	5,200	5,200	23,400
Subtotal SALARIES AND WAGES	15,600	31,200	31,200	31,200	31,200	140,400
5. PRINTING						0
6. OTHER EXPENSES	600	1,200	1,200	1,200	1,200	5,400
Total POLICY PLANNING COUNTERPART	16,200	32,400	32,400	32,400	32,400	145,300

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Table No.C-2

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

MANAGEMENT INFORMATION AND PERSONNEL SYSTEMS Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING	0	0	0	24,000	24,000	48,000
3. GOODS	0	27,000	38,000	105,000	105,000	275,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	25,000	121,401	200,930	284,930	284,930	917,191
Fringe benefits (20%)	5,000	24,280	40,186	56,986	56,986	183,438
Subtotal SALARIES AND WAGES	30,000	145,681	241,116	341,916	341,916	1,100,629
5. PRINTING	0	0	0	11,000	11,000	22,000
6. OTHER EXPENSES	11,000	20,000	33,000	112,000	112,000	288,000
Total MIS COUNTERPART	41,000	192,681	312,116	593,916	597,916	1,733,629

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Table No.C-3

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

ACADEMIC ACHIEVEMENT TESTS Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING	4,000	4,000	4,000	6,000		18,000
3. GOODS	1,000	2,000	3,000	4,000		10,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	10,000	19,000	19,000	19,000	19,000	86,000
Fringe benefits (20%)	2,000	3,800	3,800	3,800	3,800	17,200
Subtotal SALARIES AND WAGES	12,000	22,800	22,800	22,800	22,800	103,200
5. PRINTING	5,000	5,000	6,000	7,000	7,000	30,000
6. OTHER EXPENSES	5,000	5,000	6,000	6,000	7,000	29,000
Total TESTING COUNTERPART	27,000	38,800	41,800	45,800	36,800	190,200

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Table No.C-4

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

NUEVA ESCUELA UNITARIA Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						
2. TRAINING						
3. GOODS						
Children & teachers desks			182,800	201,580		384,380
Office supplies		2,000	2,200	2,420		6,620
Subtotal GOODS	0	2,000	185,000	204,000	0	391,000
4. SALARIES AND WAGES						
Professional I (trainers)		12,000	52,800	58,080	63,888	186,768
Fringe benefits (20%)		2,400	10,560	11,616	12,778	37,354
Subtotal SALARIES AND WAGES	0	14,400	63,360	69,696	76,666	224,122
5. PRINTING						
6. OTHER EXPENSES						
Total NEU COUNTERPART	0	14,400	248,360	273,696	76,666	615,122

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Table No.C-3

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHERS' MAGAZINE Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS	15,745	15,745	15,745	15,745	15,745	78,725
4. SALARIES AND WAGES						
Admin. & Tech. Staff	60,000	60,000	60,000	60,000	60,000	300,000
Fringe benefits (36%)	21,600	21,600	21,600	21,600	21,600	108,000
Subtotal SALARIES AND WAGES	81,600	81,600	81,600	81,600	81,600	408,000
5. PRINTING	0	151,500	151,500	151,500	151,500	606,000
6. OTHER EXPENSES	11,673	11,673	11,673	11,673	11,673	58,365
Total TEACHERS' MAGAZINE COUNTERPART	109,018	260,518	260,518	260,518	260,518	1,151,090

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Table No.C-6

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHERS' MAGAZINE Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS	15,745	15,745	15,745	15,745	15,745	78,725
4. SALARIES AND WAGES						
Admin. & Tech. Staff	60,000	60,000	60,000	60,000	60,000	300,000
Fringe benefits (20%)	12,000	12,000	12,000	12,000	12,000	60,000
Subtotal SALARIES AND WAGES	72,000	72,000	72,000	72,000	72,000	360,000
5. PRINTING	0	151,500	151,500	151,500	151,500	606,000
6. OTHER EXPENSES	11,673	11,673	11,673	11,673	11,673	58,365
Total TEACHERS' MAGAZINE COUNTERPART	99,418	250,918	250,918	250,918	250,918	1,103,090

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Table No.C-7

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-8374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

TEACHER SUPERVISION Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING	0	63,000	45,000	8,000	8,000	124,000
3. GOODS	5,000	195,000	198,000	205,000	212,175	815,175
4. SALARIES AND WAGES						
Admin. & Tech. Staff	1,172,000	1,172,000	1,316,000	1,311,000	1,311,000	6,282,000
Fringe benefits (20%)	234,400	234,400	263,200	262,200	262,200	1,256,400
Subtotal SALARIES AND WAGES	1,406,400	1,406,400	1,579,200	1,573,200	1,573,200	7,538,400
5. PRINTING	0	218,000	0	0	0	218,000
6. OTHER EXPENSES	0	70,000	27,000	27,000	27,000	151,000
Total TEACHER SUPERVISION COUNTERPART	1,411,400	1,952,400	1,849,200	1,813,200	1,820,375	8,846,575

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Table No.C-8

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget
(FUNDAZUCAR)
CANASTA ESCOLAR Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING	42,000	52,000	65,000			159,000
3. GOODS	19,000	111,000	167,000			297,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	0	0	0	0	0	0
Fringe benefits (10%)	0	0	0	0	0	0
Subtotal SALARIES AND WAGES	0	0	0	0	0	0
5. PRINTING						0
6. OTHER EXPENSES	36,000	45,000	56,000	0	0	137,000
Total CANASTA COUNTERPART	97,000	208,000	288,000	0	0	593,000

Table No.C-9

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

BILINGUAL EDUCATION SERVICES Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS						
Children & teachers desks		179,000	197,000	228,000	76,000	680,000
Subtotal GOODS	0	179,000	197,000	228,000	76,000	680,000
4. SALARIES AND WAGES						
Bilingual teachers	4,029,185	4,407,185	5,542,185	7,812,185	7,812,185	29,602,927
Admin. & Tech. Staff	30,000	186,000	245,000	245,000	245,000	951,000
Fringe benefits (20%)	811,837	918,637	1,157,437	1,611,437	1,611,437	6,110,785
Subtotal SALARIES AND WAGES	4,871,023	5,511,823	6,944,623	9,668,623	9,668,623	36,664,713
5. PRINTING	35,000	40,000	45,000	50,000		170,000
6. OTHER EXPENSES		23,000	41,000	78,000	83,000	225,000
Total PRONEDI COUNTERPART	4,906,023	5,753,823	7,227,623	10,024,623	9,827,623	37,739,713

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Table No.C-10

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget
(MOE)
GIRLS' EDUCATION Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS	120,000	272,000	301,000	333,000	363,000	1,389,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	16,000	16,000	16,000	16,000	16,000	80,000
Fringe benefits (10%)	3,200	3,200	3,200	3,200	3,200	16,000
Subtotal SALARIES AND WAGES	19,200	19,200	19,200	19,200	19,200	96,000
5. PRINTING						0
6. OTHER EXPENSES	10,000	15,000	20,000	25,000	0	70,000
Total TEACHER SUPERVISION COUNTERPART	149,200	306,200	340,200	377,200	382,200	1,555,000

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Table No.C-10A

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 520-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget
(Private Sector)
GIRLS' EDUCATION Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS	211,000	353,000	487,000	250,000	0	1,301,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	0	0	0	0	0	0
Fringe benefits (10%)	0	0	0	0	0	0
Subtotal SALARIES AND WAGES	0	0	0	0	0	0
5. PRINTING						0
6. OTHER EXPENSES						0
Total TEACHER SUPERVISION COUNTERPART	211,000	353,000	487,000	250,000	0	1,301,000

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Table No.C-11

BASIC EDUCATION STRENGTHENING PROJECT
Project No. 320-0374
COUNTERPART CONTRIBUTION for AMENDMENT PERIOD
July 1993 - December 1997
Illustrative Budget

OPICINA DE ADMINISTRACION DEL PROYECTO Activity

(figures in US\$)

LINE ITEM	CY1993	CY1994	CY1995	CY1996	CY1997	Total
1. TECHNICAL ASSISTANCE						0
2. TRAINING						0
3. GOODS		5,000	5,000	5,000		15,000
4. SALARIES AND WAGES						
Admin. & Tech. Staff	0	17,000	19,000	21,000	0	57,000
Fringe benefits (20%)	0	3,400	3,800	4,200	0	11,400
Subtotal SALARIES AND WAGES	0	20,400	22,800	25,200	0	68,400
5. PRINTING						0
6. OTHER EXPENSES	5,000	5,000	9,000	5,000	0	24,000
Total O.A.P. COUNTERPART	5,000	30,400	36,800	35,200	0	107,400

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ANNEX C

Detailed Chronogram of Project Activities

Detailed Chronogram of Project Activities

Component 1. Educational Policy and Administration Initiatives

Activity 1. Policy Planning, Research, and Analysis

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Technical Assistance on Board							
2. Consultants on Board									
3. Needs Assessment				..														
4. MOE Office Established		..																
5. MOE Personnel Appointed		..																
6. Seminars on Education Policy									
7. Education Policy Studies							
8. Observational Trips										

Component 1. Educational Policy and Administration Initiatives

Activity 2. Management Information Systems

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Computer Equipment Procurement Phase 1.		**																
2. Computer Equipment Installation			**															
3. Training DOS/UNIX/ORACLE			**															
4. Evaluation Pilot Phase 1				**														
5. Computer Equipment Procurement, Phase 2					**													
6. Computer Equipment Installation, Phase 2						**	**											
7. Training DOS/UNIX/ORACLE, Phase 2						**			**			**						
8. Education Information Subsystem		**	**									**						
9. Physical Infrastructure Subsystem		**	**	**	**													
10. Human Resources Subsystem		**	**	**	**						**	**						

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Component 1. Educational Policy and Administration Initiatives

Activity 3. Academic Achievement Tests

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Testing Instrument Development	**		**				**											
2. Pilot Testing				**				**										
3. Pilot Testing Analysis and Report				**				**										
4. Testing External Evaluation				**				**										
5. General Testing Administration					**	**				**								
6. Instrument Analysis						**				**								
7. Report on Findings							**		**		**	**						

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Component 2. Classroom Innovations and Support Services

Activity 4. Nueva Escuela Unitaria

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
● PILOT PHASE	**	**	**	**	**	**												
1. Educational Material Development/Validation/Publication		**	**	**														
2. Furniture, Library Procurement, and Delivery			**															
3. Training Modules Development and Validation				**														
4. NEU Presentation to Normal Schools				**														
5. Participants Training (Teachers and MOE personnel)	**				**	**												
6. Teacher Workshops		**	**	**	**	**	**	**	**	**								
● EXPANSION PHASE							**	**	**	**	**	**	**	**				
7. Teacher Workshops				**	**	**	**	**	**	**	**	**	**	**				
8. Student and Community Committees Organization					**													
9. First Annual Evaluation						**				**				**				

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Component 2. Classroom Innovations and Support Services

Activity 5. Interactive Radio Services

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Relocation of Radio Facilities		**																
• Radio Mathematics																		
2. Script Development and Adaptation Grade 3		**																
3. Summative Evaluation Grade 3		**																
4. Evaluation Analysis and Final Report Grade 3			**	**														
5. Program Production and Broadcast	**	**	**	**	**	**												
• Spanish as a Second Language																		
6. Script Development and Adaptation Grades 2-3		**																
7. Program Production and Broadcast Grades 2-3		**	**	**	**	**												
8. Summative Evaluation Grade 2			**															
9. Evaluation Analysis and Final Report Grade 2				**		**												
10. Delivery of Radio Productions to the MOE						**												

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Component 2. Classroom Innovations and Support Services

Activity 7. Teacher Supervision

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter				
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1. Supervisor Manual Development	**	**	**	**	**	**													
2. Supervisor Training	**	**	**	**	**	**	**	**	**	**									
3. Supervisor Training Evaluation			**	**	**	**	**	**	**	**									
4. Supervisor Bulletin		**	**	**	**	**	**	**	**	**									
5. Supervision Furniture/Equipment Procurement		**	**																
6. Local Technical Assistance on Board (Short Term)		**	**	**	**	**													
7. School Principals Training	**	**	**	**	**	**	**	**	**	**									

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Component 2. Classroom Innovations and Support Services

Activity 8. Basic School Materials

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Proposal Submission	**				**													
2. School Supplies Procurement Process		**				**												
3. School Supplies Distribution			**				**											
4. Teacher Workshops	**	**		**	**			**	**									
5. Educational Materials Development	**				**				**									
6. External Evaluation				**														

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Component 3. Equitable Educational Programs and Practices

Activity 9. Bilingual Education Services

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter			
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Needs Assessment and Qualitative Evaluation		**	**	**	**	**	**	**	**	**	**							
2. Text and Guide Revision, Pre-primary, grades 1 & 2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**			
3. Teacher Training Incomplete Schools, Pre-primary, grades 1 & 2		**	**	**	**	**	**	**	**	**	**	**	**					
4. Regional Personnel Appointment		**			**													
5. Decentralization Phase I		**	**															
6. Decentralization Phase II					**	**												
7. Appointment Technical Personnel									**				**	**				
8. Consultants on Board	**																	
9. Expansion 200 Additional Schools							**											
10. Appointments 200 Bilingual Teachers							**											
11. Expansion 200 Additional Schools											**							
12. Appointments 400 Bilingual Teachers											**							
13. Expansion 200 Additional Schools														**	*	**		
14. Appointments 1200 Bilingual Teachers												**						

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Component 3. Equitable Educational Programs and Practices

Activity 10. Girls' Education

TASKS	1993 by Quarter		1994 by Quarter				1995 by Quarter				1996 by Quarter				1997 by Quarter				
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1. Scholarship Program Design	**	**																	
2. Ministry Agreement for Scholarship Program		**																	
3. Selection of Communities, Schools, Girls	**					**				**				**					**
4. Scholarship Program Evaluation		**				**				**				**					**
5. Local Technical Assistance on Board		**																	
6. Interinstitutional Coordination Seminars		**		**				**				**							
7. Decision Makers Meetings	**				**				**				**						
8. Strategic Groups Consciousness Raising		**	**	**	**	**	**	**											
9. Private Sector Presentation		**	**	**	**	**	**	**											
10. International Conference on Girls' Education							**												

ANNEX D

Detailed Procurement Plan

Procurement Plan

Component and Activity	Item	Agency	Contract Method	Estimated Cost	Calendar Year by Quarter	Number of Contracts	Source Origin
I. Educational Policy & Administration							
1. Policy Planning, Research and Analysis	Small Purchases	AED	Inst. Con.	\$ 17,500	4/93	Multiple	US
2. Management Information Systems	Computer Equipment; Software	AED	Inst. Con.	\$700,000	4/93; 4/94	Multiple	US
	Office Furniture; Printed Material	MOE	HB3	\$ 12,000 \$ 43,000	3/93; 94-95	Multiple	Local
3. Academic Achievement Tests	Small Purchases	AED	Inst. Con.	\$ 15,000	2/94	Single	Local
II. Classroom Innovations and Support							
4. <i>Nueva Escuela Unitaria</i>	Equipment and Furniture	AED	Inst. Con.	\$675,200	4/93; 4/95	Multiple	Local
	Printed Material	AED	Inst. Con.	\$187,000	4/93; 4/95	Multiple	Local
5. Interactive Radio Services	Printed Material	AED	Inst. Con.	\$ 12,000	93-94	Single	Local
6. Teachers' Magazines	Printed Material	MOE	HB3	\$ 55,000	3-4/93	Multiple	Local
7. Teacher Supervision	Furniture & Equipment	AED	Inst. Con.	\$250,000	93	Multiple	US/Local
	Printed Material	MOE	HB3	\$ 45,000	94	Multiple	Local
8. Basic School Materials	School Supplies	FUNDA ZUCAR	HB13	\$347,000	93-94-95	Multiple	Local

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Component and Activity	Item	Agency	Contract Method	Estimated Cost	Calendar Year by Quarter	Number of Contracts	Source Origin
III. Available Educational Programs							
9. Bilingual Education Services	Printed Materials	AID	AID/Direct	\$900,000	93-94-95	Multiple	International
	Printed Materials	MOE	HB3	\$190,000	93	Multiple	Local
10. Girls' Education	Small Purchases (for <i>Eduque a la Niña</i>)	FUNDA-ZUCAR	HB13	\$ 17,500	4-93	Single	Local
	Printed Materials	AED	Inst. Con.	\$ 41,000	94-95	Multiple	Local
	Small Purchases (for the <i>Franja Curricular</i>)	AED	Inst. Con.	\$ 12,000	4/93	Multiple	Local

ANNEX E
Training Plan

Training Plan

Component and Activity	Item	Agency	Contract Method	Estimated Cost	Calendar Year by Quarter	Number of Contracts	Source Origin
I. Educational Policy and Administration							
1. Policy Planning, Research and Analysis	Participant Training	AED	Inst. Con.	\$ 17,500	4/94	Multiple	TCT
	Seminars	AED	Inst. Con.	\$ 75,000	93-94-95	Single	Local
2. Management Information Systems	Workshops/Scholarships	MOE	HB3	\$ 63,000	93-94-95	Multiple	Local
II. Classroom Interventions & Support							
4. Nueva Escuela Unitaria	Participant Training	AED	Inst. Con.	\$ 67,000	3/95	Single	TCT
	Training Workshops	AED	Inst. Con.	\$279,000	93-94-95	Single	Local
5. Interactive Radio Services	Training Workshops	AED	Inst. Con.	\$ 11,000	3/94	Single	Local
6. Teachers' Magazine	Training Workshops	MOE	HB3	\$ 16,000	3-4/93	Multiple	Local
7. Teacher Supervision	Training Workshops	MOE	HB3	\$180,000	3/93; 3/94	Single	Local
III. Equitable Educational Programs							
9. Bilingual Education Services	Training Workshops	MOE	BH3	\$590,000	93-94-95-96-	Multiple	Local
	Participant Training	AED	Inst. Con.	\$ 30,000	93-94	Single	TCT

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