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**FINAL REPORT**  
**EVALUATION OF THE EDUCA**  
**PRIVATE INITIATIVES IN**  
**PRIMARY EDUCATION PROJECT**  
**(PIPE)**

517-0251

Requirements Contract

HNE 5832-I-00-3069-00

Delivery Order 2

Presented to:

USAID/Santo Domingo  
Dominican Republic

Presented by:

Development Technologies, Inc.  
1629 K Street, N.W., Suite 800  
Washington, D.C. 20006

Dr. Hunter Fitzgerald  
Dr. Digna Diana Gonzalez D.

July 1994

**DEVTECH**

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## TABLE OF CONTENTS

<u>CHAPTER</u>	<u>PAGE</u>
LIST OF ACRONYMS	vi
EXECUTIVE SUMMARY	vii
I. INTRODUCTION AND BACKGROUND	1
II. THE PURPOSE AND QUESTIONS OF THE EVALUATION	
PART I - ADMINISTRATION	4
A. Capacity Established in EDUCA	5
B. Review of Verifiable Indicators in Project Paper	6
C. Assessment of Project Technical Assistance Provided to EDUCA.	8
D. Determination of Adequacy of EDUCA Staff Including Staff Training Received	9
E. Evaluation of EDUCA Management Process	10
F. Review of Project Inputs	12
G. Future EDUCA Administration	12
1. Planning	14
2. Focus	14
3. Staffing	14
4. Implementation Problems	15
III. QUESTIONS OF THE EVALUATION	
PART II - TECHNICAL AREAS	16
A. School Personnel Training Program	16
1. Private and Public School Directors	17
2. Private and Public Primary School Teachers Trained	18
3. Additional Training Programs	20
4. Professional Development Centers	20
B. Assessment of Achievement Testing	22

## TABLE OF CONTENTS (continued)

<u>CHAPTER</u>	<u>PAGE</u>
C. Review of Low Cost Teaching and Instructional Materials	24
1. Materials Completed	24
2. Production and Distribution System	24
D. EDUCA Information Management System (MIS)	26
1. Census	26
2. MIS Data Base	27
3. Overview of Information Clearinghouse	29
IV. LESSONS LEARNED AND COMMENTS ON DEVELOPMENT IMPACT	30
A. Lessons Learned	30
B. Comments on Development Impact	31

## ANNEXES AND APPENDIXES

- Annex A: Draft A.I.D. Project Evaluation Summary Form  
Narrative
- Appendix 1: The Scope of Work - Work Order #2
- Appendix 2: List of Individuals Consulted - by Agency  
Part One: AID/W  
Part Two: Academy for Educational Development/  
Washington and Santo Domingo  
Part Three: USAID/Santo Domingo  
Part Four: EDUCA  
Part Five: Government of the Dominican Republic  
Part Six: Private and Public Primary School Directors  
Part Seven: Private and Public Primary School Teachers  
Part Eight: Others Including University and International  
Organizations
- Appendix 3: List of Documents Reviewed  
Part One: AID Documents  
A: Project Administration  
B: Project Correspondence  
Part Two: AED Documents  
Part Three: EDUCA Documents  
Part Four: Documents from Other Institutions
- Appendix 4: Evaluation Instruments  
Part One: Focus Group Methodology  
Part Two: Focus Group Questions  
Part Three: Summary Data from Focus Group
- Appendix 5: Statistical Tables  
Part One: Fund Raising  
Part Two: Who Benefits  
Part Three: Comparison EDUCA and Material Tests  
Part Four: EDUCA Training Programs  
Part Five: Sample of MIS Census Files
- Appendix 6: List of Schools and Institutions Visited

- Appendix 7: Instructional Materials.  
Part One: EDUCA/PIPE Book Costs  
Part Two: EDUCA/PIPE Materials  
Production and Distribution  
Part Three: EDUCA Forms
- Appendix 8: Duty Statements for EDUCA Staff
- Appendix 9: School Selection Criteria  
Part One: 1991 Selection Criteria  
Part Two: EDUCA/PIPE Forms  
Part Three: Private School Survey Form  
Part Four: Participating Schools by Location
- Appendix 10: EDUCA/PIPE Financial Summary Tables (9 tables)
- Appendix 11: Actions to Implement EDUCA MIS
- Appendix 12: Training Data and Tables  
Part One: Directors Training Program  
Part Two: INTEC/PRODEP/EDUCA Program  
Part Three: INTEC/PRODEP Monitoring Form  
Part Four: PUCMM/EDUCA Training Program  
Part Five: Additional Training Program  
Part Six: INTEC Post-grado

## LIST OF ACRONYMS

AED	Academy for Educational Development
A.I.D.	Agency for International Development
ASISA	Asesoría e Investigaciones
EDUCA	Action for Basic Education
EOPS	End of Project Status
GODR	Government of the Dominican Republic
IDB	Inter-American Development Bank
INTEC	Instituto Tecnológico de Santo Domingo
MIS	Management Information System
PIPE	Private Initiatives for Primary Education
PRODEP	Primary Education Training Project (World Bank)
PUCMM	Pontificia Universidad Católica Madre y Maestra
SEEBAC	Secretary of Education or Ministry of Education
UNPHU	Universidad Nacional Pedro Henriquez Ureña
USAID/DR or USAID/Santo Domingo	United States Agency for International Development Mission to the Dominican Republic
UASD	Universidad Autónoma de Santo Domingo

## EXECUTIVE SUMMARY

This summary is organized to provide: A) Objectives; B) Purpose; C) Methodology; D) Findings, Conclusions and Recommendations; E) Lessons Learned; and F) Comments on Development Impact of the Final Report/Mid Term Evaluation of the EDUCA/Private Initiatives in Primary Education (PIPE) Project.

### A. Objective

The USAID/Dominican Republic authorized the Private Initiative for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US\$5.5 million. The project goal is to "improve the primary education system". The purpose of the project is to "establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies, training programs and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education". EDUCA, a private foundation, was founded in early 1989 to improve the quality of education in the Dominican Republic.

### B. Purpose

The Mission, after a series of project reviews, decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities, and to assist the Mission in making further decisions with regard to this endeavor. Development Technologies under A.I.D. requirements contract HNE 5832-I-00-3069-00 (Delivery Order No. 2), with Hunter Fitzgerald and Dr. Diana González as evaluators, was contracted to complete such an evaluation.

### C. Methodology

The evaluation contractors reviewed documents from A.I.D., including the project paper, the A.I.D./ Academy for Educational Development (AED) grant document with AED's response to the request for proposal, and project files at the USAID/Santo Domingo and at Acción para la Educación Básica (EDUCA). A considerable number of documents were studied at university level training institutions visited, Instituto Tecnológico (INTEC) and Pontificia Universidad Católica Madre y Maestra (PUCMM); at basic education centers; GODR offices and the basic education project offices of the World Bank and the Inter-American Development Bank. Some 55 documents and files were reviewed. The contractors also made on-site visits to AED/Washington headquarters, two of the universities contracted by EDUCA to train teachers and directors, six private and public primary school education centers, USAID/Santo Domingo and five Secretary of Education, Fine Arts and Culture (SEEBAC) offices. In the course of the evaluation the contractors interviewed 80 individuals. In addition to two telephone interviews, people were questioned in their offices, at elementary schools sites, and in the participating universities. Through these and other appropriate information gathering methods, such

as in-person student interviews and selected trainee focus groups, the evaluators addressed a number of critical questions and issues, which were refined as the evaluation developed, including:

- EDUCA's Overall Administrative Capacity
- School Personnel Training Program
- Assessment of achievement testing
- Review of low cost teaching and instructional materials

#### **D. Findings, Conclusions and Recommendations**

The evaluation arrived at the following findings, conclusions, and recommendations:

##### 1. EDUCA's overall administrative capacity

###### a. Capacity established

**FINDING:** EDUCA developed a wide variety of administrative skills including office systems, staff training, procurement skills, networking, and fund raising.

**CONCLUSION:** The evaluation concluded that the EDUCA administrative capacity was more than adequate and that EDUCA was well on the way to complete independence. In terms of the project, there are some problem areas needing immediate EDUCA decisions and actions.

**RECOMMENDATION:** Since EDUCA has the administrative capacity, it should internally study the identified project problem areas [ (i) Management Information Systems, (ii) Information Clearinghouse, (iii) Professional Development Centers, (iv) Subcontracting Supervision, (v) EDUCA Management Process, and (vi) EDUCA planning process] discussed in Chapter II of this Final Report, decide on appropriate solutions and take actions.

###### b. Review of verifiable indicators

**FINDING:** The context of the EDUCA/PIPE project has changed dramatically.

**CONCLUSION:** Four of the magnitudes of EDUCA's project verifiable EOPS and output indicators are no longer valid and should be adjusted.

**RECOMMENDATION:** EDUCA and USAID/DR take the appropriate steps to amend the indicators.

###### c. Assessment of project technical assistance provided to EDUCA

**FINDING:** The Academy of Educational Development (AED) provided a resident Chief of Party and a wide variety of U.S., third country, and in country technical assistance. The evaluators found most technical assistance provided to be on target except in two isolated cases.

**CONCLUSION:** As a rule, the technical assistance provided EDUCA more than met the project's technical requirements.

**RECOMMENDATION:** As EDUCA manages its own program, AED should be considered as an experienced source for technical assistance.

d. Determination of adequacy of EDUCA staff, including training received

**FINDING:** Based on resources available the EDUCA staff is adequate and generally has been well trained to carry out its mission. There is limited provision for pre-service training for replacement personnel and an on-going motivational type in-service training. The organization has an internal system designed to assess the professional adequacy of staff, but is not using it yet.

**CONCLUSION:** The EDUCA/PIPE program staff is adequate in number but needs continuing pre- and in-services training activities for staff and to utilize its staff assessment system which has been developed to ensure a dynamic and responsive nucleus of strategic-employees.

**RECOMMENDATION:** Using the suggested AED program as a starting point, EDUCA should institute planned pre-(for replacement employees) and in-service training programs along with using its internal and formal employee assessment and evaluation system. In addition, the evaluators suggest no increases in the number of permanent staff positions to be funded under the project. Any increased staffing levels of effort particularly in technical areas, should be accomplished by contract.

e. Evaluation of EDUCA management process

**FINDING:** EDUCA has established selection criteria and mechanisms which do not favor marginal area private schools.

**CONCLUSION:** The first selection process was well done but the process is not actively targeting lowest-income area schools.

**RECOMMENDATION:** EDUCA's school selection criteria and process should be revised to actively target lowest-income schools with the support of appropriate technical assistance.

f. Review of project inputs

**FINDING:** Following a slow initiation, the USAID, GODR, and EDUCA project inputs now are being provided as programmed and planned.

**CONCLUSION:** Project inputs have been on target.

**RECOMMENDATION:** None

g. Future EDUCA administration

**FINDING:** EDUCA has developed adequate administrative capabilities and could serve as a regional model.

**CONCLUSION:** EDUCA can manage the project by itself with attention to planning, focus, staffing, and implementation problems.

**RECOMMENDATION:** USAID/DR should proceed to make the appropriate formalities which turn over complete project management to EDUCA.

2. EDUCA technical area capabilities

a. School personnel training program

● Teachers and directors

**FINDING:** EDUCA's contracts with the World Bank and IDB will serve fewer trainees than anticipated during the life of project because their programs are longer in duration and have more content than originally envisioned. The training programs have been carried out well by the contracting universities under their normal operating rules and regulations with insufficient EDUCA/PIPE supervision.

**CONCLUSION:** The training programs have been successful and completed as planned.

**RECOMMENDATION:** The EDUCA/PIPE project should continue the project's training programs using qualified local universities as contractors with the output targets proposed in this report (See Chapter I, part B) along with the provision for adequate oversight and supervision which can be included as part of each contract.

● Professional development centers

**FINDING:** The concept of the professional development centers was misunderstood and a limited amount of equipment has been purchased and is on hand. Furthermore, students find a dearth of reference and research materials and need more in order to fulfill the needs of their training programs.

**CONCLUSION:** The professional development centers have not been established in time to service Phase I of the project as planned but the need still exists.

**RECOMMENDATION:** The EDUCA/PIPE staff should devise a time-phased action plan to implement this sub-component which could include an almost immediate placement of the equipment and materials available currently in two of the university training institutions already under contract.

Concurrently, EDUCA/PIPE could contract a local expert to review the program and recommend instructional materials, reference books, textbooks, and some equipment to establish a total of four centers including the two mentioned above.

b. Assessment of achievement testing

**FINDING:** The achievement testing program is on schedule, but a one-year contract period is too short.

**CONCLUSION:** The quality of the program is high and on target.

**RECOMMENDATION:** EDUCA/PIPE should continue the achievement testing program and provide for a longer contract period (2 or 3 years).

c. Review of low cost teaching and instructional materials

**FINDING:** The distribution mechanism is efficient and cost-effective. However, information is collected manually because the director of curriculum and training does not use a computer for daily management activities.

**CONCLUSION:** This component is meeting its objectives. The quality of the educational content of the materials produced by EDUCA is very good both in the modules and the classroom textbooks.

**RECOMMENDATION:** EDUCA should continue the book program.

d. MIS

● School Census

**FINDING:** The evaluation found the following: (i) EDUCA accomplished the school census objectives; (ii) EDUCA disseminated results of the school census by means of two publications; (iii) EDUCA's Census has been validated through another Census performed; and (iv) Results of the Census were used to select the participating schools.

**CONCLUSION:** The Census was completed and utilized as planned to select participating schools for its training programs.

**RECOMMENDATION:** EDUCA should continue collecting and providing updated census data to participating schools, SEEBAC and other donors.

### ● MIS data base

**FINDING:** The evaluation found the following deficiencies: (a) The EDUCA data base is incomplete; (b) EDUCA is relying too heavily on SEEBAC for updated information on schools, school personnel and enrollment; (c) Neither management nor the schools receive updated information; and, (d) EDUCA's managers are not consistent users of the data base.

**CONCLUSION:** The MIS component was not implemented as designed.

**RECOMMENDATIONS:** EDUCA/PIPE staff should take immediate action and decide what steps to take for MIS. Five possible courses of action are presented in Appendix 10 for EDUCA's consideration.

### ● Overview of clearinghouse

**FINDING:** The evaluation found that the clearinghouse program had not yet started and that the functions of the clearinghouse could be incorporated into the current SEEBAC information management system.

**CONCLUSION:** The implementation of this phase of the program is deficient.

**RECOMMENDATIONS:** EDUCA/PIPE project staff should not develop and implement the clearinghouse idea. Furthermore, it is recommended that the project make arrangements with the SEEBAC MIS so that cooperative efforts are made to assure that the clearinghouse function exists, particularly regarding primary education.

## **E. Lessons Learned**

The final report lists several lessons learned which are:

1. Under the right circumstances with the proper people a relatively small funding level can be used to develop and implement a project with high leverage results.
2. To develop an almost new institution, even though a small one, takes longer than the overly optimistic two years given in the original project design.
3. When you work with individuals of high national, political and economic stature, it is possible to involve the private sector with relatively small project inputs to positively influence and leverage national educational policy.
4. A steady series of timely, well-executed professional technical inputs (curricula development; textbook preparation, production and distribution; teaching module preparation; achievement testing; director and teacher training; and, special studies) can be utilized to influence quietly and change the

course of an educational system not meeting the country's needs, particularly in this case -- primary basic education.

5. The project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in place to network and coordinate the activities of the project into the targeted low-income neighborhoods. Then the other activities followed into that new infrastructure.

6. The project developed some problems in implementation, which have become magnified. A more and regular continual formative evaluation and/or monitoring process usually will assist project and Mission managers resolve any project implementation impediments early on. Such an evaluation activity can be low cost with minimal inputs and positive results.

7. The evaluation suggests that this EDUCA/PIPE experience, under the proper circumstances and with the right players, can be applicable and replicated in other Latin American countries and possibly beyond.

#### **F. Comments on Development Impact**

Even though it is too early in the life of project to verify long-term development impact, the evaluators predict that because of the curricula and materials developed, the directors and teachers trained, and the wide variety of activities completed - all will contribute to the impact anticipated in the project paper. Additionally, and possibly of greater significance, we suggest in this report that EDUCA/PIPE's role as an advocate/catalyst will have more influence than anticipated. This confidence is broadly based on the following: evaluation findings; interviews and focus group discussions with trainees (directors and teachers); their university instructors, and A.I.D., AED, USAID/DR, EDUCA/PIPE/ SEEBAC staffs; private sector leaders; and the evaluators' long and varied experience with similar A.I.D. and other donor programs.

## CHAPTER I

### INTRODUCTION AND BACKGROUND

#### A. INTRODUCTION

Pursuant to the Agency for International Development (A.I.D.) requirements contract HNE 5832-I-00-3069-00 (Delivery Order No. 2) with Development Technologies, Inc. of 1629 K Street, N.W., Washington, D.C. 20006, as contractor, this is the Final Report of the Mid-Term Evaluation of the Private Initiatives in Primary Education Project (PIPE).

The objectives of the evaluation were to complete the five major areas outlined below and to make recommendations for resolving major constraints or problems encountered which hampered the success of the program:

1. Assess the effectiveness of the project strategy, design, and implementation.
2. Evaluate AED and EDUCA as implementors of the project.
3. Assess the technical assistance provided by AED.
4. Provide recommendations for improving the project.
5. Assess lessons learned.

The evaluation team reviewed documents from A.I.D., including the project paper, the A.I.D./Academy for Educational Development (AED) grant document with AED's response to the request for proposal, and project files at the USAID/Santo Domingo and *Acción para la Educación Básica (EDUCA)*. Furthermore, a considerable number of documents were studied at university level training institutions visited, Instituto Tecnológico de Santo Domingo (INTEC) and Universidad Católica Madre y Maestra (PUCAMAIMA); at basic education centers; GODR offices and the basic education project offices of the World Bank and the Inter-American Development Bank. Appendix 3 lists documents and files which were reviewed. The contractors also made on-site visits to AED/Washington headquarters, two of the universities contracted by EDUCA to train teachers and directors, six private and public primary school education centers, USAID/Santo Domingo and five Secretary of Education, Fine Arts and Culture (SEEBAC) offices. Appendix 6 lists schools and institutions visited.

Over 80 individuals were consulted during the contract period (See Appendix 2, Parts one through eight). In addition to two telephone interviews, people were questioned in their offices, at elementary schools sites, and in the participating universities. Through these and other appropriate information gathering methods, such as in-person student interviews and selected participant focus groups; the evaluation contractors addressed a number of critical questions and issues which were refined as the evaluation developed. Appendix 4 provides evaluation focus group guidelines and questions, and

summarizes the results of each focus group. First, the study examined, but was not limited to, the following administrative areas:

- Capacity established in EDUCA
- Review of verifiable indicators
- Assessment of technical assistance
- Adequacy of EDUCA staff
- Project inputs review

Then the evaluation reviewed a series of technical components which were integral parts of the project. They were:

- School Personnel Training Program
  - Private and public school directors
  - Private and public school teachers (by certified and non-certified)
  - Professional development centers
- Assessment of Achievement Testing
- Review of Low Cost Teaching and Instructional Materials
  - Materials completed
  - Production and distribution
- Information Management System
  - Census
  - MIS Data Base
  - Overview of clearinghouse

The nine specific areas above were defined in the scope of work which also has about fifty-three detailed questions which were later augmented by the Mission. As the evaluation evolved, the contractors found some areas of the project required discussion and recommendations for consideration by the Mission which caused some minor deviations from the scope of work. Any changes were discussed with the Mission and did not adversely affect the resulting evaluation.

The Development Technologies evaluators for this contract were Chief of Party, Mr. Hunter Fitzgerald, and Dr. Diana González. Both have long and successful careers in designing, developing, and evaluating primary education and training programs. They have extensive and proven Latin American and Caribbean professional experiences.

The Final Report begins with an Executive Summary which is followed by Chapter I: Introduction and Background. This chapter provides the objectives of the evaluation, a brief description of the evaluation methodology and background of the PIPE program grant from USAID/Santo Domingo. Chapter II of the report describes and gives findings for the specific administrative areas evaluated which were EDUCA's overall administrative capacity (with seven subcategories). Chapter III evaluates the technical

aspects of the project which include: (i) school personnel training program; (ii) assessment of achievement testing; (iii) review of low cost teaching and instructional materials; and, (iv) MIS. The report concludes with Chapter IV which gives lessons learned and comments on development. An Annex includes a Draft Narrative for the A.I.D. Project Evaluation Summary Form.

The twelve appendices are: A) Scope of work (Work Order #2); B) List of Individuals Consulted by Agency; C) List of Documents Reviewed; D) Evaluation Instruments; E) Statistical Tables; F) List of Schools and Institutions Visited; G) EDUCA Book Cost Table; H) EDUCA Staff Duty Statements; I) School Selection Criteria; J) EDUCA/PIPE Financial Summary Tables; K) Actions to Implement EDUCA/MIS; and, L) Training Data and Tables.

## **B. BACKGROUND**

The USAID/Dominican Republic authorized the Private Initiatives for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US\$5.5 million. The project goal is to "improve the quality, efficiency and relevance of instruction in the Dominican primary education system". The purpose of the project is to "establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies, training programs, and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education". EDUCA, a private foundation, was founded in early 1989 to improve the quality of basic education in the Dominican Republic.

Since EDUCA was relatively new, with limited experience in program design and management, it was decided to implement the project in two phases, with EDUCA implementing the second phase. The first part (Phase I), of two years was aimed at strengthening EDUCA institutionally and to begin early project activities, such as: establishing linkages with organizations concerned with primary education, including the Ministry of Education (SEEBAC), private school associations, institutions of higher learning, and the private sector; conducting a census of schools within the project area; reviewing existing and contracting for the development of textbooks and instructional materials; and, establishing a Management Information System (MIS) within EDUCA. The Academy for Education Development (AED) was competitively selected to implement phase I and provided institutional strengthening to EDUCA. USAID entered into a Cooperative Agreement with AED in 1990.

Mission staff felt that EDUCA and the AED were successful in implementing Phase I activities and in building the institutional capacity of EDUCA. A pre-award survey of EDUCA conducted between May and June 1992, determined that EDUCA was qualified to receive a grant directly from USAID and the project was therefore ready to move to Phase II. In Phase II EDUCA received a direct grant from USAID to implement all project activities. The Cooperative Agreement between USAID and AED has been extended to provide technical assistance to EDUCA through 1994.

## CHAPTER II

### THE PURPOSE AND QUESTIONS OF THE EVALUATION PART I - ADMINISTRATION

This chapter states the purpose of the evaluation and discusses each of the administrative evaluation areas mentioned above. When Findings, Conclusions and Recommendations are presented for Mission consideration under each category, they appear in bold face type. Chapter III continues with evaluation results on technical components examined.

The Mission, after a series of project reviews, decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities, and to assist the Mission in making further decisions with regard to this endeavor.

As stated above, this chapter and the following one will fully discuss the study questions but first it will provide the reader with some overall impressions of how the project is progressing and will focus on components or activities which need EDUCA's and/or the Mission's attention.

The evaluators found that the capacity has been established within EDUCA to organize and oversee the implementation of training programs, as well as the development and revision of instructional materials in mathematics and Spanish. Furthermore, and of great significance, EDUCA has developed into an influential and respected advocate for primary education. For example, as a result of EDUCA pioneering work in achievement testing, the Ministry of Education (SEEBAC) decided to put the initiative into the public schools. The national examinations were quickly made into a political issue by the teachers' union and the public education system was disrupted. In response to the situation EDUCA took a highly visible and public role in pointing out the importance of the gathering of primary education baseline achievement data. EDUCA now has a true leadership role in primary education. In our discussions with the Minister of Education, she pointed out that the EDUCA program had an extremely important unplanned effect on Dominican education - "There is a closer relationship now and greater awareness between public and private primary education". It is noteworthy that SEEBAC adopted almost immediately most educational materials developed by EDUCA.

The evaluators found that EDUCA's overall administrative capacity had grown significantly in a relatively short time frame. Nevertheless the following areas demonstrated shortfalls, weaknesses, or needed special attention:

- Management information system
- Information clearinghouse
- Professional development centers
- Subcontracting supervision
- EDUCA management process
- EDUCA planning process

The six areas above will be fully elaborated during this report with findings, conclusions, and recommendations when appropriate.

The scope of work outlines eight question fields which the evaluation will address under this subheading. The evaluators added a ninth category to allow for any overall observations and recommendations regarding EDUCA's future administration.

### **A. CAPACITY ESTABLISHED IN EDUCA**

As noted above, Phase I of the project was to develop EDUCA from a new organization into a capable and independent non-profit foundation. The initial phase was managed jointly with EDUCA and AED. They were able to establish accounting, personnel, record keeping, procurement, and contracting systems within EDUCA. According to a recent audit these systems were satisfactory with only one major recommendation given on inter fund transfers. Based on contractor experience the systems are appropriate for EDUCA requirements except there should be better provisions for subcontracting monitoring and management. For example, we found some of the training programs needed considerable more EDUCA supervision.

AED developed an extensive and appropriate training program for EDUCA staff in the U.S., third country, and in-country which included considerable AED support in the Dominican Republic. There has been some in-service training since Phase I ended but it has been limited in nature and there is little or no provision for pre-service for new personnel who replace persons who leave. EDUCA has successfully networked with institutions, agencies, and organizations both in the public and private sectors. The organization has become an adept in-country and international fund raiser along with organizing promotional activities. Appendix 5, Part One, demonstrates a continual and growing fund raising capability.

During Phase I and continuing on into Phase II, EDUCA has made admirable progress in completing a wide variety of educational activities. During Phase I they completed the following:

- Census of private/primary schools in project area.
- Procure office and educational equipment materials.
- Review SEEBAC textbooks (Grades 1-8) for possible revision.
- Review SEEBAC training modules.
- Contract for mathematics and Spanish materials development.
- Train SEEBAC staff.
- Train trainers of school directors.
- Trained school directors.
- Developed achievement tests.
- Administered achievement tests.
- Reprinted instructional materials for distribution in formal classroom.

## FINDING:

EDUCA developed a wide variety of administrative skills including office systems, staff training, procurement skills, networking, and fund raising.

## CONCLUSION:

The evaluation concluded that the EDUCA administrative capacity was more than adequate and that EDUCA was well on the way to complete independence. In terms of the project there are some problem areas needing immediate EDUCA decisions and actions.

## RECOMMENDATION:

Since EDUCA has the administrative capacity, it should internally study the identified project problem areas [ (i) Management Information Systems, (ii) Information Clearinghouse, (iii) Professional Development Centers, (iv) Subcontracting Supervision, (v) EDUCA Management Process, and (vi) EDUCA planning process] discussed in Chapter II of this Final Report, decide on appropriate solutions and take actions.

### **B. REVIEW OF VERIFIABLE INDICATORS IN THE PROJECT PAPER**

The Scope of Work (See Appendix 1) calls for the evaluation to review the project paper's end of project verifiable indicators and suggest any adjustments necessary toward achievement of the purpose and the goal of the project. The verifiable indicators were studied and discussed with EDUCA and AED's resident advisor to arrive at the suggested changes. The table on the next page summarizes the original EOPS and output indicators, approved USAID/DR revisions, and the evaluation suggested changes for a more realistic and achievable project. This table indicates that seven of the project's original and revised (3) EOPS and Output indicators should be changed. The project environment has had some significant changes such as the following:

- A major five year World Bank teacher training project which envisions in-service training for 10,000 certified primary (normal school) teachers and 1,500 directors and supervisors. The Bank is also supporting Master Degree programs in three universities.
- A large five year Inter-American Development Bank training project which plans training 4,500 non certified primary teachers in the public schools (about 90% of their target group).
- As EDUCA has initiated project components the Ministry has taken them over. Examples include achievement testing, textbook development, and some training activities.
- EDUCA has become part of the other primary school projects mentioned above (World Bank and Inter-American Development Bank).

**SUMMARY OF VERIFIABLE INDICATORS MAGNITUDES  
ORIGINAL, REVISED AND SUGGESTED CHANGES**

Original Project	Revised by USAID/DR	Suggested Changes
EOPS EDUCA is fully staffed with trained personnel		None
EDUCA is overseeing at least five special studies/training programs annually.		None
100% of EDUCA's Operating Expenses will be funded from non-A.I.D. sources.		Reduce to 40%
EDUCA is recognized in the DR and by other international donors as an implementing vehicle in primary education.		None

<u>Output Indicators:</u> Short-term training for staff completed		None
Financial management, procurement and personnel systems in place		None
900 schools administrators trained	800 school administrators trained	None
3,000 private school in-service non-certified teachers from grades 1-8	1,000 private sector in-service for non certified teachers from grades 1-8	Increase to 3,000
5,400 public/private certified in-service teacher trained	3,000 public/private certified teachers trained (in-service)	Decrease to 1,000
Assessment instruments devised and field-tested by project year 3		None
Materials produced and distributed		None
MIS in place and being utilized		None
Establish an information clearinghouse in EDUCA		Eliminate
Establish 4 professional development centers		None

The four indicators identified as needing adjustments are: (i) Percentage of EDUCA's operating expenses funded from non A.I.D. sources; (ii) Private sector non-certified teachers trained; (iii) Public/private certified teachers trained; and, (iv) Information clearinghouse.

**FINDING:**

**The context of the EDUCA/PIPE project has changed dramatically.**

**CONCLUSION:**

**Four of the magnitudes of EDUCA's project verifiable EOPS and output indicators are no longer valid and should be adjusted.**

**RECOMMENDATION:**

**EDUCA and USAID/DR take the appropriate steps to amend the indicators.**

**C. ASSESSMENT OF PROJECT TECHNICAL ASSISTANCE PROVIDED TO EDUCA**

The project paper called for A.I.D. to contribute US\$1,800,500 with the GODR and EDUCA not providing any inputs for technical assistance.

During Phase I of the project AED assisted EDUCA with a Chief of Party, home office staff and short term technical assistance (10 weeks) to help EDUCA establish its internal management system.

A large and complex technical assistance effort (74 person weeks) was planned to assist EDUCA and SEEBAC meet project objectives. They were by project component:

- Training area (43 weeks total)
  - SEEBAC's teacher training modules (6 weeks).
  - Establish four professional development centers (4 weeks).
  - Teacher training program development (16 weeks over 5 years).
  - School administrator training program development (17 weeks over 6 years).
- Non Training (31 weeks total)
  - Management information system (12 weeks over 2 1/2 years).
  - Testing (10 weeks over 3 years).
  - 4th and 8th grade math and Spanish textbooks (9 weeks).

In discussions with PIPE staff we found that the project proceeded on an *ad hoc* basis and usually responded to SEEBAC and private school requests for assistance. In such a way, EDUCA/PIPE became well known for its quick response capabilities and the quality of technical expertise given. Nevertheless, the evaluators think that a more aggressive use of technical assistance in identified implementation problem areas would have had impacts on slow or non-performing sections of the project. For example, the MIS, the information clearinghouse and the establishment of professional development centers might have been put back on target with strong and carefully guided technical

assistance. The evaluation found that PIPE had technical advisors teach short courses to target groups within their specializations while in country, which was an efficient use of these resources.

### **FINDING:**

The Academy of Educational Development (AED) provided a resident Chief of Party and a wide variety of U.S., third country, and in country technical assistance. The evaluators found most technical assistance provided to be on target except in two isolated cases.

### **CONCLUSION:**

As a rule the technical assistance provided EDUCA more than met the project's technical requirements.

### **RECOMMENDATION:**

As EDUCA manages its own program, AED should be considered as an experienced source for technical assistance.

## **D. DETERMINATION OF ADEQUACY OF EDUCA STAFF, INCLUDING STAFF TRAINING RECEIVED**

The EDUCA staffing pattern was deliberately designed to be "lean and dynamic" with no intention of developing a parallel Ministry of Education. It was envisioned as a catalyst to change policy and directions within the SEEBAC and help shape a public consciousness in favor of primary basic education which in recent years has been held in low esteem and has been given minimal priority in the Republic.

The EDUCA/PIPE project has been aggressive, agile, and quick to respond to basic primary education needs and policy. Thus, at times, since it embarks on a wide variety of simultaneous activities, it appears to be very understaffed and overworked. Under such circumstances, there is a natural tendency to want to increase staff. For example, currently there is pressure to hire an additional professional to serve as deputy EDUCA/PIPE project manager. This person would assist the project in carrying out project administrative detail tasks. After careful review and analysis the evaluators found that project activities needing attention were in technical areas (MIS, training, testing, materials development, etc.). This could be handled by a contract mechanism. Any increases in EDUCA recurring costs, which more permanent staff would cause, should be held to an absolute minimum.

The evaluators reviewed AED's staff training program and found it to meet project needs. The program included short-term participant training in the U.S. and third countries, on-the-job-training experiences, and internships at AED. AED suggests another 29 weeks of training for 10 individuals for the rest of the project in its "Semi-Annual Progress Report No. 2 Period October 1, 1993 to March 31, 1994." We observed that these programs appeared to be well managed and on target.

## FINDING:

Based on resources available the EDUCA staff is adequate and generally has been well trained to carry out its mission. There is limited provision for pre-service training for replacement personnel and an on-going motivational type in-service training. The organization has an internal system designed to assess the professional adequacy of staff, but is not being used.

## CONCLUSION:

The EDUCA/PIPE program staff is adequate in number but needs continuing pre- and in-service training activities for staff and to utilize its personnel assessment system which has been developed to ensure a dynamic and responsive nucleus of strategic employees.

## RECOMMENDATION:

Using the suggested AED program as a starting point, EDUCA should institute planned pre-(for replacement employees) and in-service training programs along with using its internal and formal employee assessment and evaluation system. In addition the evaluators suggest no increases in the number of permanent staff positions to be funded under the project. Any increased staffing levels of effort, particularly in technical areas, should be accomplished by contract.

### **E. EVALUATION OF EDUCA MANAGEMENT PROCESS**

The Scope of Work designates "EDUCA management process" to be evaluated by answering three questions about how and why the participating schools are selected. This section will cover the selection process as outlined in the Scope but the evaluators felt that EDUCA's management process, that is to say how it really works, is an evaluation issue of paramount importance; therefore, we have added an extra section 9, arbitrarily called "Future EDUCA Administration", where the evaluation will attempt to look into how the rest of the project could be managed.

The schools participating in the EDUCA/PIPE project were selected on the basis of the 1991-1992 EDUCA census. EDUCA/PIPE staff developed thirteen selection criteria. More than four grades, legal status (accredited or not), monthly school fee, teachers and director level of education. (See Appendix 9, Selection Criteria 1991.) From a total computerized list of 640 schools, 370 schools were pre-selected. (See Appendix 9, Participating Schools by Location.)

EDUCA/PIPE staff and SEEBAC officials from the Department of Private Schools met to review the pre-selection list to ensure the data was accurate and met the criteria. The first selection chose sixty schools, at random from the pre-selected list, making sure that private and public schools were included proportionally. The PIPE Project Director and the PIPE coordinator of curriculum and training made the final selection decisions.

The directors from these schools were invited for a meeting with EDUCA/PIPE staff in order to explain the program. To be registered in the program the directors had to fill out two EDUCA/PIPE

application forms (See Appendix 9, EDUCA/PIPE forms), Training Program and Statistics Form which also served to collect information on the directors and teachers. The second form collects information about the schools including courses, etc.

The 1991-1992 pre-selection list was used to select schools for the second (92-93), third (93-94), and fourth (94-95) cycles of the Director's training programs. The process is similar to the first selection process, each time working in coordination with SEEBAC's Director of Private School Department.

As of June 1994, 351 schools and 383 school directors have benefitted from the program. The numbers do not tally evenly because some public school directors were rotated to other schools. The new directors assigned to the participating schools were included in the training program.

A problem will arise with future selections because the data has not been updated regularly and the data collected by SEEBAC no longer provides adequate social-economic information. Also the selection criteria has been reduced to only whether or not a private school is accredited by SEEBAC.

SEEBAC's Director of Private Schools explained that his Department is updating the Private schools' survey in order to monitor legal status (accreditation). Each school is visited by the district supervisor and fills out an accreditation form. According to him, schools can be classified accredited or provisional (*Amparados*). He pointed out, that if he had to close schools that were provisional, 14,000 children would be out in the street and SEEBAC cannot accommodate them in public schools. He strongly requested that EDUCA include these schools in the pre-selection list because the majority of these schools are located in marginal areas and need help. (See Appendix 9, SEEBAC Private school survey.)

EDUCA has not targeted lowest-income schools aggressively. EDUCA is relying primarily on the census data base with input from SEEBAC for pre-selection and selection. The schools are not ranked by socio-economic data. Some schools, however, have approached EDUCA voluntarily and after a screening process, have been admitted in the program.

#### **FINDING:**

**EDUCA has established selection criteria and mechanisms which do not favor marginal area private schools.**

#### **CONCLUSION:**

**The first selection process was well done but the process is not actively targeting lowest-income area schools.**

## **RECOMMENDATION:**

**EDUCA's school selection criteria and process should be revised and continued so as to actively target lowest-income schools with the support of appropriate technical assistance.**

### **F. REVIEW OF PROJECT INPUTS**

A question in the scope of work asks: "Are counterpart contributions being provided as programmed?" Appendix 10, nine EDUCA financial tables, shows a budgeted amount of RD\$6,162,500 as GODR counterpart which was US\$850,000 in 1990 when the currency exchange rate was one U.S. dollar to RD\$7.25. The official rate has risen to RD\$12.50 for one U.S. dollar. Since this counterpart is generated from P.L. 480 funds anticipated in 1990, the exchange rate at that time (RD\$7.25) prevails until now. This means that the 1990 P.L. 480 dollars buy fewer services and cover less of the expenditures, both anticipated and actual.

EDUCA depends on donations from the private sector for some of its operating expenses and programs. The organization has shown a steady growth in funds raised during the life of the project. Appendix 5 summarizes yearly donations in local and U.S. currencies. However, a recent tax law has hampered EDUCA's and other NGO fund raising plans because businesses can only write off 5% of their gross profits for charitable donations. Thus, many of the larger and previously generous firms have cut back on donating money to organizations such as EDUCA.

## **FINDING:**

**The USAID, GODR, and EDUCA projects inputs are being provided as programmed and planned.**

## **CONCLUSION:**

**Project inputs have been on target.**

## **RECOMMENDATION:**

**None.**

### **G. FUTURE EDUCA ADMINISTRATION**

The evaluation documents a functioning administrative capacity within EDUCA and the project has been successful in helping to improve the efficiency and quality of the Dominican Republic's public and primary education systems. Make no mistake - we identify some implementation problems and recommend solutions to USAID and EDUCA for consideration. The evaluators are confident that EDUCA will resolve this limited number of restraints which are clearly enumerated in this report.

The president of EDUCA's Board of Directors, Dr. Luis Heredia Bonetti, told the evaluators that EDUCA should continue to be an independent advocate for primary education and serve as a catalyst

to influence SEEBAC to carry out its mandate. Furthermore EDUCA will continue to campaign to raise national consciousness for a higher priority for primary basic education. He emphasized the GODR needs to: (i) allocate more resources to basic education; (ii) implement the Ten Year Education Plan; (iii) find resources for basic education outside the Republic; and (iv) involve the private sector more in the educational process. He went on to declare that EDUCA is an active sponsor for Dominican education and the institution has a lot of work and difficult tasks to accomplish in the next few years. He feels that they have an excellent team to do the program, but they have to ensure a consistency of level of effort and program quality.

It is important to note that EDUCA's Board of Directors is currently in the process of redefining how it is going to reach its program objectives. Dr. Heredia said that the Board is investigating the possibilities listed below:

- Obtain a fixed income from some type of endowment fund (*Patrimonio*).
- Maintain an adequate and stable staff.
- Provide the organization with adequate physical facilities and appropriate equipment.

As part of its advocacy role for primary education EDUCA has taken a considerable number of important initiatives, at times highly visible, which have started improvements in primary education. A sample of some of the most noteworthy are:

- As reported above, EDUCA in the national media pressured the Dominican teachers union regarding its disruptive stand against national achievement testing.
- The majority of EDUCA's technical contributions such as achievement test development and administration, textbook revision, teacher module development, and primary school directors' training have almost been immediately adopted by SEEBAC and its international donor organizations.
- EDUCA through press releases and national media announcements and its own publications (brochures and its magazine *Educando*) strive continually for an improved public awareness of primary education and its problems.
- For the first time, mainly due to EDUCA's unique private primary school director's training program, have the private and public schools become aware of each other and are beginning to work cooperatively.
- The directors from EDUCA sponsored courses have established influential grass-roots in marginal neighborhoods which has served to promote both private and public primary education.
- EDUCA has a good reputation as a serious professional organization which can and will respond in a timely fashion to primary education problem areas. Educators are looking to EDUCA to help solve problems and provide leadership.

Even though the evaluators do not desire to discount the importance of EDUCA's technical achievements we are of the opinion that the institution's most valuable role, has been up to now, and

probably should be in the future, that of a catalyst, advocate, and leader in the promotion and improvement of the primary education available to the nation's children. This section concludes with some comments about the remaining project time.

The overall EDUCA organizational chart appears simple but when you fill all the little boxes with high level, dynamic, influential, and motivated individuals you come out with a complex organization and dynamics. Along with EDUCA's own personality, mix in with it three sophisticated large institutions - SEEBAC, A.I.D. and AED - which each has its own agenda and priorities, and you have a variety of forces. Then, take your relatively new non-profit foundation, founded in 1989, and ask it to turn around a system which was not functioning well. EDUCA's mandate has not been easy particularly in the environment given. This evaluation report documents considerable progress in meeting project objectives and demonstrates EDUCA's administrative capability.

Based on our evaluation and contained among our findings and recommendations, we believe EDUCA can complete the remainder of the project with limited outside technical assistance and that EDUCA can successfully complete the project by the 1997 project completion date. However, the evaluation suggests four areas for project managers to review; they are:

- Planning
- Focus
- Staffing
- Implementation problems.

### **1. Planning**

The implementation of the EDUCA/PIPE project seems to have taken place by loosely following the original project design's plans, with many action this opportunity added along the way. The project would benefit by incorporating more staff planning meetings where long-term, intermediate, and short-term activities are planned so as to meet an ever-changing situation.

### **2. Focus**

EDUCA is surrounded with active and creative people who barrage the staff with a continuing flow of new activities that would be good to do. Furthermore, the staff members themselves generate more possible involvements. In such a situation, it is easy to lose focus and become over-extended to the point of counter productivity.

### **3. Staffing**

For the remainder of the project, the EDUCA/PIPE project should not exceed current staffing levels. The evaluators recommend that any new technical tasks be handled through contracts. (See Appendix 8, Duty Statements for EDUCA staff.)

#### **4. Implementation Problems**

When implementation problems arise and they are not solved expeditiously, they can drag out during the entire project. Some of EDUCA's current problems have been discussed and re-discussed with no resolution and still remain.

##### **FINDING:**

**EDUCA has developed adequate administrative capabilities and could serve as a regional model.**

##### **CONCLUSION:**

**EDUCA can manage the project by itself with attention to planning, focus, staffing, and implementation problems.**

##### **RECOMMENDATION:**

**USAID/DR should proceed with the appropriate formalities to turn over complete project management to EDUCA. Also, A.I.D. should consider assisting EDUCA sponsor a regional seminar to disseminate information to other Latin American countries.**

## CHAPTER III

### QUESTIONS OF THE EVALUATION PART II - TECHNICAL AREAS

Chapter III addresses the more technical questions of the evaluation. It covers personnel training, achievement testing, teaching, instructional materials, and EDUCA MIS.

#### A. SCHOOL PERSONNEL TRAINING PROGRAM

EDUCA's training programs are widely considered to be a success. The benefits to the educational system reach beyond the training programs. As of June 1994, 329 private and public schools have been participating in the program (245 private and 84 public). They are commonly called "the EDUCA" schools. Direct beneficiaries of the training programs are 351 school directors (261 women and 90 men); 1,090 in-service teacher in training programs (939 women and 151 men). The end of project targets are 800 school directors, 3,000 non-certified and 1,000 certified teachers. The direct impact of directors who have received training is within the context of an entire school. Thus, the 329 schools include 4,466 teachers (2,807 women and 1,659 men) and an enrollment of 112,959 students (58,885 girls and 54,074 boys). (See Appendix 5, Part Two, Who Benefits.)

EDUCA has been involved in four types of training programs: school directors; in-service training for certified teachers; in-service training for non-certified teachers; and a variety of workshops. We will also review the professional development centers and the link with training.

EDUCA's personnel training component changed significantly after the EDUCA Private Initiatives in Primary Education project was authorized and started implementation. The Ministry of Education signed agreements with the World Bank and the Inter-American Development Bank for large multi million dollar projects to improve and expand the country's primary education system. Their efforts included ambitious professional level teacher training programs for both certified (normal school graduates) and non-certified/high school graduates) teachers. Formal agreements were negotiated between capable local universities and the donor banks. EDUCA with USAID approval "bought into" these programs rather than attempting to create a duplicate effort with the same objectives.

In Chapter I, part B of this report the evaluators recommend changes in the verifiable output indicators which will more closely reflect the realities of how the EDUCA professional school personnel training programs are unfolding. These changes reflect the differences between the original EDUCA targets and what is possible under the donor bank programs.

Utilizing its methodologies of interviews, focus groups, and observations the evaluators found and concluded that the training programs have been successful and completed as planned by the universities. However, we did find that other than occasional visits EDUCA/PIPE supervision of the university contracts was not sufficient. The project manager and the director of materials and curriculum did not have adequate time to devote to these contracts. We even found in visiting classes that some trainees

did not know that EDUCA/PIPE was sponsoring them. There is a need to have a more constant EDUCA presence on the campuses. The short-comings are noted below with suggested remedies proposed for their solutions.

### **1. Private and Public School Directors**

The EDUCA training program began in 1991 with school directors. It purposely began with the school directors because they could become leaders, and then catalysts for educational reforms within their schools. It was important to train them, not only as administrators, but as educators, who could understand the underlying principles behind the new teaching methodologies and content in the textbooks. They were seen as an important link in the data collection process, not only school data and enrollments, but in the achievement testing program.

This decision has proven to be a success. The directors have, indeed, become supporters of the educational reform, and catalysts of the reform in a broader sense. Many are presently serving as monitors/supervisors in the PRODEP (World Bank) program and more have expressed interest in participating in this important function. INTEC was awarded the contract. In 1992, INTEC and the Universidad Nacional Pedro Henriquez Ureña (UNPHU) was awarded the contract. As of June 1994 there have been 351 directors who either completed the program or are actively in training. There are 261 women and 90 men with directors from private schools numbering 253 (197 women and 56 men). Directors from public schools total 98 (64 women and 34 men). (For complete information refer to Appendix 5, Part Four.)

The directors' training program was originally designed to focus on foundations of curriculum, supervision, administration and school law, collection and information systems, and community-based needs assessment. The program was supposed to respond to the in-service needs of an heterogenous target group; and to take place during two summer sessions and one academic year. (See Appendix 12, Part One.)

INTEC changed the program content slightly, adding a course in Innovations for Basic Education and the course in data collection was dropped. INTEC also increased the length of training to two summer sessions and follow-up supervision during two academic school years. Upon completion of each summer session, the trainees receive a certificate of attendance. To comply with the terms of their contracts, both INTEC and UNPHU administer pre and post tests.

The evaluators held focus group sessions with Directors from the first and second INTEC groups. However, due to time limitations the evaluators were not able to meet with the UNPHU group. Seven directors participated in the focus group, five women and two men. All, with the exception of one, are educators. Six come from the private sector. Two are serving as monitors/supervisors in the SEEBAC/PRODEP (Primary Educational Program).

During the focus group sessions they stated that the training objectives of their programs were accomplished. All reported that the content of the program, course materials and professors (trainers) were excellent. Overall, the Directors rated their training ten on a 1-10 scale. For more information

see Appendix 4, Part Three. They judged that the program had a positive personal and professional impact. Some expressed that they had considered closing their school, but with their training program decided to remain in education. Another important positive effect of the program was the integration and cooperation among private school directors, and with public school directors. They have formed a positive bond where they feel they are working towards a common goal in a cooperative manner.

They have been applying knowledge and skills in their schools. One director holds monthly meetings with his teachers to share training materials and skills. Another stated that her administrative processes (planning, financial, control) have been systematized. Most stated that the relationship with their teachers has changed dramatically. The director is no longer seen as a controller but as a counselor or facilitator.

The satisfaction for the training was so high and the demand for further studies, INTEC designed and opened in 1993 a post graduate (*"post-grado"*) so those that held a college degree (*"Licenciado"*) could go further. See Appendix 12, Part Six, INTEC *Post-grado*. This post-graduate degree offers the additional advantage that it is designed as the first phase (34 credits) of a masters degree program of 68 credits. Several "EDUCA" directors are in the post graduate training. (See Appendix 12, Part ix, INTEC, *post-grado*.)

## **2. Private and Public Primary School Teachers**

### **a. Training Programs for Certified Teachers**

Teachers from participating schools are nominated for participation in EDUCA's training program by the Director. The training program for certified teachers began in 1993. INTEC and UASD were awarded the contracts. Since the World Bank/SEEBAC/PRODEP planned to begin a massive training program for 10,000 certified teachers, EDUCA/PIPE decided to buy-into their program because it was administratively convenient. Another incentive to buy-into the PRODEP program was that, since SEEBAC was the sponsor, this training program (consisting of 72 college credits in 30 courses) would lead to a higher level degree (*Licenciado*). Thus, the content was more ambitious than originally planned and the length of training is slightly longer. (See Appendix 12, Part Two, EDUCA/INTEC/PRODEP Program.) The program was designed for 15 months and later extended to 18 months.

As originally designed, the in-service training program for certified teachers was focused on up-grading content knowledge and teaching skills in mathematics, Spanish, natural science, and evaluation, with mixed modes: face-to-face contact, self-instructional modules, and follow-up observations and evaluation. Upon completion of the program the trainees receive a certificate "Primary School Teachers" and the credits are accepted for a college degree *"Licenciado"*. This program is using the teacher training modules developed by EDUCA/SEEBAC. It is also using the textbooks developed and printed by EDUCA/PUCMM/SEEBAC. PRODEP is monitoring implementation by means of monitors/supervisors paid by their project. (See Appendix 12, Part Three.) As of June 1994, EDUCA has 404 certified teachers in training, 333 women and 71 men. INTEC has the largest number (338) and UASD only sixty-six (See Appendix 5.)

The evaluators held a focus group session with certified teachers in the INTEC/PRODEP program, however, due to time limitations they were not able to meet with the UASD group.

This focus group consisted of nine certified teachers, five women and four men, with eight from private schools and one from a public school. There were representatives from urban and suburban Santo Domingo. All teachers except one teach two shifts.

All stated that the program had a positive impact, both personally and professionally. Everyone rated the program excellent - a ten on a scale of 1-10. The only major complaint was the radio component of the program, which is exclusive to the PRODEP program. All reported that it was impossible to listen to the program (6:00 P.M.) and the content was very elementary. Two students suggested having tape recorders and cassette available for this purpose. In terms of the instructional materials, eight out of nine participants rated the content and quality of training materials as ten, with one rating the materials with nine.

In general, all stated that they were applying what they learned in their classroom. The most significant change was to see their role as teacher-facilitator and not as traditional authoritarian figures. Most reported examples of role playing, integrating subjects across the curriculum, and raising the students's self esteem through participatory methodology. For more information see Appendix 4, Part Three.

#### **b. In-Service Training for Non-Certified Teachers**

EDUCA's in-service training program for non-certified teachers commenced in September 1993. UNPHU and PUCMM won the contracts through a competitive bidding process. Since the Inter-American Development Bank and SEEBAC planned to begin a massive training program for non-certified teachers (4,500), EDUCA/PIPE decided to buy-into their program because it was administratively convenient. An additional incentive to buy-into the program was this program (consisting of 72 academic credits in 30 courses) would lead to a degree (*Licenciado*) since SEEBAC was the sponsor. However, the program content and length of training was more ambitious than originally planned. For more information See Appendix 12, Part Four, Program: IDB/PUCMM)

This program was originally designed to use Teacher Professionalization Project (*Proyecto de Profesionalizacion de Maestros*) modules (adopted in conjunction EDUCA and SEEBAC) consisting of face-to-face, self-instructional modules; tutorials; field work; and, practicum. This program is using the modules developed by EDUCA/SEEBAC and the textbooks developed and printed by EDUCA, PUCMM and SEEBAC.

As of June 1994 there are 350 non-certified teachers in training. The smallest group 96, is in PUCMM, (81 women and 15 men). The largest group is in UNPHU: 254 (226 women and 28 men). In addition, 316 students attended a college preparatory workshop on study skills.

Since the non-certified teachers were approaching college without basic skills, EDUCA/PIPE designed a pre-college preparatory workshop on study skills as part of their training program (This module was developed by EDUCA/SEEBAC.) A few directors, in the PIPE project were previously trained when

the module was being pilot-tested. A few served as trainers in the workshop. Interviewees reported that this workshop was a success. Teachers in the EDUCA/INTEC/PRODEP and EDUCA/IDB/PUCMM report that the students who have had this training are on the whole better prepared than the students who have not benefitted from the study skills workshop.

The evaluators held a focus group session with the non-certified teachers in the EDUCA/IDB/PUCMM program, however, due to time limitations they were not able to meet with the UNPHU group. This focus group consisted of nine teachers, two men and seven women, with two working in public schools and seven in private schools. Eight teach two sessions and one teaches there sessions each day.

The group rated the content of training on a scale of one to ten, with ten being excellent: two rated the program at level ten; five rated the program at level nine; and one rated the program at level eight. Seven of the group rated the content of training materials as eight, and two as nine. When the evaluator visited PRODEP, they revealed that they thought that they could not finish the program in two years as planned. The program has been extended to three years, with the same number of credits.

With regard to the availability of materials, the evaluator found various problems: (1) participants do not have their own books in key areas in order to study; (2) even though the library is available there are not sufficient books on primary education for research purposes; and (3) participants need to have their own dictionaries.

The entire group stated that the program has had a significant impact as persons. Their self esteem was raised and they felt a renewed pride in the teaching profession. All reported that they apply what they learn in the program almost immediately. One Spanish language teacher stated that when teaching consonants to a first grade class, she brings in activities that connect this exercise with mathematics and natural sciences. A sixth grade teacher says he starts a class studying the concept of honesty, directly from the students' experience -- combining oral expression, written expression, and reading comprehension all in one class. For more information See Appendix Four, Part Three.

### **3. Additional Training Programs**

EDUCA has been proactive and has designed and implemented a variety of interesting and useful workshops including: Development of teacher training modules; mathematics, and Spanish language methodology; use and methodology of seventh grade language books and teacher guides; objectives development applied to tests; and many others. For more information see Appendix 12, Part Five.

### **4. Professional Development Centers**

The concept behind the Professional Development centers was to support trainers when teaching methodology courses and practice teaching. This was to be accomplished using micro-teaching techniques. Trainers would be trained first, then master teachers would be selected from the participants, and trained in turn. This technique was to be applied in teaching methodology classes and practice teaching. A video cassette library of master teaching classes was to be built up to use in all the methods classes.

The micro teaching technique and equipment were to be used for monitoring and supervising classroom instruction and to observe implementation of new methodology, use of textbooks, etc. The equipment was to be used as an observational tool for formative and summary evaluations, as well.

In addition, the teachers and trainer would have available a set of textbooks in mathematics, science, Spanish, and social studies; reference books in content areas, teaching methods, instructional materials development; and professional books. Cassette players and audio cassettes were to be available for an evaluation module, which was to be a self-instructional unit in the training program.

In order to house the equipment and books a small physical space would be necessary, for example - a separate space in a library reserved exclusively for EDUCA/PIPE trainers and students.

The original project design programmed four centers. The project has purchased a limited amount of equipment and materials with no centers established to date. Everything is stored at EDUCA. In this component the evaluation focused on the training programs themselves and the professional developments centers separately.

### ● Training programs

#### **FINDING:**

**EDUCA's contracts with the World Bank and IDB will serve fewer trainees than anticipated during the life of project because their programs are longer in duration, having more content than originally envisioned. The training programs have been carried out well by the contracting universities under their normal operating rules and regulations with insufficient EDUCA/PIPE supervision.**

#### **CONCLUSION:**

**The training programs have been successful and completed as planned.**

#### **RECOMMENDATION:**

**The EDUCA/PIPE project should continue the project's training programs using qualified local universities as contractors with the output targets proposed in this report (See Chapter I, Part B) along with the provision for adequate oversight and supervision which can be included as part of each contract.**

## ● Professional Development Centers

### FINDING:

The concept of the professional development centers was misunderstood and a limited amount of equipment has been purchased and is on hand. Furthermore, students find a dearth of reference and research materials and need more in order to fulfill the needs of their training programs.

### CONCLUSION:

The professional development centers have not been established in time to serve Phase I of the project as planned but the need still exists.

### RECOMMENDATION:

The EDUCA/PIPE staff should devise a time phased action plan to implement this sub-component which could include an almost immediate placement of the equipment and materials available now in two of the university training institutions already under contract. Concurrently, EDUCA/PIPE could contract a local expert to review the program and recommend instructional materials, reference books, textbooks, and some equipment to establish a total of four centers including the two mentioned above.

## B. ASSESSMENT OF ACHIEVEMENT TESTING

EDUCA, through a yearly competitive bidding process, contracts *Asesoría e Investigaciones, S.A. (ASISA)* to develop, administrate and analyze results of achievement tests.

EDUCA/ASISA has developed, administered, and analyzed the results of the following tests: (a) 1991-1992 --Fourth and eight grade mathematics and Spanish; (b) 1992-1993 -- Third and sixth grade mathematics and Spanish; and (c) 1993-1994 -- Third and sixth grade mathematics and Spanish. In 1994-1995 they will develop, administer, and analyze the results of fourth, sixth, and eighth grade mathematics and Spanish. These tests have been applied to a sample of participating and non-participating (control) schools.

ASISA had originally been contracted to develop fourth and eight grade mathematics and Spanish achievement tests because these grades represented two crucial curricula areas in basic education. However, the context of the project has changed dramatically. SEEBAC, with funding from the World Bank, has embarked on a national achievement testing program. It has already developed and administered fourth and eight grade mathematics and Spanish achievement tests.

EDUCA, in order to comply with the project's need to monitor project progress and measure impact at the end of project, decided to continue developing tests for these purposes, but selected grades three and six, in order to avoid duplication of SEEBAC/PRODEP's work.

EDUCA's achievement tests were conceptually developed as criterion reference achievement tests. Criterion referenced achievement tests offer the opportunity to identify precise areas where a child may be having difficulty. These tests are diagnostic but can readily be adapted to be used as norm reference tests. Norm reference tests which are being used by SEEBAC are designed to look at content areas globally and do not delve into the content area as deep as criterion referenced achievement tests. The purpose of the SEEBAC's testing program is for grade promotion purposes.

The achievement tests under the EDUCA/PIPE project were developed using accepted methodology. The methodology included: (i) using a team of content area educational experts to write appropriate sections of the tests; (ii) pilot testing; (iii) analysis of each item to confirm validity and reliability following testing; (iv) establishing an item bank to store all valid and reliable items (item analyses serves as a way of measuring the validity of the items); and (v) if the items of a particular writer prove to be invalid, not inviting the writer to write items for subsequent tests.

Even though it is too soon to establish positive or negative impact of the EDUCA/PIPE project, some preliminary information is available. *Evaluaciones Psicológicas Sistémicas, S.A.* provided EDUCA with the results of the tests administered in 1993, comparing EDUCA schools with other schools (See Appendix 5, Part Three).

In fourth grade Spanish, EDUCA's schools did better than the national average, however, EDUCA schools were on the average, slightly lower than the national average in mathematics. EDUCA schools did very well in the eighth grade. EDUCA had higher averages than the national averages in mathematics, social studies, and natural sciences but EDUCA's average for Spanish was lower. Please refer to Appendix 5, Part Three for further data.

The evaluators found ASISA's consultant, offering them technical assistance, to be competent and productive.

#### **FINDING:**

**The achievement testing program is on schedule and a one-year contract period is too short.**

#### **CONCLUSION:**

**The quality of the program is high and on target.**

#### **RECOMMENDATION:**

**EDUCA/PIPE should continue the achievement testing program and provide for a longer contract period (2 or 3 years).**

## C. REVIEW OF LOW-COST TEACHING AND INSTRUCTIONAL MATERIALS

Overall the evaluation found the low-cost teaching and instructional materials component of the project to be on target and cost effective. A high level of effort was achieved resulting in good quality materials at what appear to be reasonable and at times low costs comparing this project's costs with other similar in-country and third world country instructional materials costs. (See Appendix 7, Part One.)

### 1. Materials Completed

The EDUCA/PIPE project distributed about 70,300 textbooks, workbooks, dictionaries, and classroom instructional sets to participating schools. In addition 351 flags, 1,000 teacher guides, and 4,000 fourth grade math and language examination guides went out to the target schools. (See Appendix 7, Part Two.) This accomplishment is particularly noteworthy since the majority of these schools receive very little or no governmental support. The participating schools depend on tuition and for the students from low income families to purchase their own textbooks and supplies. It was a dramatic turn of events in the history of Dominican education.

The EDUCA/PIPE project awarded contracts by competition for the development and printing of instructional materials including teacher training modules, textbooks, and teachers guides. To reduce costs EDUCA decided to combine math and Spanish language texts into one volume and print them on newsprint and use inexpensive binding. Textbooks of higher physical quality printed and sold on the local economy are about three times higher in price. In our interviews school directors, teachers, and parents talked about the low quality and poor appearance of the books. They also felt that the books had too short a life expectancy and books of a little better quality would serve more than one primary school child.

### 2. Production and Distribution System

#### a. Production

EDUCA has produced two modules for teacher training which are actually being used. There are three teacher training modules printed, and two more modules will be developed. These modules have been developed with the full participation of SEEBAC staff with technical assistance provided by PIPE.

The modules are pilot tested during an in-service teacher training activity, which includes directors, normal school teachers and SEEBAC staff, and if necessary, the module is modified, at this point. The teachers (or directors) have been trained to be facilitators for the *Bachilleres en Servicio* (high school graduates) and *Maestros Normales* (normal school graduates) training program. The underlying educative philosophy of these modules is participatory, and respecting principles of adult learning. These modules have been accepted by SEEBAC/PRODEP and SEEBAC/IDB training programs.

The first module, *Técnicas de Estudio* (study skills) has proved to be highly successful. All EDUCA in-service teachers must participate in a nine-week workshop before beginning the EDUCA/PRODEP

or the EDUCA/IDB training program. Students report that they are better prepared than the trainees who have not had this course.

In addition to the teacher training modules, EDUCA with the PUCMM contractor has developed seventh and eighth grade mathematics and Spanish textbooks, student workbooks, and teachers guides. The quality of the educational content is excellent. These books have been adopted by SEEBAC for use on a national scale. The books PUCMM develops are research based and are considered to be high quality. The quality of the newsprint paper is bad, but it is inexpensive, permitting each child to have his/her book, however, the life of the book is only one year. SEEBAC has decided to improve the quality of the paper and printing. The paper will be changed to bond, and colors will be added. EDUCA has decided to "buy-into" the SEEBAC/IDB textbook contract -- taking advantage of mass production, thus permitting EDUCA to buy textbooks at a reduced cost. For additional information see Appendix 7, Part Two.

#### **b. Distribution**

The decision as to how many books should be delivered to a particular school is based on data collected by means of EDUCA's application forms, which are managed by the coordinator of curriculum and training.

The textbooks are delivered to SEEBAC's Regional Offices. SEEBAC allows space for EDUCA and assigns personnel to assist in the distribution process. EDUCA's director of curriculum and training, coordinates and is responsible for this activity, and is in the regional office for approximately 2 weeks during the beginning of the school year.

School Directors' come to the Regional office to pick up the books, which are prepared in packages (wrapped in butcher paper) when the director requests them. Upon receiving the books, the directors sign EDUCA's ledger. Some directors volunteer to deliver books to other schools within their districts.

In order to benefit from EDUCA's text book program the directors must fill out two application forms: "*Formulario Previo*" which serves as a means for planning, controlling and distributing the materials, and "*Formulario de Datos Personales.*" (See Appendix 7, Part Three).

The evaluators found the materials development consultant to be highly competent and productive.

#### **FINDING:**

The distribution mechanism is efficient and cost effective, however, information is collected manually because the director of curriculum and training does not use a computer for daily management activities.

## **CONCLUSION:**

**This component is meeting its objectives. The quality of the educational content of the materials produced by EDUCA is very good both in the modules and the classroom textbooks.**

## **RECOMMENDATION:**

**EDUCA should continue the book program.**

### **D. EDUCA INFORMATION MANAGEMENT SYSTEM (MIS)**

This section presents a review of EDUCA/PIPE's census activity and delves into the organization's management information system. The evaluation found serious implementation problems in this activity and recommends EDUCA take action immediately. To assist EDUCA, alternatives are presented in Appendix 10.

#### **1. Census**

EDUCA, through a competitive bidding process, contracted a local firm "Orientación Mercodológica" (OMSA) for the design, implementation, and analysis for a census of private and public basic education schools (grades 1-8) located in Regions I y II of Santo Domingo.

The data gathering instrument was pilot tested as part of the interviewees' training program. Cycle I of the data collection phase took place from April to June 1991. Data was collected on urban Santo Domingo districts 25, 26 and 27. Later EDUCA decided that it would be beneficial to have data on the remaining districts within suburban Regions I and II (24, 28 and 29). The first instrument was adopted and shortened. Cycle II took place in April 1992. After completing the Census, EDUCA published and distributed copies of the Primary Education Census Results 1991-1992 ("*Resultados del Censo de Educación Primaria 1991-1992.*") In addition EDUCA published and distributed copies of *EDUCANDO*, its own publication, with an article "The Census Completed by EDUCA Shows Important Education Sector Information."

The Census data was updated in 1992-1993. EDUCA plans to update the Census for the 1993-1994 school year in October 1994. Part of the data is collected using an EDUCA designed format collecting information on teachers and directors. Enrollment figures, and other basic information depend on SEEBAC's data base which is usually outdated and incomplete. Census data has not been used to rank participating schools by socio-economic status.

## **FINDINGS:**

**The evaluation found the following: (i) EDUCA accomplished the school census objectives; (ii) EDUCA disseminated results of the school census by means of two publications; (iii) EDUCA's school census has been validated through another school census performed; and (iv) Results of the Census were used to select the participating schools.**

## CONCLUSION:

The school census was completed and utilized as planned to select participating schools for its training programs. The school census data is being updated.

## RECOMMENDATION:

EDUCA should continue collecting and providing updated school census data to participating schools, SEEBAC and other donors.

### 2. The MIS Data Base

EDUCA's primary data base is built on the information collected during the 1991-1992 EDUCA/Census. (See Appendix 5, Part Five). Only one sub-system (*módulo*) is designed and is organized into the following files:

- Primary data on public and private schools regarding legal status (recognized or provisional), number of classrooms, laboratories, etc.
- Enrollments by gender, age, and grade.
- Personnel data (level of education) by gender.

EDUCA's present hardware (Apple) and software (Foxbase 2.0) would allow eight sub-systems. The financial and accounting information bases are handled separately, using a specialized software package (Insight 2.2). If updated the census sub-system is structured to produce lists fairly rapidly and accurately, however, when one needs to cross variables, a program has to be written, thus diminishing the strength of the MIS system. EDUCA has not procured the proper software for producing charts, graphics, etc., thus it cannot undertake descriptive display of the data. EDUCA has not purchased a statistical software package that is efficient.

A series of events and decisions have negatively influenced the MIS system. They can be grouped into four broad categories which will be discussed below:

- Hardware and software selection
- Staffing
- Data collection
- Users

● **Hardware and Software:** The project procured Apple computers. The Apple environment is more appropriate for desk top publishing, report writing, and graphics than for statistical analysis or the management of financial data and accounting. The project procured software (OMNI 5) which proved problematic and later changed to Foxbase 2.0 which was an improvement. The project acquired a statistical package (SYSTAT) which has been useless for the systems needs.

- **Staffing:** EDUCA's job description for the MIS professional which is for a systems engineer does not fit PIPE's project needs. A computer specialist or systems engineer was selected, instead of an MIS/Researcher from the social sciences or educational fields. (See Appendix 8.)
- **Data Collection:** EDUCA/PIPE's census has been updated with data provided by SEEBAC, however SEEBAC only provided data on 60% of the schools. EDUCA organized an intensive effort (*operativo*) to collect the remaining 40% of the data. The data is being entered. EDUCA/PIPE's system is not current and cannot provide timely and accurate information. In addition, some of the socio-economic data is no longer valid because the socio-economic context has changed dramatically.

PIPE does not train school directors nor SEEBAC personnel who should be directly involved in data collection. Since SEEBAC has changed its data collection instrument, PIPE will have to reprogram the present data base to fit the change. SEEBAC, however, did not update the items pertaining to economic data.

The Director of Private Schools Department in SEEBAC collects data yearly on the condition of the schools to determine status. A school can be accredited, closed or awarded provisional status. Not all new schools apply for accreditation but this data base could serve PIPE's purpose. EDUCA does maintain good working relationships with this Department of Private Schools and regional supervisors.

- **Users of EDUCA/PIPE data base:** EDUCA/PIPE staff do not use MIS for day-to-day management decisions. Participating schools have not received updates of the data base, nor profiles of their schools.

#### FINDING:

The evaluation found the following deficiencies: (a) The EDUCA data base is incomplete; (b) EDUCA is relying too heavily on SEEBAC for updated information on schools, school personnel and enrollment; (c) Neither management nor the schools receive updated information; and (d) EDUCA's managers are not consistent users of the data base.

#### CONCLUSION:

The MIS component was not implemented as designed.

#### RECOMMENDATIONS:

EDUCA/PIPE staff should take immediate action and decide what course of action to follow for MIS. Some possible courses of action are presented in Appendix 10 for EDUCA's consideration.

### 3. Overview of Information Clearinghouse

The original project design planned for the EDUCA MIS component to establish an information clearinghouse within the EDUCA MIS activity. Outlying documentation centers were to cooperate by sending information about documents relevant to primary education. As reported above, the MIS initiative has not progressed as planned and the evaluation has recommended a strong series of actions for EDUCA's and USAID's consideration.

#### **FINDING:**

The evaluation found that the clearinghouse program had not yet started and that the functions of the clearinghouse could be incorporated into the current SEEBAC information management system.

#### **CONCLUSION:**

The implementation of this phase of the program is deficient.

#### **RECOMMENDATION:**

The EDUCA/PIPE project should not develop and implement the clearinghouse idea. Furthermore, it is recommended that the project make arrangements with the SEEBAC MIS so that cooperative efforts are made to assure that the clearinghouse function exists, particularly regarding primary education.

## CHAPTER IV

### LESSONS LEARNED AND COMMENTS ON DEVELOPMENT IMPACT

This final chapter outlines major lessons learned and provides some comments on development impact.

#### A. LESSONS LEARNED

The major lessons learned during the project as observed by the evaluators were:

1. Under the right circumstances with the proper people a relatively small funding level can be used to develop and implement a project with high average results.
2. To develop an essentially new institution, even though a small, takes longer than the optimistic two years planned in the original project design.
3. When you work with individuals of high national, political and economic stature, it is possible to involve the private sector with relatively small project inputs to positively influence and leverage national educational policy.
4. A steady series of timely, well executed professional technical inputs (curricula development; textbook preparation, production and distribution; teaching module preparation; achievement testing; director and teacher training; and, special studies) can be utilized to influence quietly and change the course of an educational system not meeting the country's needs, particularly in this case -- primary basic education.
5. The project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in place to network and coordinate the activities of the project into the targeted marginal neighborhoods. Then the other activities followed into that new infrastructure.
6. The project developed some problems in implementation, which have become magnified. A more regular and continual formative evaluation and/or monitoring process usually will assist project and Mission managers resolve any project implementation impediments early on. Such an evaluation activity can be low cost with minimal inputs and positive results.
7. The evaluation suggests that this EDUCA/PIPE experience, under the proper circumstances and with the right players, can be applicable and replicated in other Latin American countries and possibly beyond.

## **B. COMMENTS ON DEVELOPMENT IMPACT**

Even though it is too early in the life of project to verify long-term development impacts, the evaluators predict that the curricula and materials developed, the directors and teachers trained, and, the wide variety of activities completed will have the impact anticipated in the project paper. Additionally, and possibly of greater significance, we suggest in this report that EDUCA/PIPE's role as an advocate/catalyst will have more influence than anticipated. This confidence is broadly based on the following: evaluation findings; interviews and focus group discussions with trainees (directors and teachers) and their university instructors; A.I.D., AED, USAID/DR, EDUCA/PIPE/ SEEBAC staff; private sector leaders; and the evaluators' long and varied experiences with similar A.I.D. and other donor programs.

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**ANNEX A: DRAFT A.I.D.  
PROJECT EVALUATION SUMMARY FORM NARRATIVE**

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### ABSTRACT

The USAID/Dominican Republic authorized the Private Initiative for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US\$5.5 million. The project goal is to improve the primary education system and its purpose is to establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies and training programs and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education. After a series of project reviews, the Mission decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities and to assist the Mission in making further decisions with regard to this endeavor. The evaluators interviewed or contacted officials of A.I.D., AED, EDUCA, and the host government; private sector persons; training subcontractors; directors, teachers, supervisors, and members of PTA's. The major findings and conclusions are:

#### Administrative areas

- The EDUCA administrative capacity was more than adequate and that EDUCA was well on the way to complete independence.
- The context of the EDUCA/PIPE project has changed considerably and four of EDUCA's project verifiable indicators are no longer valid and should be adjusted.
- As a rule the technical assistance provided EDUCA met the project's technical requirements.
- The EDUCA/PIPE program staff is adequate in number but needs a pre- and in-services training activities for staff and to utilize its staff assessment system.
- The first selection process was well done but the process is not actively targeting low-income area schools.
- The USAID, GODR, and EDUCA projects inputs are being provided as programmed and planned.
- EDUCA can manage the project by itself with more attention to planning, focus, staffing, and implementation problems.

#### Technical Areas

- The training programs have been successful and completed as planned but are reaching fewer beneficiaries than planned.
- The professional development centers have not been established in time to serve Phase I of the project but the need still exists.
- The achievement testing program is on schedule and the quality of the program is high.
- The instructional materials component is meeting its objectives.
- The Census was completed and utilized as planned to select participating schools for its training programs.
- The MIS component was not implement as designed.

The evaluators noted the following lessons:

- Under the right circumstances with the proper people a relatively small funding level can be used to develop and implement a project with high leverage results.
- To develop an almost new institution, even though a small one, takes longer than the optimistic two years planned in the original project design.
- When you work with individuals of high national, political and economic stature, it is possible to involve the private sector with relatively small project inputs to positively influence and leverage national educational policy.
- A steady series of timely, well executed professional technical inputs can be utilized to influence quietly and change the course of an educational system not meeting the country's primary basic education needs.
- The project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in placed to network and coordinate activities.
- The project developed some problems in implementation, which have become magnified. More continual monitoring process usually will assist project and Mission managers resolve any project impediments early.
- The evaluation suggests that this EDUCA/PIPE experience can be applicable and replicated in other Latin American areas.

## SUMMARY

### Evaluation of the USAID/DR Private Initiatives in Primary Education Project (PIPE)

**Objective:** The USAID/Dominican Republic authorized the Private Initiative for Primary Education Project (USAID 517-0251) in 1990 at a funding level of US\$5.5 million. The project goal is to improve the primary education system and its purpose is to establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies and training programs and also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education.

**Purpose:** The Mission, after a series of project reviews, decided to conduct a formative and mid-term evaluation of the project to determine the effectiveness of the overall project design and EDUCA's capabilities and to assist the Mission in making further decisions with regard to this endeavor. Development Technologies, Inc. was the evaluation contractor.

**Methodology:** The Development Technologies evaluators, Mr. Hunter Fitzgerald (COP) and Dr. Diana González, reviewed some 55 documents and files from A.I.D., USAID/DR, AED, Acción para la Educación Básica (EDUCA), university training institutions, World Bank, the Inter-American Development Bank, Ministry of Education, and private sector enterprises. The contract team made on-site visits to AED/Washington headquarters, two of the universities contracted to train teachers and directors, six private and public primary school education centers, USAID/Santo Domingo and five Secretary of Education offices. The evaluators interviewed or contacted over 80 individuals including officials of A.I.D., AED, EDUCA, the host government; private sector persons; training subcontractors; directors teachers, supervisors, and members of PTA's. They addressed administrative and technical questions designated by the Mission.

### Administrative Area Capabilities

In regard to the administrative capacity the team studied: (1) Capacity established in EDUCA, (2) Verifiable indicators, (3) Assessment of technical assistance, (4) Adequacy of EDUCA staff, and (5) Project inputs.

**Findings:** The evaluation found that EDUCA had developed a wide variety of administrative skills including office systems, staff training, procurement skills, networking and fund raising but that the context of the EDUCA/PIPE project has changed dramatically. The evaluators observed that, based on resources available, the EDUCA staff is adequate and generally has been well trained to carry out its mission. This was due to the Academy of Educational Development (AED) which provided a resident Chief of Party and a wide variety of U.S., third country, and in country technical assistance. EDUCA has established school selection criteria and mechanism which do not favor marginal area private schools. USAID, GODR and EDUCA inputs are on time. EDUCA has developed adequate administrative capabilities and could serve as a regional model.

**Conclusions:** The evaluation concluded that the EDUCA administrative capacity was more than adequate and the EDUCA was well on the way to complete independence. Furthermore, four of the magnitudes of EDUCA's project verifiable EOPS and output indicators are no longer valid and should be adjusted. The evaluators concluded that as a rule, the technical assistance provided EDUCA more than met the project's technical requirements. The first school selection process was well done but the process is not actively targeting lowest-income area schools. For the future EDUCA can manage the project by itself with attention to planning, focus, staffing, and implementation problems.

**Recommendations:** since EDUCA has the administrative capacity, it should internally study the identified project problem areas, decide on appropriate solutions and take actions. In addition, EDUCA and USAID/DR take the appropriate steps to amend the verifiable indicators which have changed.

The evaluation team suggested that as EDUCA manages its own program that AED should be considered as an experienced source for technical assistance. In administrative terms the EDUCA/PIPE program staff is adequate in number but needs continuing pre- and in-services training activities for staff and to utilize its staff assessment system. Overall the team recommended that USAID/DR proceed to make the appropriate formalities which turn over complete project management to EDUCA.

Since EDUCA has the administrative capacity, it should internally study the identified project problem areas ( (i) Management Information Systems, (ii) Information Clearinghouse, (iii) Professional Development Centers, (iv) Subcontracting Supervision, (v) EDUCA Management Process, and (vi) EDUCA planning process) discussed in Chapter II of this Final Report, decide on appropriate solutions and take actions.

### Technical Area Capabilities

In the technical areas the evaluators assessed: (1) School Personnel Training Program, (2) Achievement Testing, (3) Low Cost Teaching and Instructional Materials, and (4) The Information Management System.

The evaluators determined that most of the technical activities were on target, with the exception of those noted below, and met planned quality and quantity expectations.

**Findings:** The major findings were: (1) The project will serve fewer trainees than anticipated, (2) The four professional development centers were not in place and some equipment was procured, (3) The achievement testing program was on schedule, (4) The teaching and instructional materials component was efficient and cost effective, (5) The results of the school census were used to select schools, (6) The MIS component had four deficiencies, (7) The clearinghouse program had not started.

**Conclusions:** Based on the findings listed above the team concluded that: (1) The training programs had been successful and completed as planned, (2) The need for the professional development centers still existed, (3) The quality of the achievement testing component was high and on target, (4) The low cost teaching and instructional materials activity met its objectives, (5) The school census was completed and used as planned, (6) The MIS component was not implemented as designed, (7) The clearinghouse sub-component was not implemented.

**Recommendations:** The evaluators recommended the following: (1) The EDUCA/PIPE project continue the training programs using qualified local universities as contractors with the output targets proposed in this report, (2) The EDUCA/PIPE staff devise a time phased action plan to implement the professional development center sub-component, (3) EDUCA should continue the low cost teaching and instructional materials activities, (4) Continue collecting and providing updated school census data to participating schools, the government and other donors, (5) EDUCA/PIPE staff should take immediate action and decide what steps to take for MIS, and (6) The EDUCA/PIPE project should not develop and implement the clearinghouse idea.

**Lessons Learned:** Under the right circumstances with the proper people a relatively small funding level can be used to develop and implement a project with high leverage results and to develop an almost new institution, even though a small one, takes longer than the two years given in the project design. It was learned that when you work with individuals of high national, political and economic stature, it is possible to involve the private sector with small project inputs to positively influence and leverage national educational policy.

A steady series of professional technical inputs can be utilized to quietly influence and change the course of an educational system not meeting the country's needs and this project progressed better than anticipated in the early stages because the directors were trained first and the program was able to put a trained cadre in place to network and coordinate the activities of the project. Provision for continual and regular formative evaluation and/or process monitoring usually can assist project and Mission managers resolve any project implementation problems early. This EDUCA/PIPE experience, could be replicated in other Latin American areas.

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## APPENDICES

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**APPENDIX 1**  
**THE SCOPE OF WORK - WORK ORDER #2**

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Advisory and Assistance Services YES ( X ) NO ( )

1. Country of Performance:
2. Requirements Contract HNE-5832-I-00-3069-00, Delivery Order No. 02 (Incorporating FAR and AIDAR Clauses)

NEGOTIATED PURSUANT TO THE FOREIGN ASSISTANCE ACT  
 OF 1961, AS AMENDED, AND EXECUTIVE ORDER 11223

<p>3. CONTRACTOR (Name and Address):          Development Technologies, Inc.          1629 K. Street, N.W.          Suite 800          Washington, D.C. 20006</p> <p>CEC No. 12-184-834F          TIN No. 52-135-9315</p>	<p>4a. ISSUING OFFICE:          Agency for International Development          Office of Procurement OP/B/LA          Washington, D.C. 20523-1427</p> <p>4b. ADMINISTRATION OFFICE:          Agency for International Development          Washington, D.C. 20523-1427</p>
<p>5. PROJECT OFFICE:          USAID/DR          GDO, John Thomas</p>	<p>6. PAYING OFFICE: (SUBMIT INVOICE)          Agency for International Development          M/FM/CMPD/DCB, Rm. 703, SA-2          Washington, D.C. 20523-0209</p>
<p>7. EFFECTIVE DATE:          June 12, 1994</p>	<p>8. ESTIMATED COMPLETION DATE:          July 27, 1994</p>

9. ACCOUNTING AND APPROPRIATION DATA:

Amount Obligated:	PIO/T No.: 517-0251-3-40030
Ceiling Price:	Allotment No.: N/A
Appropriation No.: 72-1131021	Project No.: 517-0251
Budget Plan Code: LDVA-93-25517-BG13	

10. The United States of America, represented by the Contracting Officer signing this Order, and the Contractor agree that: (a) this Order is issued pursuant to the Contract specified in Block 2 above and (b) the entire Contract between the parties hereto consist of this Order and the Contract specified in Block 2 above.

<p>11a. NAME OF CONTRACTOR:          DEVELOPMENT TECHNOLOGIES, INC.  <i>Robert A. Delemarre</i></p> <p>BY: (Authorized individual)</p>	<p>11b. UNITED STATES OF AMERICA          AGENCY FOR INTERNATIONAL DEVELOPMENT</p> <p>BY: (Contracting Officer)</p>
<p>TYPED OR PRINTED NAME  <i>Robert A. Delemarre</i></p> <p>TITLE:  <i>Senior V.P.</i></p> <p>DATE:  <i>9 June 94</i></p>	<p>TYPED OR PRINTED NAME:          Ronald Stanley (MSK)</p> <p>TITLE:          CONTRACTING OFFICER</p> <p>DATE:</p>

ARTICLE I - TITLE

Private Initiatives in Primary Education Project Project  
(517-0251)

ARTICLE II - BACKGROUND

The Private Initiatives in Primary Education Project (USAID No. 517-0251) was authorized by USAID/Dominican Republic in 1990 at a funding level of \$5.5 million. The project goal is to "improve the quality, efficiency and relevance of instruction in the Dominican primary education system". The purpose of the project is to "establish an administrative capacity within EDUCA (Action for Basic Education) to organize and oversee the application of special studies and training programs, also the development and revision of instructional materials in mathematics and Spanish that are vital to primary education". EDUCA, a private foundation, was founded in early 1989 to improve the quality of education in the Dominican Republic.

Because EDUCA was a relatively new organization, without experience in program design and management, it was decided to implement the project in two phases, with EDUCA implementing Phase II. The first phase, planned to last about twenty-four months, was devoted to the institutional strengthening of EDUCA and to the implementation of initial project activities, such as: establishing linkages with organizations concerned with primary education, including the Ministry of Education (SEEBAC), private school associations, institutions of higher learning, and the private sector; conducting a census of schools within the project area; reviewing existing and contracting for the development of textbooks and instructional materials; and, establishing Management Information System (MIS), within EDUCA. The Academy for Educational Development (AED) was competitively selected to implement phase I and provide institutional strengthening to EDUCA and USAID entered into a Cooperative Agreement with AED in 1990.

EDUCA and the AED were successful in implementing Phase I activities and in building the institutional capacity of EDUCA. A pre-award survey of EDUCA conducted between May and June 1992, determined that EDUCA was qualified to receive a grant directly from USAID and the project was therefore ready to move to Phase II. In Phase II EDUCA received a direct grant from USAID to implement all project activities. The Cooperative Agreement between USAID and AED has been extended to provide technical assistance to EDUCA through 1994.

### ARTICLE III - OBJECTIVE

The objectives of the evaluation are to:

1. Assess the effectiveness of the project strategy, design and implementation in progressing toward the project goal of improving the efficiency and quality of the Dominican Republic's public and private primary education system and toward the project purpose of establishing an administrative capacity within EDUCA to organize and oversee the implementation of special studies and training programs, as well as the development and revision of instructional materials in mathematics and Spanish which are vital to primary education.
2. Evaluate the performance of the Academy for Educational Development (AED) and Acción para la Educación Básica (EDUCA) as implementing agencies in meeting project targets.
3. Assess the effectiveness of the technical assistance, procurement, and financial management services provided by the Academy for Educational Development (AED). Make recommendations concerning the timing and nature of the phase-out of the technical assistance provided by AED.
4. Provide recommendations for improving the project strategy, design, objectives, implementation, and indicators for measuring project objectives.
5. Assess the lessons learned with this project relating to policy dialogue and the possible applicability of the project's approach to other countries in the LAC Bureau and to the Agency in general.

SCOPE OF WORK: In performing the evaluation, the contractor will draw upon primary and secondary data from this project and his/her professional judgement based on experience to answer the following questions:

### ARTICLE IV - STATEMENT OF WORK

The Mission requires the services of an evaluation team to determine the effectiveness of AED's and ECUCA's implemenetations of the initiatives in the Primary Education Project (517-0251) to achieve the project's stated objective and purposes.

A. The consultants will adhere to the guidelines below:

1. Review project documentation and files and interview responsible personnel at AED/W, USAID/DR and EDUCA. On the first day in-country of the evaluation, the team will meet with the USAID Director and other key people in the Mission for a briefing.
2. Identify representative samples of trainees of the following categories:
  - School Directors
  - Certified Teachers
  - Non-Certified Teachers
3. Develop appropriate interview instruments and evaluation formats for review by USAID/DR and EDUCA.
4. Conduct personal interviews with trainees, their peers and supervisors.
5. Review the instructional materials developed by the Project.
6. Tabulate and analyze the data gathered and present a draft report to the USAID/DR and EDUCA.

B. The contractor will answer the following questions:

1. Establishing an administrative capacity within EDUCA; how successful has the project been in establishing EDUCA as an institution that is able to help improve the efficiency and quality of the Dominican Republic's public and private primary education systems?
2. Review the Project's original and revised End of Project and Major Output indicators. Is any suggested adjustment necessary toward achievement of the purpose and the goal of the project?
3. Evaluate the performance of the technical assistance firm in providing technical assistance, financial management, and procurement services. How effective has AED been in providing technical assistance? How adequate have the procurement and financial services been provided?
4. Directors of primary schools trained in improved school administration practices: The number of primary school directors that have been trained by gender; the level of satisfaction with the training; the adequacy of the content of training; the impact of the training, including changes that can be observed as a result of training.
5. Teachers of participating schools trained in instruction and classroom management methods: The number of teachers that have

been trained by gender; the level of satisfaction with training; the adequacy of the content of training; the impact of the training including changes that can be observed as a result of training. Which materials have been developed for teacher training? Have Professional Development Centers been established in training institutions? Is the in-service teacher education program participative and interactive?

6. EDUCA staff: Adequacy of EDUCA staffing and training to carry out its mission. Other areas of training or staffing that would be appropriate.

7. EDUCA's initiatives for the improvement of primary education: Has EDUCA been perceived as a catalyst for the improvement of primary education? What partnerships has EDUCA developed with the private sector to benefit the education sector? What initiatives has EDUCA undertaken to expand its impact on primary education? To what extent has EDUCA become a clearinghouse for the improvement of primary education? Which actions have EDUCA taken to identify and advocate policy issues and to promote public and private sector funding for primary education?

8. Achievement Testing. How does the project measure the current achievement level of students in participating schools? How were achievement measures developed? What is the validity and reliability of the measures? Do the participating schools receive comprehensible and usable results in the reports? Is there a complete and usable item bank at the MIS in EDUCA?

9. EDUCA MIS Institutions. Does the database provide the kind of information required for a current and complete profile of primary private institutions? Is the data sent by schools current and complete? Is the format for data reporting appropriate? Have the directors been trained properly in data collection? Have the data processing services been given, in order to analyze and use the results properly? Are the data breakdowns by gender appropriate?

10. Clearinghouse. How many documentation centers are cooperating by sending information about documents relevant to primary education? What is the quality of the information available to users? How many people have made use of the clearinghouse?

11. Low cost instructional materials. What is the cost of the materials developed? What is the quality of materials? What is the durability of the materials? Are the teachers using the textbooks, workbooks and guides in the way they were designed? What is the teachers attitude relating to the books? Are the

teachers satisfied with the books design? Do the teachers find the books useful? Have the teachers been trained in how to use the books? Do the books promote active and participative teaching and learning?

12. Are mechanisms for production/distribution in place? What are the resources being utilized in the production of materials and how adequate are they? How are materials distributed? What mechanisms are in place and with what results?

13. EDUCA Management Process. What are the selection criteria for inclusion in the Project? How were participating schools selected? What mechanisms for selection are in place?

14. Counterpart contribution. Are the counterpart contributions being provided as programmed?

15. Evaluate lessons learned related to policy dialogue. What has been the contribution of this project relating to education policy? Can this experience be applicable to others country in the Latin American area?

#### ARTICLE V - REPORTS

1. A written list of issues, with a proposed plan and methodology for the evaluation, along with an evaluation schedule will be submitted to the USAID/DR Project Officer by the COB of the second day in-country of the evaluation.

2. The evaluators will submit four copies of the draft of the evaluation report and the abstract and narrative sections of the USAID Evaluation Summary 24 hours prior to a final debriefing meeting to be held with USAID/DR. After the debriefing meeting, four copies of the revised draft report will be submitted to USAID/DR prior to the team's departure from the Dominican Republic.

3. Fifteen copies of the final evaluation report and two copies of the completed abstract and narrative sections of the USAID Evaluation Summary form must be received by USAID/DR within three weeks after the team's departure from the Dominican Republic. The contractor will translate four copies of the report to Spanish. The chief of the General Development Office, USAID/DR will approve the final evaluation report, completed abstract and narrative sections of the USAID Evaluation Summary form.

#### ARTICLE VI - TECHNICAL DIRECTION

Technical direction will be provided by the USAID Project Officer in GDO.

ARTICLE VII - PERIOD OF PERFORMANCE

- A. The effective date of this Delivery Order is the date shown in Block 7 of the cover page and the estimated completion date is date shown in Block 8 of cover page.
- B. Subject to the ceiling price established in this Delivery Order and with prior written approval of the USAID Project Officer (see Block 5 of the Delivery Order), the contractor is authorized to extend the estimated completion date, provided that such extension does not cause the elapsed time for completion of the work; including the furnishing of all deliverables to extend beyond thirty (30) calendar days from the original estimated completion date. The contractor shall attach a copy of the USAID Project Officer's approval for any extension of the term of this Delivery Order to the final voucher submitted for payment.
- C. It is the contractor's responsibility to ensure that the USAID project officer-approved adjustments to the original estimated completion date do not result in costs incurred which exceed the ceiling price of this Delivery Order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the Delivery Order.
- D. Adjustments which will cause the elapsed time for completion of the work to exceed the original estimated completion date by more than thirty (30) calendar days must be approved in advance by the contracting officer.

ARTICLE VIII - WORKDAYS ORDERED

- A. Six-day work weeks are authorized.

<u>Functional Labor Category &amp; Specialist</u>	<u>Work Days Ordered</u>	<u>Burderned Fixed Daily Rate</u>	<u>Total</u>
1. Hunter A. Fitzgerald Evaluation Specialist (Team Leader)	26		
2. Diana D. Gonzalez Assessment, Test and Measurement Specialist	26		

- B. The above-named individual(s) are designated as key personnel pursuant to Section H.3.a. of the contract.
- C. Subject to the ceiling price established in this Delivery Order and the prior written approval of the USAID Project Officer, the contractor is authorized to adjust the number of work days actually employed in the performance of the work by each position in this order. The contractor shall attach a copy of the USAID Project Officer's approval to the final voucher submitted for payment.
- D. It is the contractor's responsibility to ensure that the USAID Project Officer-approved adjustments to the work days ordered for each functional labor specialist do not result in costs incurred which exceed the ceiling price of this Delivery Order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the ceiling price.

Article IX - Ceiling Price

For Total Work-Days Ordered  
 For Travel and Per Diem  
 For Other Direct Costs  
 Ceiling Price

The contractor will not be paid any sum in excess of the ceiling price.

ARTICLE X - USE OF GOVERNMENT FACILITIES OR PERSONNEL

- 1. The contractor and any employee or consultant of the contractor is prohibited from using U.S. Government facilities (such as office space or equipment or U.S. Government clerical or technical personnel in the performance of the services specified in the contract, unless the use of government facilities or personnel is specifically authorized in the contract, or is authorized in advance, in writing, by the contracting officer.

ARTICLE XI - DUTY POST: Dominican Republic

ARTICLE XII - LANGUAGE REQUIREMENT:

Both team members must have English and Spanish proficiency equivalent FSI: R 3+ / S 3+.

ARTICLE XIII - ACCESS TO CLASSIFIED INFORMATION: None

ARTICLE XIV - LOGISTICAL SUPPORT: None.

ARTICLE XV - WORK WEEK: A six-day work week is authorized for field work otherwise a five-day work week is authorized.

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**APPENDIX 2**  
**LIST OF INDIVIDUALS CONSULTED - BY AGENCY**

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## LIST OF INDIVIDUALS CONSULTED BY AGENCY

### Part One: AID/W

Marcia Bernbaum, Director, LAC/DR/LAR

### Part Two: Academy for Educational Development/Washington and Santo Domingo

Marcia V. Ellis, V.P. for Education Design  
Amy Markowitz, Project Officer  
Ricardo Villeta, V.P. for Finance  
Jon Gant, Project Manager, Santo Domingo  
Ximena Sheehy Downey, AED Office Systems  
Beverly Jones, VP for Basic Education

### Part Three: USAID/Santo Domingo

Thelma Camarena, GDO  
John Thomas, GDO, Chief  
Wayne Butler, Acting Director (Controller)  
Marina Taveras, Project Specialist/PDO  
Patricia Hernandez, Controller Accountant Support  
Luis Gonzalez, PDO/Evaluation  
Christine Adamczyk, GDO, Deputy Chief

### Part Four: EDUCA

Luis Heredia Bonetti, President EDUCA Board  
Gustavo Tavares, Past President EDUCA Board  
Aida Consuelo Hernandez, EDUCA/PIPE Manager  
Dominicana Perez, Curriculum Specialist  
Concepcion Muniz, MIS Specialist  
Ingrid Mejía, Administrative Assistant  
Claudia Santa Cruz Noriega, Office Assistant  
Aida Marina Alvarez, Accountant  
Clara Vargas, Assistant Accountant  
Danilo Duarte, MIS Consultant  
Luis Perdomo, Instructional Materials Consultant

Part Five: Government of the Dominican Republic

Jacqueline Malagon, Minister of Education (Entrance and Exist Interviews)  
Rosa Vanderhorst, Director of Teacher Training  
Azzid Mafand, Director of Private School  
Lorenzo Guadamuz, Special Advisor to the Minister of Education  
Riselda Perdomo, RADECO (SEEBAC)  
José Beltré, SEEBAC Statistics Department

Part Six: Private and Public Primary School Directors

Caridad Sanchez de Peralta, Director Colegio Profesora Caridad  
Jose Miguel Perez, Director Centro Docente Horizonte Dominicanos  
Beata Jimenez, Sub Director Herrera Primary School  
Juliana Hernandez, Director Centro Educativo Duarte  
Luz Maria Batista, Assistant Director Centro Duarte  
Teodoro Espinal, Director Ramon Matias Mella Primary School

Part Seven: Private and Public Primary School Teachers

Sonia Pichardo Almanzar  
Margarita Belliard Morillo  
The Focus Group (a total of 25 trainees)

Part Eight: Others including University Staff and International Organizations

Pascual Piña, Project Coordinator PRODEP (World Banks)  
Ramón Flores, Project Coordinator IDB SEEBAC  
Robert Liz, Executive Director FUNDAPEC  
Miguel Escala, Coordinator FUNDAPEC/IDB Program  
Leonardo Valerion, ASISA  
Edith Vazquez, Radio Consultant  
Altagracia Diaz, Learn Technologies  
Sandra Gonzalez, PRODEP/INTEC/EDUCA  
Fernando Ogando, INTEC/EDUCA (Maestría)  
Maria Francisca Dominguez, PUCMM/EDUCA/IDB  
Francisco Polanco, Administrative Dean PUCMM  
Clara Lury Cardoza, INTEC Teacher Supervisor Coordinator  
Marisol Romano y Alba, INTEC Teacher Supervisor  
Nurys Gonzalez, INTEC Directors' Training Program

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**APPENDIX 3**  
**LIST OF DOCUMENTS REVIEWED**

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Appendix 3  
 Parts 1,3 and 4  
 AID documents, EDUCA/P.I.P.E documents and documents from other institutions  
 Reviewed in June, 1994  
 721 pages

TITLE	AUTHOR	Nº. PAGES	REVIEW DATE
Encuesta Demográfica y de Salud 1991 (AID). (Part 1)	PROFAMILIA ONAPLAN DHS	23 pgs	June 16, 1994
Encuesta Demográfica y de Salud 1991 (AID). (Part 1)	PROFAMILIA ONAPLAN DHS	284 pgs	June 16, 1994
Encuesta Demográfica y de Salud 1991 (AID), Resultados Generales Cuestionario Hogar Ampliado. (Part 1)	PROFAMILIA ONAPLAN DHS	27	June 16, 1994
Estabilización, Apertura y Dinámica de la Desigualdad y la Pobreza en la República Dominicana 1986-1992 (AID). (Part 1)	Fundación Económica y Desarrollo, Inc	285 pgs	June 16, 1994
Semi-Annual Report Nº. 2 Period Abril 1, 1993-Sept. 30, 1993 (EDUCA). (Part 3)	Jon A. Gant	21 pgs. 9 annexes	June 16, 1994
Semi-Annual Report Nº. 3 Period Oct. 1, 1993-March 31 1994 (EDUCA)	Jon A. Gant	22 pgs 5 annexes	June 16, 1994
Informe Prueba Piloto. (Part 3)	ASISA	4 pgs Various Annexes	June 21, 1994
Reporte Final del Entrenamiento de Dir. 1991-1992. (Part 4)	INTEC	55	June 21, 1994

LIST OF DOCUMENTS CONSULTED

TITLE	AUTHOR	Nº. PAGES	REVIEW DATE
Annual Report Period September, 1990 to Sept. 1991 (EDUCA)	Jon A. Gant	18 pgs 4 annexes	June 16, 1994
Quarterly Progress Report Nº. 1 Period September-December, 1990 (EDUCA)	Jon A. Gant	3 pgs	June 16, 1994
Quarterly Progress Report Nº. 2 Period January-March 1991 (EDUCA)	Jon A. Gant	8 pgs 7 annexes	June 16, 1994
Quarterly Progress Report Nº. 3 Period April-June 1991 (EDUCA)	Jon A. Gant	5 pgs 8 annexes	June 16, 1994
Quarterly Progress Report Nº. 5 Period October-December 1991 (EDUCA)	Jon A. Gant	15 pgs 10 annexes	June 16, 1994
Quarterly Progress Report Nº. 6 Period January-March 1992 (EDUCA)	Jon A. Gant	6 pgs 8 annexes	June 16, 1994
Quarterly Progress Report Nº. 7 Period April-June, 1992 (EDUCA)	Jon A. Gant	7pgs 11 annexes	June 16, 1994
Quarterly Progress Report Nº. 8 Period June-August 1992 (EDUCA)	Jon A. Gant	8 pgs 5 annexes	June 16, 1994
Semi-Annual Report Nº. 1 Period Sept.1992-March 1993 (EDUCA)	Jon A. Gant	12 pgs. 8 annexes	June 16, 1994

**Appendix 3**  
**Part three**  
**Non project funded**  
**EDUCA documents**  
**Reviewed in June, 1994**  
**176 pages**

TITLE	AUTHOR	N°. PAGES	REVIEW DATE
Tu hijo te necesita ... Tú puedes ayudarlo	EDUCA	83 pgs	June 21, 1994
La escuela te necesita	EDUCA	31 Pgs.	June 21, 1994
Folleto de Apadrinamiento	EDUCA	2 pgs	June 21, 1994
Los empresarios y el Plan Decenal de Educación	EDUCA Juan Tomás Tavares K.	21 pgs	June 21, 1994
Educación. Traducción de el artículo The Economist (publicación Britanica)	EDUCA	39 pgs	June 21, 1994

LIST OF DOCUMENT CONSULTED

TITULO	ELABORADO POR EDUCA	DISTRIBUIDO POR EDUCA	FECHA
Agenda Turi-Educa. (Part 3)		√	16 /6/94
Módulos Participativos, Técnica de Estudios y Recursos Didácticos. (Part 3)	√		16 /6/94
Resultados del Censo de Educación Primaria. (Part 3)	√		16 /6/94
Revista Educación Básica. (Part 3)	√		16 /6/94
Cuaderno de Trabajo Matemática para la Vida 4to. grado. (Part 3)		√	16 /6/94
Libro de Texto Matemática para la Vida 4to. grado. (Part 3)		√	16 /6/94
Libro de Matemática y Ciencias 7mo. grado. (Part 3)	√		16 /6/94
La Matemática en mi Vida 7mo. curso. (Part 3)	√		16 /6/94
Libro Cuenta Conmigo, Español 7mo.	√		16 /6/94
Libro Español y Matemática 8vo. curso. (Part 3)	√		16 /6/94
Matemática para la Vida 3er. grado (cuaderno de trabajo). (Part 3)	√		16 /6/94
Matemática para la Vida 3er. grado (libro de texto). (Part 3)			16 /6/94
Reporte Final Censo Escolar de la Ciudad de Santo Domingo. (Part 3)	√		20 /6/94

Appendix 3  
Parts 3 and 4  
Educa/P.I.P.E. and Documents from other institutions  
reviewed in June, 1994  
99 pages

TITLE	AUTHOR	N°. PAGES	REVIEW DATE
Reporte Final del Taller Inicial del Entren. de Dir. de Primaria. (Part 4)	INTEC	21 pgs. 6 annexes	June 21, 1994
Reporte Taller Inicial del Programa de Entren. de Directores. (Part 4)	UNPHU	15 pgs. 5 annexes	June 21, 1994
Estados Financieros de EDUCA del 1° de enero al 31 diciembre 1993. (Part 3)	Aida Marina Alvarez (Contable)	21 pgs	June 21, 1994
Auditoria Financiera realizada en EDUCA por Sotero Peralta & Cia. , April 1994. (Part 3)	Sotero Peralta & Asociados	35 pgs	June 21, 1994
Estados de Ingresos y Gastos Acumulados por el Periodo 1989/1993 de EDUCA y Proyecto P.I.P.E. (Part 3)	Aida Marina Alvarez (Contable)	7 pgs	June 21, 1994

EDUCA DOCUMENTS

EDUCA's Annual Report to Board of Directors	5/3/94
EDUCA's Annual Report to Board of Directors	4/30/91
EDUCA's Annual Report to Board of Directors	4/27/92
EDUCA's Annual Report to Board of Directors	4/29/93
EDUCA's Annual Report to Board of Directors	4/27/94

Appendix 3  
Part 4  
From other institutions documents  
Reviewed in June, 1994

TITULO	ELABORADO POR EDUCA	DISTRIBUIDO POR EDUCA	FECHA
Reporte final de Ent. Directores de primaria 1991-92 (INTEC). (Part 4)			20 /6/94
Informe Taller Inicial del Prog. de Ent. de Directores 1992 (UNPHU). (Part 4)			20 /6/94
Informe Taller Inicial del Prog. de Ent. de Directores 1992 (INTEC). (Part 4)			20/6/94
Reporte General de Ent. de Directores 1991 (INTEC). (Part 4)			20/6/94
Reporte ASISA sobre la Prueba Piloto de Validación de ítemes. (Part 4)			20/6/94

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**APPENDIX 4**  
**EVALUATION INSTRUMENTS**

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## Focus Group Methodology

### Methodology:

The research plan for the EDUCA mid-term assessment included interviews with EDUCA and SEEBAC personnel, focus group interviews from the Directors, In-Service and Pre-Service Training Programs; review of EDUCA and SEEBAC documents; review of training and instructional materials, and descriptive quantitative data. This section provides:

- An account of the focus group method.
- The focus group moderator's guide.
- Summary data from focus groups.

### Focus Group Methodology

The focus group permits the comparison of experiences among various trainees in the course of a dialogue, in which common topics are explored and participants are encouraged to express their experiences, present activities, and to comment on the experience of others.

Three focus groups were conducted with directors, in-service teachers, and pre-service teachers to obtain perceptions and opinions with respect to their training programs.

### Limitation:

Due to time constraints a statistical sampling methodology pertinent to focus groups was not possible. However, representatives of each group (directors, in-service teachers, and pre-service teachers) were selected, by gender and type of school, (public and private).

Focus group discussions usually lasted between ninety minutes and two hours. All were conducted in Spanish by the moderator.

A focus group guide was developed, which was modified somewhat for each group (directors, in-service teachers, and pre-service teachers). The guide contained the key questions underlying the assessment. The guide differs from a survey questionnaire in that it contains discussion points rather than strictly structured questions. The topical areas serve as a stimulus to elicit group discussions. Please refer to Part Two of this Appendix for the Moderator's Guide.

Each group was audio recorded with the permission of the group. The tapes were treated as raw data and used as primary information for summarizing the information and reported in the findings in Part Three of this Annex. The audio cassettes are attached to this final report.

**Focus Group  
Moderator's Guide  
Mid-Term Assessment  
PIPE**

**I. Introduction**

Brief Explanation of the purpose for a midterm assessment and utilization of focus group methodology. Emphasize that results are not individual and confidentiality will be respected. Ask permission to record the session.

- 1.- Breaking the ice: educational status, date of training, length of training, training program, type of institution, academic background.

**II. The Training Program**

- 1.- How would you characterize the training you received? (Convey the importance of individual participation.)
- 2.- After a few respondents describe their training, ask the group: "My training was..."

**III. Expanding the characterization of the Training**

- 1.- What were the most important aspects of your training? (Probe for: Content, significance, relevance, and any other important aspects brought up by the group.)
- 2.- Who would like to share, briefly, the content of his/her training? (Probe for satisfaction with training content.)
- 3.- What aspects of your training have been more beneficial to you? (Probe for benefit on a (a) personal; (b) professional or (c) community level.)
- 4.- Discussion of the group's common experience regarding training. (Probe for: Training duration, training evaluation, logistics, non-formal experiences associated with the training.)
- 5.- Discussion of the quality of training materials.

**IV. Relevance, Transferability, and Applicability of Training Programs.**

- 1.- Was the training you received relevant? In what ways? If not, why not?
- 2.- How is the training transferable to your school? (Probe any and all responses.)
- 3.- How applicable is the new knowledge you acquired?
- 4.- Was the training you received what you expected? How? (Probe all answer by asking: How about the rest of you, what do you think?)
- 5.- What part of your training did you like the most? Why?
- 6.- What part of our training did you like the least? Why?
- 7.- Would you recommend the training program to your fellow colleagues?
- 8.- If you had to grade your training on a scale of zero to ten, and ten being the highest score, what grade would you give it? Why?
- 9.- If you had to grade your training materials on a scale of zero to ten, ten being the highest score, what grade would you give it? Why?
- 10.- What are the incentives for participants to complete EDUCA sponsored courses (i.e. salary increases, certification, university credit, etc.)?

#### **V. Recommendations**

- 1.- What part of content/courses would you like to see included/excluded in your training program? Why?
- 2.- What other type of training, if any, would you like to include in the program? (Example, Supervisors.) Why?
- 3.- What other kinds of trainers would you like to include in the program? (Example, Supervisors) Why?
- 4.- Are there any aspects of the training program would you recommend changing? Why? What are they?

#### **VI. Summary Remarks and a Word of Thanks for Participating in the Session**

Would you be willing to pay a small fee (based on your resources) for more EDUCA courses?

## **Summary Data From Focus Group**

### **Focus Group No. 1**

**"Bachilleres En Servicio" EDUCA/BID/PUCMM (Male and Female)**

(June/25/94, 8:30 A.M., held at Pontificie Universidad Católica Madre y Maestra (PUCAMAIMA))

### **Group Characteristics**

There were nine teachers in this group of two men and seven women with two working in public schools and seven in private schools. They were elected representatives from their training groups. Eight teach two sessions and one teaches three sessions each day.

### **Group Dynamics**

This group was very lively except for one young lady. One man had a lengthy speech prepared, signed by his classmates, and sparked considerable conversation. The atmosphere was relaxed, friendly and happy.

### **Introductory Remarks**

The moderator described focus group methodology and this formative evaluation, asking for their open and sincere opinions. She assured them of confidentiality and that their names would not be disclosed. The group gave the moderator permission to tape the session.

### **Assessment of Training**

The group was asked to rate the content and quality of their training program on a scale of one to ten, with ten being excellent. They also rated the content of training materials. The participants rated the content and quality of the training courses: 2 rated 10; five rated 9, and one 8. Seven of the group rated the content of training materials as eight, and 2 as nine.

### **Impact of Training**

They all stated that the program has had a significant impact on them at personal and professional levels. One course in particular has helped raise self esteem and pride in the teaching professional. "The individual in his/her environment." (*"sujeto situada en su entorno"*)

The majority agreed that another important impact on them professionally was the change in the role of the teacher from an authority figure to a person with a fundamental respect for students. The students should be part of whatever planning has to be done. Before the

teachers taught from a textbook or notes and that now the teacher is active, a student himself, a researcher, and a facilitator.

### **Applicability of Training**

One participant said that in her first grade Spanish class she elicits the students experience and starts from there. For example, in teaching the consonant S, she brings in a picture of a chair (*silla*). She then asks her students what are chairs good for? What material is the chair made out of? When asking these questions she is really bringing in natural sciences. She then asks the students to count the chairs. This is mathematics. She is integrating subject areas: Spanish, natural science, and mathematics. At the same time the students are practicing oral expression.

Another participant shared his experience in a 6th grade class. They were studying a unit on honesty. Before he attended the EDUCA course he would ask his class to read some texts, look for examples of honesty, be tested on reading comprehension, and write a paragraph. Now what he does is substantially different. He asks each of the students for their definition of honesty. Each student gives his definition. This is followed with group discussion and then the group summarizes the activity. A written exercise follows and the material collected is kept for reference. In this way students practice oral expression, summary exercise, and written expression. The students' self esteem is enhanced also.

### **Logistics**

Participants pointed out that the students, sponsored by the BID project, were given transportation money and a dictionary. They stated that they should get there same benefits!

They pointed out that the university did not have water or food available and many times they had to spend the whole day without drinking water. They had to go very far and spend additional money to get food.

One of the main problems is finding time for extra reading and doing research and it is very difficult to go to the library.

The participants will receive a certificate "*Maestra en Educacion Básica*". This training course (72 credits) will be recognized for further professional studies.

When asked if they would be willing to pay for further studies (possibly through a student loan) leading to a degree, they all said "Yes".

### **RECOMMENDATIONS:**

The students made the following recommendations:

- Provide transportation money.
- Develop some type of mechanism that provides books for study and research.
- Coordinate the different development agencies so that all participants receive the same benefits.
- Extend training to a small number in order to develop content areas specialists in each school.
- When a schools have a sub-director, they should receive EDUCA/directors' training also.
- Students need a dictionary; a synonym dictionary, and an education dictionary.

## **Focus Group No.2**

### **INTEC In-Service Training**

**(Maestros Normales) (Male and Female)**

**(June/25/94, 11:30 A.M., held at INTEC University)**

### **Group Characteristics**

This INTEC program focus group consisted of nine certified teachers, five women and four men with eight in private schools and one in a public school. All except one teachers two daily sessions and four have the duties of school director in addition to his/her teaching load. They come from three schools in urban Santo Domingo and six suburban schools just outside downtown. Three training groups elected these teachers to represent them in the focus group.

### **Group Dynamics**

Due to time limitations, the moderator departed from the planned focus group strategy. Three participants had to leave early to take an examination. The moderator asked them five key questions to answer before leaving. The remaining session followed the planned methodology. Personal interaction was open and fluid, and all appeared to be comfortable. Several participants demonstrated leadership capabilities.

### **Introductory Remarks**

The moderator described the nature of the evaluation, and assured them confidentiality. The moderator was given permission to record the session.

### **Assessment of Training**

The group was asked to rate the content and quality of the training program on a scale of one to ten, ten being excellent. All rated the program as 10 (excellent). The only problem was the radio component which is exclusive to the World Bank training program.

In terms of instructional materials eight out of nine participants rated the content and quality of training materials as ten; with one rating the materials with a nine.

### **Direct Impact of Training**

Most participants mentioned that the most important impact of the training was to elevate their self esteem. Everyone that in general the educational system in the Dominican

Republic had been abandoned. They agreed the EDUCA program was the only educational program targeting the private primary schools and they thought that this is the most important aspect of EDUCA. One mentioned that many teachers were leaving teaching but returning now because of the training programs that are being offered by EDUCA and SEEBAC. For them one of the major impacts as professionals was to see their role as guides or as facilitator and not as authority figures.

### **Applicability and Training**

In general, the teachers stated that they were applying what they learned in INTEC in their classrooms immediately. Some examples of how the training was being applied are: One social studies teacher stated that while studying a unit on slavery, the students came to class dressed as slaves and did role playing. He believes that this method is better because the students role played, read, talked, and wrote about slavery and they learned more.

Another teacher shared her experience in an eighth grade Spanish class. The class was studying the paragraph and the class was assigned to present an activity to explain the paragraph. Thee students wrote the script for the dramatization of a paragraph. Each student had a piece of the paragraph on a large card, beginning with the indentation mark and so on. The students were given a written test the next day and all received a 100!

Another participant mentioned that after the EDUCA program and the course -"Low Cost Instructional Materials"- the teachers and students produced their own instructional materials using elements and materials from the environment.

### **Logistics**

EDUCA participants from private schools do not receive money for transportation or snacks. SEEBAC/PRODEP provides the public school teachers with transportation money and snacks.

When asked if they would be willing to pay for further studies (possibly through a student loan) leading to a "Licenciado" degree they all said "Yes".

### **RECOMMENDATIONS:**

At the close of the session the teachers gave their recommendations outlined below:

- . When a school has two different directors (one for each shift) both should receive the EDUCA training.
- . When the school has a sub-director, the same opportunity for training should be possible for that person.

- . Evaluate the radio component in depth and make changes. A possibility could be to make the content of the materials available either by cassette or in written form. The program should be adjusted to the students reality.
- . The photocopies of the course material are hard to read, and often the writing is too small and blurry.
- . Improve the quality of the photocopy materials distributed.
- . Study the possibility of giving the private sectors' teachers a transportation allowance.
- . Extend the program to private schools in rural areas.
- . Extend the program to a level of "*Licenciado*" degree.
- . Offer the same type of training to secondary school teachers.
- . Change the evaluation system taking into account of all the principles taught here.

### Focus Group No. 3

#### INTEC Director's Program (Male and Female).

June 25, 1994, 3:00 P.M., held at INTEC.

#### Group Characteristics

Seven Directors trained in two INTEC programs participated in the group, five women and two men. All but one schools were located in urban Santo Domingo. They are educators (*Maestros Normales o Licenciados en Educacion*) with the exception of one. All hold either a "post-grado" or a Masters degree in Education. All are in "Colegios" (private schools) and one is a public school director. Two are serving as monitors/supervisors in the SEEBAC/PRODEP program.

#### Group Dynamics

All participants contributed to the discussion in a friendly, relaxed atmosphere, and were attentive to each other and the group tasks. The forthrightness with which several expressed views suggested long years of experience in education and for some, a demonstration of leadership qualities.

#### Introductory Remarks

The moderator described the purpose of the evaluation (mid-term assessment) and assured confidentiality. The moderator requested permission to tape the session. The group agreed.

#### Assessment of Training

All reported that the training objectives of their programs were accomplished. All reported that the content of the program, course materials and professors (trainers) were excellent.

Two participants from the 2nd director's Training Cycle thought that the content of the second summer intensive program was not at an advanced level. However, this was due to the fact that these two participants had also been in the "post-grado" program and it was repetitive.

Overall the Directors rated their training 10 on a 1-10 scale.

#### Impact of Training

All participants said that the training program had a direct impact on them as persons.

They stated that for once the education sector was singled out for training, and more important yet, specifically targeted towards Directors. All participants said that they had been depressed before the program and that the program has motivated them to continue in education. One participant said that she was going to close her school and immigrate to the United States, two of the participants said that if it hadn't been for the EDUCA program their school would no longer be functioning.

All expressed that before the EDUCA training program, the public and private schools functioned in separate worlds. Now, as a direct result of the program, public and private school Directors were working together, as an integrated group, towards unified goals and objectives.

All agreed that another positive effect of the program was that the private schools directors got to know each other and began to work together and help each other. Before the program, the private school directors were very suspicious of each other and saw the other directors as competitors.

Two of the directors are participating in the SEEBAC/PRODEP service teachers training as supervisors/monitors. They feel that this experience is valuable and profitable from a professional point of view.

### **Applicability of Training**

The directors stated that even though they had a lot of experience in the Dominican Republic education administrative tasks were not systematized and that they had systematized their administrative process, such as accounting, scheduling, planning, etc. as a result of their EDUCA sponsored courses.

One Director has called for weekly meetings with his staff and has shared the content of courses with them and, thus has accomplished integrating the staff and the director. He feels he has served as a multiplier effect.

Most stated that their supervisory role has changed, from being perceived as controllers or punitive, to a role of professional counselor with the teachers. The teachers no longer fear them.

Two said that they are directly applying supervisory skills as monitors/supervisors in the EDUCA/PRODEP In-Service Teachers Training Program. (Note: There are a total of 18 Directors participating the SEEBAC/PRODEP program as monitors/supervisors.)

### **Logistics:**

Participants were very happy with the schedule and the quality the of lunches provided for them.

### **Direct benefits of EDUCA project**

All participating schools received money to set up a small school library, textbooks and workbooks in 3rd and 4th grade mathematics and Spanish and 7th and 8th grade mathematics, examination study guides. One school received DR\$2,000. to buy microscopes. Another school obtained RD\$2,000. to buy book shelves.

### **Quality of Content and Durability of Textbooks**

The directors stated that the content of the new 3rd and 4th grade (mathematics and Spanish) and 7th and 8th grade (mathematics and Spanish) textbooks was considerably better than the previous SEEBAC textbooks. The approach changed from traditional (memorization, recitation) to a participatory approach based on real experiences of the child. They said that the newsprint used in some books was of very poor quality, the children could not erase their answers, and the texts only lasted one year.

### **The directors gave the following recommendations:**

- There is a need for two follow-up workshops a year revolving around innovative techniques.
- Two said they would like to be involved as supervisors/monitors of the in-Service teacher training programs.

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**APPENDIX 5**  
**STATISTICAL TABLES**

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EDUCA/PIPE  
FUND RAISING PROGRAM

Year	Amount (DR\$)	Amount (US\$)
1990	631,090.00	50,487.00
1991	900,001.00	72,000.00
1992	1,686,025.00	134,882.00
1993	787,500.00	63,000.00
(January-May) 1994	591,423.00	47,313
TOTALS	4,596,039.00	367,682

## Who Benefits

Participating Schools  
Director/Teacher Training Program  
and  
Enrollment by Gender

	TOTAL	1991-92		1992-93		1993-94	
		1 Cycle		2 Cycle		3 Cycle	
		PRI	PUB	PRI	PUB	PRI	PUB
Number Schools	329	35	16	111	39	99	29
Enrollment							
Girls	58,885	4,860	7,274	9,271	19,751	8,824	8,905
Boys	54,074	4,252	6,506	8,903	17,459	8,474	8,480
Total	112,959	9,112	13,780	18,174	37,210	17,298	17,385
Number Directors:							
Women	245	22	16	86	30	77	14
Men	84	13	0	25	9	22	15
Total	329	35	16	111	39	99	29
Number of Teachers							
Women	2,807	245	208	777	507	693	377
Men	1,659	105	176	333	429	297	319
Total	4,466	350	384	1,110	936	990	696



**epsi**

*Evaluaciones Psicológicas Sistémicas, S.A.*  
*Alternativas por lo mejor*

PROMEDIO DE NOTAS POR ASIGNATURA PARA LOS CENTROS DE EDUCA  
 Y SU COMPARACION CON RESPECTO AL PROMEDIO NACIONAL  
 CORRESPONDIENTE A LAS PRUEBAS NACIONALES 1993

CUARTO GRADO

LENGUA ESPAÑOLA			MATEMATICA			ESTUDIOS SOCIALES			CIENCIAS NATURALES			PROMEDIO GENERAL	
EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL
71.78	68.12	3.66	60.99	61.46	0.47	0.00	0.00	0.00	0.00	0.00	0.00	66.38	64.79

OCTAVO GRADO

LENGUA ESPAÑOLA			MATEMATICA			ESTUDIOS SOCIALES			CIENCIAS NATURALES			PROMEDIO GENERAL	
EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL
61.50	64.78	-3.28	60.81	60.54	0.27	66.29	63.54	2.75	65.45	61.84	3.61	63.51	61.06

CUARTO GRADO + OCTAVO GRADO

LENGUA ESPAÑOLA			MATEMATICA			ESTUDIOS SOCIALES			CIENCIAS NATURALES			PROMEDIO GENERAL	
EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL	DIF.	EDUCA	NACIONAL
67.20	64.78	2.42	60.91	60.54	0.37	66.29	63.54	2.75	65.45	61.84	3.61	65.10	62.67

Training programs and numbers of participants for the period 1991-1994 are as follows:

*Programa de Profesionalización y Adiestramiento  
 Proyecto EDUCA-PIPE*

*Programa Profesionalización de Maestros Bachilleres en Servicio (1994)*

	<i>Hombres</i>	<i>Mujeres</i>	
Universidad Nacional Pedro <i>Total</i>			
Henríquez Ureña			
1er Semestre (septiembre)	20	110	130
2do Semestre (enero)	8	116	124
Universidad Católica Madre y Maestra			
1er Semestre (enero)	15	81	96
<b>Totales</b>	<b>43</b>	<b>307</b>	<b>350</b>

*Programa Propedeúatico de Maestros Bachilleres en Servicio (Inicio - junio)  
 1994*

	<i>Hombres</i>	<i>Mujeres</i>	
<i>Total</i>			
Cursos de la Escuela Uruguay	22	196	218
Cursos del Colegio Fernando Arturo Meriño	14	87	98
<b>Totales</b>	<b>33</b>	<b>283</b>	<b>316</b>

*Programa de Adiestramiento para Maestros Normales (PRODEP)  
 1993 - 1994*

	<i>Hombres</i>	<i>Mujeres</i>	
<i>Total</i>			
UASD	10	56	66
INTEC	61	277	338
<b>Totales</b>	<b>71</b>	<b>333</b>	<b>404</b>

*Programa de Adiestramiento de Directores de Escuelas y Colegios*

	<i>Hombres</i>	<i>Mujeres</i>	
<i>Total</i>			
Escuelas Públicas 1991	1	14	15
Escuelas Públicas 1992	20	30	50
Escuelas Públicas 1993	13	20	33
<b>Totales</b>	<hr/> 34	<hr/> 64	<hr/> 98
Colegios 1991	6	28	34
Colegios 1992	25	86	111
Colegios 1993	25	83	108
<b>Totales</b>	<hr/> 56	<hr/> 197	<hr/> 253

*Programa de Maestría  
 1993-1994*

	<i>Hombres</i>	<i>Mujeres</i>	
<i>Total</i>			
INTEC	4	16	20

Matrícula Escolar por curso, según sexo y Edad  
Ciclo Inicial. Año Lectivo 1992-1993

	1 <sup>o</sup>	1 <sup>o</sup>	2 <sup>o</sup>	3 <sup>o</sup>	4 <sup>o</sup>	5 <sup>o</sup>	6 <sup>o</sup>	7 <sup>o</sup>	8 <sup>o</sup>
<b>AMBOS SEXOS</b>	7,546	1,409	1,153	997	879	967	865	729	547
menos de 7 años	435	374	61	0	0	0	0	0	0
7 años	729	397	289	41	2	0	0	0	0
8 años	713	186	268	194	62	3	0	0	0
9 años	894	187	215	254	160	75	3	0	0
10 años	956	123	124	180	189	241	98	1	0
11 años	1,026	57	80	152	164	233	231	100	9
12 años	933	43	63	96	132	190	197	162	50
13 años	791	23	35	50	104	134	143	195	107
14 años	546	14	14	20	44	55	109	150	140
15 años y más	523	5	4	10	22	36	84	121	241
<b>VARONES</b>	3,637	698	502	491	450	465	409	345	277
menos de 7 años	205	178	27	0	0	0	0	0	0
7 años	352	205	131	14	2	0	0	0	0
8 años	345	83	131	93	36	2	0	0	0
9 años	435	109	86	129	75	36	0	0	0
10 años	475	58	51	94	103	126	43	0	0
11 años	462	28	26	71	82	100	109	42	4
12 años	458	17	27	51	65	92	92	86	28
13 años	399	11	13	25	53	65	81	97	54
14 años	267	6	8	10	25	26	51	68	73
15 años y más	239	3	2	4	9	18	33	52	118
<b>HEMBRAS</b>	3,909	711	651	506	429	502	456	384	270
menos de 7 años	230	196	34	0	0	0	0	0	0
7 años	377	192	158	27	0	0	0	0	0
8 años	368	103	137	101	26	1	0	0	0
9 años	459	78	129	125	85	39	3	0	0
10 años	481	65	73	86	86	115	55	1	0
11 años	564	29	54	81	82	133	122	58	5
12 años	475	26	36	45	67	98	105	76	22
13 años	392	12	22	25	51	69	62	98	53
14 años	279	8	6	10	19	29	58	82	67
15 años y más	284	2	2	6	13	18	51	69	123

Matrícula Escolar por curso, según sexo y Edad  
 Ciclo Inicial. Año Lectivo 1992-1993

	1 <sup>o</sup>	1 <sup>o</sup>	2 <sup>o</sup>	3 <sup>o</sup>	4 <sup>o</sup>	5 <sup>o</sup>	6 <sup>o</sup>	7 <sup>o</sup>	8 <sup>o</sup>
<b>AMBOS SEXOS</b>	7,546	1,409	1,153	997	879	967	865	729	547
menos de 7 años	435	374	61	0	0	0	0	0	0
7 años	729	397	289	41	2	0	0	0	0
8 años	713	186	268	194	62	3	0	0	0
9 años	894	187	215	254	160	75	3	0	0
10 años	956	123	124	180	189	241	98	1	0
11 años	1,026	57	80	152	164	233	231	100	9
12 años	933	43	63	96	132	190	197	162	50
13 años	791	23	35	50	104	134	143	195	107
14 años	546	14	14	20	44	55	109	150	140
15 años y más	523	5	4	10	22	36	84	121	241
<b>VARONES</b>	3,637	698	502	491	450	465	409	345	277
menos de 7 años	205	178	27	0	0	0	0	0	0
7 años	352	205	131	14	2	0	0	0	0
8 años	345	83	131	93	36	2	0	0	0
9 años	435	109	86	129	75	36	0	0	0
10 años	475	58	51	94	103	126	43	0	0
11 años	462	28	26	71	82	100	109	42	4
12 años	458	17	27	51	65	92	92	86	28
13 años	399	11	13	25	53	65	81	97	54
14 años	267	6	8	10	25	26	51	68	73
15 años y más	239	3	2	4	9	18	33	52	118
<b>HEMBRAS</b>	3,909	711	651	506	429	502	456	384	270
menos de 7 años	230	196	34	0	0	0	0	0	0
7 años	377	192	158	27	0	0	0	0	0
8 años	368	103	137	101	26	1	0	0	0
9 años	459	78	129	125	85	39	3	0	0
10 años	481	65	73	86	86	115	55	1	0
11 años	564	29	54	81	82	133	122	58	5
12 años	475	26	36	45	67	98	105	76	22
13 años	392	12	22	25	51	69	62	98	53
14 años	279	8	6	10	19	29	58	82	67
15 años y más	284	2	2	6	13	18	51	69	123

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**APPENDIX 6**  
**LIST OF SCHOOLS AND INSTITUTIONS VISITED**

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**Lists of Schools and Institutions Visited**

Colegio Profesora Caridad  
Colegio Horizonte Dominicano  
Escuela San José de Mendoza  
Escuela Primaria Herrer  
Colegio Centro Educativo  
Centro Duarte  
Escuela Ramón Matias Mella

Pontificia Universidad Madre y Maestra  
Instituto Tecnológico de Santo Domingo  
SEEBAC

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**APPENDIX 7**  
**INSTRUCTIONAL MATERIALS**

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**EDUCA  
PROJECT PIPE  
BOOK COSTS**

DATE	ITEM	NUMBER	COST UNIT	TOTAL RD\$	TOTAL US\$	SUPPLIER
Feb/Dec/92	Elaboración de libros de Español y Matemática de 7mo. curso.			847,674.20	67,813.94	PUCMM
Jan/Dec/93	Elaboración de libros de Español y Matemática de 8vo. curso.			1,479,087.70	118,327.02	PUCMM
10/28/93	Rediagramaciones y correcciones de los libros de matemática de 4to. y Lengua Española de 7mo.			18,800.00	1,504.00	Editora Taller
					0.00	Editora Taller
11/29/91	Impresión de cuadernos	7812	6.70	52,340.40	4,187.23	Empresas Unidas
11/4/92	Impresión del resultado del Censo Escolar	1000	13.25	13,250.00	1,060.00	Editora Santé
11/27/92	Impresión de cuaderno de trabajo de 7mo.	2000	8.50	17,000.00	1,360.00	Editora Santé
11/23/92	Impresión del Boletín "Educando"	1000	2.50	2,500.00	200.00	Editora Santé
6/23/93	Impresión Boleines del mes de junio/93	500	4.00	2,000.00	160.00	Editora Santé
6/11/93	Impresión " Boletín Educando Oct./93	1230	4.00	4,920.00	393.60	Editora Santé
10/15/93	Módulo sobre Técnicas de Estudios y	2000	13.50	27,000.00	2,160.00	Editora Santé
4/1/93	Guía Metodológica ( Impresión )	2000	4.00	8,000.00	640.00	Editora Santé
7/15/93	Módulos sobre Recursos Didácticos "	2000	13.50	27,000.00	2,160.00	Editora Santé
3/18/94	Guías Didácticas de Español de 7mo. curso	1000	13.70	13,700.00	1,096.00	Impretur
4/5/94	Certificados para participante	1000	2.16	2,160.00	172.80	Entinta
	Totales			3,808,017.30	304,641.38	

  
 Aida Martha Alvarez

**PROJECT PIPE  
BOOK COSTS**

DATE	ITEM	NUMBER	COST UNIT	TOTAL RD\$	TOTAL US\$	SUPPLIER
9/10/91	Compra de libros, diccionarios, juegos de kids, banderas etc. : Libros de Lengua Española de 4to.	2860	7.50	21,450.00	1,716.00	Alfa & Omega
11/29/91	Libros de Lengua Española de 3ro.	2400	5.00	12,000.00	960.00	Alfa & Omega
10/8/91	Cuadernos de Matemática de 3er. grado	2500	9.75	24,375.00	1,950.00	Alfa & Omega
11/11/92	Cuadernos de Matemática de 4to. grado	5000	6.00	30,000.00	2,400.00	Alfa & Omega
6/25/92	Cuadernos de matemática 3er.	6000	4.00	24,000.00	1,920.00	Alfa & Omega
4/21/93	Juegos de Compendios de Matemática y Español de 4to. grado	4027	42.00	170,454.00	13,636.32	SEEBAC
4/12/94	Libros y Cuadernos de trabajos de 5to.	2000	50.00	100,000.00	8,000.00	SEEBAC
4/12/94	Libros y Cuadernos de trabajos de 7mo.	2000	67.50	135,000.00	10,800.00	SEEBAC
6/12/94	Compendios Matemática y Español para Pruebas nacionales 8vo. grado	3554	75.00	266,550.00	21,324.00	SEEBAC
8/18/93	Agendas Tarea TuriEduca	4000	20.00	80,000.00	6,400.00	TURIEDUCA
1/4/92	Diccionarios pequeño Larousse ( comprado por INTEC )	53	269.00	14,257.00	1,140.56	Servicio Bibliograficos
8/6/92	Diccionarios pequeño Larousse ( comprado por INTEC )	160	269.00	43,040.00	3,443.20	Servicio Bibliograficos
1/21/93	Diccionarios pequeño Larousse ( comprado por INTEC/UNPHU )	141	269.00	37,929.00	3,034.32	Servicio Bibliograficos
3/27/92	Banderas nacionales ( comprada por INTEC )	53	300.00	15,900.00	1,272.00	Divina Providencia
10/13/92	Banderas nacionales ( comprada por INTEC/UNPHU )	160	150.00	24,000.00	1,920.00	Creaciones S. Martín
	Banderas nacionales ( comprada por INTEC/UNPHU )	141	180.00	25,380.00	2,030.40	Creaciones S. Martín
1/13/94	Materiales Didácticos para la enseñanza de la matemática:					DISESA
	Paquete material didáctico	250	498.00	124,500.00	9,960.00	
	Paquete material educativo	1000	46.75	46,750.00	3,740.00	
	Escuadra pizarra	500	55.00	27,500.00	2,200.00	
	Cartabón	500	55.00	27,500.00	2,200.00	
	Metro	250	43.00	10,750.00	860.00	
	Compás	250	60.00	15,000.00	1,200.00	
	Transportador	250	65.00	16,250.00	1,300.00	
11/2/93	Juego de libros de Español y Matemática con sus cuadernos de trabajos de 1er. curso ( para ser usado en programa de RADECO )	3000	30.00	90,000.00	7,200.00	

## EDUCA MATERIALS PRODUCTION AND DISTRIBUTION

Title	Developed for (I.P.R.)	Printed by	Type of paper	Number of pages	Life of book	Plates belong to	Production	Number Printed	Comments	Methodology
1.- Módulo: Técnica de Estudios	SEEBAC/ EDUCA/ AID (Asistencia Técnica EDUCA/ P.I.P.R.)	EDUCA	Bond 20	99	3-4 years	EDUCA	Editorial Santé	2000 Printed	<ul style="list-style-type: none"> <li>Developed and approval in conjunction with SEEBAC</li> <li>IDB will use in training nationwide.</li> <li>Printing costs will be reduced because IDB Buy-In.</li> </ul>	<ul style="list-style-type: none"> <li>Participatory Distance Education</li> </ul>
2.- Módulos: Recursos Didácticos	SEEBAC/ EDUCA/ AID (Asistencia Técnica EDUCA/ P.I.P.R.)	EDUCA	Bond 20	164	3-4 years	EDUCA	Editorial Santé	2000 Printed	<ul style="list-style-type: none"> <li>Developed and approval in conjunction with SEEBAC.</li> <li>IDB will use in training nationwide.</li> <li>Printing costs will be reduced because IDB Buy-In.</li> </ul>	<ul style="list-style-type: none"> <li>Participatory Distance Education</li> </ul>
3.- Cuadernos EDUCA	EDUCA	EDUCA	News-paper Paper		1 year	Editorial Empresas Unidas	Editorial Empresas Unidas	7,812 Printed		

## EDUCA MATERIALS PRODUCTION AND DISTRIBUTION

Title	Developed for P.I.F.B.	Printed by	Type of paper	Number of pages	Life of book	Plates belong to	Production	Number Printed	Comments	Methodology
4.- ¡Cuenta Conmigo! Español, 7mo. grado	PUCMM/EDUCA/AID	SEEBAC	Newspa- per paper	252	2 years	EDUCA	SEEBAC	1 Developed	<ul style="list-style-type: none"> <li>• SEEBAC has adopted use nationally.</li> <li>• Printing costs because of IDB/SEEBAC "buy-in"</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory</li> </ul>
5.- Guía Didáctica ¡Cuenta Conmigo! Español 7mo. grado	PUCMM/EDUCA/AID	IMPRETUR	Newspa- per paper	150	2 years	EDUCA	SEEBAC	1,000 printed	<ul style="list-style-type: none"> <li>• Printing costs because of IDB/SEEBAC "buy-in"</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory</li> </ul>
6.- Matemática para la Vida Libro de Texto 4º grado	SEEBAC's author and textbooks	Talleres Gráficos de Editora Corripio	Newspa- per Paper	158	1 year	SEEBAC	SEEBAC	5,000 donated SEEBAC	<ul style="list-style-type: none"> <li>• SEEBAC has 4,000 in stock and donated to EDUCA.</li> <li>• No longer in use nationwide because of new curriculum</li> <li>• Schools will use as resource material this year EDUCA</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist (Memorization, etc.)</li> </ul>
7.- Matemática para la Vida Cuaderno de Trabajo 4to. grado	SEEBAC	Alfa & Omega	Newspa- per Paper	71	1 year	SEEBAC	SEEBAC	5,000 bought	<ul style="list-style-type: none"> <li>• No longer in use nation-wide because of new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist (Memorization, etc.)</li> </ul>
8.- Matemática para la Vida. Libros de Texto 3er. grado	SEEBAC's author and textbooks	Alfa & Omega	Newspa- per Paper	212	1 year	SEEBAC	SEEBAC	4,000 donated SEEBAC	<ul style="list-style-type: none"> <li>• SEEBAC has 4,000 in stock and donated to EDUCA.</li> <li>• No longer in use nationwide because of new curriculum</li> <li>• Schools level use as resource material this year EDUCA</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist (Memorization, etc.)</li> </ul>
9.- Matemática para la Vida. Cuaderno de Trabajo 3er. grado	SEEBAC	Alfa & Omega	Newspa- per Paper	103	1 year	SEEBAC	SEEBAC	8,500 bought	<ul style="list-style-type: none"> <li>• No longer in use nationwide because of new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviorist (Memorization, etc.)</li> </ul>

## EDUCA MATERIALS PRODUCTION AND DISTRIBUTION

Title	Developed for P.I.P.B.	Printed by	Type of paper	Number of pages	Life of book	Plates belong to	Production	Number Printed	Comments	Methodology
10. Matemática y Ciencias, 7mo. grado	PUCMM/EDUCA/AID	SEEBAC	Newspaper paper	239 (168 math) (71 Science)	2 years	EDUCA	SEEBAC	2,000 Bought	<ul style="list-style-type: none"> <li>New edition will be on better paper.</li> <li>New edition will include color.</li> <li>SEEBAC adopted for nationwide use.</li> <li>Costs will be cheaper for EDUCA because of Buy-in.</li> </ul>	<ul style="list-style-type: none"> <li>Participatory</li> </ul>
11. Matemática y Ciencias, Cuaderno de Trabajo 7mo. grado, Las Prácticas	PUCMM/EDUCA/AID	Alfa & Omega	Newspaper paper		1 year	EDUCA	SEEBAC	2,000 Bought	<ul style="list-style-type: none"> <li>SEEBAC adopted for nationwide use</li> <li>Costs will be cheaper due to EDUCA Buy-in.</li> </ul>	<ul style="list-style-type: none"> <li>Participatory</li> </ul>
12. La Matemática para la Vida Libro de Texto 7mo. grado	PUCMM/EDUCA/AID	Alfa & Omega	Newspaper paper	74	1 year	EDUCA	SEEBAC	2,000 Printed	<ul style="list-style-type: none"> <li>First testing for TVM MM Math material.</li> <li>Base for Mathematics + Science textbook, 7th grade</li> </ul>	<ul style="list-style-type: none"> <li>Participatory</li> </ul>
13. Español y Matemática 8vo. grado	PUCMM/EDUCA/AID	SEEBAC	Newspaper Paper	265 Spanish 144 Math	1 year	EDUCA	SEEBAC	1 Developed	<ul style="list-style-type: none"> <li>EDUCA's first distribution in 04/95.</li> <li>SEEBAC will adopt nationwide</li> <li>EDUCA's costs will be cheaper because of Buy-in</li> </ul>	<ul style="list-style-type: none"> <li>Participatory</li> </ul>
14. Español y Matemática 1er. grado	SEEBAC	SEEBAC EDUCA RADECO		154	1 year	SEEBAC	SEEBAC	3,000 bought	<ul style="list-style-type: none"> <li>EDUCA's schools is in a RADECO Pilot Program</li> <li>Results of Pilot testing are positive</li> </ul>	<ul style="list-style-type: none"> <li>Distance Education: radio</li> </ul>

## EDUCA MATERIALS PRODUCTION AND DISTRIBUTION

Title	Developed for P.T.P.E.	Printed by	Type of paper	Number of pages	Life of book	Plates belong to	Production	Number Printed	Comments	Methodology
15.- Español y Matemática Cuaderno del alumno	SEEBAC	SEEBAC EDUCA KADECO	Bond	122	1 year	SEEBAC	SEEBAC	3,0000 bought	<ul style="list-style-type: none"> <li>• EDUCA Schools pilot testing in RADECO Program</li> <li>• Results of pilot testing are positive</li> </ul>	<ul style="list-style-type: none"> <li>• Distance Education: radio</li> </ul>
16.- Aprendamos Matemática por Radio	EDUCA RADECO LBA	SEEBAC	Bond		1 year	SEEBAC	SEEBAC	2,000 identical by SEEBAC	<ul style="list-style-type: none"> <li>• EDUCA Schools pilot testing in RADECO Program</li> <li>• Results of pilot testing are positive</li> </ul>	<ul style="list-style-type: none"> <li>• Distance Education: radio</li> </ul>
17.- Guía Metodología por módulos	SEEBAC EDUCA AID	EDUCA	Bond 20		3-4 years	EDUCA		2,000 Printed		<ul style="list-style-type: none"> <li>• Participatory Distance Education</li> </ul>
18.- Desplumamos el Mundo etc. grado Libro de Texto de Lengua Española	ORDBAC	SEEBAC	Newspaper Paper	170	2 years	SEEBAC	Alpha & Omega	2,000 bought		<ul style="list-style-type: none"> <li>• Behavioral (Memorization)</li> </ul>
19.- Desplumamos el Mundo etc. grado Libro de Texto de Lengua Española	ORDBAC	SEEBAC	Bond	174	2 years	SEEBAC	Alpha & Omega	2,400 bought	<ul style="list-style-type: none"> <li>• For use in one year</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral (Memorization)</li> </ul>
20.- Juego de Conocimiento de Matemáticas y Español de 4to. grado	SEEBAC	SEEBAC	Newspaper Paper	108	1 year	SEEBAC	SEEBAC	4,000 bought	<ul style="list-style-type: none"> <li>• For use in one year</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory</li> </ul>
21.- Libro y cuaderno de trabajo de 5to. Libro Español y matemática	SEEBAC	SEEBAC	Newspaper Paper	109	1 year	SEEBAC	SEEBAC	2,000 bought		<ul style="list-style-type: none"> <li>• Participatory</li> </ul>
22.- Compendios de Matemática y Español para Pruebas Nacionales de 5to. grado	SEEBAC	SEEBAC	Newspaper Paper	144	1 year	SEEBAC	SEEBAC	3,554 bought	<ul style="list-style-type: none"> <li>• For use in one year</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory</li> </ul>
23.- Agendas Tarea Turt-Educa	EDUCA	EDUCA	Bond		1 year	Turt-Educa	Turt-Educa	4,000 bought		



Proyecto P.I.P.E.

PROGRAMA DE ENTRENAMIENTO DOCENTE

FORMULARIO DE DATOS PERSONALES

Nombres \_\_\_\_\_ Apellidos \_\_\_\_\_

Lugar de Nacimiento \_\_\_\_\_ Fecha \_\_\_\_\_

Dirección Actual \_\_\_\_\_

\_\_\_\_\_ Teléfono \_\_\_\_\_

Estudios Realizados \_\_\_\_\_

Institución donde Estudió \_\_\_\_\_

¿Realiza estudios actualmente? \_\_\_\_\_ Area \_\_\_\_\_

Escuela/Colegio donde trabaja \_\_\_\_\_

Dirección \_\_\_\_\_

Teléfono \_\_\_\_\_ Distrito Escolar \_\_\_\_\_

Años de Servicio \_\_\_\_\_

¿Ha impartido docencia antes de ser Director (a)? \_\_\_\_\_

EDUCA / PROYECTO PIPE  
Año lectivo 1993-1994

Colegio/Escuela \_\_\_\_\_

Dirección \_\_\_\_\_ Teléfono \_\_\_\_\_

Director \_\_\_\_\_ Sub Director \_\_\_\_\_

Dirección Regional \_\_\_\_\_ Distrito Escolar \_\_\_\_\_ Código de Pruebas Nacionales \_\_\_\_\_

	1ero	2do	3ero	4to	5to	6to	7mo	8vo	Total
Número de Cursos									
Número de estudiantes por curso									
Número de maestros por curso									
<i>Licenciados</i>									
<i>Maestros Normales</i>									
<i>Numero de Maestros con cursos TMs</i>									
<i>Numero de Maestros Bachilleres</i>									

Fecha \_\_\_\_\_ Firma \_\_\_\_\_

Total maestros sexo femenino \_\_\_\_\_ Total alumnos sexo femenino \_\_\_\_\_

Total maestros sexo masculino \_\_\_\_\_ Total alumnos sexo masculino \_\_\_\_\_

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**APPENDIX 8**  
**DUTY STATEMENTS FOR EDUCA STAFF**

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## VIII. Personal del Proyecto PIPE.

## (a) Gerente de Proyecto.

Será supervisada por la Directora Ejecutiva de EDUCA. En términos generales, la Gerente de Proyecto es responsable de las siguientes tareas:

1. Manejo del Personal.

- Reclutar, orientar y entrenar al personal administrativo y técnico de PIPE;
- Supervisar al personal de EDUCA/PIPE;
- Responder por asuntos relacionados con las leyes generales de trabajo, beneficios y nómina.

2. Manejo del Proyecto.

- Manejar las actividades diarias según descritas en el acuerdo PIPE/EDUCA/AID;
- Planear y coordinar, con el Jefe de Misión de la AED, la llegada de asistencia técnica a corto plazo.
- Coordinar las actividades proyectadas con SEEBAC y con otras organizaciones nacionales e internacionales.
- Supervisar y asistir a los consultores de corto plazo en la preparación de sus descripciones de trabajo, y asistir a EDUCA/PIPE en la selección de subcontratos locales;
- Monitorear el progreso de los contratistas y proveerle los materiales y servicios requeridos para la implementación del proyecto; y
- Asistir en la preparación del plan de trabajo anual, y de los reportes trimestrales y anuales.

3. Manejo y Desarrollo de Contratos.

- Asistir en la preparación de propuestas de costos, negociación y monitoreo de contratos/donaciones/acuerdos.
- Asistir al personal de EDUCA en el manejo financiero de contratos, obtener aprobaciones de clientes y responder a los requerimientos contractuales del cliente.
- Negociar los costos de los consultores bajo la supervisión general del Director Ejecutivo.
- Es responsable, junto con el Jefe de Misión de la AED, de la negociación y administración de subcontratos locales y de cumplir con sus requerimientos.

(d) Contadora.

Será supervisada por la Gerente de Proyecto. Es responsable de monitorear las cuentas de EDUCA/PIPE. Sus tareas incluyen, pero no están limitadas a las siguientes:

1. Preparar un reporte financiero mensual para la aprobación final de la Gerente del Proyecto y el organismo donante.
2. Preparar mensualmente la reconciliación bancaria.
3. Asistir al personal de EDUCA en el manejo financiero de sus contratos.
4. Preparar los estados financieros a final de año.
5. Preparar las facturas de los socios donantes de EDUCA y darle seguimiento a las facturas no pagadas.
6. Monitorear los depósitos bancarios del recibo de dinero en efectivo.
7. Trabajar con la Gerente de Proyecto para reponer los fondos de caja chica y hacer arqueos sorpresivos de caja chica.
8. Revisar los cheques para su aprobación correcta, y para verificar que la dirección del suplidor y la cantidad del cheque sean correctas, luego de que tal gasto haya sido aprobado por la Gerente del Proyecto y el Jefe de Misión del organismo donante.
9. Preparar los cheques de pago a los suplidores.
10. Preparar dos veces al mes el pago de salario al personal de EDUCA/PIPE, incluyendo la deducción de impuestos y seguro social a ser reembolsado a las autoridades correspondientes.
11. Mantener un sistema de archivo exacto de todos los registros financieros y de los vendedores.
12. Asistir a EDUCA en la planificación financiera.
13. Desarrollar y mantener una base de datos con información relativa al presupuesto de propuestas, contratos y subcontratos.
14. Es responsable de mantener una lista de los proyectos de EDUCA y sus sistemas contables.
15. Pedir, recibir y mantener al día las regulaciones de FAR/DAR y otros manuales de regulaciones de la AID según sea requerido.
16. Preparar las entradas de Diario para registrar las transacciones en los libros de contabilidad. Estas deberán ser revisadas y aprobadas por el supervisor. Los posteos de las transacciones, deberán ser también revisados periódicamente.

17. Preparar y mantener un inventario detallado y al día de todo el equipo y mobiliario de EDUCA/PIPE de acuerdo con el sistema establecido.
18. Preparar la Planilla de Jornada para el pago de la nómina.
19. Antes de iniciar el proceso de compras el Contador recibirá de la Gerente del Proyecto y/o Jefe de Misión del organismo donante la requisición ya aprobada.
20. Luego solicitará cotizaciones en por los menos tres (3) o cuatro (4) compañías o casas proveedoras diferentes que distribuyan el mismo artículo.
21. Después de recopilar estas cotizaciones , seleccionará la que mejor oferta ofrezca en cuanto a precio y calidad del artículo, y que lo tenga en existencia .
22. Preparar un memorando remitiendo a la gerencia las cotizaciones recopiladas con sus debidas consideraciones, e indicando la compañía o casa proveedora que reúna los requisitos de lugar exigidos por el proyecto. No obstante, la gerencia tiene la opción de seleccionar otra compañía o casa que considere necesario
23. Luego de finalizar todo este proceso , contactará la compañía o casa proveedora seleccionada y preparará una orden de compra la cual debe estar previamente aprobada por la Gerente del proyecto antes de remitirla a la casa proveedora para adquirir dicho artículo.
24. Mantener en carpeta un archivo separado por artículo, de todo el proceso de compras desde el principio hasta el final , conteniendo los siguientes documentos:
  - a) Requisición de compras aprobada por la gerencia
  - b) Memorando remitido a la gerencia con tres (3) o cuatro (4) cotizaciones de las compañías o casas proveedoras .
  - c) Aprobación de la gerencia y/o del organismo donante, de la compañía o casa proveedora seleccionada .

- d) Copia de la factura de compras, y si es necesario copia del cheque expedido a favor de la compañía o casa proveedora

**(e) Asistente Administrativa Bilingue.**

Será supervisada por la Gerente de Proyecto. En general, la Asistente Administrativa Bilingue es responsable de mecanografiar y reproducir nítidamente, y de distribuir correspondencia y otros materiales escritos (excluyendo los reportes financieros y contables) producidos a través del proyecto. En adición, la Asistente Administrativa Bilingue es responsable de contestar el teléfono de EDUCA/PIPE, anunciar a los visitantes y de la caja chica. Sus tareas incluyen, pero no están limitadas a las siguientes:

1. Proveer apoyo administrativo y secretarial al Proyecto PIPE.
2. Contestar el teléfono en forma profesional y cortés, tomando los mensajes cuando el miembro del personal solicitado no esté disponible.
3. Saludar a los visitantes y anunciarlos al miembro apropiado del personal.
4. Mecanografiar las cartas, reportes, memorandos, formularios y otros papeles del proyecto con exactitud y en un formato atractivo.
5. Mantener altos estándares de calidad en el mecanografiado y en la reproducción.

MIS

MIS/RESEARCHER	MIS/SPECIALIST
<ul style="list-style-type: none"> <li>. Census design.</li> <li>. Rank schools by SES</li> <li>. Develop of yearly profiles of participating schools.</li> <li>. Build data base and maintain current.</li> <li>. Participate in training and</li> <li>. School administrative</li> <li>. SEEBAC personnel in data collection.</li> <li>. Results of achievement testing.</li> <li>. Provide timely and accurate data for management decision.</li> <li>. Dissemination of information</li> <li>. Supervise (along with current train specialist) special studies.</li> <li>. In addition to all described in MIS/Specialist.</li> <li>. Experience (3-5) in activities related to education.</li> </ul>	<ul style="list-style-type: none"> <li>. Maintain an updated data base on schools, which includes information on physical plans and enrollments.</li> <li>. Maintain an updated data base on school personnel, and how many in each school are receiving training.</li> <li>. Maintain an updated data base on the instructional materials, number distributed to the schools, including costs.</li> <li>. Maintain an updated data base on those individuals and companies which support</li> <li>. <u>Coordinate</u>, annually, with SEEBAC the collection of their statistical information This activity is to take place in February (for the data pertaining to the beginning of academic school year)</li> <li>. In September, annually, coordinate with SEEBAC, the collection of their statistical data.</li> <li>. Supervise data entry for all data bases.</li> <li>. Develop reports for the Coordinator of Curriculum and Training, and the Project Director.</li> <li>. Help all personnel who use computers.</li> </ul>

## Funciones de la M.I.S. Specialist

Mantener la base de datos Centros Docentes, la cual contiene información sobre el centro y la matrícula escolar.

Mantener la base de datos Personal Docente, la cual contiene todo el personal que labora en el centro y cuales de ellos EDUCA le está dando entrenamiento.

Mantener la base de datos Entrega de Libros y Materiales de Apoyo la cual contiene todos los libros y materiales que se le han entregado a las Escuelas que están participando en Educa, con el costo cada material.

Mantener la base de datos Socios de Educa la cual contiene los datos de los socios patrocinadores que ayudan a EDUCA. (En fase de reestructuración)

Coordinar con la SEEBAC, cada año, para la recolección de los informes estadísticos de inicio de año, (febrero) que ella nos proporciona.

Coordinar con la SEEBAC, cada año, para la recolección de los informes estadísticos de fin de año, (septiembre), que ella nos proporciona.

Supervisar la entrada de datos de los informes estadísticos de la SEEBAC y el Personal Docente.

Elaborar reportes para la Encargada de Currículo y la Gerencia.

Dar apoyo al personal que trabaja con los equipos de computadora.

## Especialista en Currículo y entrenamiento docente Sus Funciones

### I.- Programa de entrenamiento de Directores

- 1.1 Miembros de la Comisión técnica de evaluación de propuestas.
- 1.2 Supervisar todo el montaje del entrenamiento en las universidades participantes.
- 1.3 Visitar las universidades a fin de contactar que los programas marchan como se han planificado.
- 1.4 Dar informaciones, recoger informaciones estadísticas de las escuelas, y mantener el contacto entre los participantes, la Universidad y el proyecto PIPE.

### II.- Programa de Seguimiento

- 2.1 Asistir a las reuniones de programación y desarrollo del programa de seguimiento.
- 2.2 Supervisar los talleres, mantener contacto con participantes del proyecto.
- 2.3 Visitar grupos en sus reuniones de seguimientos, hacer sugerencias y orientaciones generales.
- 2.4 Tomar notas de las sugerencias de los participantes a fin de buscar respuestas adecuadas a sus planteamientos.
- 2.5 Dar apoyo técnico al programa.

### III.- De los programas de Profesionalización de Maestros

- 3.1 Organizar, supervisar y evaluar todo lo concerniente al programa propedeúico (Programa inicial para maestros bachilleres).
- 3.2 Girar visitas de observación, evaluación y control en los programas sabatinos.
- 3.3 Planificar y supervisar el ingreso de los profesores a las universidades.
- 3.4 Hacer visitas y reuniones con los participantes para orientarles y oír sus logros y problemas en el desarrollo del programa.
- 3.5 Mantener contacto directo con los encargados de los entrenamientos en las universidades.

### IV.- Programas de curso y talleres cortos:

- 4.1 Planificar, organizar, supervisar y evaluar todo lo concerniente a los entrenamientos de cursos y talleres para maestros en diferentes áreas, como son:
  - a) Metodología de la enseñanza de la Lengua Española y la Matemática.
  - b) Cursos sobre Relaciones Humanas y otros.

4.2 Programas para preparar maestros para pruebas nacionales.

#### **V.- Sobre libro de texto**

5.1 Organizar, planificar y ejecutar la distribución de libros de texto, compendios, materiales de lectura, materiales didácticos etc. para todas las escuelas y colegios del proyecto.

#### **VI.- Trabajo con módulos**

6.1 Planificar, organizar y supervisar el trabajo de confección de módulos.

6.2 Hacer la revisión técnica y de estilo antes de la impresión.

#### **VII.- Sobre Desarrollo Curricular**

7.1 Miembro de la comisión de revisión curricular para establecer el Pensum definitivo en la profesionalización de maestros bachilleres en servicio.

#### **VIII.- Trabajo de Oficina**

8.1 Planificar, programar y presupuestar todas las actividades concernientes a la parte educativa del programa.

8.2 Rendir informes trimestrales de las ejecuciones programadas.

8.3 Trabajar o colaborar con todo lo concerniente a educación que surja en el desarrollo del programa.

8.4 Colaborar con las demás dependencias a fin de establecer un flujo de información que permita dinamizar y efficientizar el trabajo conjunto de la institución.

Lic. Dominicana Pérez de Martínez

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**APPENDIX 9**  
**SCHOOL SELECTION CRITERIA**

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**Selection Criteria  
1991**

1. The school should have no less than 150 students.
2. The school should have at least 3 teachers.
3. The school should be accredited by SEEBAC.
4. The monthly fee should range from RD\$20 to RD\$100.
5. There should be an appropriate building (physical plant).
6. The Director should express interest in working with the Project.
7. The school should use an integrated curriculum.
8. The School should have grades 1-4.
9. The schools should be operating for two years.
10. All district (sections) of the city should be included in the sample.
11. Schools should have a library or space to establish one.
12. Teachers' salaries should be on a comparative basis with public school teachers.
13. The school should agree to administer fourth and eighth grade achievement tests in order to monitor the project progress.



Proyecto P.I.P.E.

PROGRAMA DE ENTRENAMIENTO DOCENTE

FORMULARIO DE DATOS PERSONALES

Nombres \_\_\_\_\_ Apellidos \_\_\_\_\_

Lugar de Nacimiento \_\_\_\_\_ Fecha \_\_\_\_\_

Dirección Actual \_\_\_\_\_

\_\_\_\_\_ Teléfono \_\_\_\_\_

Estudios Realizados \_\_\_\_\_

Institución donde Estudió \_\_\_\_\_

¿Realiza estudios actualmente? \_\_\_\_\_ Area \_\_\_\_\_

Escuela/Colegio donde trabaja \_\_\_\_\_

Dirección \_\_\_\_\_

Teléfono \_\_\_\_\_ Distrito Escolar \_\_\_\_\_

Años de Servicio \_\_\_\_\_

¿Ha impartido docencia antes de ser Director (a)? \_\_\_\_\_

EDUCA/ PROYECTO PIPE  
Año Lectivo 1993-1994

Colegio/Escuela \_\_\_\_\_

Dirección \_\_\_\_\_ Teléfono \_\_\_\_\_

Director \_\_\_\_\_ Sub Director \_\_\_\_\_

Dirección Regional \_\_\_\_\_ Distrito Escolar \_\_\_\_\_ Código de Pruebas Nacionales \_\_\_\_\_

	1ero	2do	3ero	4to	5to	6to	7mo	8vo	Total
Número de Cursos									
Número de estudiantes por curso									
Número de maestros por curso									
<i>Licenciados</i>									
<i>Maestros Normales</i>									
<i>Numero de Maestros con otros títulos</i>									
Número de Maestros <i>Bachilleres</i>									

Fecha \_\_\_\_\_

Firma \_\_\_\_\_

Total maestros sexo femenino \_\_\_\_\_

Total alumnos sexo femenino \_\_\_\_\_

Total maestros sexo masculino \_\_\_\_\_

Total alumnos sexo masculino \_\_\_\_\_

República Dominicana  
 SECRETARIA DE ESTADO DE EDUCACION, BELLAS ARTES Y CULTOS  
 DEPARTAMENTO DE COLEGIOS PRIVADOS

Dirección Regional No.	
Distrito Educativo No.	

Sólo para uso del Departamento de Colegios Privados	
Código	

FORMULARIO DE SUPERVISION A COLEGIOS QUE SOLICITEN APERTURA

Este Formulario deberá ser aplicado con carácter obligatorio a cada centro educativo del Sector Privado que solicite apertura. Tiene como objetivo recolectar informaciones que sirvan de base para decidir sobre la apertura de la institución solicitante.

Le agradecemos consignar la información que se le solicita de manera explícita y confiable. Le recordamos que al depositar su firma en este formulario se hace responsable de la información ofrecida.

I. Informaciones Generales

Nombre de la Institución				
Calle			No	Tel.
Ciudad		Sector		
Indique los niveles Académicos que desea servir la Institución	Inicial	Básico	Secundario	Especial
Indique la Tanda	Matutina	Vespertina	Nocturna	
Matrícula de la Institución	Número de Profesores			

II. Información sobre Estructura Educativa

Niveles Académicos	Grado	Nº Curso	Alumnos Insc.	Tanda	Mensualidad
Educación Inicial	Maternal				
	Kinder				
	Pre-Primaria				

Niveles Académicos	Grado	Nº Curso	Alumnos Insc.	Tanda	Mensualidad
Educación Básica	1º				
	2º				
	3º				
	4º				
	5º				
	6º				
	7º				
	8º				
Educación Secundaria	1º				
	2º				
	3º				
	4º				
Educación Especial	Estimulación Temprana				
	Pre-Primaria				
	Primaria				
	1º				
	2º				
	3º				
	4º				
Pre-Ocupacional					





Nombre del personal de Servicio	Formación Académica	Cargo	Sueldo

**IV. De la Planta Física**

Marque con una X las casillas correspondientes en cada caso

**4.1. La Estructura**

1. El techo es de:       Palma     Zinc     Asbesto     Concreto
2. Las paredes son de:     Madera     Zinc     Concreto     Otros
3. La solidez de la planta física es:     Buena     Regular     Deficiente
4. El piso es de:       Madera     Tierra     Concreto     Losa
5. Esta protegida por Verja:     Si       No
6. La higiene de la Planta Física es:     Buena     Regular     Deficiente

\*Indique otros aspectos de la estructura \_\_\_\_\_

**4.2 Ubicación de la Planta Física**

1. Fácil acceso.     Sí     No
2. Alejado de prostibulos, mataderos, estaciones de gasolina talleres, granjas, vertederos de basura, centros de juegos.     Si     No

En caso afirmativo describa la situación problema \_\_\_\_\_

**4.3 Dependencias de la Planta Física**

- Area Administrativa     Salones     Area de Biblioteca     Area de Recreo
- Los Descanzos (Educación Especial)

\*Indique otras dependencias \_\_\_\_\_

### 4.3.1 Area Administrativa

- La Dirección está ubicada convenientemente.  Sí  No
- Posee área para el personal de la conducta y psicomotricidad (para educación especial).  Sí  No
- Condiciones del área administrativa.  Buena  Regular  Deficiente

### 4.3.2 De las Aulas

- Puede usted indicar que las dimensiones de las aulas son adecuadas al número de estudiantes.  Si  No
- Existen aulas donde funcionen dos cursos en la misma tanda  Si  No

Indíquelos \_\_\_\_\_

- Las aulas están separadas una de otras por:
  - Paredes Fijas  Mamparas  Pizarrón  Divisiones de cartón
- Estas divisiones separan.  Totalmente  Parcialmente
- Las puertas de las aulas dan:
  - al patio  a pasillos exteriores
  - a otras aulas  a pasillos interiores
  - a otros lugares (especifique) -----
- Poseen las aulas ventanas o persianas suficientes  Si  No
- La ventilación de las aulas es:  Natural  Artificial
- La ventilación de las aulas es:  Adecuada  Inadecuada
- La iluminación de las aulas es:  Natural  Artificial
- Se puede decir que la iluminación es:  Adecuada  Inadecuada
- Poseen las aulas pizarrón:  Si  No
- Puede usted indicar que las dimensiones de los pizarrones son las adecuadas  Si  No
- El estado físico de los pizarrones es:  Bueno  Regular  Malo
- La ambientación de las aulas es:  Buena  Regular  Mala
- El estado higiénico de las aulas es:  Bueno  Regular  Malo

**8.3 De las Asociaciones de Colegios**

- Es el colegio miembro de alguna asociación

Si

No

- Indique el nombre de ésta \_\_\_\_\_  
\_\_\_\_\_

**Conclusiones y Recomendaciones**

\_\_\_\_\_  
**Nombre y Firma del Técnico/Supervisor**

\_\_\_\_\_  
**Nombre, Firma y Sello del Director  
del Distrito Escolar**

Fecha -----

Fecha-----

#### 4.3.3 Area de Recreo

- Posee área recreo apropiado con grama verde, arena y gravilla.  Si  No
- Dispone de una entrada asfaltada a las aulas hacia el patio.  Si  No
- \* Indique otros aspectos del área de recreo \_\_\_\_\_  
-----

#### 4.3.4 Los descansos (para Educación Especial)

- Están iluminados y ventilados, con línea de protección coloradas, con pasamanos de 80 cms de altura y 45 cms de largo.  Si  No
- La puerta de entrada del edificio es de 80 cms de ancho para libre acceso del patio  Si  No
- Las aceras son sólidas con pendientes de 5 cms de altura a medida que avanza 10 cms.  Si  No
- Los escalones son de 16.50 cms de altura y la pendiente sube 8 cmsj de altura a medida que avanza 100 mcms de desplazamiento.  Si  No
- \* Indique otros aspectos de la planta física, según nivel educativo  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### V. De Los Recursos Didácticos

Marca con una X las casillas correspondiente en cada caso

#### 5.1 De Los Programas

- Posee los programas oficiales por niveles.  Si  No
- Están actualizado y en buen estado.  Si  No
- \* Especifique la proporción de programas que posee por niveles y cursos  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5.2 De La Planificación

- Poseen los maestros su planificación docente.  Si  No
- Los niveles en que se van a ejecutar las planificaciones son:  
 Diaria  Semanal  Mensual  Cuatrimestral  Anual
- Existe interrelación entre los objetivos, contenidos, metodologías, recursos y evaluación.  Si  No

\*Especifique otros aspectos de la planificación \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5.3 De los Registros de Grados

- Los registros estan acualizados conforme al sistema de evaluación vigente que establece la SEEBAC.  Si  No
- Las diferentes partes de que consta el registro están trabajadas y actualizadas:  Al día sin errores  Al día con errores  Atrasado

\*Indique otros aspectos del registro y boletines de notas. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5.4 Recursos por Niveles

#### Educación Inicial

- Guías metodológicas y programas
- Juegos para el desarrollo del pensamiento lógico (rompecabeza, dominó, ábaco, loterías, otros)
- Para el maestro y el alumno (tijeras, perforadoras, grapadoras, reglas, pinceles)
- Materiales gastables como: pinturas, masillas, pegamentos, diferentes tipos de papeles, lápices de colores, cartulinas, cartón, materiales recuperables del medio, toallas y jabón.

\* Indique otros materiales que posea del nivel inicial. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5.6 Para la Educación Básica y Secundaria

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Mapas             | <input type="checkbox"/> Láminas             | <input type="checkbox"/> Reglas                 |
| <input type="checkbox"/> Globos Terráqueos | <input type="checkbox"/> Figuras Geométricas | <input type="checkbox"/> Equipos de Laboratorio |

\* Indique otros recursos de Educación Básica y Secundaria.

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### 5.7 Para la Educación Especial

#### Para Ciego

- |   |   |   |   |
|---|---|---|---|
| <input type="checkbox"/> Pizarras Braille | <input type="checkbox"/> Maquinilla Braille | <input type="checkbox"/> Bastones                           | <input type="checkbox"/> Abaco y pelota |
| <input type="checkbox"/> Lupa             | <input type="checkbox"/> Radio Cassette     | <input type="checkbox"/> Thermafón (fotocopiadoras Braille) |   |

#### Para Sordo

- |                                      |                                 |                                 |                                       |
|--------------------------------------|---------------------------------|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Proyectores | <input type="checkbox"/> Videos | <input type="checkbox"/> Abacos | <input type="checkbox"/> Franelógrafo |
|--------------------------------------|---------------------------------|---------------------------------|---------------------------------------|

#### Para Estimulación

- |  |   |                                    |
|--|---|------------------------------------|
| <input type="checkbox"/> Escalón móvil de madera                       | <input type="checkbox"/> Alfombra       | <input type="checkbox"/> Colchones |
| <input type="checkbox"/> Objetos resonantes (pitos, tambores, flautas) | <input type="checkbox"/> Area de arena. |                                    |

#### Para Talleres Laborales

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Máquinas de Coser | <input type="checkbox"/> Cinta de medir  | <input type="checkbox"/> Regla para diseño |
| <input type="checkbox"/> Tijeras           | <input type="checkbox"/> Regla de madera |  |

#### Para la Educación para el Hogar

- |   |  |                                    |
|---|--|------------------------------------|
| <input type="checkbox"/> Estufa con horno | <input type="checkbox"/> Batidora          | <input type="checkbox"/> Plancha   |
| <input type="checkbox"/> Lavadero         | <input type="checkbox"/> Tabla de Planchar | <input type="checkbox"/> Licuadora |

## VI. De los Mobiliarios

Marque con una X las casillas correspondiente a cada caso

### 6.1 Mobiliarios por Niveles

#### Para la Educación Inicial

- Dispone cada estudiante e un asiento para su uso.  Si  No
- La altura de las mesas es de 45 cms para niños de 3 a 4 años.  Si  No
- La altura de las mesas es de 55 a 60 cms par niños de 5 a 6 años.  Si  No
- Las mesas presentan forma redondeada y revestida de formica.  Si  No
- Los asientos presentan una altura de 30 a 37 cms.  Si  No
- La distancia entre las mesas es de 0.5 metros.  Si  No
- Escritorios y sillas para Directores y Profesores.  Si  No
- El preprimario posee butacas de 30 cms.  Si  No
- Posee:  Estantes       Abanicos       Armarios       Colchón
- Todos están a la altura de la edad de los niños.  Si  No

#### Para la Educación Básica y Secundaria

- La Dirección Dispone de:
 

<input type="checkbox"/> Escritorios	<input type="checkbox"/> Máquinas de Escribir	<input type="checkbox"/> Archivos
<input type="checkbox"/> Armarios	<input type="checkbox"/> Anaqueles	<input type="checkbox"/> Botiquín equipado
- Dispone de mesa y sillas para los profesores.  Si  No
- Dispone de mesa y sillas para el director y personal administrativo.  Si  No
- Butacas en números, tamaño y condiciones adecuadas para cada estudiantes.  Si  No
- La Biblioteca posee:  Libros       Sillas       Estantes
- Posee butacas unipersonales para cada estudiantes.  Si  No

**Para la Educación Especial**

- Los asientos son unipersonales acorde con cada deficitario.  Si  No
- Las mesas poseen bordes redondeados.  Si  No
- Poseen estantes y armarios para guardar los materiales.  Si  No
- Escritorios y sillas para profesores y directores.  Si  No
- Escritorios  Máquina de escribir  Silla para la secretaria
- Area talleres laborales:  Sillas  Mesas comunes  Máquina de coser  
 Lamparas  Armarios  Estantes

\*Indique otros mobiliarios por niveles \_\_\_\_\_

**VII De las Instalaciones**

Marque con una X las casillas correspondiente a cada caso

**Para la Educación Inicial**

- Dispone de instalaciones de aseo.  Si  No
- Las instalaciones de aseo estan colocadas a una altura de 50 cms y abastecidas de agua potable por cada 10 niños.  Si  No
- Tiene instalaciones sanitarias.  Si  No
- El sanitario es de 18 a 20 cms de altura acorde con la edad del niño.  Si  No
- Están clasifiados por sexos.  Si  No
- Su higiene es:  Buena  Regular  Deficiente
- Las papeleras están al alcance de los niños.  Si  No
- Posee instalaciones deportivas y recreativas.  Si  No
- Dispone de:  Aro para baile  Soga Suiza y pelotas  Tobagán  
 Comas de carros para columpios, laberintos y tunel

\*Indique otras instalaciones \_\_\_\_\_

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

**Para Educación Básica y Secundaria**

- Tiene instalaciones sanitarias.  Si  No
- Clasificados por sexo.  Si  No
- Un baño por cada 100 estudiantes de un mismo sexo.  Si  No
- Lavamanos a la altura de los estudiantes.  Si  No
- Dispone de instalaciones eléctricas inscrutadas en paredes y techos.  Si  No
- Tiene instalaciones telefónicas para uso de profesores y alumnos.  Si  No
- Si funciona en período nocturno posee planta eléctrica.  Si  No
- Instalaciones de agua potable.  Si  No
- Instalaciones deportivas:  Sacos  Pelotas  Canastos  Vallas  
 Tenis  Volibol  Cuerdas  Aros  
 Baloncesto  Comas de carros para tunel

\*Indique otras instalaciones \_\_\_\_\_

**Educación Especial**

Disponen las instalaciones sanitarias en las siguientes condiciones

- Espacio suficiente para circular en silla de rueda.  Si  No
- Lavamanos a 86 cms.  Si  No
- Toalla y Papel sanitarios a la altura de un (1) metro.  Si  No
- Baños clasificados por sexo.  Si  No
- Un sanitario por cada 100 estudiantes.  Si  No
- Instalaciones telefónicas situadas a baja altura para uso de los alumnos  Si  No
- Instalaciones eléctricas incrustadas en techos y paredes  Si  No
- Posee instalaciones de agua potable.  Si  No

- Instalaciones deportivas y recreativas:

- |                                      |   |                                       |                                   |
|--------------------------------------|---|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Túnel       | <input type="checkbox"/> Columpio                                   | <input type="checkbox"/> Montaña rusa | <input type="checkbox"/> Jabalera |
| <input type="checkbox"/> Sube y baja | <input type="checkbox"/> Colchones para desplazamiento              | <input type="checkbox"/> Canasta      |                                   |
| <input type="checkbox"/> Mallas      | <input type="checkbox"/> Comas de vehículo (para vencer obstáculos) |                                       |                                   |

- Útiles deportivos y recreativos:  Pelotas beisbol y baloncesto  
 Juego de parchese, dominó, bingo

\*Indique otras instalaciones \_\_\_\_\_  
 \_\_\_\_\_

VIII. OTROS ASPECTOS

Marque con una X las casillas correspondientes a cada caso

8.1 De los símbolos patrios

- |   |  |  |
|---|--|--|
| - Posee bandera                                     | <input type="checkbox"/> Si                    | <input type="checkbox"/> No                  |
| - Dispone de asta para enhestar la bandera          | <input type="checkbox"/> Si                    | <input type="checkbox"/> No                  |
| - Se le rinde honor a la bandera                    | <input type="checkbox"/> Si                    | <input type="checkbox"/> No                  |
| - En qué instante se le rinde honor                 | <input type="checkbox"/> Entrada               | <input type="checkbox"/> Salida              |
| - Al enhestar la bandera, se interpreta:            |  |  |
| <input type="checkbox"/> El himno nacional          | <input type="checkbox"/> El himno a la bandera | <input type="checkbox"/> Canciones Escolares |
| <input type="checkbox"/> Otros himnos (especificar) | _____  |  |

8.2 De la Sociedad de Padres, Amigos y Tutores

- |  |                                  |   |
|--|----------------------------------|---|
| - Está organizada  | <input type="checkbox"/> Si      | <input type="checkbox"/> No   |
| - Con qué regularidad se reúne.  | <input type="checkbox"/> Semanal | <input type="checkbox"/> Quincenal <input type="checkbox"/> Bimensual |
| - Poseen reglamentos   | <input type="checkbox"/> Si      | <input type="checkbox"/> No   |
| - Han recibido orientaciones del Departamento de Participación Comunitaria | <input type="checkbox"/> Si      | <input type="checkbox"/> No   |
| - Indique el nombre del Presidente   | _____                            |   |



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**APPENDIX 10**  
**EDUCA/PIPE FINANCIAL SUMMARY TABLES (9 TABLES)**

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Acción para la Educación Básica : EDUCA  
Ejecución Presupuestaria  
Del 1990 al 1997

No. CLASIFICACION DE GASTOS	USAID AID (LC)			USAID AID (FX)			GOBIERNO LOCAL PL-4801(C)			EDUCA Contingente (LC/IK)		
	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	1990/1997	
	Presupuesto	Ejecutado A1 31/5/94	Balance	Presupuesto	Ejecutado A1 31/5/94	Balance	Presupuesto	Ejecutado A1 31/5/94	Balance	Presupuesto	Ejecutado A1 31/5/94	Balance
I. Asistencia Técnica de consultores y Contratos Locales	5,912,375.00	0.00	5,912,375.00	7,141,250.00	4,960,606.97	2,180,643.03	0.00	0.00	0.00	0.00	19,980.00	-19,980.00
II. Entrenamientos, Aprovechamiento y Publicidad.	13,451,650.00	3,637,084.62	9,814,565.38	1,087,500.00	453,558.85	633,941.15	4,765,425.00	1,250,123.07	3,515,301.93	4,661,025.00	0.00	4,661,025.00
III. Vehículos	0.00	63,625.00	-63,625.00	393,675.00	196,710.51	196,964.49	0.00	0.00	0.00	0.00	0.00	0.00
Mobiliario y equipos	0.00	39,375.00	-39,375.00	709,050.00	921,896.31	-212,846.31	0.00	0.00	0.00	0.00	0.00	0.00
Materiales Educativos	7,230,425.00	2,342,910.82	4,887,514.18	15,950.00	15,950.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IV. Costos Administrativos:												
- Sueldos y Beneficios	1,230,325.00	932,917.82	297,407.18	0.00	0.00	0.00	899,725.00	339,622.50	560,102.50	400,925.00	0.00	400,925.00
- Suministros y otros	223,300.00	307,027.01	-83,727.01	0.00	0.00	0.00	205,175.00	76,025.22	129,149.78	91,350.00	0.00	91,350.00
- Espacio físico de la oficina	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	352,350.00	511,360.00	-159,010.00
- Producción de reporte	388,600.00	0.00	388,600.00	0.00	0.00	0.00	176,175.00	0.00	176,175.00	76,850.00	0.00	76,850.00
- Distribución de materiales	126,875.00	0.00	126,875.00	0.00	0.00	0.00	116,000.00	0.00	116,000.00	52,200.00	0.00	52,200.00
- Otros	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,371,700.00	1,821,643.85	-449,943.85
V. Auditoría/Evaluación	1,964,025.00	0.00	1,964,025.00	0.00	0.00	0.00	0.00	0.00	0.00	110,200.00	0.00	110,200.00
TOTALES RD\$	30,827,575.00	7,222,940.27	23,204,634.73	9,247,425.00	6,532,772.64	2,814,652.36	6,162,500.00	1,665,770.79	4,496,729.21	7,116,600.00	2,352,983.85	4,763,616.15
TOTALES US\$	4,210,700.00	985,835.22	3,200,639.27	1,289,300.00	522,621.81	368,227.91	830,000.00	133,261.66	620,238.51	901,600.00	186,238.71	657,050.50

Lic. Aida Marina Alvarez

PROYECTO PIPE/FONDOS AED  
ESTADOS DE INGRESOS Y GASTOS ACUMULADOS  
POR EL PERIODO DEL 1/11/90 AL 31/5/94  
(VALORES EN RDS)

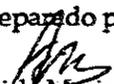
	AÑO 1990/1991	AÑO 1992	AÑO 1993	AÑO 1994	TOTAL ACUMULADO
<b>INGRESOS PIPE/AID/AED :</b>					
Ingresos ( efectivo )	2,138,849.30	3,608,003.89	0.00		5,746,853.19
Ingresos ( Mobiliario y otros )	610,859.93	105,509.45	39,928.65		756,298.03
Otros ingresos /Intereses	8,812.49	23,687.41	31,928.65	6,360.21	70,788.76
Donaciones (Aporte local de EDUCA)	43,900.00	953,968.29	0.00		997,868.29
<b>Total Ingresos</b>	<b>2,802,421.72</b>	<b>4,691,169.04</b>	<b>71,857.30</b>	<b>6,360.21</b>	<b>7,571,808.27</b>
<b>Gastos Generales y Administrativos:</b>					
Revisión y Produc. de libros de textos				258,250.00	258,250.00
Sueldos Profesionales	327,983.31	260,337.50	0.00		588,320.81
Sueldos Administrativos	55,168.14	36,800.00	0.00		91,968.14
Arrendamiento de salón	0.00	12,371.10	0.00		12,371.10
Horas extras	0.00	875.00	0.00		875.00
Consultoría	0.00	21,920.00	49,758.00	133,640.00	205,318.00
Gastos de Representación	285.00	0.00	1,251.10	8,545.05	10,081.15
Personal Temporero	23,700.87	31,352.73			55,053.60
Beneficio al Personal	34,998.50	32,947.28			67,945.78
Seguro de viaje	11,249.41	6,420.78	2,099.06		19,769.25
Seguro médico Jefe de Misión	0.00	0.00	6,590.00		6,590.00
Prestaciones Laborales	0.00	49,236.36			49,236.36
Donaciones y contribuciones	0.00	319,050.00			319,050.00
Gastos de participantes	9,030.23	117,450.00	2,100.00		128,580.23
Suministros de Oficina	50,757.46	16,592.89			67,350.35
Arrendamiento de teléfonos	13,619.07	0.00			13,619.07
llamadas y cuentas de teléfonos	12,515.79	28,251.71			40,767.50
Servicios de Correo Internacionales	4,033.00	9,194.14			13,227.14
Servicio de correo Local	0.00	1,071.29			1,071.29
Gastos varios de vehículos	29,335.98	12,810.52	8,673.00		50,819.50
Utiles de Fotocopiadoras	26,242.30	5,260.00			31,502.30
Utiles para Mimiógrafo ( stencil, etc )	2,034.43	0.00			2,034.43
Utiles y programas de computadora	0.00	10,062.00			10,062.00
Mant. de fotocopiadora	0.00	4,975.00			4,975.00
Mant. comp. y máquina de escribir	0.00	580.00			580.00
Publicidad, Promoción, y anuncios	2,880.00	9,751.40			12,631.40
Impresión ( cheques, slides, etc. )	13,309.78	13,335.00			26,644.78
Viajes y Viáticos	107,749.95	0.00	77,041.75	82,739.25	267,530.95
Gastos Incidentales	5,980.80	12,338.50			18,319.30
Cuota Participación en conferencia	300.00	1,400.00			1,700.00
Fax ( útiles, renta etc. )	6,464.69	495.00			6,959.69
Libros y Periódicos	566.00	1,393.00			1,959.00
Transporte	5,128.50	1,855.09		2,875.00	9,858.59
Intereses y cargos bancarios	5,478.19	9,219.71	178.00	90.00	14,965.90
Misceláneos	32.00	500.04			532.04
Inst. equipo de computadora	8,875.75	0.00			8,875.75
Software y Hardware para computadora	16,240.00	20,716.73			36,956.73
Servicios de traducción	4,375.00	0.00			4,375.00
Utilidades Res. Jefe de Misión	31,043.49	26,150.05	17,581.19	127,005.88	201,780.61
Subcontrato en moneda local	503,595.00	1,718,935.18	8,000.00		2,230,530.18
Gastos de Entrenamientos	11,890.00	5,575.00	241,639.43	46,104.94	305,209.37
Gastos de depreciación	88,702.46	83,877.50	120,213.09		292,793.05
Gastos equipos de computadora	0.00	1,500.00			1,500.00
Reparac. equipos de computadoras	0.00	9,834.00			9,834.00
Material no gastable	0.00	792.75			792.75
AED: varios	0.00	22,275.00			22,275.00
Renta de Equipo	5,640.00	0.00			5,640.00
Contrapartida de EDUCA	0.00	993,368.29			993,368.29
<b>Total de gastos Grales y Administ.</b>	<b>1,419,205.10</b>	<b>3,910,870.54</b>	<b>534,961.62</b>	<b>649,250.12</b>	<b>6,266,087.38</b>
<b>Exceso de Ingresos y Gastos PIPE/AED</b>	<b>1,383,216.62</b>	<b>780,298.50</b>	<b>-463,104.32</b>	<b>-662,889.91</b>	<b>1,305,771.89</b>

Lic. Aida Marina Alvarez

**PROYECTO PIPE/FONDOS AED**  
**BALANCES GENERALES ACUMULADOS**  
**POR EL PERIODO DEL 1/11/90 AL 31/5/94**  
**(VALORES EN RD\$)**

	AÑO 1990/1991	AÑO 1992	AÑO 1993	AÑO 1994 al 31/5/94
<b>ACTIVOS</b>				
<b>Activos corrientes</b>				
Caja	2,125.00	0.00	0.00	0.00
Caja Chica	1,000.00	1,000.00	0.00	0.00
Banco Nacional de Crédito	367,575.03	1,082,326.95	697,180.00	34,290.09
Cuentas Por Cobrar Varias	1,956.00	246.00	0.00	0.00
Inventarios de libros	43,900.00	0.00	0.00	0.00
(recibido de contrapartida de EDUCA)	416,556.03	1,083,572.95	697,180.00	34,290.09
<b>Activos Fijos:</b>				
Mobiliario y Equipo de oficina	183,043.44	207,930.04	250,336.79	250,336.79
Depreciación Acumulado	-7,759.29	-21,150.00	-43,949.32	-43,949.32
Equipo de Transporte	196,710.51	196,710.51	196,710.51	196,710.51
Depreciación Acumulado	-31,692.19	-57,920.27	-84,148.35	-84,148.35
Equipo de Procesamiento Datos	290,022.49	377,455.61	377,455.61	377,455.61
Depreciación Acumulado	-24,332.06	-45,837.25	-83,552.02	-83,552.02
Equipo de Impresión y Fotocopia	248,589.91	294,103.91	294,103.91	294,103.91
Depreciación Acumulado	-9,877.21	-6,370.23	-24,639.69	-24,639.69
Mobiliario y Equipo Jefe de Misión	141,496.73	141,496.73	141,496.73	141,496.73
Depreciación Acumulado	-15,041.71	-24,474.88	-38,624.47	-38,624.47
<b>Total de Activos Corriente</b>	<b>971,160.62</b>	<b>1,061,944.17</b>	<b>985,189.70</b>	<b>985,189.70</b>
<b>Total de Activos</b>	<b>1,387,716.65</b>	<b>2,145,517.12</b>	<b>1,682,369.70</b>	<b>1,019,479.79</b>
<b>PASIVOS Y CAPITAL</b>				
Cuentas Por Pagar Proveedores Locales	4,500.00	0.00	0.00	0.00
Exceso de Ingresos y Gastos Acumulados	0.00	1,366,892.21	2,145,517.67	1,682,369.70
Exceso de Ingresos y Gastos del Período	1383216.65	780,298.49	-463147.97	-662,889.91
Exceso de Ingresos y Gastos del Período(ajuste)				0.00
<b>Total de Pasivos y Capital</b>	<b>1,387,716.65</b>	<b>2,147,190.70</b>	<b>1,682,369.70</b>	<b>1,019,479.79</b>

Preparado por :

  
 Lic. Aida Marina Alvarez

PROYECTO PIPE/FONDOS AID  
ESTADOS DE INGRESOS Y GASTOS ACUMULADOS  
POR EL PERIODO DEL 1/10/92 AL 31/5/94  
(VALORES EN RDS)

	AÑO 1992	AÑO 1993	AÑO 1994	TOTAL ACUMULADO
<b>INGRESOS PIPE/AID :</b>				
Ingresos	2,174,025.18	4,126,358.38	2,754,213.69	9,054,601.25
Otros ingresos /Intereses	12,572.27	38,278.62	15,527.35	66,378.24
Donaciones (equipos recibido del AID)	63,625.00			63,625.00
<b>Total Ingresos</b>	<b>2,250,226.45</b>	<b>4,164,637.00</b>	<b>2,769,741.04</b>	<b>9,184,604.49</b>
Ingreso de contrapartida		1,211,070.56	148,545.00	1,359,615.56
<b>Total Ingresos</b>	<b>2,250,226.45</b>	<b>5,375,707.56</b>	<b>2,918,286.04</b>	<b>10,544,220.05</b>
<b>Gastos de Programas:</b>				
Entrenamientos y Seguimientos	212,775.32	1,225,238.59	453,807.60	1,891,821.51
Entrenamiento PRODEP	0.00	777,400.00	2,141.50	779,541.50
Pruebas mde Aprovechamiento	0.00	287,681.81	54,411.73	342,093.54
Aprovechamiento RADECO	0.00	80,139.27	108,970.67	189,109.94
Revisión y Producción de Libros de Textos	98,190.50	2,060,667.47	184,052.85	2,342,910.82
Programa de Estudios, Publicidad y Apadrinamiento	18,160.00	208,542.69	207,815.44	434,518.13
<b>Total Gastos de Programa</b>	<b>329,125.82</b>	<b>4,639,669.83</b>	<b>1,011,199.79</b>	<b>5,979,995.44</b>
<b>Gastos Generales y Administrativos:</b>				
Sueldos Profesionales	144,187.50	300,206.25	166,437.00	610,830.75
Sueldos Administrativos	28,070.00	75,006.33	39,188.00	142,264.33
Horas Extras	0.00	837.65	5,868.90	6,706.55
Gastos de Representación	0.00	3,155.00	68.00	3,223.00
Personal Temporero	13,863.00	50,343.01	22,100.00	86,308.01
Cuota de Participación en almuerzo			1,250.00	1,250.00
Beneficio al Personal	2,750.00	0.00		2,750.00
Seguro Médico y de vida	0.00	4,350.00	2,220.00	6,570.00
Prestaciones Laborales	0.00	13,749.68		13,749.68
Regalía Pascual personal fijo	22,247.65	30,737.10		52,984.75
Regalía Pascual personal Temporero	2,200.00	230.00		2,430.00
Suministros de Oficina	13,383.40	26,901.99	3,434.04	43,719.43
Arrendamiento de teléfonos	0.00	1,330.00		1,330.00
Honorarios Profesionales	0.00	8,150.00		8,150.00
llamadas y cuentas de teléfonos	10,097.52	28,330.87	10,488.22	48,916.61
Servicios de Correo Internacionales	14,939.31	20,774.53	13,995.00	49,708.84
Servicio de correo Local	150.00	872.00		1,022.00
Gastos varios de vehículos	9,048.07	26,595.23	18,224.18	53,867.48
Útiles de Fotocopiadoras	4,960.00	6,285.60		11,245.60
Publicidad, Promoción, y anuncios	980.57	7,710.00	1,280.00	9,970.57
Impresión ( cheques, slides, etc. )	4,978.50	1,468.80	4,611.60	11,058.90
Viajes y Viáticos	0.00	856.48		856.48
Gastos Incidentales	930.53	2,292.03	397.04	3,620.60
Libros y Periódicos	750.00	2,623.00	1,318.00	4,691.00
Mant. de computadoras y máquina de escribir	415.56	696.00	696.00	1,807.56
Mant. de fotocopiadora			11,905.00	11,905.00
Transporte	2,078.00	6,237.00	1,950.00	10,265.00
Intereses y cargos bancarios	20.00	140.00	100.00	260.00
Documentos Reproductivos	0.00	931.39		931.39
Útiles y Programas de computadoras	315.00	13,032.79		13,347.79
Reparación y Equipos de Computadoras	2,145.00	12,028.85	2,515.00	16,688.85
Gastos de depreciación		6,362.50		6,362.50
Renta de Equipo	0.00	1,000.00	153.96	1,153.96
<b>Total de gastos Generales y Administrativos</b>	<b>278,519.81</b>	<b>653,234.08</b>	<b>308,199.94</b>	<b>1,239,944.83</b>
Gastos de contrapartida		1,211,070.56	148,545.00	1,359,615.56
<b>TOTAL GASTOS FONDOS PIPE/AID</b>	<b>RDS 607,636.63</b>	<b>6,503,974.47</b>	<b>1,467,944.73</b>	<b>8,579,555.83</b>
<b>Exceso de Ingresos y Gastos Fondos PIPE/AID</b>	<b>RDS 1,642,589.82</b>	<b>-1,128,266.91</b>	<b>1,450,341.31</b>	<b>1,964,664.22</b>

  
Preparado por:  
Lic. Aida Marina Alvarez

PROYECTO PIPE/FONDOS AID  
BALANCES GENERALES ACUMULADOS  
POR EL PERIODO DEL 1/10/92 AL 31/5/94  
(VALORES EN RD\$)

	AÑO 1992	AÑO 1993	AÑO 1994
<b>ACTIVOS</b>			
<b>Activos corrientes</b>			
Caja Chica	0.00	2,000.00	2,000.00
Banco Nacional de Crédito	1,582,624.12	123,082.61	1,755,871.52
Cuentas Por Cobrar Varias	3,095.50	0.00	1,275.00
Cuentas Por Cobrar a la PL-480	0.00	334,852.60	
Inventario de libros			151,130.00
	<u>1,585,719.62</u>	<u>459,935.21</u>	<u>1,910,276.52</u>
<b>Activos Fijos:</b>			
Mobiliario y Equipo ( donado por el AID)	63,625.00	63,625.00	63,625.00
Depreciación Acumulado	<u>-1,201.77</u>	<u>-7,564.27</u>	<u>-7,564.27</u>
Total Activo Neto	62,423.23	56,060.73	56,060.73
<b>Total de Activos</b>	<u><u>1,648,142.85</u></u>	<u><u>515,995.94</u></u>	<u><u>1,966,337.25</u></u>
<b>PASIVOS Y CAPITAL</b>			
Cuentas Por Pagar Proveedores Locales	3,880.00	0.00	
Exceso de Ingresos y Gastos Acumulados	0.00	1,644,262.85	515,995.94
Exceso de Ingresos y Gastos del Período	<u>1,642,589.82</u>	<u>-1,128,266.91</u>	<u>1,450,341.31</u>
<b>Total de Pasivos y Capital</b>	<u><u>1,646,469.82</u></u>	<u><u>515,995.94</u></u>	<u><u>1,966,337.25</u></u>

Preparado por :

  
Lic. Aida Marina Alvarez

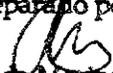
**PROYECTO PIPE/FONDOS PL-480**  
**ESTADOS DE INGRESOS Y GASTOS ACUMULADOS**  
**POR EL PERIODO DEL 1/6/93 AL 31/5/94**  
**(VALORES EN RD\$)**

	<u>AÑO</u> 1993	<u>AÑO</u> 1994	<u>TOTAL</u> <u>ACUMULADO</u>
<b>INGRESOS PIPE/PL-480 :</b>			
Desembolso recibido	953,181.00	935,024.00	1,888,205.00
			0.00
	<u>953,181.00</u>	<u>935,024.00</u>	<u>1,888,205.00</u>
 <b>Gastos de Programas:</b>			
Entrenamientos y Seguimientos	510,239.44	284,483.63	794,723.07
Entrenamiento PRODEP	455,400.00		455,400.00
<b>Total Gastos de Programa</b>	<u>965,639.44</u>	<u>284,483.63</u>	<u>1,250,123.07</u>
 <b>Gastos Generales y Administrativos:</b>			
Sueldos Profesionales	173,462.50	55,625.00	229,087.50
Sueldos Administrativos	35,700.00	13,750.00	49,450.00
Personal Temporero	19,030.00	3,750.00	22,780.00
Seguro Médico	6,600.00	1,480.00	8,080.00
Regalía Pascual personal fijo	30,225.00	0.00	30,225.00
Suministros de Oficina	8,784.88	8,156.80	16,941.68
llamadas y cuentas de teléfonos	22,337.85	5,327.65	27,665.50
Servicios de Correo Internacionales	16,242.80	2,007.03	18,249.83
Gastos varios de vehículos	5,939.00	1,360.00	7,299.00
Gastos de Fotocopiadora	0.00	2,400.00	2,400.00
Impresión ( cheques, slides, etc. )	1,207.72	800.00	2,007.72
Gastos Incidentales	287.60	1,048.89	1,336.49
Intereses y cargos bancarios	50.00	75.00	125.00
<b>Total de gastos Generales y Administrativos</b>	<u>319,867.35</u>	<u>95,780.37</u>	<u>415,647.72</u>
			0.00
<b>TOTAL GASTOS FONDOS PIPE/PL-480</b>	<b>RD\$ 1,285,506.79</b>	<b>380,264.00</b>	<b>1,665,770.79</b>
 <b>Exceso de Ingresos y Gastos Fondos PIPE/PL-480</b>	<b>RD\$ -332,325.79</b>	<b>554,760.00</b>	<b>222,434.21</b>

  
 Preparado por :  
 Lic. Aida Marina Alvarez

PROYECTO PIPE/FONDOS PL-480  
BALANCES GENERALES ACUMULADOS  
POR EL PERIODO DEL 1/6/93 AL 31/5/94  
(VALORES EN RDS)

	AÑO 1993	AÑO 1994
<b>ACTIVOS</b>		
<b>Activos corrientes</b>		
Caja Chica	500.00	500.00
Banco de Reservas	2,026.81	221,934.21
	<u>2,526.81</u>	<u>222,434.21</u>
<b>PASIVOS Y CAPITAL</b>		
Cuentas Por Pagar	334,852.60	0.00
Exceso de Ingresos y Gastos Acumulados	0.00	-332,325.79
Exceso de Ingresos y Gastos del Período	-332,325.79	554,760.00
<b>Total de Pasivos y Capital</b>	<u><u>2,526.81</u></u>	<u><u>222,434.21</u></u>

Preparado por :  
  
Lic. Aida Marina Alvarez

**ACCION PARA LA EDUCACION BASICA**  
**ESTADOS DE INGRESOS Y GASTOS ACUMULADOS**  
**POR EL PERIODO DEL 1989 AL 31/5/94**  
**(VALORES EN RD\$)**

	AÑO 1990	AÑO 1991	AÑO 1991	AÑO 1992	AÑO 1993	AÑO 1994	TOTAL ACUMULADO
	Del 1/4/89 al 31/3/90	Del 1/4/90 al 31/3/91	Del 1/4/91 al 31/12/91	Del 1/1/92 al 31/12/92	Del 1/1/93 al 31/12/93	Del 1/1/94 al 31/5/94	
<b>INGRESOS :</b>							
Cuotas Socios Activos	78,800.00	3,500.00	4,000.00	1,000.00	1,100.00	4,000.00	91,300.00
Cuotas de Socios Patrocinadores	45,500.00	104,000.00	268,500.00	459,500.00	444,500.00	249,000.00	1,570,750.00
Donaciones y Contribuc. Restricta	246,171.00	540,995.00	61,475.00	865,389.94	428,550.00	253,100.00	2,396,080.94
Suscripciones			5,135.00				5,135.00
Donaciones y Contribuc. No Restricta			5,325.00	55,500.00	45,500.00	550,250.00	656,975.00
Ventas de libros			5,732.00	7,187.89	3,771.76	2,070.88	23,655.53
Otros Ingresos	13,550.00	37,680.00	311.00	127,956.47	150,000.00		180,387.47
Intereses ganados en certificados					208,157.57	154,568.51	362,726.08
Subvención de la SEEBAC					220,000.00	120,000.00	440,000.00
Ingresos por Alquiler			9,541.00	12,720.00	10,750.00	5,250.00	38,301.00
Donaciones al Plan Decenal	0.00	367,000.00	50,000.00	820,000.00	15,000.00		1,252,000.00
<b>Total Ingresos</b>	<b>384,051.00</b>	<b>1,055,375.00</b>	<b>410,019.00</b>	<b>2,349,284.30</b>	<b>1,467,357.53</b>	<b>1,338,209.39</b>	<b>7,017,306.32</b>
<b>Gastos Grales. y de Programas :</b>							
Sueldos y gastos relacionados	16,250.00	31,000.00	19,500.00	24,000.00	23,000.00	13,500.00	127,250.00
Beneficios al Personal/Entren.	4,050.00	4,000.00			1,000.00	10,500.40	20,550.40
Honorarios Profesionales				2,056.00	3,448.54	378.00	3,278.54
Gastos de Representación			6,660.21	25,000.00	12,477.69	114,538.00	384,905.90
Compensación Serv. prestados				100.00	1,000.00		3,115.00
Regalía Pascual personal Fijo		2,000.00		32,920.00	1,000.00		61,984.04
Regalía Pascual personal Temp.		4,700.00				650.00	5,350.00
Part. en almuerzo y conferencia				400.00	500.00	550.00	1,250.00
Suministros de oficina	7,456.00	17,985.00	7,680.81	6,934.49	4,000.00	714.20	39,325.10
Energía y Planta eléctrica			11,095.16	38,919.51	4,000.00	19,720.00	116,069.90
Mant. y Reparac. de Vehículo			2,907.78	18,425.51	1,000.00	3,125.61	78,379.51
Mant. y Reparac. de Edificio e Inst.			26,661.65			2,775.00	29,436.65
Publicidad y Promoción	0.00	22,585.00	24,200.00	46,650.00	5,500.00	110,265.00	260,704.72
Viajes, viáticos y transporte	22,506.00	3,522.00	150.00	17,262.50	1,000.00	115,752.00	162,072.50
Impresión de cheques						2,000.00	2,640.22
Servicio de traducción					4,500.00		4,500.00
Premios y Gratificaciones					203,988.85		203,988.85
Reuniones de directores			7,917.28	2,632.54	1,000.00		13,057.82
Libros y periódicos					30.00		30.00
Gastos legales					2,386.50		6,386.30
Asambleas			3,685.00	5,083.50	1,000.00	43,372.00	68,270.50
Intereses y cargos bancarios			103.35	235.00	4,000.00	52.25	484.85
Donaciones y contribuciones	91,056.00	55,523.00	10,154.60	345,430.00	1,000.00	40,000.00	714,253.60
Depreciación	1,365.00	1,403.00	1,052.17	5,096.64	1,000.00		22,655.03
Misceláneos	8,653.00	31,249.00	2,035.84	1,250.00			43,187.84
<b>Total gastos Grales y administ.</b>	<b>151,178.00</b>	<b>161,667.00</b>	<b>130,503.85</b>	<b>572,595.49</b>	<b>874,190.47</b>	<b>480,992.46</b>	<b>2,373,127.27</b>
Adiestramiento	36,040.00	120,350.00	27,042.20	2,000.00	1,000.00	1,958.50	193,165.70
Apadrinamiento			3,661.00	38,314.95	3,368.44	8,527.00	87,471.39
Gastos prog. de publicidad					1,000.00	2,600.00	3,600.00
Entrenamiento y Seguimiento					1,980.00		5,190.00
Aprovechamiento RADECO						19,980.00	19,980.00
Consultoría						240,000.00	240,000.00
Plan Decenal	0.00	605,764.00	308,321.95	445,237.70	5,300.00		1,364,623.65
<b>Total gastos de Programas</b>	<b>36,040.00</b>	<b>726,114.00</b>	<b>339,025.15</b>	<b>485,552.65</b>	<b>54,268.44</b>	<b>273,065.50</b>	<b>1,914,030.74</b>
<b>Total gastos Grales. y de Prog.</b>	<b>187,218.00</b>	<b>887,781.00</b>	<b>469,529.00</b>	<b>1,058,148.14</b>	<b>928,458.91</b>	<b>754,057.96</b>	<b>4,287,158.01</b>
<b>Exceso de Ingresos y Gastos</b>	<b>196,833.00</b>	<b>165,594.00</b>	<b>-59,510.00</b>	<b>1,291,136.16</b>	<b>538,898.62</b>	<b>584,151.43</b>	<b>2,730,148.31</b>

*MA*  
Lic. Alicia Marina Alvarez  
Contadora

ACCION PARA LA EDUCACION BASICA: EDUCA  
BALANCES GENERALES COMPARATIVOS  
POR EL PERIODO DE OCTUBRE/89 AL 31/5/94  
(VALORES EN RD\$)

	AÑO 1990 Del 1/4/89 al 31/3/90	AÑO 1991 Del 1/4/90 al 31/3/91	AÑO 1991 Del 1/4/91 al 31/12/91	AÑO 1992 Del 1/1/92 al 31/12/92	AÑO 1993 Del 1/1/93 al 31/12/93	AÑO 1994 Del 1/1/94 al 31/5/94
<b>ACTIVOS</b>						
<b>Activos Corrientes</b>						
Caja Chica	300.00	300.00	300.00	500.00	500.00	1,200.00
Caja Chica apadrinamiento	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Banco Popular	144,417.00	149,170.00	71,489.59	79,034.82	56,530.62	535,673.66
Depósito a Plazo ( Inversión en certificados)				832,791.38	1,490,944.25	1,565,512.76
Cuentas Por Cobrar-otros	0.00	20,000.00	20,000.00	180,882.20		31,669.00
Inventarios de libros	38,522.00	55,331.00	85,206.42	131,744.98	158,484.74	156,555.62
<b>Total activos corrientes</b>	<b>184,239.00</b>	<b>225,801.00</b>	<b>177,996.01</b>	<b>1,225,953.38</b>	<b>1,707,459.61</b>	<b>2,291,611.04</b>
<b>Activos Fijos:</b>						
Edificios				700,000.00	700,000.00	700,000.00
Propiedad , Mobiliario y Equipo	14,026.00	12,661.00	14,026.30	48,728.73	61,615.29	61,615.29
Depreciación Acumulada	-1,365.00	-1,403.00	-3,820.17	-7,431.35	-13,292.57	-13,292.57
Mob. y Equipo (vehículo donado por el AID)				39,375.00	39,375.00	39,375.00
Depreciación Acumulada				-1,487.46	-9,362.46	-9,362.46
<b>Total de Activos fijo</b>	<b>12,661.00</b>	<b>11,258.00</b>	<b>10,206.13</b>	<b>779,184.92</b>	<b>778,335.26</b>	<b>778,335.26</b>
Activos diferidos	0.00	133,917.00	118,917.00	88,917.00	60,204.15	60,204.15
<b>Total de Activos</b>	<b>196,900.00</b>	<b>370,976.00</b>	<b>307,119.14</b>	<b>2,094,053.30</b>	<b>2,545,999.02</b>	<b>3,130,150.45</b>
<b>PASIVOS Y CAPITAL</b>						
Documentos por Pagar				500,000.00	400,000.00	400,000.00
Cuentas Por Pagar Proveedores Locales	0.00	8,549.00	4,200.00			
Cuentas Por Pagar -Otras	67.00	0.00				
Exceso de Ingresos y Gastos Acumulados	0.00	196,833.00	362,427.00	302,917.00	1,594,053.16	2,145,996.88
Exceso de Ingresos y Gastos del Período	196,833.00	165,594.00	-59,510.00	1,291,136.16	551,943.72	584,151.43
<b>Total de Pasivos y Capital</b>	<b>196,900.00</b>	<b>370,976.00</b>	<b>307,117.00</b>	<b>2,094,053.16</b>	<b>2,545,996.88</b>	<b>3,130,148.31</b>
			2.14	-2.14	2.14	2.14

  
Lic. Aida Marina Alvarez  
Contadora

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**APPENDIX 11**  
**ACTIONS TO IMPLEMENT EDUCA MIS**

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## SUGGESTED COURSES OF ACTION TO IMPLEMENT EDUCA MIS

The evaluation found that four areas were problematic in the MIS component. They were:

(i) Hardware and software, (ii) Staffing, (iii) Data collection, and (iv) Users. This appendix provides some alternatives for EDUCA's consideration for three of the areas as it implements this critical component of the project.

- **Hardware and Software:**

Alternative No. 1 - Keep the same hardware and software. If this is the case it would require completing the design of at least three more modules (achievement tests; integrating accounting with instructional materials; and putting accounting with fund raising). MIS should develop a mailing list and a consultant's roster should be developed a because of limited personnel resources.

Alternative No. 2 - EDUCA/PIPE could decide to change the MIS professional's computer to an IBM (power PC) compatible with Apple. An IBM is faster, is better for statistical analysis and accounting.

- **Staffing**

Alternative No. 1 - Change the job description of the MIS professional to fit EDUCA/PIPE needs for a MIS/Researcher. This position should be raised to the same level as the Coordinator of Curriculum and Training. Several additional activities to those described below should be added: such as oversight responsibility for the achievement testing program and the special research studies.

Alternative No. 2 - Add some activities to the present profile (Systems Engineer). It is suggested that if EDUCA chooses this option, the profile should be increased to include sole responsibility for census updating; MIS achievement tests data entry; training of school directors and SEEBAC personnel in data collection; production of semi-annual reports (with update data); developing schools' profiles; and, comparisons of schools, etc.

Alternative No. 3 - The World Bank PRODEP project is implementing a nationwide MIS program for SEEBAC. EDUCA/PIPE could explore a possible joint venture with that project similar to its other coordinated efforts with IDB and World Bank.

- **Data collection:**

Alternative No. 1 - EDUCA/PIPE should cooperate with SEEBAC for the provision of data. EDUCA/PIPE should design efficient data collection instruments and train schools Directors and SEEBAC staff in data collection techniques.

Alternative No. 2 - Contract-out most of the data collection activities.

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**APPENDIX 12**  
**TRAINING DATA AND TABLES**

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## DIRECTORS TRAINING PROGRAM

### HETEROGENOUS GROUP IN RESPECT TO EDUCATIONAL BACKGROUND

<u>LEVEL</u>	<u>91-93</u>	<u>92-94</u>	<u>93-94</u>
High School (1)	1	6	
<u>"Licenciado"</u> in Education		29	48
<u>"Licenciado"</u> in another area (2)		4	11
Normal School Teacher		11	28
Professor (3)		2	6

Note:

- (1) Studying "Licenciatura".
- (2) Ocassionally serving as normal school teacher.
- (3) They are normal school teachers.

## EDUCA/INTEC/PRODEP

### IN-SERVICE CERTIFIED TEACHER TRAINING PROGRAM

<b>PERIOD I</b>		<b>NUMBER OF CREDITS</b>
CHP-001	Spanish I	2
CHP-010	Mathematics I	2
CHP-020	Social Science I	2
CHP-030	Natural Science I	2
CHP-040	Educational Trends	1
	Total	9
<b>PERIOD II</b>		
CHP-002	Spanish II	3
CHP-011	Mathematics II	2
CHP-021	Social Science II	2
CHP-031	Natural Science II	2
CHP-041	Developmental Psychology	2
CHP-050	Practice Teaching	3
	Total	14
<b>PERIOD III</b>		
CHP-003	Spanish III	3
CHP-012	Mathematics III	3
CHP-022	Social Science III	2
CHP-032	Natural Science III	2
CHP-042	Educational Planning and Evaluation	2
CHP-043	Social Cultural Promotion	1
CHP-051	Practice Teaching	3
	Total	16
<b>PERIOD IV</b>		
CHP-004	Spanish IV	3
CHP-013	Mathematics IV	2
CHP-023	Social Science IV	2
CHP-033	Natural Science IV	2
CHP-044	Material Development	2
CHP-045	Educational Research	2
	Total	13

**PERIOD V**

CHP-005	Spanish V	3
CHP-014	Mathematics V	3
CHP-046	School Law	1
CHP-060	Professional Ethics	1
CHP-052	Practice Teaching III	3
CHP-070	Research Paper	9
	Total	20
	Total of credits	72

INSTITUTO TECNOLOGICO DE SANTO DOMINGO  
PROGRAMA DE CAPACITACION EN SERVICIOS DE MAESTROS  
Y MAESTRAS DE LA EDUCACION BASICA (PRODEP)  
GUIA DE SUPERVISION

NOMBRE DEL MAESTRO(A) \_\_\_\_\_ SECCION \_\_\_\_\_  
NOMBRE DEL SUPERVISOR(A) \_\_\_\_\_ CURSO \_\_\_\_\_  
FECHA \_\_\_\_\_ HORA DE INICIO \_\_\_\_\_ HORA DE TERMINO \_\_\_\_\_  
AREA \_\_\_\_\_

ESCALA

1. EXCELENTE    2. MUY BUENO    3. ACEPTABLE    4. DEFICIENTE    5. NO APLICA

ESCRIBA SOBRE LA RAYA EL NUMERO QUE CORRESPONDA SEGUN LA ESCALA. EN EL CASO DE SI O NO, MARQUE CON UNA X.

1. Tiene el maestro(a) planificación? Si \_\_\_\_\_ No \_\_\_\_\_  
Si la respuesta es positiva responda:  
Tipo de plan: \_\_\_\_\_ Unidad \_\_\_\_\_ Semanal \_\_\_\_\_ Diario \_\_\_\_\_  
Explique \_\_\_\_\_

2. Arreglo del salón. \_\_\_\_\_  
Explique \_\_\_\_\_

3. Decoración del aula de acuerdo con la temática y la realidad de la escuela. \_\_\_\_\_  
Explique \_\_\_\_\_

4. Motivación para introducir el tema. Toma como punto de partida las experiencias de os(as) alumnos(as). \_\_\_\_\_  
Explique \_\_\_\_\_

5. Se construyen ideas y conocimientos partiendo de las experiencias de los(as) estudiantes. \_\_\_\_\_  
Explique \_\_\_\_\_

6. Relación de los recursos de aprendizaje con el tema a tratar. \_\_\_\_\_  
Explique \_\_\_\_\_

7. Utilización de los recursos de aprendizaje en el momento adecuado. \_\_\_\_\_  
Explique \_\_\_\_\_

8. Uso del libro de texto y cuaderno de actividades. \_\_\_\_\_  
Explique \_\_\_\_\_

9. Dominio del tema que está desarrollando. \_\_\_\_\_  
Explique \_\_\_\_\_

10. Las estrategias pedagógicas responden al tema que se está tratando y a las necesidades de los(as) alumnos(as). Si \_\_\_\_\_ No \_\_\_\_\_  
Explique \_\_\_\_\_
11. Participación de los(as) alumnos(as). \_\_\_\_\_  
Explique \_\_\_\_\_
12. En el desarrollo de la clase hubo actividades con miras a evaluar a sus alumnos y alumnas? Si \_\_\_\_\_ No \_\_\_\_\_  
Explique \_\_\_\_\_
13. Se trabajó la integración de las distintas áreas? \_\_\_\_\_  
Explique \_\_\_\_\_
14. Orientación sobre la tarea. \_\_\_\_\_ Revisión de la tarea. \_\_\_\_\_  
Explique \_\_\_\_\_
15. Clima afectivo que se respira en el salón de clases. \_\_\_\_\_  
Explique \_\_\_\_\_

OBSERVACIONES GENERALES \_\_\_\_\_

RECOMENDACIONES \_\_\_\_\_

EN GENERAL LA EJECUCION DEL MAESTRO(A) FUE

SATISFACTORIA \_\_\_\_\_ NO SATISFACTORIA \_\_\_\_\_

CRITERIOS DEL MAESTRO O LA MAESTRA

- Opinión sobre el período de observación \_\_\_\_\_

- Cómo se sintió durante la supervisión?

Excelente \_\_\_\_\_ Muy bien \_\_\_\_\_ bien \_\_\_\_\_ Nervioso(a) \_\_\_\_\_ Incómodo(a) \_\_\_\_\_  
Otros \_\_\_\_\_ Explique \_\_\_\_\_

- Cómo evalúa la supervisión? \_\_\_\_\_

Explique \_\_\_\_\_

PROGRAMA DE PROFESIONALIZACION DE MAESTROS BACHILLERES EN SERVICIO

1er. Período (Enero-Mayo)			
Clave	Materia	T P C	Prerreq.
MBD-101	Sujeto situa. y sus	Di. 3 0 3	Bachiller
MBE-101	Lengua Española en el Curr. Vigent. I	3 0 3	Bachiller
MBM-101	Matemática en el Curr. Vigent. I	<u>3 0 3</u>	Bachiller
		9	
2do. Período (Mayo-Julio)			
Clave	Materia	T P C	Prerreq.
MBP-110	El maestro en el Proc. de Invest. e Indag.	2 0 2	Bachiller
MBE-102	Lengua Española en el Curr. Vigent. II	3 0 3	Leng. Esp. I
MBE-102	Matemática en el Curr. Vigent. II	<u>3 0 3</u>	Matema. I
		8	
3er. Período (Agosto-Diciembre)			
Clave	Materia	T P C	Prerreq.
MBE-201	Lengua Española en el Curr. Vigent. III	3 0 3	Leng. Esp. II
MBM-102	Matemática en el Curr. Vigent. III	3 0 3	Matema. II
MBN-101	Ciencias Naturales en el Curr. Vigent. I	<u>3 0 3</u>	Bachiller
		9	
4to. Período (Enero-Mayo)			
Clave	Materia	T P C	Prerreq.
MBE-202	Lengua Española en el Curr. Vigent. IV	3 0 3	Leng. Esp. III
MBM-202	Matemática en el Curr. Vigent. IV	3 0 3	Matema. III
MBN-102	Ciencias Naturales en el Curr. Vigent. II	<u>3 0 3</u>	Cienc. Na. I
		9	
5to. Período (Mayo-Julio)			
Clave	Materia	T P C	Prerreq.
MBN-202	Ciencias Naturales en el Curr. Vigent. III	3 0 3	Cienc. N. II
MBS-101	Estudios Sociales en el Curr. Vigent. I	3 0 3	Bachiller
MBD-103	Sujeto Situado y la Educación	<u>3 0 3</u>	S.S. y Dimen.
		9	

6to. Período (Agosto-Diciembre)		T	P	C	Prerreq.
Clave	Materia				
MBS-102	Estudios Sociales en el Curr. Vigent. II	3	0	3	Est. Soc. I
MBP-201	La Dinámica en el PEA I	2	0	2	S. S. y Educ.
MBD-102	Sujeto Situado y el Entorno	3	0	3	S.S. y Educ.
		<u>8</u>			
7mo. Período (Enero-Mayo)		T	P	C	Prerreq.
Clave	Materia				
MBS-201	Estudios Sociales en el Curr. Vigent. III	3	0	3	Est. Soc. II
MBP-210	La Acción del Maestro en el entorno	3	0	3	S.S. y Entorno
MBP-202	La Dinámica en el PEA II	3	0	3	Dinámica en PEA I
MBT-101	Proyecto I	1	0	1	El maes. en proc. invest. inda.
		<u>10</u>			
8vo. Período (Mayo-Julio)		T	P	C	Prerreq.
Clave	Materia				
MBP-101	La Educación en RD	3	0	3	Bachiller
MBP-211	Organicemos nuestra Escuela	2	0	2	S.S. y Educ.
MBT-102	Proyecto II	1	0	1	Proyecto I
		<u>6</u>			
9no. Período (Agosto-Diciembre)		T	P	C	Prerreq.
Clave	Materia				
MBP-102	Conozcamos nuestro Currículo	2	0	2	La Educ. en RD
MBP-203	Los Recursos en el HBA	2	0	2	Dina. PEA II
MBT-201	Proyecto III	1	0	1	Proyecto II
	*Teología	2	0	2	Bachiller
		<u>7</u>			

\* A determinar

## OTHER TRAINING ACTIVITIES

- Workshops for SEEBAC personnel on the production of Teacher Training Modules.
- Methodology and content of Compendios workshops in Math and Language – 8th. grade teacher participants, APEC University
- Methodology and content of Compendios workshops in Math and Language – 550 4th grade teacher participants, UNPHU
- Workshop concerning "Objectives Development applied to Tests" conducted by Lic. Vilma Coto and Sandra Delgado from Costa Rica.
- Workshop for 351 directors of private and public schools about "Mathematic by Radio".
- Workshop for 351 teachers of first grade from the Project about "Mathematic by Radio".
- Workshop "Methodology of Teaching Math and Language". 149 participants.
- "Human Relations "Workshop for Teachers and Directors. 541 participants.
- Workshop for 150 teachers concerning the methodology and use of the 7th. grade Language books and Teachers guides.

INSTITUTO TECNOLOGICO DE SANTO DOMINGO  
FACULTAD DE CIENCIAS Y HUMANIDADES

"ESPECIALIZACION EN ADMINISTRACION Y SUPERVISION ESCOLAR"

(A NIVEL DE POSTGRADO)

a) Plan de Estudio: (32 créditos)

Primer trimestre:  
(Oct-Dic 93) Supervisión Escolar (3 cr.); Administra-  
ción Escolar (3 cr.); Organización y Le-  
gislación Escolar (2 cr.); Realidad de -  
la Escuela Dominicana (1 cr.) Total cré-  
ditos: 9

Segundo trimestre:  
(Ene-Mar 94) Prácticas de Supervisión Escolar (3 cr.);  
Innovación Educativa (3 cr.); Actualiza-  
ción Curricular (2 cr.) Total créditos: 8

Tercer trimestre  
(Abr-Jun 94) Prácticas de Administración Escolar (3cr.)  
Evaluación Educativa (3 cr.); Diseño de  
Cursos de Capacitación (2 cr.) Total cré-  
ditos: 8

Cuarto trimestre:  
(Jul-Sep 94) Educación Contemporánea (1 cr.); Realiza-  
ción de Cursos de Capacitación (6 cr.)  
Total créditos: 7

b) Fechas importantes

- 17 de septiembre, 1993: Ultimo día para la solicitud de admisión.
- 28 de septiembre, 1993: Selección de asignaturas (2:30 p.m.)
- 1 de octubre, 1993: Primer pago

c) Requisitos de admisión:

- \*Formulario de Solicitud de admisión
- \*Record de notas universitarias
- \*Curriculum vitae.
- \*Cuatro fotos 2X2.
- \*Título universitario.
- \*Acta de nacimiento.
- \*Certificado médico.
- \*Recibo de 30.00 por concep-  
to de solicitud de admisión  
no reembolsable.

Estoy interesado(a) en cursar el Post-grado en Administración y Super-  
visión Escolar

Nombre: \_\_\_\_\_ Tel. \_\_\_\_\_

Ultimo grado académico \_\_\_\_\_

Recorte este volante y entréguelo a Nurys González