

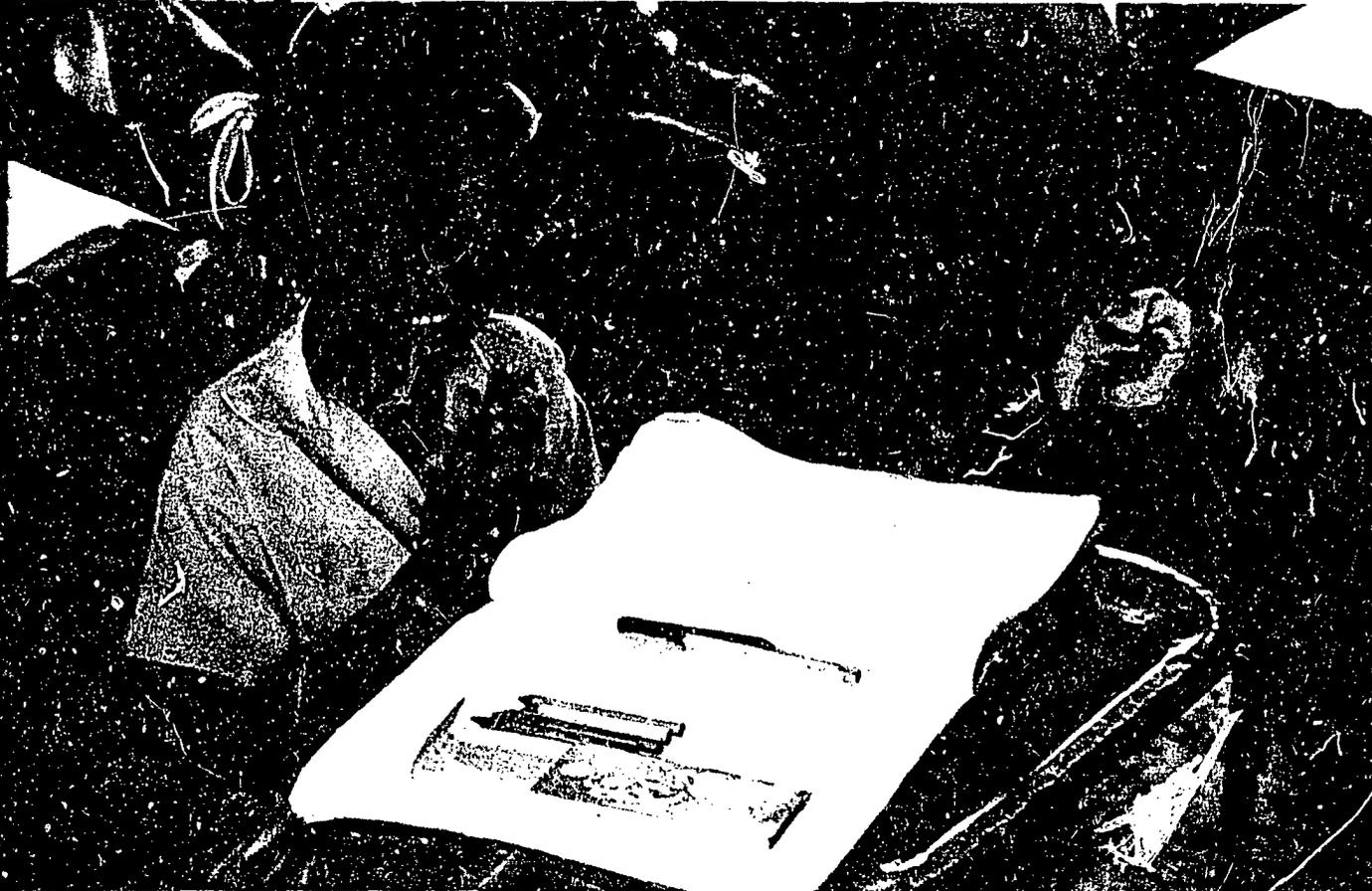
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2000

**Final Report  
Private Initiatives in  
Primary Education (PIPE)**

*Cooperative Agreement: 517-0251-A-00-0333*

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*March 31, 1995*

*Submitted to:  
United States Agency for International Development/  
Dominican Republic Mission*

*Submitted by:*



*Academy for Educational Development*

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## BACKGROUND

According to the Dominican Republic's Minister of Education, Jacqueline Malagón, five years ago

*The schools were in very poor condition. The salaries of the teachers were the lowest in the nation, lower than the lowest salary of the public sector.... There were not enough chairs for the children attending school.... [M]any were sitting on the floor, on blocks or on stones.... [W]e had close to 350,000 children of school age out of school.... We had a three-month teacher strike in the public schools. People were desperate. No one believed in education, including the Government for whom education was not a priority.*

Private schools had proliferated in the primary education sector to make up for the lack of access in the public sector. Private schools did not guarantee quality education as many teachers and directors were not adequately trained, and physical facilities and teaching materials were lacking.

Recognizing the importance of an educated workforce to the development of the country, leaders in the private sector in the Dominican Republic formed the independent nonprofit organization, Acción para la Educación Básica (EDUCA) to support primary education. The U.S. Agency for International Development (USAID)/Dominican Republic supported the strategy of a public/private partnership in improving primary education and signed the cooperative agreement Private Initiatives in Primary Education (PIPE) with the Academy for Educational Development to help EDUCA implement its mission.

The PIPE project, signed with AED in 1990, has addressed the need for improving the quality, efficiency, and relevancy of instruction in the Dominican Republic's primary education system. In particular, PIPE has provided assistance to public and private primary schools in lower- and lower-middle-income areas of the Santo Domingo metropolitan school districts. The project was designed to assist EDUCA to be the principal mechanism to support primary education.

The resources administered by AED under the cooperative agreement totaled \$2.2 million and allowed AED staff consultants to provide technical assistance, training in the Dominican Republic and other countries, equipment, and instructional materials.

Phase I of the project concentrated on institutional strengthening of EDUCA to enable it to establish a direct relationship with USAID as grantee of the cooperative agreement in Phase II of the project. Phase I provided support from AED to EDUCA in organizational procedures, including systems for financial and personnel management, training in management information systems, contract management, subcontracting practices, and familiarity with USAID regulations. Phase II was designed to have EDUCA contract directly with USAID/Dominican Republic who would in turn contract locally and administer primary education activities, such as teacher and school director training, testing and evaluation, instructional materials development, management information system and education advocacy. During Phase II, EDUCA has been the lead project implementer with the

Academy continuing in the role of technical advisor and facilitating staff training. Finally, by the end of Phase II, when USAID funding ends, the PIPE project will have facilitated EDUCA's ability to sustain itself independently.

Phase I of the project was successfully completed in 1992. Phase II is in approximately the midpoint of its project implementation and is on course with its goals and objectives. In 1994, an evaluation team indicated that EDUCA had developed a wide variety of administrative skills in office systems, procurement, networking, and fundraising. The evaluation team also acknowledged that AED's technical assistance to EDUCA was "on target" in almost all cases and more than met the project's technical requirements. A number of additions to the education environment in the Dominican Republic are evidence that the political will to support education is much stronger in 1995 than when the PIPE project started in 1990.

This PIPE final report reviews the activities conducted over the past four years, describes some lessons learned, and offers recommendations.

Section one reviews the activities that comprised Phase I of the PIPE project: the institutional strengthening of EDUCA. Section two reviews the impact of the school improvement initiative. Section three discusses the societal change as a result of the EDUCA experiment. Section four lists recommendations for the project. Annex A to this report includes a list of publications, training experiences, and short-term consultants financed under the cooperative agreement.

**SECTION I**  
**AED/EDUCA PARTNERSHIP**  
**A BLUEPRINT FOR SOLIDIFYING INSTITUTIONAL CAPABILITY IN A**  
**YOUNG NONPROFIT ORGANIZATION**

## DESCRIPTION OF INSTITUTION

### EDUCA

Acción para la Educación Básica is a nonprofit organization incorporated in the Dominican Republic in 1989. The EDUCA mission is to raise public consciousness about the need to extend coverage and improve the quality of basic education in the country. Currently, EDUCA serves both the private and public primary education sectors in teacher training, school director training, management information systems (MIS), achievement testing, text books, teachers guides, didactic materials, and Apadrinamiento de Escuelas (Adopt-a-School program). The staff of nine performs the work with the support of an active board of directors, externally contracted technical assistance, and some in-kind contributions from the private sector.

### The PIPE Project

PIPE is a two-phase project designed to address the Dominican Republic need to improve educational quality, efficiency and relevancy of instruction at the primary level. In particular, PIPE assists both public and private primary schools in the lower- and lower-middle income areas of Santo Domingo.

### Envisioning a Project/Founding of EDUCA

Concerned about the crisis of basic education, some of the Dominican Republic's most prominent educators and leaders met to discuss methods for improving and reforming the desperate state of primary education.

Mr. Gustavo Tavares, a private businessman who long had devoted himself to education, suggested the concentration of energies on reforming and improving basic education. Acción Pro-Educación y Cultura, APEC, the very successful nongovernmental organization (NGO) concentrating on superior education, and a number of other supporters volunteered to foster the founding of EDUCA.

The PIPE project, an effort designed by the United States Agency for International Development (USAID), integrated itself into a national call for improving primary education. The impact of the project was predicated on aligning with in-country forces already uniting under the EDUCA banner to save primary education. The PIPE project added shape, resources, and structure to the EDUCA vision already created.

### THE ACADEMY'S APPROACH

AED had the primary responsibility for strengthening EDUCA to enable it to assume the role of principal implementing institution for improving primary education in the Dominican Republic. Within Phase I, EDUCA became a viable, independent organization able to offer training for teachers and school administrators, organize and monitor studies, and produce instructional materials. AED prepared EDUCA by training its personnel to establish acceptable organizational procedures, including systems for financial and personnel

management, as well as a functioning MIS containing school profiles. The Academy trained EDUCA staff in contracts management in two areas: (1) issuing solicitations and (2) preparing, evaluating, and monitoring subcontracts to local organizations for implementing educational activities. Because of EDUCA's status in Phase II and as a USAID contractee, AED needed to train EDUCA to be aware of regulations relating to contracts, travel, and procurement. In short, the Academy was ushering the young EDUCA through its formative stage by teaching it the organizational tools to be self-sustaining when USAID funding ended.

The Academy's approach to the PIPE project was an integrated plan in which organizational development and education went together. EDUCA, learning and growing as the project proceeded, was always considered the project implementer. AED integrated the process through a combination of short-term technical assistance. The Academy's technical staff was either Academy personnel or long-term Academy consultants. Technical visits were interspersed with initiating projects within the organization. Whether it was implementing a school census, contracting universities to begin school administrator trainings, or strategizing a fundraising plan, the technical advisors were immersed with the EDUCA staff in the challenges that EDUCA faced implementing new programs. Working with EDUCA staff and with the resident chief of party the technical assistants were able to assess the staff's professional training needs. Thus, on and off-site training became an integral part of increasing the capacity of EDUCA's staff.

The strengthening of EDUCA relied on existing Dominican resources, both individual and institutional. EDUCA was created not to supplant the role of the Secretary of Education, Fine Arts and Culture (Secretariat de Estado de Educación, Bellas Artes y Cultos/SEEBAC) but to work with it, particularly in private education, to be a strong advocate for education, and to offer a nongovernmental assistance to relieving the crisis of education. The Academy, drawing on the EDUCA board of directors, guided EDUCA in becoming an independent facilitator of educational change in the Dominican context.

### **Areas of Staff Development**

During the first two years of the PIPE program, AED focused on the following areas to increase the capacity of EDUCA to administer the components of the project:

- financial, personnel, and administrative policies
- contracts management
- role of the advisory council
- role of the chief of party

### ***Finance, Personnel, and Administrative Policies***

AED professional administrative and financial staff visited the Dominican Republic in December of 1990 to make an organizational needs assessment and start the process of office organization. They assisted EDUCA in the following areas:

- An operating budget: created line items for the EDUCA budget and researched budget items, such as insurance and transportation.
- Personnel policies: developed recruitment policies, employment terms and conditions, benefits, termination and salary administration; researched local conventions and laws on benefits for staff, contracting, and salaries.
- Accounting: set up a recordkeeping system, internal control, and processes; worked on reporting through the monthly imprest account and developing financial reports including budgets, income statements, etc.
- Recordkeeping for petty cash and other controls: created a system for file management for reference and audit purposes.

*My approach with the EDUCA staff, which was in place at the beginning of the project, was to treat them as qualified professionals who already brought some skills and knowledge to the project. We first went through an orientation on the Academy as an organization and then on the goals and objectives of the Academy's project in the Dominican Republic. With these goals in mind, we together identified the areas that they felt weak on and/or were interested in knowing more about so that they could perform their jobs better. Each professional was given a very personalized training program, which took place in the Dominican Republic or in the United States. The key to the successful training of the staff was their full participation in the programming process*

*My recommendation for future programs like PIPE is that more time and funds be allocated for the training of the professional staff and that to accomplish institutional building, more time and emphasis be given to on-the-job training, where the professional can immediately apply or adapt the newly acquired skills using the available local resources. (Mr. Ricardo Villeta, President, PIPE Advisory Committee, Former Senior Vice President for Administration, AED)*

Both the USAID technical officer and EDUCA's executive director reviewed the newly developed personnel process. Then some policies were changed that integrated local custom into the new procedures. The organizational team also assessed both the needs of the staff and the possible areas of future training.

### ***Contract Management***

AED offered EDUCA staff training and consulting on contract management and administrative issues. Through a system of local subcontracts, EDUCA has administered technical functions in areas such as training courses, testing analysis, and textbook and materials formulation.

Through the Phase I, an AED staff member outlined the role of competitive bidding for subcontracting services, reviewed the role of evaluation of bids, approved the criteria that the EDUCA-PIPE staff developed for considering the technical merit of proposals, and assisted EDUCA's managing director in negotiating subcontracts for the school directors training

program. The on-job supervision ensured that all required documentation was obtained and that PIPE could supervise the future performance of subcontractors.

During Phase I of the project, EDUCA/PIPE initiated a number of projects that were at the core of justifying the project. Since EDUCA was formed as a conduit for technical assistance in basic education reform, it was important that EDUCA be adequately prepared to select and supervise technical subcontractors. All requests for technical proposals were designed in the field, but were not issued without the oversight of the Academy's contracts and administrative team. The same policy was exercised during the evaluation of bids. Thus, EDUCA's staff had not only hands-on practice in designing technical solicitations, but also the experience of AED staff to help ensure the quality of the initiation of project components.

### *Role of the Advisory Council*

AED's senior administrators devoted their time and talents to train the EDUCA staff. The chief of party, the first project director, and the Academy's Senior Vice President for Administration, who served as leader of the committee, were the coordinating agents of the advisory committee. During the first year of the project, the committee conducted intensive one-on-one training with EDUCA staff and was on call, even when not on site, to consult with EDUCA staff on the organizational procedures being developed.

After one-on-one training EDUCA staff developed its procedural manual under the chief of party. Because the operation laid out the mission, structure, and guiding procedure of the organization, it was an important step in making EDUCA a self-sufficient and credible organization.

The advisory committee of AED provided consistent technical assistance in organization. During 1991, PIPE held its first advisory council meeting in Santo Domingo to consult about the project and to have AED experts conduct seminars, such as a participatory workshop on fundraising and marketing of services.

The second advisory council meeting, which took place at AED in Washington, D.C., in 1994, followed a similar methodology of the first meeting, but emphasized the different situation of EDUCA, which was already well into Phase II of the PIPE program. Because of the meeting's location, the PIPE staff planned the agenda to take advantage not only of the regular members of the advisory team but also of other staff resource people. The Academy conducted a social marketing seminar tailored to the education social marketing aspirations of EDUCA. After reviewing PIPE and EDUCA achievements with the advisory committee, the Vice President for Human Resources led the visiting group through a strategic planning process.

### *Role of the Chief of Party*

The chief of party, a veteran of USAID projects with experience in the Dominican Republic, cemented the disparate elements of the project: the input of training from AED; the requirements of the donor, USAID; and the needs of EDUCA as a new organization.

The project strategically fielded one long-term advisor to be the counterpart/advisor for all functions. In the lean, effective spirit in which EDUCA itself was created, PIPE worked on a flexible system of organizational needs assessment by carefully placing short-term technical assistance and outside training elements that worked together to create an efficient cadre of personnel within EDUCA.

Being within the project from its inception, the chief of party was able to coordinate the project with the home office director and to plan for necessary future assistance. The chief of party facilitated the forward movement of all project components and was able to successfully eliminate the advisory role for the Academy.

The project would not have functioned without an outside technical advisor playing a long-term management role. The organization of this approach required having a central person be a bridge between the EDUCA staff and the independent technical advisors while never losing sight of the importance and priority of developing local capacity and strengthening local institutions.

#### **External Technical Assistance**

The Academy strategically targeted personnel who were outside of the Academy and who were specialists in EDUCA's necessities. When the Academy extensively used regional (and, in some cases, local) expertise in developing EDUCA's base of resources the PIPE project ended.

Through the Academy's extensive network of Latin American and Caribbean collegial institutions and projects, the PIPE project benefitted from cross project "fertilization." Several technical assistants worked with the PIPE program on a continuing basis: a testing specialist, a teacher training consultant, and an MIS technician. Outside technical assistance was provided in areas such as fundraising, MIS, testing, teacher training, curriculum, text and materials development, school supervision, and organizational development.

Most technical assistants worked directly with the EDUCA staff as well as with the personnel responsible for program component implementation and often volunteered to advise EDUCA from their home countries.

(See Annex B for a complete list of short-term consultants.)

## Staff Development through Third Country and Local Training

During the project's implementing stages of both Phase I and II, the staff of EDUCA have vigorously participated in a series of professional development training activities that complement the on-site training delivered by the advisory committee and other technical advisors.

The staff training has been a motivating factor in incorporating new ideas into the organization and improving its procedures. Some third country trainings are listed below:

- Visit of EDUCA/SEEBAC personnel to institutions in Costa Rica and to two USAID/Academy projects: Basic Education Strengthening (BEST) and Strengthening Achievement in Basic Education (SABE).

During October 1991, two SEEBAC members and three professional staff of EDUCA visited Central America regional projects that focused on improving basic education in many of the same areas as PIPE. The tour to Costa Rica included a stop at IIMEC, the Instituto de Investigaciones at the Education Faculty of the University of Costa Rica, where the personnel were familiarized with available resources. The group went on site visits to the BEST in Guatemala where among other highlights the group looked at the implementation of organizational and curricular transformation. While visiting the SABE Project in El Salvador, the group looked at in-service teacher training programs, teacher training colleges, and text development.

- Project Director Training in Strategic Management for NGOs

The School for International Training provided an intensive training for international NGO managers. The course is designed to acquaint managers of international NGOs with trends in the external environment. Managers learned how to define their organization's mission and effectively articulate organizational goals to key parties. Additionally the identified fundraising options as well as explored methods to monitor and evaluate initiatives. Participants attended the InterAction Forum held in the Washington metropolitan area to enable networking and the exchange of ideas across global representatives.

- Fundraising and Outreach Training

A trip taken by the Executive Director of EDUCA and Project Manager of EDUCA/PIPE the visit encompassed both New York and Washington and stressed both training and actual outreach to potential funding sources for EDUCA. The advisory council met with the Executive Director and Project Manager and familiarized the visitors with concepts such as how to approach foundations. PIPE staff set up a number of visits with multilateral and private institutions including the Inter American Foundation, World Bank, the Pan American Development foundation Partners of the Americas, IBM, Porter Novelli, etc. The EDUCA representatives also visited the Foundation Center and attended a specialized course on Fundraising given by the Funding Center.

- Curriculum Development Training

The EDUCA curriculum development specialist has participated in a number of international curriculum training and observation programs under the auspices of the PIPE Project and has profited from an exchange of ideas that have grown out of sharing the experiences of curriculum reform from various countries. During a training course at the University of New Mexico (UNM) at Albuquerque, New Mexico, the specialist worked with UNM faculty in an intensive curriculum development/evaluation course, focused on the curriculum planner as a change agent. Additionally, the specialist observed schools and teacher training resource centers that had equipment for creating low-cost materials.

- Fundraising Training

The Academy PIPE staff arranged for the PIPE fundraising specialist to visit several San Antonio, Texas, organizations with programs similar to EDUCA's. Meetings included discussions on planning EDUCA's fundraising strategies and on outlining a proposal to the Brugal Corporation in the Dominican Republic, a company that annually donates to nonprofit organizations based on their proposal submissions.

The Texas training was followed by a Washington visit that included computer training, writing training, consulting with PIPE staff, and advisory committee members.

- Management Development Training

The managing director of EDUCA attended the Women in Management Leadership Training Program organized by the Center for Development and Population Activities (CEDPA) in Washington, D.C. This program focused on women's empowerment and gender issues, resource management, project design and implementation, leadership development, and organizational effectiveness. The participants were women leaders from around the world who are committed to development. The long-term course provided for an interchange of ideas among the facilitators of the program and the participants. As well as course work, the participants were able to visit NGOs in different parts of the east coast.

- Accountant Training

The EDUCA/PIPE accountant attended a customized training in Miami and Mexico, D.F. covering topics that ranged from financial management to promoting office communication. The Management Center of Mexico provided one-on-one training in various principles of accounting including credit, project budgeting, and cost benefit analysis. The accountant participated in three workshop seminars: "Analysis and Interpretation of Financial States" , "Editing and Assertiveness", and "Optimizing the Use of Time". On the way back to the Dominican Republic, the accountant took advantage of a stop in Miami to perfect some computer skills at a computer center there.

Much of the out-of-country training was conducted at the Academy offices:

- **Administrative Assistant Training**

A Bilingual Secretary for EDUCA participated in an Academy-sponsored visit where she was trained in filing systems, desktop publishing, proposal preparation, and logistics. This hands-on training helped her to interact with the home office from the office in the Dominican Republic. AED training was complemented by outside courses in basic contracts support, administrative skills, English, and computer packages.

- **Accountant Training**

The accountant received a customized Academy training that included computerized imprest and other financial reporting, financial planning, procurement procedures and regulations, computerization of inventory, filing systems for financial records, and billing. The accountant worked with Academy staff from other projects and from Central Services Division to study examples of financial management as well as approaches to databasing and automating financial data. The accountant's training was complemented with English lessons, workshops on MS Word and EXCEL, and the opportunity to work with the project assistant and accounting staff to develop internal accounting control sheets for the project.

- **Fundraiser/Public Relations Specialist Training**

In January 1995, as part of a larger fundraising training, an EDUCA fundraising and public relations specialist met with graphic designers/publications specialists from the Academy's Division of Institutional Development and Planning to learn techniques to improve visual publications through various desktop publishing and graphics programs, such as PageMaker and Photoshop; with the AED's public relations specialist to target the public relations efforts for EDUCA; and with the senior program officer to discuss ongoing fundraising strategies for EDUCA and the development of professional proposals. In addition, the EDUCA specialist attended a week-long fundraising course sponsored by the Philanthropy Center of Indiana University.

Additionally, EDUCA staff participated in locally held training courses to improve their professional skills in areas such as bookkeeping, management, and English.

(See Annex C for a complete out-of-country training schedule.)

## **OUTCOMES OF AED'S INSTITUTIONAL APPROACH**

### **Administrative Base**

The PIPE Project strengthened administrative areas that enabled EDUCA to address its major mission. As a result, on the eve of its sixth anniversary, EDUCA is a fully functioning

organization, is implementing all programs conceived at the time of the project's design, and has reached an unparalleled national stature in basic education advocacy.

### Technical Subcontracts

EDUCA develops scopes of work, issues solicitations, and subcontracts with local organizations, and monitors subcontractor performance. EDUCA has successfully negotiated continuous years of subcontracts with local universities to implement director training, "bachilleres en servicio" (noncertified in-service teacher training), a teacher training masters program, teacher training for graduates of "normal" schools, and school principal training. Close relationships among technical subcontractors has encouraged a self-evaluation and collaboration among universities and a general agreement that the program offerings have improved. Additionally, under the PIPE Project EDUCA has contracted educators to author new texts in math and Spanish. EDUCA has exceeded expectations by participating and supporting the "Matemática Por Radio" Program, a venture that is supported by EDUCA with the SEEBAC and the USAID LearnTech Project.

EDUCA employs short-term consultants to assist in monitoring the testing program. EDUCA staff would like to have a full-time staff person who provides oversight for this testing program and for other technical areas.

### Financial Accountability

EDUCA undergoes a yearly external, independent audit. The accounting office of EDUCA regularly handles complex reporting requirements that relate to local currency grants through PL-480. EDUCA's accounting staff was also trained to administer procurement in accordance with USAID standards. Recently, EDUCA successfully spearheaded the local procurement of equipment and materials for the Teacher Training Centers for Professional Development.

### Public Relations/Fundraising

EDUCA produces a quarterly newsletter, *EDUCANDO*, which disseminates information about EDUCA activities and regional education information to local donors and education policymakers. Although the publication has taken a short break, plans are to restart publication with an effort to disseminate to a wider audience, including project schools.

**EDUCANDO**  
La Educación Básica es la Base Para el Desarrollo  
Marzo, 1993 Año 2, Vol. 1

**1992 FUE UN AÑO DE GRANDES LOGROS PARA EDUCA**

ENTRENAMIENTO DE 220 DIRECTORES ESCOLARES  
AFILIACION 68 NUEVAS ESCUELAS AL PROGRAMA DE APADRINAMIENTO DE ESCUELAS  
ELABORACION DE NUEVOS TEXTOS DE MATEMATICAS, ESPAÑOL PARA LOS GRADOS DE 8TO. Y 7MO.  
DISTRIBUCION LIBROS DE TEXTOS A MAS DE 220 ESCUELAS DE ZONAS MARGINADAS  
APROYO AL PLAN DESECCIONAL EL CUAL CUMPLIENDO CON UN EXITOSO COLEGIO  
COLABORACION CON LA SEEBAC EN LA REVISION DE CURRICULO, PRUEBAS DE RENDIMIENTO, ETC.  
ASPECTO DE VARIAS EDICIONES DE TEMAS EDUCATIVOS  
DONACION DE DICCIONARIOS A LAS ESCUELAS

**EN ESTA EDICION**

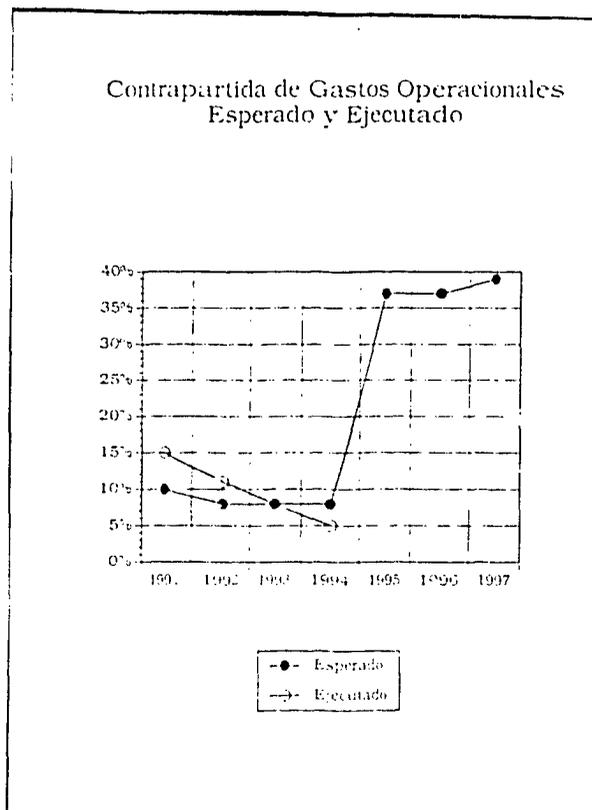
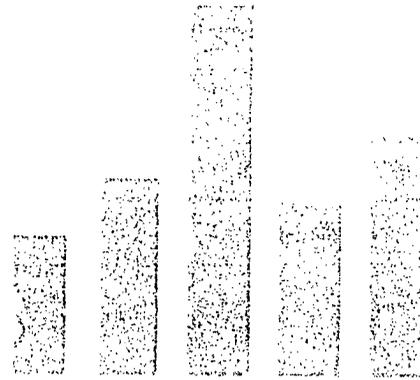
- Proyecto PIPE en Acción
- Proyecto PIPE Apoya Libros de Texto
- Datos de Interés
- Puesta en Circulación Libro "Historia de la Educación en la República Dominicana"
- Nuestra Gente
- Seminario "Educación y Desarrollo"

EDUCA has excelled in the art of disseminating its accomplishments to the Dominican public. Because the organization employs a publicity firm, EDUCA's events are covered regularly in all the local media. EDUCA has also drawn on the talents of a local public relations/advertising firm to assist in more complex public relations efforts. EDUCA staff have been trained to draw on the local region for public relations expertise.

EDUCA has submitted proposals to Brugal Inc. and the Kellogg Foundation. Although these external fundraising efforts have not resulted in funds at this time, the organization is committed to pursuing other sources for funding. Locally, EDUCA has garnered an impressive list of supporters from businesses operating nationally. In the first year of programming, EDUCA sent out an appeal for annual membership donations. The amount of contributions has grown steadily.

EDUCA's fundraising support has also had success in private in-kind donations: office space, a building for future use, transport of commodities, and design and advertising services.

Professional training has created a skilled EDUCA office staff. The Academy's technical advisors have encouraged EDUCA to consider administering other programs as a service that EDUCA could contract out locally and regionally given the staff's excellent organizational abilities.



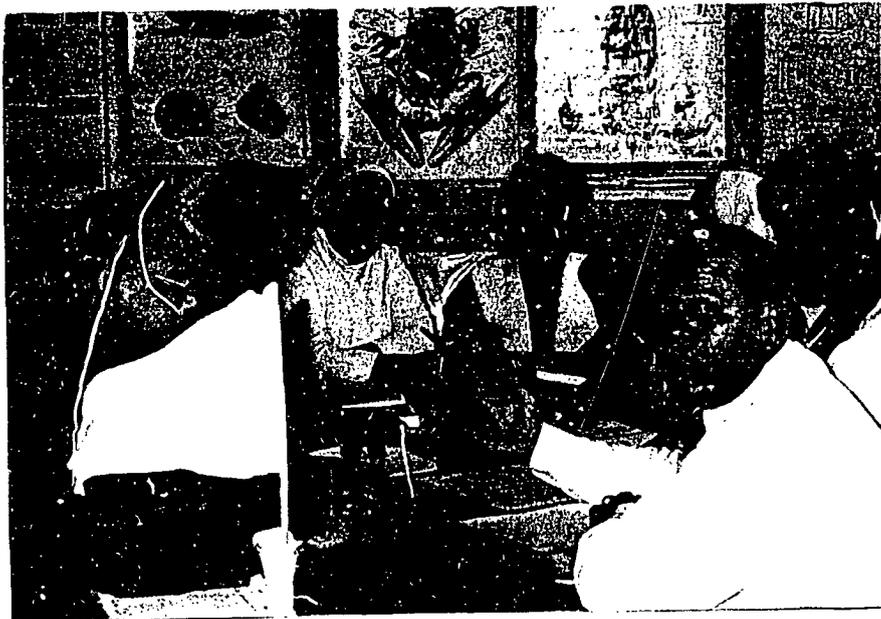
**SECTION II**  
**SCHOOL-BASED IMPACTS**

## PROMOTION OF QUALITY IMPROVEMENTS

In a recent meeting of ten school directors in a marginalized zone of Santo Domingo, the participants struggled with plans on how to organize a celebration of the "Dia de la Juventud" (International Youth Day). Where was a playing field large enough to host a tournament among all the area schools? What would be the theme?

A few years ago this scene would not have taken place. A few years ago, ten separate private and public schools had no coordination, no knowledge of one another, and no basis to share activities and resources. Through participation in the EDUCA/PIPE training programs, informal meetings such as this ad hoc committee to involve a couple hundred schools in a "Dia de la Juventud" celebration have come to fruition on a regular basis—motivating teachers and staff and enriching the lives of school children.

This event is one of thousands of unquantifiable benefits of the EDUCA program. Directors knowing one another and supporting one another is part of the process of improving the quality of education.



This scene is an outcome of a targeted effort to design interventions for the Santo Domingo area schools. EDUCA/PIPE built its project for school improvement on the belief that the community and the schools were a primary starting point for improving basic education. Preliminary data indicated that teachers and school directors were undertrained and undersupported. To more precisely target programming, PIPE gathered information through a school census about the condition and needs of schools, students, and staff. EDUCA/PIPE formed a pilot training program for school directors and teachers and then began an outreach campaign to advertize the support services that were being developed. Simultaneously, EDUCA/PIPE began to create materials to support the classroom teacher with a variety of materials such as textbooks, teachers guides, and workbooks. The program incorporated an MIS to continue to build on the knowledge base of the school census and started a testing process to measure and fine tune the school improvement interventions.

## METHODOLOGY

### The School Census

The PIPE project conducted a school census of the Santo Domingo area to obtain information for customizing training programs for teachers in Santo Domingo's public and private schools. The results, which graphically illustrated the condition of schools in the Santo Domingo area, were disseminated through the media to raise public consciousness to the condition of education and to motivate school officials to participate in the fledgling training programs being established by EDUCA/ PIPE.

In the 1991-1992 school census, on which offerings for teacher training was based, schools reported a high number of certified teachers. In reality, school officials overreported the number of certified teachers and the highest demand for teacher training was changed over the years to provide in-service training for noncertified teachers.

### School Selection

Of 604 schools surveyed, only 53 (14 public and 39 private schools) were selected to participate in the pilot program for director and teacher training. To ensure that schools knew that the EDUCA program was open to all, the staff drew up a set of 13 criteria that included several factors, such as whether a school offered a fully integrated curriculum, whether the school had at least 3 teachers and at least 150 pupils, whether the school had an infrastructure (building), and whether the school charged only 100 pesos or less for entrance. The survey results, sorted on the basis of these criteria, qualified 300 schools. To pare this number to the 53 schools, new criteria were developed to include that the pilot schools represent the poorest neighborhoods in the city, that there was a mix of private and public schools, and that all districts of the city were represented. The outcome was a mix of schools that represented the most needy. Yet, the selection guaranteed that EDUCA was not discriminating entrance based on race, geographic location, or socioeconomic or political status.

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#### KEY FINDINGS OF THE 1991 SCHOOL CENSUS

- *The private sector accounted for a great part of the schools and classrooms available for primary age children.*
  - *In actual numbers of students attending, the two sectors split almost evenly.*
-

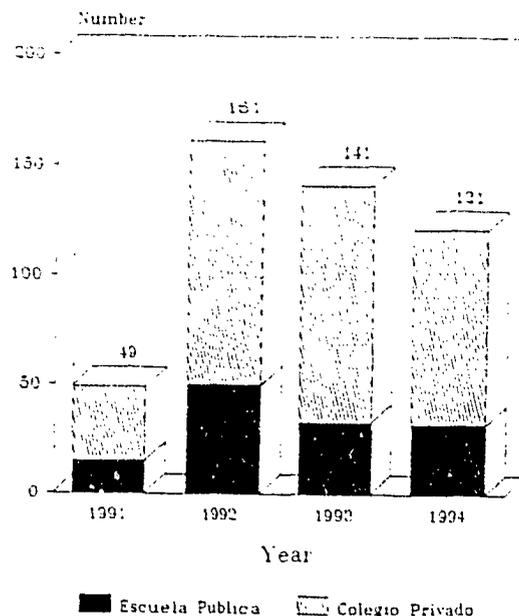
## Director's Role in Introducing Programming for Schools

Schools selected in the first round of training were eager to enter the program. One basis of school admission to the program was that the director be willing to be trained. The project believed that if only isolated teachers are trained, no institutional support would be available to transform a school. To this day, teachers participating in EDUCA's training courses are asked to encourage their school's director to apply for the school to enter the program.

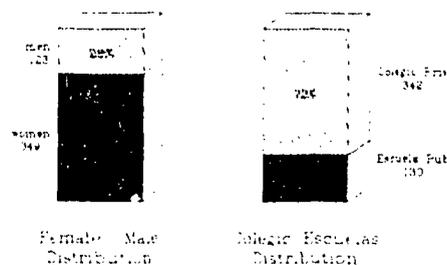
The directors who participated in the first round of training and have finished the formal training program have formed the "backbone" of EDUCA's network. Many are now facilitators of EDUCA training programs, work with EDUCA to organize special events among other schools in the districts, and are major sources of word-of-mouth publicity for EDUCA's programs.

The EDUCA name has been informally spread through a school network. Because schools actively approach EDUCA for program services, EDUCA has met its target number of schools for each year. Because of the national recognition and program participants in offering testimonials to the training's efficacy, EDUCA does not need to generate interest in its program. The program is starting to reach a saturation point and may carry out another school census to update information and to retarget the most needy of schools. EDUCA has also widened the defined geographic area that was included in the first school census to allow a greater potential school population (approximately 1,500 schools) to receive services.

### Directors Trained



### School Directors Trained Totals 1991-1994



## INTERVENTIONS

### Training Curriculum

The program provided in-service training for public and private schoolteachers and administrators. Teacher curriculums focused on improving content knowledge with a focus on language and mathematics and on reinforcing pedagogical techniques and evaluation skills.

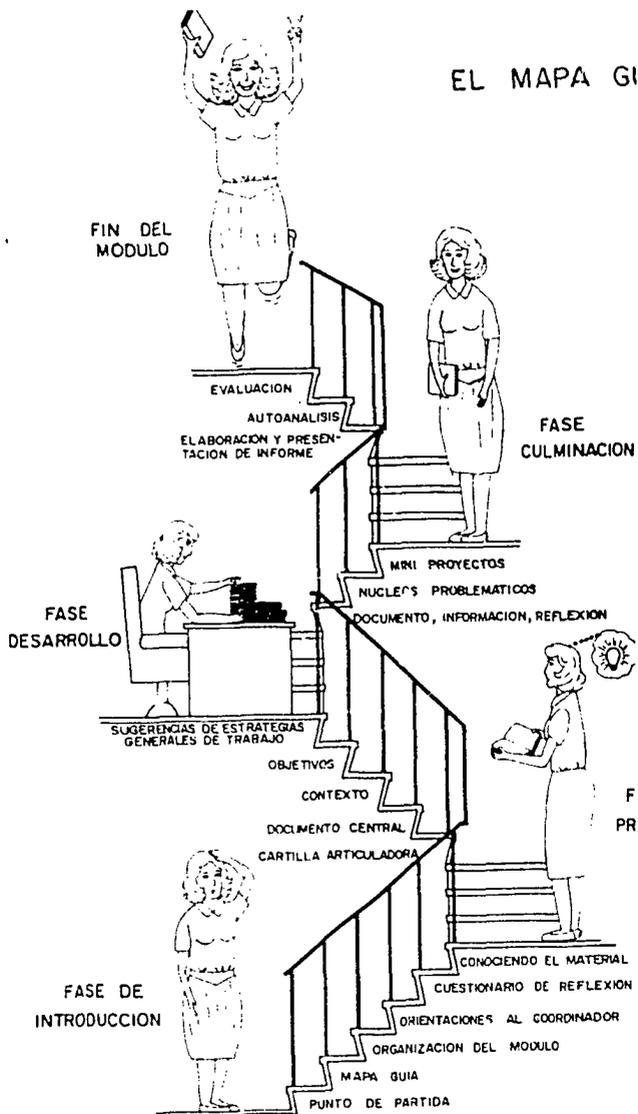
The curriculum for school directors was designed to help them to be empowered in the school and to work as a motivating force for teachers. Administrators worked on school organization techniques, including supervision theory and practice, evaluation of teacher

performance, an introduction to educational innovation and practical teaching techniques. Courses for directors focused on classroom organization, application of the new SEEBAC curriculum, introduction to EDUCA/PIPE developed textbooks and teachers guides, school law, policy formation, and school administration in the Santo Domingo environment.

Over the years, the training curriculum has changed as trainees provide recommendations. Additionally, PIPE has provided technical assistance to the training facilitators to improve their capacity to present a broad range of content and methodology available to teachers and directors. A recent example was a two-week workshop in techniques of microteaching for the facilitators of all the universities involved in EDUCA/PIPE training.

### Participatory Modules

Additionally, EDUCA has offered through its university collaborators and visiting technical assistants a number of short courses that are designed to enrich the curriculum for teacher training participants. The courses have offered sessions guiding teachers in using the new texts, didactic guides, and compendiums for national testing in language and math. In these special sessions, EDUCA invites



participating teachers to hear the authors of the texts give background information on the methodology used to develop the new materials.

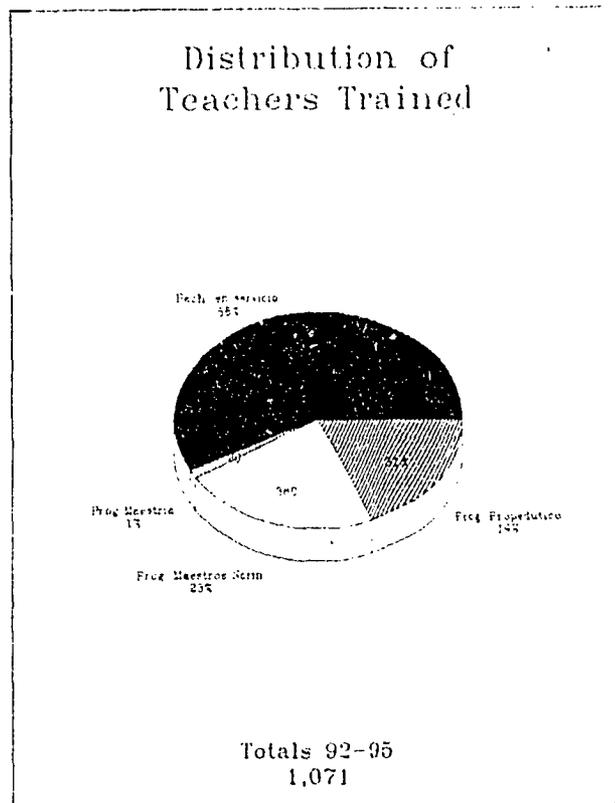
The courses have included participatory modules that were developed with SEEBAC and a PIPE technical advisor. Some school directors have been motivated to become training facilitators. This group of trainers works with teachers entering the program to train them in participatory methods for the classroom. The modules are "Didactic Materials," the design, use, and access to low cost materials; "Human Relations," four workshops with the subjects working together and teachers' attitudes; and "Study Techniques," a 27-hour course that prepares returning teachers to study in university. The modules were designed to aid the teacher in integrating basic participatory methods into the class and form a bridge between theory and classroom practice. The special courses have had an attendance of over 6,000 since 1991.

### Master's Program

Additionally, in the 1994 school year, some graduates of EDUCA's first round of training have enrolled in a teaching master's program. This enrollment is a testament to the motivating force to professionalize and improve teaching that the program had elicited.

### Training Coordination with Other Donors

The program has most recently successfully coordinated with the World Bank-sponsored Proyecto de Desarrollo para la Educación Primaria (PRODEP) to place normal school teachers from EDUCA schools in its program. EDUCA/PIPE has worked with PRODEP to specialize in training, and therefore, maximize donor contributions to the country.



EDUCA has also signed an agreement with an Inter-American Development Bank-funded Ministry project to train project school's noncertified inservice teachers. EDUCA currently sponsors the training of approximately 1,000 noncertified teachers through this collaborative program.

## Text and Materials Dissemination

EDUCA and SEEBAC created primary texts for math and language arts (Spanish). These texts have been disseminated nationwide to primary students in the public system and have been distributed to EDUCA's private school affiliates at 50 percent of the cost. Many school directors report that these texts have fulfilled an enormous need since prior to this program, none were available in the classroom. Many of the new texts cover important social topics such as civic involvement, care and protection of the natural environment, and exploration of human values. The texts were designed to complement the skills learned in teacher training programs and to develop student abilities to be analytical, thinking, and participatory members of society.

Teachers' Guide are distributed free of charge to public and private schools in the EDUCA program and have been distributed nationally through SEEBAC.

(See Annex A for a complete list of EDUCA/PIPE publications.)

### ¡Te Necesita!

The Project also provided free of charge to participating schools booklets that supported changes to the school environment. EDUCA/PIPE published a series of three booklets—"Tu Hijo Te Necesita," "La Escuela Te Necesita," and "La Patria Te Necesita"—to assist schools in changing public attitudes towards parental involvement in education and teaching parenting skills. "Tu Hijo Te Necesita" explains to parents the importance of an education for children, "La Escuela Te Necesita" promotes parents involvement in schools and explains how to form a society of parents and friends for schools, and "La Patria te Necesita" is a civic education piece designed for children.

The project has disseminated to schools in the program a number of other student/teacher aids including "cuadernos," notebooks bearing the EDUCA name; book covers; and "agendas escolares," calendar books for organizing assignments.



## **Math Kits**

In 1994 EDUCA began disseminating free to participating schools mathematics support kits that contain items such as compasses, large rulers, and measuring tapes. The kits are designed to support the new texts at the seventh and eighth grade levels. One kit has materials for teachers to conduct class demonstrations; another four kits have materials for students. Although the project does not have the resources to purchase one kit per student, the kits are designed for group projects that encourage hands-on cooperative work.

## **Centers of Professional Development**

As a last part of AED's involvement in the PIPE Project, Academy staff assisted EDUCA in forming an agreement with subcontracting universities to establish permanent Centers of Professional Development. These resource centers will serve the EDUCA program participant community as well as the universities' student population. When AED closed the project, participating universities were planning a set of activities and workshops to introduce teachers and school directors to the centers as a resource for professional development.

The physical presence of these four centers on university campuses—complete with materials such as audio-visual equipment, library of educational and methodological books and video tapes, and multimedia computers—offers a place where participants can renew their professional development after graduating from EDUCA courses. The centers promote a standard of continuing education.

## **MIS**

The MIS used keeps current information on project and nonproject schools. The MIS system has become a check and balance on the newly established SEEBAC MIS.

Because of the potential ramifications of census information, schools did not accurately report their teacher training needs at the beginning of the school data collection. Through the incorporation of schools into the teacher and director training program, EDUCA is confident that these schools now have a higher trust level and accurately report to EDUCA requested statistical information.

EDUCA, with the AED MIS technical assistant, is revising its information form and devising new strategies for interpreting and disseminating data.

## **Achievement Testing**

As the PIPE project started, there was a lack of standardized information indicating whether students were attaining curricular mastery in school. PIPE integrated assessment as a project component to promote school quality by offering an evaluation mechanism to school directors, teachers, and national officials. A testing program was important as an instrument to assess program strategies and to measure the attainment of project objectives.

The initial assessment system would establish baseline data in the participating EDUCA schools and, thus, assist EDUCA in making decisions about teacher training and the allocation of resources. Schools would receive a yearly progress report on student achievement and could assess the impact of project activities on students. Over the course of time, data would indicate program success and would assist national education planners in making informed decisions about the future of education interventions.

Through a competitive bidding process, Asesorias e Investigaciones, S.A. (ASISA) won the technical contract to provide test development, administration, and analysis services to EDUCA/PIPE.

Since the PIPE project had a special mandate to improve curricular offerings Spanish (language arts) and mathematics, the testing program initially concentrated in these two disciplines on the fourth and eighth grade students. In the second year of testing, 1992-1993, the third and sixth graders were tested since SEEBAC/PRODEP began to administer national tests for grade promotion for the fourth and eighth grade students.

EDUCA/PIPE has contracted with ASISA every year to carry out the achievement testing regimen. ASISA has performed excellently in offering an analysis of testing results and has worked closely with the PIPE project consultant to perfect testing methodology. Test items were initially developed with the participation of SEEBAC personnel and representative teachers from participating schools. Educators were trained in test administration before the first tests were administered.

Although the administration of criterion referenced tests would have provided rich feedback to schools on individual student's mastery of content objectives, the expense to the program for conducting this type of extensive testing would prove prohibitive. Accordingly, in consultation with USAID mission, the PIPE project chose to limit its testing program. Currently in the 1994-1995 school year, ASISA will be contracted to administer a criterion-referenced pretest to fourth and seventh graders in the 53 schools that have been part of the PIPE program and testing population since 1991. Additionally, as a method of comparison between project schools and nonproject schools, ASISA will be administering pre- and posttests to 10 EDUCA schools and 10 schools not involved in the program (the control group) to the fourth, sixth, and eighth grade level. The 20 schools represented are a randomly selected sample from MIS information. The purpose of the comparison tests will be to evaluate project impacts over the course of the PIPE program.

## SOME PRELIMINARY RESULTS AND PERCEPTIONS

### What School Directors Say about Supervision

*Before we thought that supervision meant walking by the classroom and watching the teacher for a few seconds, her relation with the student, and method of teaching. Now with the EDUCA program, we realize the importance and necessity to be integrally involved in planning the classes. (Felipe Santiago, Colegio Profesor Santiago)*

School directors report a renewed sense of purpose through EDUCA tools. Some of the private school directors told dramatic stories of wanting to close their schools and leave education because the malaise towards basic education in the country was reflected at their own "colegios." Directors related several successful aspects of the EDUCA program: increased self-esteem that comes with learning how to organize the affairs of the school, the heightened ability to communicate with teachers, parents, and other members of the community to form a network of support for the school; the support derived from being able to coordinate with other school directors; and confidence and satisfaction with effectively providing direction and support to teachers and seeing a positive and tangible change in the atmosphere of classes and the school as a whole.

### University Collaboration

For the first time, the universities involved in teacher training and developing instructional materials are sharing ideas. EDUCA is coordinating the university administrators responsible for the various training programs. For this reason, teachers now enroll for courses most geographically convenient to them since the content offered by each university is the same.

### Teachers' Feedback

*Teachers contact me who have left school 25 years ago and say "I want to enter this program."*

*The program has been positive not only for me but for the whole school....because we have the freedom to learn here how to plan classes, involve the students, deal with a troubled student....(Altagracia del Carmen Cruz, Colegio "Los Cerros")*

*I've taught since I was very young but never have I had the proper preparation....with the program of EDUCA I finally have the preparation that is designed specifically for the teacher. (Gilda María Vásquez, Colegio Salna)*

Other teachers express many of the same sentiments. Reporting that they were depressed and unmotivated, many teachers have been transformed through the EDUCA training process. They report new self-confidence and an appreciation of knowing how to implement



techniques that make the student a facilitator in the learning process. Teachers mention an increased ability to integrate concepts that are relevant to the students lives. Teachers, with the support of directors, have also reported implementing activities, such as the creation of student government, to instill leadership and civic education as part of the classroom experience. Other activities include collaborating with a local organization to start an environmental group.

### **Parent Involvement**

*Now there are not two contradictory worlds for the children; the school and the home. Now the parents of the family feel respect for the work of the schools and support the learning process [of their children]....the leaning continues in the home since the parents are part of the support network for the children. (Helena Rodriguez, Teacher, Centro de Formación Don Max)*

Reports from the various schools in EDUCA indicate that, through training, teachers have been oriented on ways to start an active society of parents. The results have been thrilling. Not only do some parents volunteer to help fix the physical plant of the school, but also parents are giving more respect to their children's education. Before the EDUCA program, teachers were not only struggling with their own preparation for the classroom, but also with parents who were hostile and who had little faith in the purpose of schooling. The program has reached out to parents and has helped them learn to appreciate what the schools have to offer their children. The home environment now supports the child's learning process. Teachers and directors have been trained to communicate with parents. The new national environment, with a focus on primary education, is helping parents change their attitudes.

In addition to booklets focused on forming societies of parents, EDUCA staff actively interact with school directors as they give feedback on their ability to incorporate parents into the transformation of the schools. EDUCA has participated in the Congress of Parents and Friends Society of private and public schools.

The San Felipe Public School located on the margins of the city is an EDUCA success story. The director, one of the first to enter the EDUCA program, has transformed the school. The student government promotes civic education and student responsibility. Students shown with EDUCA sponsored texts. In the past, these students might not have had access to any texts or materials.



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When asked to recommend changes in the program of EDUCA, teachers, schools directors, and university coordinators involved in the EDUCA program universally give the same advice "EDUCA should take its program to the interior of the country." The rural areas are considered to have less resources in education than urban Santo Domingo. The sentiment demonstrates participants' unflagging support of EDUCA's program and their desire to share its gains with their rural compatriots in education.

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**SECTION III**  
**CREATION OF A NATIONAL DRIVE TOWARDS IMPROVING PRIMARY**  
**EDUCATION: EDUCA'S IMPACT ON NATIONAL POLICY DIALOGUE**

*EDUCA has played the most important role as an advocate for educational reform. [It has] not only impacted in public opinion....but also played a very important role in the people who work in the system....how they can impact, as a team, the educational system. EDUCA has been a major, responsible institution in the changes that have taken place and are taking place in the education system. Its role as an advocate, its role as a "promotor," its role in making things happen has been a determinant in the success we [the Plan Decenal] have had in the last four years. (Lic. Jacqueline Malagón, Secretary, Secretariat of Education, Fine Arts and Culture, Executive Director, EDUCA)*



*The sign on the classroom wall exhorts "To study is to learn to live better", a takeoff on the EDUCA message.*

This section of the final report outlines some of the ways in which EDUCA facilitated the Plan Decenal and the attitudinal changes in the Dominican Republic that led to the possibility of the Plan Decenal.

## **THE STATE OF EDUCATION**

Education at the time of the founding of EDUCA was in dire straights. At the time of the PIPE Project's design in 1989, it was estimated that less than 30 percent of children in primary grades had textbooks, and teachers were without access to teaching materials. Teacher's salaries over the course of the 1980s had declined in real terms. In 1983, the last date of a comprehensive study of the sector before the PIPE project, only 47 percent of enrolled children completed first grade and 19 percent completed sixth grade. Teachers and school directors in the private and public sector lacked adequate training.

In 1991 as EDUCA was beginning to be established, the inability of all parties to resolve a teacher labor dispute was threatening to cause the Dominican Republic to be the "first country to lose an entire school year" (Listin Diario, August 1, 1991).

## CHANGE IN ATTITUDE

*EDUCA is the motor behind the Plan Decenal....EDUCA prepared the base of the country. It made us conscious of the importance of basic education.* (Lic. Ana Josefina Montillo, Director, Colegio La Milagrosa)

EDUCA's central mission was to make all Dominicans conscious of the importance of basic education and of the state of neglect to which basic education had fallen nationally. EDUCA, with the support of the PIPE project, launched national public awareness campaigns to awaken the public to its responsibility to resurrect the education of the nation's children.

In 1990, EDUCA launched a campaign to mobilize national attention to support basic education. "Educación Básica: Una Obsesión Nacional" (basic education: a national obsession) was popularized through editorials, press supplements, speeches, radio and television media campaigns, and the publication of books. A broad spectrum of community leaders of the Dominican Republic, including political, religious, union, and business leaders amplified the campaign's message. The participation of diverse groups, many of which were at odds over other political questions, sent a powerful message to the country that the need to reform and reclaim basic education superseded any political differences.

The question was how to launch a campaign to touch communities that had deserted the schools. EDUCA's answer was a unique set of inputs. One was to analyze the nation's overall disillusionment with the education system. EDUCA perceived a festering desire to provide for the children of the country. Lack of attention to primary education from all sectors had resulted in apathy and despair at the seemingly insurmountable malaise of both public and private education. EDUCA fostered the image that as a private, independent and nonprofit agency, it was not an entity that was weighed down by the baggage of failed past governmental efforts and wasted resources. EDUCA was created to be lean, efficient, and responsive to the needs of the education in both the private and public sectors. EDUCA was an advocate for education, not a replacement for structures already created.

Additionally EDUCA had support from the executive director and the board of directors, a much respected group, who had access to media, private, and public interests. The board's united cry to reform education garnered immediate attention and response. The board's role was to coalesce the most powerful and the most disparate forces in the society.

The first national campaign worked to strengthen and popularize the Plan Decenal. The 10—year plan was a vision to guarantee all primary school children a quality education by the year 2000. Representatives of EDUCA along with other Dominican organizations attended the Education for All Conference in Thailand and after their return, they joined forces with private and public organizations and companies already formulating a comprehensive "Plan Educativo."

The Plan Decenal has been carried on under the banner of the Secretariat of Education, SEEBAC, and is a coalition of government, private sector, unions, and international donors in which EDUCA took a leading role. The 10-year plan has become the basis for all official education programs in areas as diverse as improving the quality of teaching, democratizing administration, and introducing educational innovations. The success of organizing a coalition behind the Plan Decenal has solidified commitment from multilateral donors to leverage substantial new funding to implement the reforms in public education.

In 1993, EDUCA launched a second major campaign, "Educar es Enseñar a Vivir Mejor" (To educate is to teach to live better). This catchy phrase suggesting that education concretely contributes to quality of life was distributed to the media and schools, and was made into bumper stickers. In 1994, on the fifth anniversary of EDUCA, the PIPE project presented a magazine, "Educación Básica," outlining a plan to promote investment in basic education as the most adequate means to ensure economic, social, and political development in the country. The monograph highlighted EDUCA's work and impact as well as offered justification for investing in basic education.

Both campaigns embody a simple, yet pervasive message: invest in basic education and the country will reap the rewards. None of the leading representatives of EDUCA ever forget to restate the campaign's mission in speeches, editorials, or any information that appears publicly. The message is printed on the back of textbooks and on the bottom of press announcements. In every corner of the country, the public is reminded of the continuing fight to support education.

The message is also disseminated through EDUCA's grassroots network of private and public schools. School directors are trained to organize their schools. They are taught how to integrate community participation into the schools. Pamphlets sponsored by EDUCA and funded through private corporate donations support the schools in instilling a sense of responsibility in parents, students, and teachers. At the grassroots level, the training programs are changing the way the education is perceived and the way that parents and communities relate to schools.

Although the Plan Decenal is the manifesto of the Ministry of Education, some think that one of EDUCA's greatest contributions to the process was preparing the grassroots to be a participating force in the design. Their inclusion is part of the motivation that keeps education striving for quality. Over 50 percent of the school directors participating in the Plan Decenal were involved in the EDUCA/PIPE programs. These directors, by their own report, were the most outspoken in the meetings—pushing to form a vision of what the Plan Decenal is today. The directors' high level of participation can be attributed to the training they had received and to the new cohesion formed among them under EDUCA.

The grassroots changes are often cited as is the biggest contribution to the public change of attitude towards primary education.

*They [the schools] don't wait for SEEBAC to come and resolve all their problems. One notes the initiative of the school director, and it's not the school director's initiative exclusively [since now] they look to the help, the consultation, and the*

participation of the community and of the parents.... They look to see how to integrate the community and parents in school. That is [a way] they have succeeded in improving the schools. I am not saying this is happening in 100 percent of all cases, but this is something that has changed a lot...in the [school] environment, in the physical appearance [of the school], in how things are run; these things have improved a lot. (Lic. Daniela Franco de Guzmán, Academic Director, UNPHU)

If the Plan Decenal has success now, it is [because of] the contribution of EDUCA.... Five years ago education was the agenda of educators....[N]ow education is on the national agenda.

Changing attitudes towards education is a long process, but people measure change by what they see. The fact that now children have textbooks where never in the history of education children had texts, the fact that teachers are earning more, the fact that school facilities are improving,...and all of this has to improve the quality of education...convincing through the years all the sectors of the importance of education. (Lic. Francisco Polanco, Assessor of EDUCA and Director Academic Affairs, Pontfíca Universidad Católica Madre y Maestra)

The director of programming at the Pontfíca Universidad Católica Madre y Maestra, one of the leading teacher training institutions in the country and an EDUCA subcontractor, stated that before entering EDUCA's program only 20 students were enrolled in the school of education. Now, five years later, there are over 600; education is now a respectable profession.

It is hard to substantiate in the short period since EDUCA was founded and the PIPE program implemented if public attitudes towards education have substantially changed. However, as Lic. Polanco suggests above, through the work of EDUCA and other initiatives that have been provoked by the Plan Decenal, that significant transformation is underway. The tangible aspects of school transformation and the active involvement of parents and communities in the transformation are helping to prove that the Plan Decenal is not empty rhetoric and that the energy that heralded the first conferences of the Plan Decenal continues to have momentum.

**PREGUNTAS PARA LA DISCUSION**

- 1.- ¿Cuáles son algunos otros métodos para invitar a la comunidad a una reunión?
- 2.- ¿Cuántos diferentes métodos usan ustedes para invitar a la comunidad a una reunión?

REUNION DE LA ASOCIACION DE PADRES, MADRES Y AMIGOS DE LA ESCUELA, SÁBADO 10 A LAS 3 P.M.

**V. LA ASAMBLEA GENERAL Y LA ASAMBLEA EXTRAORDINARIA**



**PART IV  
INSTITUTIONAL/PROJECT  
RECOMMENDATIONS**

EDUCA has made strides to become a functioning organization substantially meeting its organizational goals. Although EDUCA faces a number of constraints, AED believes EDUCA could enhance its capabilities by adopting some of the following organizational practices:

- *Staff meetings/supervision:* EDUCA should schedule monthly full staff meetings for the staff to report on its departmental activities, to exchange information, to better plan resources including staff time, to increase integration between project components/activities, and to improve staff communications.

To increase the ability of the managing director to ensure that program components are on track with EDUCA's yearly goals and to strengthen the managing director's ability to represent EDUCA to outside inquiry, the managing director is encouraged to formalize one-on-one supervision meetings with the executive staff.

- *Division of labor/staffing levels:* Currently the managing director coordinates technical oversight, board and external relations, proposal development and fundraising, special events, and so on. EDUCA needs two full-time executive-level staff members, one to coordinate fundraising/public relations and one to oversee technical aspects of the project. The managing director appears to have aptly taken a lead role in public and external relations, and fundraising. AED suggests that a full-time qualified staff person provide technical guidance for the testing and MIS programs and coordinate with the curriculum specialist to integrate these testing and MIS program with the school training and text/materials programs. The technical staff person would still be responsible for reporting to the managing director, but the managing director would focus on fundraising/public campaigns.
- *Other communications:* EDUCA should return to regularly disseminating a newsletter as it is an excellent vehicle for public relations by providing policy information about the testing program, the MIS data collection, and the schools program. The newsletter should be distributed not only to donors and policymakers but also to participating EDUCA schools. Newsletters should be built on a strong understanding of each EDUCA program component.
- *Other meetings:* The EDUCA staff should strive to share information among departments. For example, the MIS system should take into account the information needs of the program's school directors. Thus, the MIS staff person would include the curriculum specialist in the meetings to plan objectives and develop data sheets.
- *Business plan:* EDUCA should determine a yearly calendar whereby a business plan would be developed for the organization and submitted for approval to the board of directors. The business plan would include yearly objectives for each of EDUCA's departmental programs. Each program would develop a budget/plan that would include goals for fundraising and a list of donors and other sources to be pursued. A calendar would be a key part of the business plan as an aid to focus the managing director's attentions to coordinating fundraising efforts. The business plan should be developed in close coordination with all of EDUCA's executive staff.

Additionally, a medium- to long-range plan should be developed to ensure sustainability for EDUCA. Staffing levels, as well as sources of funding, should be addressed in this plan. The Academy has provided technical assistance in strategic planning to begin the planning effort.

- *Fundraising:* EDUCA should include in its budget and calendar some yearly events such as an annual "thank you" dinner for local donors, a Christmas solicitation, and regular communication with large donors. The termination of the Academy's involvement in the PIPE project makes it more incumbent on EDUCA to creatively address issues of funding. The organization has touched on a number of positive ideas to fulfill the need for funding diversity. These ideas include an endowment fund/capital campaign, foundation solicitation, continued solicitation of local donors, potential administration of rotating credit fund, and marketing of EDUCA services.
- *Board of Directors:* The Board of Directors, with its extraordinary base of project support, should recruit some opposition party members onto the EDUCA board. This proactive recruitment would maintain EDUCA's place as a nonpolitical, national pro-education organization that would not be discriminated against if a change of government were to occur. The board should seek to represent EDUCA as an organization open to educational leaders who are in favor of promoting basic education and have abilities to offer as board members.
- *Testing:* EDUCA should work with ASISA to analyze the testing program and to provide some feedback to EDUCA and schools on progress and the allocation of resources. The MIS system must be well integrated with the testing program. In this way, the school population can be compared to the variables in the test results. In the past, some schools involved in the program have incorrectly reported information to the testing contractor, thus causing a waste of resources. The testing program also has suffered from a dependence on the SEEBAC testing program. SEEBAC information is not always readily available to EDUCA. Thus, EDUCA should strategize methods by which the testing system can fulfill an objective of indicating project impact and informing project policy.

The testing subcontractor ASISA should be more adequately supervised so that testing results are analyzed to inform programming and policy. The testing and MIS system should be integrated so that the MIS contains school profiles matched to school achievement records. Through the coordination of the two systems, project benchmarks could be established. Additionally, EDUCA should strive to make data easily accessible to educators and the public. Because access to information empowers participating schools to continue to participate in reform, the project should disseminate information that is easily accessible to the lay person.

### RECOMMENDATION TIMELINE

TIMELINE IMPLEMENTATION	Year	1995				1996				1997		
		Mar.	June	Sept	Dec.	Mar.	June	Sept	Dec.	Mar.	June	Aug
Monthly staff meetings One-on-one supervision		→	→	→	→	→	→	→	→	→	→	→
		→	→	→	→	→	→	→	→	→	→	→
Staff person in technical specialization			→	→	→	→	→	→	→	→	→	→
Business plan		✓			✓			✓				
<i>EDUCANDO</i> publication			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fundraising implementation of annual conventions					✓			✓				
MIS integration with testing			→	→	→	→	→	→	→	→	→	→
Board of Directors integration					✓			✓				

**ANNEXES**

## ANNEX A

### Project PIPE Publications

Title: *Educación Básica*

Type: Monograph; Spanish. An advocacy publication promoting investment in Basic Education directed at various sectors (Funders, policymakers, etc.) in the Dominican Republic

Date: 1994

Title: *Matemática para la vida 3er Grado: Cuaderno de trabajo*

Type: Math workbook for 3rd grade

Date: 1992

Title: *Español y Matemática: Primer Grado Cuaderno del Alumno*

Type: Spanish language and math workbook for 1st grade

Date: 1993

Title: *Cuaderno de Español y Matemática: 4to Grado*

Type: Workbook for Spanish language and math for 4th grade

Date: 1993

Title: *¡Cuenta Conmigo !: Español 7*

Type: Spanish language text for 7th grade

Date: 1993

Title: *La Matemática en mi Vida: Matemática y Ciencia Libro de texto 7 grado*

Type: Math and science text for 7th grade

Date: 1993

Title: *Gula didáctica ¡ Cuenta Conmigo!*

Type: Teachers guide for 7th grade Spanish text

Date: 1993

Title: *¿Qué es un Módulo Participativo?*

Type: Short booklet for the teacher training program

Date: 1993

Title: *Compendio de Matemática y Español 8vo. grado*

Type: Text/proficiencies for math and Spanish for 8th grade

Date: 1992

Title: *Aprendamos Matemáticas Por Radio*

Type: Math workbook for radio program for school-age children

Date: 1993

- Title: *Educ-Acción*  
Type: Book persuading parents to take importance in the education of their children  
Date: 1990
- Title: *Tu hijo te necesita Tu puedes ayudarlo*  
Type: Booklet explaining to parents the importance of an education and how to overcome obstacles  
Date: 1992
- Title: *La Escuela Te Necesita*  
Type: Booklet explaining how to form and maintain a society of parents and friends for schools  
Date: 1993
- Title: *Modulo Recursos Didaticos Programa de Entrenamiento de Profesores*  
Type: Didactic resource book for the teacher training program  
Date: 1993
- Title: *Modulo Técnicas de Estudio Programa de Entrenamiento de Profesores*  
Type: Technical study workbook for the teacher training program  
Date: 1993
- Title: *La Patria te Necesita*  
Type: Civic education piece for children  
Date: 1993
- Title: *Guía didáctica Cuenta Conmigo*  
Type: Teachers' guide for Cuenta Conmigo text  
Date: 1993
- Title: *Guía Didáctica La matemática en mi vida*  
Type: Teachers' guide for math text  
Date: 1994
- Title: *Cuaderno de trabajo: La matemática en mi vida*  
Type: Workbook for math text  
Date: 1994
- Title: *Cuaderno de trabajo: La matemática en la vida*  
Type: Workbook for math text  
Date: 1994
- Title: *Cuaderno de trabajo: Cuenta Conmigo*  
Type: Workbook for Spanish text  
Date: 1994

**ANNEX B**  
**Short-term Consultant Services**

Dates	Consultant	Specialty
12/3/90-12/9/90	Ricardo Villeta	Assessing administrative needs; training; organizing
12/3/90-12/07/90	Ximena Sheehy Downey	Assessing administrative needs; training; organizing
1/07/91-1/16/91	Mr. Bruce Newman	Designing school census and information system including needs assessment, design of contractor's scope of work, training to EDUCA staff and data analysis
3/03/91-3/18/91	Dr. José Vincente Alavarez	Producing and planning textbooks for the revision of existing primary school texts
4/01/91-4/06/91	Ms. Sheila Rabaglia	Contract's training and analysis
4/14/91-5/04/91	Dr. José Vincente Alavarez	Designing and revising texts, teacher guides, and contractor's scope of work; production planning
4/21/91-5/11/91	Donald Lemke	Reviewing and evaluating in-service SEEBAC training modules and materials for integrated curriculum for grades 1-4 and for math and Spanish curriculum for grades 5-8
4/23/91-5/03/91	Mr. Bruce Newman	Designing school census and information system including needs assessment, design of contractor's scope of work, training to EDUCA staff and data analysis
5/12/91-5/24/91	Dr. Robert Martínez	Developing tests
7/28/91-8/03/91	Ms. Sheila Rabaglia	Contracts, advisory counsel meeting
7/29/91-8/02/91	Ms. Ximena Sheehy-Downey	Advisory counsel meeting
7/29/91-8/02/91	Mr. Ricardo Villeta	Advisory counsel meeting
7/29/91-8/03/91	Ms. Laura Flores	Advisory counsel meeting
7/29/91-8/03/91	Ms. Marcia Ellis	Advisory counsel meeting
7/31/91-8/03/91	Ms. Sharon Franz	Advisory counsel meeting
7/31/91-8/03/91	Mr. Jack Downey	Advisory counsel meeting
7/29/91-8/12/91	Mr. Frank Torres	School administrator training
8/10/91-8/16/91	Mr. Bruce Newman	Designing school census and information system including needs assessment, design of contractor's scope of work, training to EDUCA staff and data analysis
8/18/91-8/31/91	Donald Lemke	Reviewing and evaluating in-service SEEBAC training modules and materials for integrated curriculum for grades 1-4 and for math and Spanish curriculum for grades 5-8
11/9/91-11/17/91	Mr. Bruce Newman	Designing school census and information system including needs assessment, design of contractor's scope of work, training to EDUCA staff and data analysis

Dates	Consultant	Specialty
11/11/91-11/23/91	Dr. José Vicente Alavarez	Designing, developing, and experimenting with instruments for evaluation of texts; preparation of teacher guide prototypes; training
11/12/91-12/20/91	Mr. Antonio Rigual	Fundraising training
2/9/92-2/23/92	Dr. José Vicente Alavarez	Developing texts
3/23/92-4/16/92	Dr. José Vicente Alavarez	Developing texts
5/25/92-6/15/92	Dr. José Vicente Alavarez	Developing texts, curriculum, and timelines for texts and workbooks
6/7/92-6/21/92	Mr. Luis Perdomo Vidal	Reviewing and evaluating in-service SEEBAC training modules and materials for integrated curriculum for grades 1-4 and for math and Spanish curriculum for grades 5-8
6/14/92-6/28/92	Mr. Frank Torres	School supervision, administrators training
7/6/92-7/18/92	Dr. Juan Manuel Esquivel	Test program review and development
7/19/92-8/02/92	Dr. José Vicente Alavarez	Developing texts; coordinating SEEBAC specialists' scope of work for text revision, training, and curriculum review
8/3/92-8/12/92	Mr. Bruce Newman	Examining and analyzing of school census information, recommend on computerization of information, assist in design and data analysis on 4th, 8th testing data
8/17/92-8/29/92	Mr. Luis Perdomo Vidal	Reviewing and evaluating in-service SEEBAC training modules and materials for integrated curriculum for grades 1-4 and for math and Spanish curriculum for grades 5-8
9/20/92-9/23/92	Vivian Toro	Conducting training to EDUCA's MIS specialist and making recommendations concerning an MIS plan of action and the resources required for its implementation
10/18/92-11/19/92	José Vicente Alvarez	Revising textbooks and teachers' guides in math and Spanish language for grades 3-8
10/26/92-11/6/92	Danilo Duarte	Working with EDUCA's MIS specialist to design and implement a functional database
11/1/92-11/8/92	Mark Herrling	As new project director visited field office to acquaint himself with field office
1/17/93-1/27/93	Juan Manuel Esquivel	Advising EDUCA on coordinating effort between PIPE and SEEBAC in developing and administering achievement tests
2/1/93-2/13/93	Luis Perdomo Vidal	Organizing a trainers' seminar focusing on training of noncertified teachers
2/1/93-3/2/93	José Vicente Alvarez	Revising textbooks and teachers' guides in math and Spanish language for grades 3-8
2/8/93-2/12/93	Laura Flores	Finalizing the 1993 training schedule for EDUCA staff and 1993 procurement plan
3/15/93-3/17/93	Thomas Tilson	Visit officer in charge
8/1/93-8/20/93	Mr. Luis Perdomo Vidal	Finalizing training program for teachers; completing teacher/director training modules; training trainers for teacher training program

Dates	Consultant	Specialty
10/26/92-11/6/92	Danilo Duarte	Services to MIS specialist in designing and collecting information for a functional database
5/31/93-6/5/93	Vilma Delgado y Sandra Coto	Working with 28 local evaluation specialists to define and set instructional objectives
8/29/93-9/10/93	Juan Manuel Esquivel	Advising EDUCA in the develop and administer achievement tests and instruments
8/16/93- 9/28/93	Eleanor Harris	Assisting SEEBAC, PRODEP, and EDUCA teacher training program
8/8/93-8/22/93	Alejandro Gallard	Assisting SEEBAC, PRODEP, and EDUCA teacher training program
5/1/93-11/15/93	Danilo Duarte	Providing services to MIS specialist in designing systems and collecting information for the projected EDUCA/MIS database
10/18/93-10/23/93	Francy Hays	Assisting in conceptualizing basic education document; working with EDUCA/PIPE public relations and advocacy plan
1/16/94-1/22/94	Amy Markowitz	Developing EDUCA/PIPE training plan; finalizing procurement and technical assistance requirements; assisting EDUCA with fundraising and advocacy programs, specifically writing and producing of basic education document
1/30/94-2/12/94	Luis Perdomo Vidal	Developing modules; organizing seminars for trainers to use teacher training modules and materials
2/6/94-2/19/94	Juan Manuel Esquivel	Providing services to test materials and training development subcontracts; analyzing program's progress against projected expectation; developing scope of work for 1994-1995 evaluation program
4/17/94-4/23/94	Amy Markowitz	Project management and planning
4/17/94-4/20/94	Sharon Franz	Visit officer in charge
6/6/94-7/9/94	Jon Gant	Project management
6/26/94-7/18/94	Luis Perdomo Vidal	Revising participatory modules; training for facilitators of teacher training
10/10/94-10/22/94	Jon Gant	Project management
12/4/94-12/16/94	Juan Esquivel	Testing oversight and planning
1/4/95-1/10/95	Silvio de Franco	Facilitating strategic planning session
11/28/94-2/28/95	Danilo Duarte	MIS support, design of 1995-1996 system
11/6/95-2/15/95	Miguel Escala	Preparing Teacher Training Resource Centers
1/15/95-1/21/95	Amy Markowitz	Project management; preparing final report
1/15/95-1/28/95	Agustín Campos	Conducting micro-teaching workshop
1/22/95-2/11/95	Luis Perdomo	Conducting participatory training modules

**ANNEX C**  
**Out-of-Country Training**

Date	Training	Trainee(s)	Content
02/23/91-03/13/91	Orientation U.S. nonprofit institutions private sector fund raising staff development, contract management procurement	Jacqueline Malagón, Executive Director (EDUCA) Aída Consuelo Hernández, Project Director (EDUCA)	AED Washington, D.C. AED New York, New York Miami, Florida
4/29/91-5/10/91	Accounting	Aída Marina Alvarez, Accountant (EDUCA)	Washington, D.C.
6/03/91-6/14/91	Administrative Support	Mayra del Villar, Administrative Assistant (EDUCA)	Washington, D.C.
10/20/91-11/03/91	Visit to USAID/BEST Project, SABE Project, Costa Rica university, curriculum training	Jacqueline Malagón, Executive Director (EDUCA) Aída Consuelo Hernández, Project Director (EDUCA) Dominicana Pérez de Martínez, Curriculum Specialist (EDUCA) Ana Daisy García, Education Director (SEEBAC) Indiana Rodríguez, Vice Minister (SEEBAC)	Guatemala El Salvador Costa Rica Miami, Florida
11/03/91-11/20/91	MIS	Concepción Muñiz, MIS Specialist (EDUCA)	Washington, D.C. Guatemala City, Guatemala
12/04/91-12/09/91	Fundraising	Jacqueline Malagón, Executive Director (EDUCA) Aída Consuelo Hernández, Project Director (EDUCA)	Miami, Florida
12/08/91-12/20/91	Fundraising	Mayra Ortíz, Fundraising Specialist (EDUCA)	San Antonio, Texas Washington, D.C.
04/05/92-05/09/92	Management	Aída Consuelo Hernández, Project Director (EDUCA)	School for International Training Brattleboro, Vermont
05/03/92-05/16/92	Fundraising	Mayra Ortíz, Fundraising Specialist (EDUCA)	Indiana School for Philanthropy San Francisco, California Washington, D.C.
06/14/92-7/14/92	Accounting	Aída Marina Alvarez, Accountant (EDUCA)	Mexico City, D.F. Mexico Miami, Florida
6/18/92-8/12/92	Project Management	Dominicana Pérez de Martínez, Curriculum Specialist (EDUCA)	Pittsburgh, Pennsylvania Washington, D.C.
11/20/92-11/29/92	Foundation Network, Fundraising	Jacqueline Malagón, Executive Director (EDUCA)	New York, New York Washington, D.C.
11/14/92-11/21/92	Achievement Testing	Aída Consuelo Hernández, Project Manager (EDUCA) Luis Eduardo Domínguez, Evaluation Advisor (SEEBAC) Radhames Comacho, Evaluation Advisory (SEEBAC) Luis Emilio Javier, Education Ministry Advisor (SEEBAC) Danilo Camilo, Administrative Advisor National Tests (SEEBAC)	CIDE, MOE Santiago, Chile

Date	Training	Trainee(s)	Content
3/14/93-3/20/93	CIES Conference	Jacqueline Malagón, Executive Director (EDUCA) Aída Consuelo Hernández, Project Director (EDUCA)	Kingston, Jamaica
5/11/93-6/22/93	Workshop of Integrated Systems of Processing for MicroComputers	José Joaquín Espallat, Director Department Mapeo Educativo (SEEBAC) Altagracia Rosario Fernández, Subadministrator for Information (SEEBAC)	U.S. Bureau of Census Washington, D.C.
5/15/93-6/22/93	Women in Management: Leadership training for the 1990s	Aída Consuelo Hernández, Project Director (EDUCA)	CEDPA Washington, D.C.
6/16/93-6/27/93	Curricular and Evaluation Innovations	Domicana Pérez de Martínez, Curriculum Specialist (EDUCA)	OITEC, Albuquerque, New Mexico
10/31/93-11/12/93	Curricular Innovation and Reform	Ana Daisy García, Technical Director (SEEBAC) Vinicio Antonio Romero, Science Specialist (SEEBAC) José Molina Aza, Arts Specialist (SEEBAC) María Ruth de Jesús, Math Specialist (SEEBAC) Luz Almánzar, Director Department of Medios Educativos (SEEBAC) Alejandrina Germán, Evaluation Specialist (SEEBAC)	New York, New York
11/17/93-11/24/93	Curricular Innovation, Fundraising	Jacqueline Malagón, Executive Director (EDUCA)	Washington D.C. New York, New York
3/27/94- 4/9/94	Management, Evaluation	Aída Consuelo Hernández, Project Director (EDUCA)	Washington, D.C. San Francisco, California
1/10/95-1/21/95	Fundraising, Public Relations, and Proposal Development	Claudia Santa Cruz, Fundraising Specialist (EDUCA)	Washington, D.C. San Francisco, California