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MINISTRY OF EDUCATION (MED)
ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED)
AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)
Contract # 524-0329-C-00-3024-00

BASIC EDUCATION PROJECT
Project # 12-2035

ANNUAL PLAN AND REPORTS

YEAR 4 - 1997

- ▶ ANNUAL PLAN 1997
- ▶ FIRST QUARTERLY REPORT
- ▶ SECOND QUARTERLY REPORT
- ▶ THIRD QUARTERLY REPORT
- ▶ FOURTH QUARTERLY REPORT
- ▶ ANNUAL REPORT 1997

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BASIC EDUCATION PROJECT
Project No. 12-2023

OPERATIONAL PLAN 1997

November, 1996

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**ACADEMY FOR EDUCATIONAL DEVELOPMENT
BASIC EDUCATION PROJECT - BASE
OPERATIONAL PLAN - 1997**

PRESENTATION

PROJECT GOALS

The Academy for Educational Development (AED) herewith submits its program plan for the operation of the Basic Education Project (BASE) in 1997 the fourth year of implementation of those activities for which it is responsible under contract to the Agency for International Development (USAID). The plan is intended to rationalize the use of both project and counterpart resources in order to enhance impact and efficiency. It is furthermore a blueprint for carrying out major activities under the project during the year in question in a way that is consistent with the MED's strategic priorities and at the same time with the project's three broad life-of-project objectives which were previously agreed to by the Ministry of Education (MED) in a Project Agreement signed between USAID and the MED on 2 April 1992. The life-of-project objectives of the BASE project are to

- 1 **Improve the institutional efficiency of the MED in carrying out its educational functions.** This improvement will be achieved through reforms of its human resources, information, organization, policy making, budgeting, accounting, logistics, training, and evaluation systems within a framework of administrative decentralization.
- 2 **Reduce grade repetition by 50 percent in the first four primary grades.** This reduction will be achieved through reforms of curricular programs and training systems designed to improve the quality of instruction in the classroom.
- 3 **Increase by 20 percent student achievement in mathematics and language arts, reduce the number of years for graduation from the sixth grade, and reduce the desertion rate in the first four primary grades.** These improvements will be achieved by increasing the quality of education through broad curricular reforms and new guides for teachers in the first four primary grades.

SOURCES FOR PROJECT OPERATIONAL PLAN - 1997

Many conditions and circumstances have influenced the project plan for 1997. Among the most important are the priorities established by the Ministry for 1997. The Ministry, through the DISUP, has identified three broad guidelines which will give direction to the plans and activities of the institution for the coming year. The guidelines and the strategies designed to achieve them are

PROGRAMMATIC GUIDELINES FOR THE MED FOR 1997

GUIDELINES	STRATEGIES
1 Improve the Quality of Education	1.1 In teacher training place greater importance on knowledge of the subjects taught
	1.2 Assure the supply and logistics of teaching materials
	1.3 Improve salaries and incentives for teachers in the early grades
	1.4 Complete implementation of curricular transformation in all primary schools
2 Consolidate Decentralization and Deconcentration	2.1 Increase the administrative efficiency of schools and departmental and municipal education offices
	2.2 Change the task of educational supervision from one of control to one of support and technical assistance
	2.3 Introduce a national evaluation system of student performance in primary and secondary schools
3 Expand MED Capacity to Analyze Educational Policies	3.1 Improve the research and analytical capabilities of the staff in the General
	3.2 Establish a systematic process of dialogue with the rest of society on educational policies

Source: Adapted from Ministry of Education Annual Plan 1997 Introduction and Memorandum 29 April 1996 Humberto Belli to General Directors, Specific Directors and Advisers.

The results of a mid-term evaluation of the project in July 1996 were also an important source for BASE programming for 1997. Sponsored by USAID, the evaluation detailed the project's achievements in the two and half years of operation, but it also indicated the areas which required more attention in the future to achieve the project's objectives. In short, the evaluators recommended a better focus of the project to achieve a greater impact and coherence. The second phase of the project, they said, must adopt an exclusive focus: Improve the Quality of Classroom Learning. All the project's actions must be guided by this focus and must contribute to its accomplishment. The project must also seek strategies to ensure a better impact of its actions in the areas of curricular transformation, teacher training, and decentralization. The following recommendations per component are among the most important mentioned in the evaluation report.

Curricular Transformation

~ Consolidate, expand, and increase the effectiveness of curricular reform. This may be achieved through simple teaching guides, adaptations for multigrade schools, improvement of systematic follow-up, and a substantial reform of the student assessment system.

Teacher Training

~ Seek greater effectiveness, coverage, and impact of teacher training through actions such as the introduction of a continuous training program, the differentiation of training for different populations, and the adoption of practical and simple methodologies for face-to-face training.

Institutional Development

~ Focus the project's actions in this area to ensure a more direct relationship with the main goal of improving the quality of learning. In particular, (a) emphasize actions to guarantee that the information system is used to improve the handling of scarce educational resources, and (b) search for alternatives to increase community participation in the process of educational improvement and transformation.

GUIDELINES AND CONTENT OF PROJECT PLAN

In 1996, the project's programmatic strategy was to consolidate the reforms carried out in 1995 in the curricular and institutional areas, and extend their application to greater levels of effectiveness within the context of decentralization. At the same time, actions targeted key areas (68 model schools for curricular transformation and teacher training, 50 autonomous primary schools for decentralization) to increase impact, test programmatic innovations, and to create models to be imitated elsewhere in the country.

In 1997, following orientations contained in the programmatic strategy of the MED, BASE will expand its coverage, starting from the limited universe of the 68 model schools, 50 autonomous primary schools in 1996, on one hand, and on the other, will concentrate its programmatic efforts on specific areas according to recommendations from the mid-term evaluation. Based on these considerations, the following guidelines were established for the planning of BASE Project activities for 1997:

Educational Area

1. Consolidate achievements in the curricular area through a vigorous and dynamic follow-up of the application of the new curricular materials.

2 Promote a system of continuous in-service teacher training through interventions that are multifaceted (face-to-face in the classroom distance training inter-training) and are designed for various target populations (teachers school directors supervisors)

3 Extend curricular transformation to the multigrade schools through new materials and specialized training

4 Develop and implement a coherent strategy of technical assistance which focuses on normal school practice teaching and the strengthening of laboratory schools

5 Program effective and sustainable actions to strengthen community-school ties

6 Continue efforts to ensure effective program coordination with the SIMEN project

Institutional Area

1 Promote actions which seek to guarantee the consolidation continuity and sustainability of the reforms in all areas

2 Responsibly terminate all project technical assistance in the functional areas of human resources budget accounting logistics and educational legislation

3 Initiate actions to consolidate reforms in the functional areas in the departments and ensure as appropriate their implementation at the municipal and school levels through efficient coordination with other projects (i.e. Aprende'World Bank)

4 Through dynamic programming in the areas of educational research evaluation and statistical systems, work to improve MED capacity in educational policy making

5 Create a functional strategic and effective system to provide a sustainable installed capacity in all functional areas of the project

SUMMARY OF PROJECT OPERATIONAL PLAN FOR 1997

Following orientations provided by the programmatic priorities adopted by the MED as well as the lessons contained in the mid-term evaluation carried out in 1996 the BASE operational plan presented here reflects a conscious effort to refocus and reorient the project in order to ensure greater impact in priority areas during the second half of the project's execution. Consequently the project has adopted as its single goal To improve the quality of classroom learning which will enable more coherent programming and more efficient execution. In programmatic terms this refocusing will cause the project to define and measure its actions in all areas in light of their impact on classroom learning which has led to certain changes in program strategy. These strategies and their programmatic effects are summarized in the following chart.

**BASE OPERATIONAL PLAN 1997
COMPARATIVE TABLE STRATEGY VS PROGRAM**

STRATEGY	PROGRAMMATIC EFFECT
1 Expand educational transformation to multigrade schools through adaptation of the new regular primary teaching materials for use in multigrade classrooms	1.1 Develop, validate, and publish new curricular guides for the multigrade education program (Objectives 1 and 2)
2 Improve capacity of teachers to understand the meaning and importance of curricular transformation and of using the reformed curricular materials	2.1 Develop and publish a basic document on curricular transformation and a guide for the use of the new teaching materials (Objective 1/ Activities 1.1 and 1.2)
3 Differentiate the teacher training program to give special attention to teachers from multigrade schools	3.1 Develop a differentiated training program for teachers from multigrade schools (Objective 9)
4 Improve coverage, quality, and impact of teacher training through the establishment of a program of continuous training that is multifaceted and differentiated according to target populations	4.1 Reform the Trainers Network to expand coverage, decrease costs, and foster sustainability (Objective 9/ Activities 9.1, 9.2)
	4.2 Differentiate training for supervisors, schools directors, regular primary teachers, multigrade teachers (Objective 9/ Activities 9.2, 9.4, 9.10, Objective 22)
	4.3 Initiate and implement a distance training program (Objective 9/ Activity 9.2)
	4.4 Improve the quality of training with a coherent system of follow-up and teaching supervision which emphasizes classroom training (Objective 9, Activity 9.4, Objective 21)

STRATEGY	PROGRAMMATIC EFFECT
	4.5 Expand coverage of Training Micro Centers to 5 000 primary schools through 1999 (Objective 9/Activity 9.5)
5 Complement teacher in service training program with one which improves the preparation of new teachers	5.1 Improve the utility of laboratory schools as centers for practice teaching (Objective 12/Activity 12.2)
	5.2 Train teachers from normal schools in curricular transformation (Objective 15/Activities 15.1, 15.3)
6 Use BASE resources to improve the process of decision making and the formulation of educational policies to improve efficiency and effectiveness in educational service delivery	6.1 Improve educational research capacity within the context of decentralization (Objective 18/Activities 18.1, 18.3)
	6.2 Facilitate an extensive dialogue on subjects related to sectoral and institutional policy in the context of primary education (Objective 18/Activities 18.2, 18.2.1, 18.2.3, 18.5)
	6.3 Improve conditions for decision making at the management level (Objective 20/Activities 20.1, 20.2, 20.3)
	6.4 Create a national system of student assessment (Objective 23/Activity 23.1)
	6.5 Expand coverage, access, and use of the educational statistics system (Objective 23/Activities 23.4 and 25.6)

THE MISSION OF THE BASE PROJECT

The mission of the BASE project is to provide the MED with the necessary resources and technical assistance to support the process of educational transformation which has been the cornerstone of the Ministry's work during the last five years. The mainstays of the project which govern the pursuit of this mission are

1. Coparticipation The actions carried out by the project are effected through the joint efforts of project consultants and MED counterparts. Just as important as the project's products is the process through which those products are obtained. Through coparticipation the MED acquires ownership of the reforms and innovations the project introduces, as well as an installed capacity which remains past the end of the life of the project.

2 Sustainability Instead of engaging in developmentalism which seeks to fulfill formal obligations through opportunistic and oftentimes short-lived solutions BASE strives for more lasting institutional and human development through solutions appropriate to the social political and economic context in which the project unfolds Thus in addition to seeking simple and efficient technical solutions BASE also places the human being (the technician the official the teacher the student) in the center of the reform process thus creating conditions appropriate for sustainable reform

3 Programmatic Adaptation The circumstances in which the project operates are dynamic and fluid Over time MED priorities and needs change and evolve Within the broad parameters of the project, BASE strives where appropriate to modify its programming in an effort to respond opportunely and expeditiously to that changing environment and thus to serve the MED as an instrument for achieving its institutional goals

Managua
October 1996

BASIC EDUCATION PROJECT-BASE

OPERATIONAL PLAN

**BASIC EDUCATION PROJECT - BASIC
OPERATIONAL PLAN - 1997
OBJECTIVES AND ACTIVITIES**

COMPONENT I - Curriculum Development

Activity	Time Frame												Output	Inputs	Responsible		
	J	F	M	A	M	J	J	A	S	O	N	D					
Objective 1 - Support the Curriculum Division in the development of curricular materials in mathematics, language arts, civics and natural sciences																	
1.1 Develop a teacher's manual for the use of the new curricular materials	X	X	X												Manual developed	Materials consultant 10 days	MED/BASE
1.2 Develop basic document on curricular transformation	X	X	X												Document developed	Materials consultant 5 days	MED/BASE
1.3 Develop multigrade curricular guides (began in 1996)	X	X	X	X	X										Guides developed	Materials consultant 10 days	MED/BASE
1.3.1 Validate multigrade curricular guides in selected schools		X	X	X	X										Report	LEA/Curriculum Materials consultant 10 days	MED/BASE
1.4 Prepare guides for publication				X	X	X	X								Guides ready for publication	LEA/Curriculum	MED/BASE
1.5 Explore feasibility of developing learning guides for multigrade students develop as appropriate			X												Report	Materials consultant 10 days	MED/BASE
Objective 2 - Publish approximately 60,000 guides and programs for teachers of grade 1-4 in mathematics, language arts, civics and natural sciences																	
2.1 Publish 5,000 copies of 2 multigrade guides in Spanish (mathematics, natural sciences, and civics. (See Objective 9, Activity 9.3)				X	X	X	X	X							2 guides published for 4 subjects - 30 pages (8 publications)	2 guides x 4 subjects x 5000 copies (1 guide - grades 1-4, 1 guide - grades 3-4)	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
2.2 Publish 15 000 copies of the manual for use of new curriculum materials														Manual published	15 000 copies / 20 pieces	MED/BASE
2.3 Publish 15 000 copies of basic document on curriculum transformation				X	X	X	X							Basic document published 15 000 copies	1 doc x 15 pieces x 15 000 copies	MED/BASE
Objective 3 Support the MED in preparing documents on the production promotion and use of low cost teaching materials														Completed in 1995		
Objective 4 Support the MED in the development of a system to evaluate student performance																
4.1 [The use of the manual to evaluate student performance developed in 1995 will be a permanent module of the MED teacher training program]																
Objective 5 Support the MED in developing a formative evaluation methodology to measure advances in the areas of teacher training and curriculum development																
5.1 [In 1995 this activity was included in Objective 2.3 Design and implement a monitoring and evaluation model for the three components of the BASE Project]																
Objective 6 Conduct studies on the feasibility of cost recovery in the areas of teacher and curriculum development														Completed in 1994		
Objective 7 Support the MED in the design and implementation of a teacher refresher program in 2 areas (Mathematics Spanish) for selected 1st and 2nd grade teachers																
7.1 Train the programs technicians	X	X												60 teachers trained	1 work shop x 10 days x 60 participants	MED/BASE
7.2 Conduct training courses for 750 1st and 2nd grade teachers			X	X	X	X	X	X	X	X	X			750 1st and 2nd grade teachers trained	36 sessions x 1 day x 250 participants	MED/BASE
7.3 Monitor and follow up training			X	X	X	X	X	X	X	X	X			Reports	11 V/C X/M	MED/BASE
7.4 Evaluate the program at the end of each semester						X						X		Reports	11 V/C X/M	MED/BASE

COMPONENT II *Teacher Training*

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
Objective 8 Support the MED in the production and distribution of 20 000 copies of a Basic Education Guide for Primary Teachers														Completed in 1995		
Objective 9 Support the MED in the design and implementation of an elementary school teacher training plan (C grades 1-4)																
9.1 Support the consolidation of the Training Network (TN)	X	X	X	X	X	X	X								TTV/Training	MED/BASE
9.1.1 Train multigrade teachers in appropriate teaching practices and in the use of curricular materials	X						X							5 000 multigrade teachers trained	TTV/Training 2 workshops x 5 days x 5 000 participants	MED/BASE
9.1.2 Conduct simultaneous training workshops (20) on active methodologies and application of curricular components from grades 1-3 for 750 departmental and sectoral technicians who form the teaching teams	X													750 trained technicians	TTA/Training 1 workshop x 6 days x 750 participants	MED/BASE
9.1.3 Conduct reinforcement workshops (sectoral level) for 5 000 1st and 2nd grade teachers in active methodologies and use of curricular components		X					X							5 000 1st and 2nd grade teachers trained	TTV/Training 2 workshops x 5 days x 5 000 participants	MED/BASE
9.1.4 Conduct training workshops for 3 000 3rd grade teachers in active methodologies and use of curricular components		X					X							3 000 3rd grade teachers trained	TTV/Training 2 workshops x 5 days x 3 000 participants	MED/BASE
9.1.5 Support the evaluation of Training Network							X					X		Reports	TTV/Training 3 events x 1 day x 70 participants	MED/BASE
9.2 Plan and organize a distance training program for technicians directors and teachers in charge of primary education	X	X												Program organized and functioning	TTA/Training	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
9.2.1 Develop and publish teacher training documents related to basic contents derived from face to face training (Number of documents to be determined. A minimum of 6 documents of 15 pages each is expected)		X	X	X	X	X								6 documents developed	Material consultant 60 days 6 docs x 15 pages x 20 000 copies	MED/BASE
9.3 Develop and distribute 3 normative documents to support the primary school director's functions							X	X	X					3 documents developed published and distributed	ET/Training 3 documents x 15 pages x 1 000	MED/BASE
9.4 Support follow up of face to face and distance training activities through permanent technical assistance from a BASE long term adviser		X	X	X	X	X	X	X	X	X	X	X		Reports	ET/Training	MED/BASE
9.5 Consolidate and expand MIC (Minicentros de Capacitacion) program according to the plan developed in 1996																
9.5.1 Consolidate and follow up functioning of MICs in the 68 Model Schools		X	X	X	X	X	X	X	X	X	X	X		68 MICs organized and functioning	Monitoring, visits ET/Training	MED/BASE
9.5.2 Expand MIC program to 111 new educational sectors		X	X	X	X	X	X	X	X	X	X	X		179 MICs organized and functioning	ET/Training	MED/BASE
9.6 Organize observation visits for selected directors from model schools in order for them to see first hand the educational reforms in other countries						X								Observation visits of 10 directors to United States and/or Latin America	Plane fare expenses lodging 10 directors 8 days	MED/BASE
Objective 10 Support the MED in the design and production of a bulletin which will serve as a resource for professional improvement of primary teachers																
10.1 Publish 10 issues of Bulletin La Red		X	X	X	X	X	X	X	X	X	X			10 bulletins published	ET/Training Publication of 10 issues of 20 000 copies each	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible
	J	F	M	A	M	J	J	A	S	O	N	D			
Objective 11 Conduct a study on the causes of grade repetition and incorporate findings in designing strategies for teacher training and curriculum development													Completed in 1994		
Objective 12 Support MED in establishing 41 demonstration schools and 5 laboratory schools (affiliated with the normal schools) to serve as training and validation centers for new educational materials, equip room schools with appropriate furnishings reference books and learning kits															
12.1 Distribute learning kits to demonstration schools	X	X											1000 kits distributed	LTAC curriculum	MED/BASE
12.2 Improve the operations of the laboratory schools so they may perform their functions adequately													5 laboratory schools functioning	LTAC & M	MED/BASE
12.2.1 Define profile structure and functioning of the laboratory schools	X	X											Profiles prepared	LTAC & M	MED/BASE
12.2.2 Define an implementation plan for training laboratory school teachers according to needs detected		X											Implementation plan	LTAC & M	MED/BASE
12.2.3 Train 80 laboratory school teachers in supervision of practice teaching			X										80 teachers trained	LTAC & M 1 Workshop x 5 days x 80 participants	MED/BASE
12.3 Purchase 3 400 learning kits for multigrade schools							X	X	X	X			Teaching materials purchased (Distributed in 1998)		MED/BASE
Objective 13 ¹ Support the MED in training no less than 140 master teachers selected from elementary schools to validate new curriculum materials and to train other master teachers													Incorporated in Objective 9		

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
13.1 [In 1995 this activity was incorporated into Objective 9 Support the MED in the design and implementation of an elementary school teacher training plan including the recruitment and training of master teachers the creation of laboratory and demonstration schools and the implementation of innovative programs for large scale teacher training based on child centered learning methodologies]																
Objective 14 Support the MED in the training of approximately 12 000 1st-4th grade teachers in appropriate educational methodologies and in the use of educational materials																
14.1 [In 1995 this activity was incorporated into Objective 9 Support the MED in the design and implementation of an elementary school teacher training plan including the recruitment and training of master teachers the creation of laboratory and demonstration schools and the implementation of innovative programs for large scale teacher training based on child centered learning methodologies]																
Objective 15 Provide technical assistance to strengthen normal schools and equip them with audiovisual resources for micro teaching																
15.1 Support the organization of a workshop on curricular transformation for 178 normal school teachers		X												Workshop conducted	EEAC & M Workshop x 5 days x 178 participants	
15.2 Support the preparation of a plan of action for training in curricular transformation for each normal school		X												Plan prepared	EEAC & M	MED/BASI
15.3 Conduct workshops in normal schools on curricular transformation active methods and other subjects as needed		X			X			X				X		Workshops conducted	EEAC & M 8 Workshops x 3 days x 60 participants	
15.4 Follow up normal school training plans				X	X	X	X	X	X	X	X	X	X	Report on Follow up	EEAC & M	MED/BASI

Activity	Time Frame												Output	Inputs	Responsible
	J	F	M	A	M	J	J	A	S	O	N	D			
Objective 16 Conduct a study on the impact of family structure on school attendance (based on existing survey data)													Completed in 1995		
Objective 17 Conduct a study on the variables (including family structure) that affect dropout and repetition (based upon [a] MED statistics and [b] surveys in selected areas) [This Activity is incorporated in Objective 18 below]															
Objective 18 Support the MED in the development of a research strategy as well as in the design and implementation of priority research															
18.1 Support the development of an analytical model to determine the impact on the education system of future demographic and financial scenarios				X	X								Model designed Analysis concluded Recommendations presented	Investigation consultant - 30 days	
18.2 Promote the use, discussion and distribution of materials prepared by the Central Directorate for Research, Development and Evaluation as instruments for the management, formulation and confirmation of MED policies						X						X			
18.2.1 Promote dialogues on selected subjects related to educational policies		X		X	X		X	X	X			X		LTA/C & M	
18.2.2 Promote 2 symposia on topics related to educational policy						X						X	2 Symposia carried out	2 speakers - 5 days each	
18.2.3 Support the MED in the design and implementation of a program of action research in selected communities			X	X	X	X	X	X	X	X	X	X	Program design and action plan completed MED personnel trained	Community research consultant - 20 days	
18.3 Train personnel from Directorate of Research and Development in research techniques			X	X	X	X	X	X	X	X			Personnel trained in methods of research and evaluation	Research consultant - 20 days * trip to Costa Rica (2 plane tickets, expenses and lodging per cent)	

Activity	Time Frame												Output	Inputs	Responsible		
	J	F	M	A	M	J	J	A	S	O	N	D					
18.4 Support selected research activities																	
18.4.1 Investigate the relationship between dropout/repetition and variables such as family, teachers, types of schools, number of students per classroom, availability of books, etc. based on data collected in the decentralization evaluation		X	X	X	X	X	X	X	X	X	X	X		Research conducted	Researcher 100 days	MED/BASE APRENDE SIMUN	
18.4.2 Investigate the impact of training and experience of teachers on the academic performance of students from grades 1-4		X	X	X	X	X	X	X	X	X	X		Research conducted	Researcher 100 days			
18.5 Conduct a study on the impact of the BASE project on student performance. [Study will measure the degree to which the project has met the LOP goal of increasing student performance by 20%. This is a BASE activity which will be carried out in compliance with contract obligations.]									X	X	X	X	Study conducted and analyzed	Testing consultant 10 days	BASF		
Objective 19 Support the MED in the development and execution of a strategic decentralization plan to improve the effectiveness of the elementary education system													BASF technical assistance in decentralization was concluded in 1996				
Objective 20 Support the MED in the implementation of a strategic management model for institutional planning (policy deployment)																	
20.1 Reinforce programming and strategic management for new personnel and for departmental directors through seminars and workshops		X	X										Seminars conducted	Management consultant 15 days 6 seminars x 1 day x 30 participants	MED/BASE		
20.2 Conduct seminars and workshops for MED officials on strategic focusing and planning for 1998						X	X	X					Seminars/workshops conducted for Central and Specific Directors	Management consultant 15 days 5 workshops x 3 days x 15 participants	MED/BASE		

Activity	Time Frame												Output	Inputs	Responsible
	J	F	M	A	M	J	J	A	S	O	N	D			
20.3 Framing in concept of total quality applied to education									X	X	X		Seminars conducted for DISUP	Management consult mt - 10 days 3 seminars x 1 day x 30 participants	MED/BASE
Objective 21 Support the MED in analyzing, and recommending changes in the system for adopting, disseminating and implementing policy in the context of decentralization															
21.1 Organize and support workshops on policy formulation and management of educational transformation projects															
21.1.1 Workshop The policy cycle			X										Workshop conducted	ITA/C&M 1 workshop x 1 day x 18 participants	MED/BASE
21.1.2 Workshop Fundation of Policies					X								Workshop conducted	ITA/C&M 1 workshop x 1 day x 18 participants	MED/BASE
21.1.3 Workshop Instruments for the Execution of Policies						X							Workshop conducted	ITA/C&M 1 workshop x 1 day participants x 18 participants	MED/BASE
21.1.4 Workshop Management of Policies as Instruments for Educational Leadership										X			Workshop conducted	ITA/C&M 1 workshop x 1 day x 18 persons	MED/BASE ITC/C&M
21.2 Support follow up of workshops through permanent technical assistance				X	X	X	X	X	X	X			Reports	ITA/C&M	MED/BASE
Objective 22 Support the MED in defining the role of the General Directorate of Supervision in education administration within the context of decentralization															

Activity	Time Frame												Output	Inputs	Responsible
	J	F	M	A	M	J	J	A	S	O	N	D			
22.1 Support the training of departmental directors and municipal delegates in the new system of supervision		X					X						Supervisor trained	Supervision consultant 10 days 2 workshops x 3 days x 52 participants	MED/BASE
22.2 Publish Manual for the Administration of Autonomous Centers				X	X	X	X	X	X	X	X	X	Booklets published	5000 copies x 125 pages	
22.3 Develop and implement a strategy to strengthen the community school relationship	X	X	X	X	X	X	X						Report	Consultant in community relations 20 days	MED/BASE
Objective 23 Design and implement a monitoring and evaluation model for the three components of the BASE project															
23.1 Support the design and implementation of national evaluation system of student performance at the primary level (2nd and 4th grades)	X	X	X	X	X	X	X	X	X	X			Academic achievement test implemented 20 test judge trained	ITA/C&M Consultant in standardized test 25 days 5 workshops x 1 day x 20 participants	MED/BASE
23.2 Continue technical assistance and training in the development and implementation of the evaluation of decentralization conducted by the MED under World Bank auspices	X	X	X	X	X	X	X	X	X	X	X	X	Professionalized MED evaluation team Quarterly reports of progress of evaluation program	ITA/C&M	MED/BASE/ APRENDE
23.3 Support the evaluation of the impact of curricular transformation in 1st and 2nd grades	X	X	X	X	X	X	X	X	X	X	X	X	Report	Evaluation consultant 20 days	MED/BASE
23.4 Develop the capacity of the Central Directorate for Research, Development and Evaluation in the use of statistical instruments, data analysis and development of evaluation instruments to support the DISUP in the formulation of policies	X	X	X	X	X	X	X	X	X	X	X	X	12 officials trained in weekly half day sessions	ITA/C&M	MED/BASE
Objective 24 Support the MED in the design and implementation of a system for annual budget preparation															
24.1 Train Central MED and DDI officials in the use and interpretation of results obtained through the decentralized budget system	X	X	X										Budget execution system implemented Staff trained	Budget consultant 10 days 1 workshop x 3 days x 30 participants	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible		
	J	F	M	A	M	J	J	A	S	O	N	D					
Objective 25 Support the MED in the design and implementation of a management information system																	
25.1 Extend coverage of the information system to the departments of RAAS, RAAN, Zelaya Central, Rio San Juan		X	X	X	X	X	X	X	X	X	X	X	X				
25.1.1 Purchase equipment, prepare sites, and install equipment		X	X	X	X	X	X	X						Systems installed	Systems installation consultant - 20 days	MED/BASE	
25.1.2 Train personnel in MS Office (in DDEs installed in 1991)									X	X				Personnel trained	1 workshop x 5 days x 25 participants	MED/BASE	
25.1.3 Train personnel in applications (payroll, budget, etc)									X	X	X	X		Personnel trained	1 modules x 5 days x 15 participants	MED/BASE	
25.2 Strengthen the operational and support capacity of the Central Directorate of Information System		X	X	X	X	X	X	X	X	X	X	X					
25.2.1 Develop a system to prevent and recover from emergencies		X	X											System developed	Systems consultant - 10 days	MED/BASE	
25.2.2 Prepare a support for (a) Central MED and (b) DDEs				X	X	X	X							Plan developed	System consultant - 20 days	MED/BASE	
25.2.3 Implement maintenance plan						X	X	X	X	X	X			Plan implemented Personnel trained	1 workshop x 20 days x 120 participants	MED/BASE	
25.3 Promote the use of the MED Information System				X	X	X	X	X	X	X	X						
25.3.1 Support the development and distribution of materials for system use and applications					X	X	X	X						Materials developed	Information systems consultant - 20 days 1 pamphlets of 30 p.w.c. (300 copies)	MED/BASE	
25.3.2 Support training workshops in the use of educational information for management and development of policies					X			X						Workshops conducted Personnel trained	Consultant/trainer in policy - 15 days 2 workshops x 2 days x 20 officials	MED/BASE	

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
25.3.3 Train in the use of dynamic simulation models as instruments for policy planning								X	X					Personnel trained	Policy consultant 10 days Information systems consultant 15 days 2 seminars x 1 days x 15 participants	MED/BASE
25.4 Support Financial Area																
25.4.1 Automate of budget execution	X	X	X	X	X									Implementation of system	Software consultant 45 days	MED/BASE
25.4.2 Implement and train in Platinum Standard (departments installed in 1997)								X	X					Platinum installed Personnel trained	1 workshop x 10 days x 10 participants	MED/BASE
25.4.3 Automate accounts payable/receivable			X	X	X									System functioning	Software consultant 10 days	MED/BASE
25.4.4 Automate inventory and purchase orders			X	X	X									System functioning	Software consultant 10 days	MED/BASE
25.4.5 Training in new automated processes (Central MED and departments as needed)				X	X	X	X	X						90 persons trained	6 workshops x 5 days x 30 participants	MED/BASE
25.5 Support the Human Resources Area																
25.5.1 Analyze and design of processes and operations	X	X												System analysis conducted	Software consultant 15 days	MED/BASE
25.5.2 Purchase and implement system		X	X	X	X									Bidding purchase and installation of system	Software consultant 5 days	MED/BASE
25.5.3 Train human resources system								X						Human resources staff trained	Systems consultant 10 days 1 workshop x 1 days x 60 participants	MED/BASE
25.5.4 Update human resources database	X	X	X	X	X	X	X	X	X	X	X	X		Database updated	Human resources consultant 15 days	MED/BASE
25.6 Support to Statistics area																
25.6.1 Update existing statistics system	X	X	X	X	X	X								System reformed and operational	Software consultant 15 days	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible
	J	F	M	A	M	J	J	A	S	O	N	D			
26.2 Train MED officials in the use of statistics system						X	X	X					Officials trained	1 workshop x 2 days x 50 participants	MED/BASE
Objective 26 Support the MED in designing, and implementing, a training program for the decentralization process and the consolidation of management capability in Central MED. (This objective is subject to the appointment of a MED General Training Coordinator)															
26.1 Strengthen and consolidate the Central Directorate of Training	X	X	X	X									Coordinate with O & M Organic structure of Central Directorate of Training Functions and procedures manuals Operations plan of Central Directorate of Training	Training consultant 15 days	MED/BASE
26.2 Consolidate MED Training Plan for 1997															
26.2.1 Support the development of instruments to detect training needs	X	X	X										Instruments and Diagnosis	Training consultant 15 days	MED/BASE
26.2.2 Design program for administrative training		X	X										Training modules	Training consultant 15 days	MED/BASE
26.2.3 Establish criteria and instruments to evaluate quality and impact of training		X	X										Instruments to evaluate quality and impact	Training consultant 15 days	MED/BASE
26.2.4 Support the process of follow up and evaluation of training			X			X			X		X		Recommendations for Training database Formative and summative results of the training process	Training consultant 15 days	MED/BASE
26.3 Support the consolidation of decentralization in the departments															
26.3.1 Support the training of new officials of the DDEs in decentralization and its role in 1997		X											Training in teamwork functions decentralization	1 workshop - 5 days x 15 officials	MED/BASE

Activity	Time Frame												Output	Inputs	Responsible	
	J	F	M	A	M	J	J	A	S	O	N	D				
26.3.2 Support the development of training capacity in decentralization at the departmental level		X	X	X	X	X	X							Groups of trainers formed and trained in the departments	Training consultant 20 days 2 workshops x 3 days each x 60 participants	MED/BASE
Objective 27 Support the MED in the implementation of its payroll and human resources systems																
27.1 Support the formulation of a development strategy in the General Directorate of Human Resources	X	X												Report	Human resources consultant 10 days	MED/BASE
27.2 Provide technical assistance for the development of an integrated computerized system for human resources		X	X	X										Report		MED/BASE
27.3 Support training in automated systems					X	X								60 officials trained	(See Objective 25.5.4)	MED/BASE
27.4 Support the development of instruments to evaluate performance		X	X	X	X									Model of performance evaluation Instruments to evaluate performance	Human resources consultant 10 days	MED/BASE
27.4.1 Train in the use of performance evaluation model						X	X							50 officials trained		
Objective 28 Support the MED in the design and implementation of a new accounting system for the departmental and central MED offices														Accounting technical assistance was concluded in 1996		
Objective 29 Support the MED in the design and implementation of a system to improve management in selected areas of the General Directorate of Administration														Management technical assistance was concluded in 1996		
Objective 30 Support the MED in the preparation of a General Education Law to define the new purposes, principles and objectives of Nicaraguan education														Legal technical assistance was concluded in 1996		

BASIC EDUCATION PROJECT-BASE

ANNEXES

BASIC EDUCATION PROJECT BASE
OPERATIONAL PLAN 1997
Annex A

TRAINING PLAN

Workshop Subject	Objective	No. of Participants per Workshop	No. Days per Workshop	No. of Workshops
Training of trainers in Mathematics and Spanish for 1st and 2nd grade teachers (refresher course)	7.1	60	10	1
Refresher training in Mathematics and Spanish for 1st and 2nd grade teachers	7.2	750	1	36
Training and planning for multigrade teachers	9.1.1	5000	5	2
Active Methodologies and application of curricular components to Grades 1-3	9.1.2	750	6	1
Reinforcement of active methodologies use of curricular components for 1st and 2nd grades	9.1.3	5000	5	2
Active methodologies and handling of curricular components for 3rd grade	9.1.4	3000	5	2
Meetings to evaluate the Network	9.1.5	70	1	2
Observation visits to USA/Latin America by Model School directors	9.6	10	8	1
Supervision techniques for practice teaching	12.2.3	80	5	1
Curricular transformation of normal schools	15.1	178	5	1
Curricular transformation active methods and others	15.3	60	5	8
Training in Research Evaluation (Costa Rica)	18.3	4	8	1
Strategic management for new personnel and Departmental Directors	20.1	30	1	6
Strategic focus and planning, 1998	20.2	45	3	5

Workshop Subject	Objective	No. of Participants per Workshop	No. Days per Workshop	No. of Workshops
Concept of total quality	20 3	30	1	3
Policy cycle	21 1 1	18	1	1
Formulations of policies	21 1 1	18	1	1
Instruments for the execution of policies	21 1 3	18	1	1
Management of policies as instruments for educational leadership	21 1 1	18	1	1
Educational supervision	22 1	22	3	2
Standardized tests	23 1	20	1	5
Analysis of Budget Execution	24 1	30	3	1
MS Office	25 1 2	25	5	4
Applications	25 1 3	15	5	4
Support Plan	25 2 3	120	20	1
Use of educational information	25 3 2	20	2	2
Use of simulation models	25 3 3	15	1	2
Platinum Standard	25 4 2	10	10	1
Platinum Modulok	25 4 5	30	2	6
Human Resources System	25 5 4	60	4	1
Use of Statistics System	25 6 2	50	2	1
Decentralization and role for 1997	26 3 1	45	2	1
Performance evaluation	27 4 1	50	2	1

BASIC EDUCATION PROJECT BASE
 OPERATIONAL PLAN 1997
 Annex B
 PUBLICATIONS

NAME	OBJECTIVE	QUANTITY
Multigrade Guides *Spanish Mathematics 1st and 2nd grade *Spanish Mathematics 3rd and 4th grade *Science 3rd and 4th grade *Moral Civics and Urbanity 3rd and 4th grade	2 1	2 guides x 4 subjects x 30 pages x 5000 copies each
Manual on use of new curricular materials	2 1	1 manual x 20 pages x 15 000 copies
Basic document on curricular transformation	2 3	1 document x 15 pages x 15 000 copies
Guides for Distance Training	9 2 1	6 guides x 15 pages x 20 000 copies each
Functions guides for school directors	9 3	3 guides x 15 pages x 1 000 copies each
Bulletin La Red	10	10 bulletins x 4 pages x 20 000 copies each
Booklets for Administration of Autonomous Schools	21 2	1 booklet x 125 pages x 5 000 copies
Dissemination and use of Information System	24 3 1	4 pamphlets x 30 pages x 500 copies each

BASIC EDUCATION PROJECT BASE
 OPERATIONAL PLAN 1997
 Annex C

LEVEL OF EFFORT
 (Total consultancy days per area)

Area	Institutional Development	Training	Curricular Development	Total
Evaluation	20			5
Teaching materials		60	105	165
Research	250			275
Supervision	40			50
Software engineering	100			95
Installation of systems	20			20
Information systems	75			80
Budget	20			20
Management	40			40
Resources	45			50
Speakers	10			30
Training	95			75
Policies	30			45
Tests	65			60
Community work	20			20
Research	20			
TOTAL	850	60	105	1,015

ACADEMY FOR EDUCATION DEVELOPMENT

Contract No 524-0329-C-00-3024-00

BASIC EDUCATION PROJECT

Project No 12-2035

QUARTERLY REPORT FIRST QUARTER, 1997

**Prepared by Veronica Morales, AED/BASE Field Office Administrative Coordinator
and David C Edgerton, AED/BASE Chief of Party**

**Submitted by David C Edgerton
to AID Project Officer Thomas McAndrews, USAID/N/HI/CORT**

**AED/BASE Field Office
Ministry of Education
Centro Civico, Modulo "P"
Managua, Nicaragua
April 10, 1997**

ACADEMY FOR EDUCATIONAL DEVELOPMENT
NICARAGUA BASIC EDUCATION (BASE) PROJECT

QUARTERLY REPORT - FIRST QUARTER 1997
January - March 1997

NARRATIVE

The purpose of the contract between the Academy for Educational Development (AED) and the Agency for International Development (AID) is to implement the Nicaragua Basic Education (BASE) Project by providing the Ministry of Education of Nicaragua with technical services, training and materials for institutional and curricular transformation at the level of primary education.

EXPECTED RESULTS

The BASE Project includes three principal areas of activity: curriculum development, teacher training, and institutional strengthening. The Project supports USAID/N Result 3.4 "Increased Quality and Efficiency of Primary Education" under Mission Strategic Objective 3 (better educated, healthier, smaller families). Project components and intermediate Project results specified under each component are as follows:

Component I Curriculum Development

- a. New instructional materials developed and published for first through fourth grade (regular and multi-grade) in language arts, math, science, and civics.
- b. Systematic student assessment capabilities and procedures established.
- c. Furniture, books, and instructional materials provided for first- through fourth-grade classrooms in 68 model schools.

Component II Teacher Training

- a. Approximately 12,000 first- through fourth-grade teachers trained in active teaching methodologies and the use of the new instructional materials.
- b. A teacher training network designed and implemented.
- c. A Guide to Basic Education developed and distributed.

Component III. Institutional Development

- a. An Educational Management Information System (MIS) designed, developed, procured, and installed
- b. Improved procedures developed in human resource management, budget, and finance, inventory, and statistics
- c. A system established for management and administrative training
- d. Support provided to the Ministry in implementing a decentralized educational system

The tables that follow provide detailed information on progress toward achievement of these results during the current quarter, as monitored internally under the objectives and activities expressed in the approved BASE Project 1997 Operational Plan.

ACADEMY FOR EDUCATION DEVELOPMENT
 NICARAGUA BASIC EDUCATION (BASE) PROJECT
 QUARTERLY REPORT FIRST QUARTER 1997
 (JANUARY-MARCH)

COMPONENT I - CURRICULUM DEVELOPMENT

OBJECTIVE	CORE ACTIVITIES DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 1 - Support the Curriculum Division in the development of curriculum materials in mathematics, language arts, and natural sciences.	1. Assessment and pre-validation of the multi-grade curriculum guide carried out in collaboration with multi-grade teachers from selected rural schools (guide working title: <u>Practical Organization of Learning Guide for Multi-grade Schools</u> (<i>Guía Práctica para Organizar el Aprendizaje en las Escuelas Multigrado</i>))	1.1 Technical assistance (TA) provided to the MID's core multi-grade team in the selection of 26 schools to participate in preliminary training and validation activities.	Full conversion of the 26 multi-grade validation schools into permanent Multi-grade Model Schools will be a key activity over the balance of CY 1997.
		1.2 In-service TA and training provided in designing a preliminary analysis and validation workshop and follow-up activities for multi-grade teachers to review the preliminary version of the multi-grade curriculum guide (see 1.3).	This workshop and others in the 1997-98 multi-grade training sequence are organized according to constructivist cooperative development principles with the purpose of enlisting the knowledge and experience of teachers themselves in developing a strong multi-grade curriculum.
		1.3 8-day analysis and validation workshop conducted (21-28 February) on the preliminary version of the multi-grade curriculum guide. The 84 workshop participants included 65 teachers and 19 MID technical personnel representing the 26 participating multi-grade schools.	In place of a second 5-day multi-grade workshop originally planned for July, a series of <u>seven one-day workshops</u> will be conducted between April and September.
		1.4 Project staff conducted four follow-up site visits to Jinotepe, Diriamba, and San Teresa schools to provide TA to teachers participating in the multi-grade guide validation.	

OBJECTIVE	CORE ACTIVITIES DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	2 Conducted continuing in service validation of 4th grade curriculum and practical methodologies developed with Project support	2.1 6 day reinforcement workshop (10-15 February) conducted for Model School participants in the use of the new 4th grade curriculum and methods materials - 505 master 4th grade Model School teachers participated	See also Goal 9 activities
Objective 2 - Publish approximately 60,000 guides and programs for teachers of grade 1-4 in mathematics, language arts, civics, and natural sciences	1 Published curriculum documents	1.1 In collaboration with the MID drafted and approved action schedule for development of three 1997 publication deliverables (<i>Multi-grade Curriculum Guide Handbook for the Use of the New Curriculum</i> and <i>Basic Document on Curriculum Transformation</i>)	Publication of these documents (in either final or preliminary form) was completed in December 1996. Delivery was carried out during the first half of January prior to the beginning of the 1997 training calendar.
		1.2 Methods guides were delivered as follows: Spanish 1-2 grade 5,500 copies Mathematics 1-2 grade 5,500 copies Spanish 3 ^o -4 grade 12,000 copies Mathematics 3-4 grade 12,000 copies Science 3-4 grade 12,000 copies Civics 3-4 grade 12,000 copies	
		1.3 Re-printed and delivered 5,000 copies of the brochure <i>Organization and Operation of the MICs</i> in support of national implementation of the MIC system.	
Objective 3 - Support the MID in preparing documents on the production, promotion, and use of low cost teaching materials		Draft version completed in 1995	Publication was delayed at MID request until 1997 pending further analysis and a full validation of the draft.

OBJECTIVE	CORE ACTIVITIES DURING THE REFORMING PERIOD	PERFORMANCE	REMARKS
Objective 4 - Support the MID in the development of a system to evaluate student performance			A student performance evaluation manual developed under the Project in 1975 will become a permanent material of the MID teacher training program
			The Project is committed to assist the MID in undertaking actions over 1997-98 aimed at developing eventual permanent national standardized testing capability
Objective 5 - Support the MID in developing formative evaluation methodology to measure advances in the areas of teacher training and curriculum development	See Objective 23	See objective 23	In 1995 this activity was incorporated into Project Objective 25 (Design and implementation monitoring and evaluation model of the three components of the BAST Project)
Objective 6 - Conduct studies on the feasibility of cost recovery in the areas of teacher and curriculum development		Completed in 1994	
Objective 7 - Support the MID in the design and implementation of a teacher refresher program in Mathematics and Spanish for selected 1st and 2nd grade teachers	1. Trained the program's teaching team	1.1 Short term math and Spanish teacher training specialists identified and contracted	Both advisors are staff member at CONAFE Mexico's central training entity and are specialists in post-Project in constructivist active learning applications
		1.2 10 day training workshop conducted (27 January - 6 February) in Mathematics and Spanish for the 49 normal school teachers assigned to teach the weekend content area refresher program	The main workshop was presented at Managua training facilities under the auspices of the <i>Dirección General de Actualización Docente</i> (administrative office for the Normal School system) and the Project

OBJECTIVE	CORE ACTIVITIES DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		1.3 Intensive 5 day version of same workshop (1.2 above) presented (18-22 February) for participating teacher trainers at the Bluefields and Puerto Cabezas Normal Schools	The workshop was presented separately at the Atlantic Coast. It is a cost effectiveness measure for participants from those regions.
	2. Initiated program implementation	2.1 Provided I/V in development of enrollment data collection instruments for the program printed 5000 copies for use with refresher program participants	
		2.2 Weekend refresher program begun in 10 normal schools with participation of 896 teachers (850 1-2 grade teachers 46 trainers) 4 sessions conducted to date (March 18-22)	
		2.3 Provided I/V to develop monitoring and follow up instruments for the program	
		2.4 4 Saturday monitoring visits to Normal School sites made weekly during March by Project personnel (to Leon Amotep, Matagalpa and Managua NS's)	The Project recognizes that participation will off in it occur over the course of the year and will make second quarter recommendations in this regard based on monitoring.

COMPONENT II: TEACHER TRAINING

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 8 - Support the MID in the production and distribution of 20,000 copies of Basic Education Guide for Primary Teachers		Completed in 1994	
Objective 9 - Support the MID in the design and implementation of an elementary school teacher training plan (Grades 1-4)	1. Continuing consolidation support provided for the Teacher Training Network (<i>Red de Capacitacion KC</i>)	1.1 Conducted multi-grade guide assessment/ validation workshop (1-1-1)	(Described under Goal 1 activity 1.1)
		1.2 Conducted simultaneous 10-day regional workshops (20-31 January) for 9,116 3-grade teachers, municipal directors, and technical personnel at 116 sites to strengthen active learning methodologies and use of the curriculum guides	
		1.3 Conducted 6-day workshop (10-15 February) to strengthen use of and provide continuing in-service validation for 4-grade curriculum materials in Model School program; 505 4-grade teachers participated	(Described under Goal 1 activity 2)
	2. Support provided to planning a distance training program for teachers	2.1 SOW's developed for the distance training; consult met; search for local specialist underway	Distance training specialist will be identified during April
	3. Continuing assistance provided in planning coordination of <i>presencial</i> and distance training	3.1 SOW developed and short-term advisor (Dr. Juli Mora) contracted to conduct a formative analysis and review of the Teacher Training Network	

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OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
		3.2 Information gathering: data collection interviews and 6 visits to MIC sites and workshops conducted by short term visits over 20 - 31 January	
		3.3 Draft report on the RFD developed and circulated	
		3.4 Project staff conducted three follow-up site visits to San Carlos schools to provide TA to teachers participating in the MICs	
	4 Support provided to expanded implementation and institutional strengthening of the Collaborative Training Mini Centers (<i>Minicentros de Inter capacitación</i>)	4.1 Copy of key autonomous management brochure Organization and Structure of the MIC Program printed and distributed nationally	
		4.2 One day workshop conducted (5 March) on MIC awareness and implementation for 77 participating delegates and departmental technical personnel in preparation for the larger MIC activity scheduled for March 11	At this meeting MID representatives settled on the March 14 date for the larger activity and agreed on plans to begin national level information activities and related preparations
		4.3 Three TA site visits conducted (Bojao Rivers and Rio San Juan Departments) in support of development and implementation of the MICs	
Objective 10 Support the MID in the design and production of a bulletin that will serve as a resource for professional improvement of primary teachers	1 Publication of the teachers' bulletin <i>La Red</i>	1.1 Issues 4th and 5th of <i>La Red</i> written, edited, printed and distributed	

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 11 Conduct a study on the causes of grade repetition and use findings in designing strategies for teacher training and curriculum development		Completed in 1994	
Objective 12 Support the MID in establishing 41 demonstration schools and 5 Laboratory Schools affiliated with the Normal Schools to serve as training and validation centers for new educational materials equip these schools with appropriate furnishings reference books and learning kits	1 Preparation and distribution of Learning Kits	1.1 Completed preparation of 14 item classroom Learning Kits	
		1.2 Learning Kits distributed nationally to 990 schools	
	2 Purchase and distribution of furniture and educational materials for 3rd and 4th grade	2.1 1200 wooden School Furniture Sets distributed to 60 classrooms (10 schools)	This equipment distribution was carried out at MID request in the <i>es uclis uita</i> (supported by the SIMIN project) as an inter-project collaborative activity. Procurement and distribution will continue over CY 1997 to accommodate school growth in compliance with the original MID request
		2.2 60 metal furniture sets for teachers (desk chair bookshelf) distributed to 60 classrooms (10 schools)	
		2.3 382 storybooks (remaining from an earlier distribution) distributed to 10 Model Schools	
3 1997 Laboratory School group established	3.1 Advised the development of Laboratory School teacher profiles in 11 Laboratory School organization		

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 13 Support the MFD in training no fewer than 140 master teachers selected from elementary schools to validate new curriculum materials and to train other master teachers		Incorporated into Objective 9	In 1995 this activity was incorporated into Objective 9 (text - Support the MFD in the design and implementation of an elementary school teacher training plan including the recruitment and training of master teachers the creation of laboratory and demonstration schools and the implementation of innovative programs for large scale teacher training based on child centered learning methodologies)
Objective 14 Support the MFD in training approximately 12 000 1st - 4th grade teachers in appropriate educational methodologies and in the use of educational materials			
Objective 15 Provide technical assistance to strengthen normal schools and equip them with audiovisual resources for micro teaching	1 Provide a bibliographic list for Normal School libraries	1.1 Delivered a first complement of 1 750 books for projected 8 000 volume libraries for each of the normal schools	This first delivery had been largely completed by the end of CY 1996. A second delivery will be carried out during the first half of CY 1997.
	2 Provided training on curricular transformation for the Normal Schools	2.1 Conducted a 4 day workshop on Management considerations in the Consolidation of Curricular Transformation in Nicaragua (15-21 March) for 20 Normal School teachers from the 1995 Impact Normal Schools training group	

COMPONENT III INSTITUTIONAL DEVELOPMENT

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 16 Conduct a study on the impact of family structure on school attendance (based on existing survey data)			
Objective 17 Conduct a study on the variables (including family structure) that affect dropout and repetition based on (a) MID statistics and (b) surveys in selected areas [This Activity is incorporated in Objective 15 below]			
Objective 15 Support the MID in the development of a research strategy and in the design and implementation of priority research	1. Provided support in the dissemination and use of materials developed by DGIDI in management and policy development and implementation	1.1 Provided technical support in planning and definition of topics for five colloquia and two symposia scheduled for presentation over CY 97	Initial planning was largely completed in January
		1.2 Advised program planning and development and negotiation of executive summary approvals for the first 1997 colloquium to include participation by 60 senior MID officials	The first colloquium will be conducted during the coming reporting period

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
	2 Conducted study on training and technical assistance needs with regard to Atlantic Coast services under the Bilingual Intercultural Education Program (PIBI)	2.1 Identified and contracted short term FA (Dr. Michael Richards) for the Atlantic Coast consultancy	This activity was begun in 1996 under FA which was originally Objective 1 Activity 1.5.1. To develop a study on the training and technical assistance needs of PIBI for the purpose of improving technical and educational services in Spanish as a second language. By mid-December 96 the MID had decided to carry out a sociolinguistic study of the Atlantic Coast region before implementing the Spanish second language training for primary teachers through the Normal Schools. A SOW and consultant were approved for the study. In the interests of continuity the MID requested that this Objective be included in the studies to be conducted per Objective 18 Activity 18.4.
	2.2 The consultant gathered data, conducted interviews with MID officials and presented recommendations (see Richards Trip Report)		
	3 Begin study of factors affecting dropout and repetition	3.1 Developed SOW and hourly contracts for 10 field researchers to carry out field survey	Work on this study began in 1996 with the completion of survey instrument design. Action in 1997 are specified under Activity 23.4.1 in combination with specifications for the decentralization study. The completion of this study depends pending mid-level MID approval of wrap up FA to be provided by short term advisor Dr. Silvio Le Franco.
Objective 19 Support the MID in the development and execution of strategic decentralization plan to improve the effectiveness of the elementary education system		Completed in 1996	

of

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 20 Support the MID in the implementation of a strategic management model for institutional planning (policy deployment)			At MID request pending actions under Objectives 20 through 26 will be adjusted to provide specialized institutional development assistance following MID institutional restructuring to be announced during the coming quarter.
Objective 21 Support the MID in analyzing and recommending changes in the system for adoption, dissemination, and implementing policy in the context of decentralization			
Objective 22 Support the MID in defining the role of the Directorate of Supervision in education administration within the context of decentralization	1. Providing TA support in the definition of the role of supervision in curricular transformation	1.1 Participated in discussions new role options for supervision in the curricular transformation process	
		1.2 Conducted one day meeting (11 March) titled "The New Role of Supervision" with 35 participants including central departmental and municipal technical personnel and Project consultants	
Objective 23 Design and implement a monitoring and evaluation model for the three components of the BASI project	1. Provide intra project support in the creation of a monitoring and evaluation model for the three components of the project	1.1 Project evaluation specialist Dr. Rex Chesterfield provided in initial consultancies and made recommendations on MIE indicators and monitoring and evaluation options	Strengthened qualitative evaluation has emerged as a key goal for actions in the evaluation area over the remainder of the Project
	2. Provide support for evaluation of the impact of decentralization (in coordination with APRI/NDI and SIMI/N)	2.1 Advised and trained Evaluation Directorate personnel in developing field evaluation instruments	To avoid redundancy the instruments to be used in this study will also be used to collect information under activity 15.4.1

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
		2.2 Advised the development of the technical proposal and SOW for the second data compilation as well as definition of the procedures, teacher samples and family school director, School Council, and student interview samples	
		2.5 Collaborated in the development and review of the field handbooks, survey controls, and the preliminary phase one evaluation report	
	3 Support in the technical development of the General Investigation Directorate Development and Evaluation (Goal # 23)	3.1 Trained 4 Evaluation Directorate technical personnel on the role, field supervisors, interview techniques, and quality control procedures, instrument coding, and data entry and reduction (Goal # 20)	
Objective 21 Support the MID in the design and implementation of a system for annual budget preparation			This activity has been suspended while the short-term Systems and Programming Engineer carries out priority Tituman module installation
Objective 25 Support the MID in the design and implementation of a management information system	1 Equipment procurement and installation for the RAVN, RAAS, Central Zelia, and Rio San Juan DDE's	1.1 Prepared bidding specifications for equipment for the addition of DDE's and to cover immediate addition of needs and the central and DDE where equipment is already in place	Priority will be restored to these procurements when MID recurring cost and maintenance capability has been conclusively established
	2 Strengthen the support capability of Informatics	2.1 Participated in key meetings with MIS donor partners to coordinate a representation to the Vice Ministers on sustainability concerns in the common recommendations	One or more follow-up meetings with vice ministers and project donors (SIMEN, BAST, WB, IDB) will be held during the second quarter

OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
	3 Support the development of financial management capacity	3.1 Identified and contracted a highly qualified national systems programming expert (In: Jose Maria Ferecero) to complete implementation of the Platinum system	
		3.2 Procured, installed and configured 5 Platinum modules	
	4 Support Human Resources area development	4.1 Conducted meetings with key appointment/payroll officers to plan and implement changes in the the <i>Nomina</i> system	The Project recommends contracting a management analyst to assist in implementation of the <i>Nomina</i> system. A parallel test (prior to implementing the new system) has been re-scheduled for April
	5 Support Educational Statistics area development	5.1 Participated in key meetings of the National Projects Coordination Council to agree on coordinated support to the development of educational statistics capability	According to Dr. Chesterfield and MFD counterparts, MFD educational data is dependable and operations are well run, but the statistics office is understaffed and insufficiently funded
Objective 26 Support the MFD in designing and implementing a training program for the decentralization process and the consolidation of management capability in the Central MFD (This objective is subject to the appointment of a MFD General Training Coordinator)	1 Strengthen and to consolidate the General Directorate of Training	1.1 developed SOW and initiated process for contracting a specialist in this area (In: Peter Protti)	This consultancy will take place beginning in the second quarter. It is anticipated that sequential assistance in institutional training capability will be provided by several veteran short term Project consultants including Dr. Richard Kutt
Objective 27 Support the MFD in the implementation of its payroll and human resources systems	1 Support the development of the General Directorate of Human Resources	1.1 Conducted one day needs assessment workshop (21 February) for the 15 person HR MFD senior staff	
Objective 28 Support the MFD in the design and implementation of a new accounting system for the departmental and central MFD offices		1 A new accounting was completed in 1996	Further A new may be provided is necessary in response to anticipated MFD institutional restructuring

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OBJECTIVE	CORE ACTIVITIES	PERFORMANCE	REMARKS
Objective 29 Support the MLD in the design and implementation of a system to improve management in selected areas of the General Directorate of Administration		IA in administration completed in 1996	
Objective 30 Support the MLD in the preparation of a General Education Law to define the new purposes, principles and objectives for Nicaragua in education		IA in administration completed in 1996	

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B Administrative information

Contract dates	Total level of effort	1 252
	Total estimated cost	16 592 150
1	Level of Effort (last three months)	54 22
-	Cumulative Level of Effort	652 92
	Unused Level of Effort	579 08
1	Cost (last three months)	554 560
5	Accumulated costs to date	10 608 560
6	Remaining funds	5 783 790



Academy for Educational Development

Proyecto BASE:
*The Nicaragua Basic Education
Project*

Contract No 524-0329-C-00-3024-00
Project No 12-2035

July 10, 1997

QUARTERLY REPORT: SECOND QUARTER, 1997

Prepared by Patricia Morales,
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Submitted by David C. Edgerton
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Ministry of Education
Centro Civico, Modulo "P"
Managua, Nicaragua

NARRATIVE

The purpose of the contract between the Academy for Educational Development (ED) and the Agency for International Development (AID) is to implement the Nicaragua Basic Education ("BASE") Project, providing the Ministry of Education of Nicaragua with technical services training, and materials for institutional and curricular transformation at the level of primary education

EXPECTED RESULTS

The BASE Project includes three principal areas of activity curriculum development teacher training, and institutional strengthening The Project supports USAID/N Result 3.4, "Increased Quality and Efficiency of Primary Education," under Mission Strategic Objective 3 (better educated, healthier, smaller families) Project components, and intermediate Project results specified under each component, are as follows

Component I Curriculum Development

- a New instructional materials developed and published for first through fourth grade (regular and multi-grade) in language arts, math science, and civics
- b Systematic student assessment capabilities and procedures established
- c Furniture, books, and instructional materials provided for first- through fourth-grade classrooms in 68 model schools

Component II Teacher Training

- a Approximately 12,000 first- through fourth-grade teachers trained in active teaching methodologies and the use of the new instructional materials
- b A teacher training network designed and implemented
- c A Guide to Basic Education developed and distributed

Component III Institutional Development

- a An Educational Management Information System (MIS) designed, developed, procured and installed
- b Improved procedures developed in human resource management budget and finance inventory and statistics
- c A system established for management and administrative training
- d Support provided to the Ministry in implementing a decentralized educational system

The tables that follow provide detailed information on progress toward achievement of these results during the current quarter as monitored internally in accordance with the objectives and activities specified in the approved BASE Project 1997 Operational Plan as periodically amended

ACADEMY FOR EDUCATIONAL DEVELOPMENT
 NICARAGUAN BASIC EDUCATION (BASIS) PROJECT
 QUARTERLY REPORT - SECOND QUARTER 1997
 (APRIL - JUNE)

COMPONENT 1 CURRICULUM DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS	
Objective 1 Support the Curriculum Division in the development of curricular materials in mathematics language arts civics and natural sciences	1 Develop a teacher's manual on the use of the new curricular materials	1.1 An outline for the design and content of the teacher's manual was developed in two working meetings with the Curriculum Director	This activity was rescheduled by the MID and Project for development during the third quarter	
	2 Develop an instructional/informational video on the use of the new curricular materials	2.1 An instrument was designed to gather information from teachers and MID officials for use in determining appropriate content and developing the structure of the video	Developing a video to complement the teacher's manual was approved by the project Technical Commission and the General Directorate of Basic Education. The video will be designed and a local production entity contracted during the third quarter and produced during the fourth quarter	
	3 Develop a basic reference document on the curriculum transformation program	3.1 Coordination meetings were held with the Curriculum director to establish to establish coordination procedures and determine technical assistance needs for the development of the curriculum reference document		The curriculum transformation reference document will be developed during the third quarter and printed during the fourth quarter (for distribution coinciding with the beginning of the 1998 school year)
		3.2 Determined initial content for the curriculum reference document by reviewing and assembling information from technical documentation and data to date on the curriculum transformation activity		
	4 Validate the Multi grade Curriculum Guide in selected schools	4.1 Provided continuing intensive technical assistance to the year long formative type evaluation of the Multi grade curriculum guide being conducted by the MID in the 26 new model multi grade schools		

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		4.2 Provided technical assistance to the MID multi grade team in designing, conducting and evaluating the second and third Multi grade Reinforcement workshops.	Validation of the Multi grade Guide was the focus of both workshops. The workshops also make use of the constructivist cooperative development approach to generate school community level workshop follow up activities.
		4.3 As outlined above (4.1.2 and Remarks) two 2-day workshops were conducted (April 24-25 and June 12-13) on the use of the <i>Guía Práctica para Organizar el Aprendizaje en las Escuelas Multigrado</i> . 86 participants (71 teachers, 15 technical specialists) attended both workshops.	Because of transportation difficulties and other disruptions caused by political unrest during the workshop period, single venue workshops were conducted for all 86 participants rather than decentralized workshops as had been planned originally.
		4.4 conducted eight (8) follow up visits to multi grade model schools in the Departments of Jimotepe, León y Rivas for the purpose of providing on site follow up technical assistance to the teachers participating in the multi grade guide validation.	
Objective 2: Publish approximately 60,000 guides and programs for teachers of grades 1-4 in mathematics, language, arts, civics, and natural science.	5.1 Explore the feasibility of developing sets of study cards (<i>fichas didácticas</i>) for multi grade students.	5.1 Conducted meetings with teachers, the Multi grade team, and the Curriculum Directorate to consider the study cards option as a device for adding enrichment and flexibility in keeping with constructivist principles to materials now in use.	Incorporation of this activity into the 1998 Operation Plan is under consideration. Under the contemplated activity, teacher teams will develop the cards.
Objective 2: Publish approximately 60,000 guides and programs for teachers of grades 1-4 in mathematics, language, arts, civics, and natural science.	1. Publish (selected) curriculum documents.		Activities under Objective 2 will begin in the third quarter of CY '97 as indicated in the Operational Plan.
Objective 3: Support the MID in the production, dissemination, and use of low cost teaching materials.		Completed in 1995.	Publication of a manual for teachers developed under Objective 3 was postponed by the MID until cognizant MED personnel have reviewed and modified the manuscript to their satisfaction.

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 4 Support the MID in the development of a system to evaluate student performance	1 Publish the <i>Manual de Evaluación de los Aprendizajes</i> (Learning Evaluation Manual)	The Learning Evaluation manual was developed in 1995	The MID intends the evaluation methodology presented in the manual to become a permanent part of the Teacher Training Program. In response to a MID request the project will support the publication of 15,000 copies of the manual during the 4th quarter of CY 1997.
	2 Develop a proposal for an evaluation system for use in the Multi grade system	2.1 The Multi grade 1A team provided intensive assistance in developing the evaluation system. The proposed system was presented for discussion to the Multi grade model school teacher corps during the June 12 workshop (Activities 3.3 and 9.1.1)	A final version of the plan will be developed in collaboration with the General Directorate of Research and Evaluation presented to the Education Technical Committee in August
Objective 5 support the MID in developing a formative evaluation methodology to measure advances in the areas of teacher training and curriculum development		[In 1995 this activity was included in Objective 23 (Design and implement a monitoring and evaluation model for the three components of the BASI Project)]	
Objective 6 conduct studies on the feasibility of cost recovery in the areas of teacher and curriculum development		Completed in 1994	
Objective 7 Support the MID in the design and implementation of a teacher refresher program in two areas (Mathematics and Spanish) for selected 1st and 2nd grade teachers	1 Implement the refresher program	1.1 13 Saturday sessions (of 15 scheduled) were conducted during the reporting period	Two sessions were canceled because of civil disturbances. Participant attendance over the reporting period was high (98.9%)
		1.2 Project staff conducted monitoring/ follow up site visits each Saturday in which sessions were conducted at the Matagalpa Juigalpa I stch Managua Jimotepe Chinandega and Boaco Normal Schools	The team conducted on site interviews to collect information on teachers' assessment of the program
		1.3 Developed monitoring/follow up instruments to collect information on teachers' classroom applications of skills, information and techniques acquired through participation in the Saturday program	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	2.1 evaluate the refresher program	2.1 Advised the development of the evaluation plan	The plan calls for two evaluation visits to each site, one at the end of each semester
		2.2 Developed a scope of work for short term IA for evaluation of the program	

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COMPONENT II TEACHER TRAINING

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 8 Support the MID in the production and distribution of 20 000 copies of a Basic Education Guide for Primary teachers		Completed in 1994	In response to a MID request the project will provide an 8 000 copy reprint of the guide for distribution to graduating Normal School students and new delegates and technical personnel
Objective 9 Support the MID in the design and implementation of an elementary school teacher training plan (Grades 1-4)	1 Continuing consolidation of the National teacher Training Network (<i>Red Nacional de Capacitación</i> [RC])	1.1 Conducted validation workshops on the use of the Multi grade Guide (See Objective 1 activity 3.3)	
		1.2 Provided intensive IA in the design and execution of the second 1997 National Teacher Training Network (<i>Red de Capacitación</i>) training activity	Instructional strategy for these workshops included use of real time video footage taken in selected participants classrooms for practicum and discussion
		1.3 Conducted Phase I of the second national 1997 National Teacher Training Network training activity a 5 day intensive reinforcement workshop on curriculum transformation and democratic education with participation by 88 National Training Network central level technical personnel	In Phases 2 and 3 to be conducted in July 600 departmental level personnel will receive training (Phase 2) who in turn will training 11 000 regular system primary teachers at 114 municipal sites (Phase 3)
	2 Plan and implement the Distance Training activity	2.1 Identified and contracted the short term Distance Training Advisor	
		2.2 Distance Training Advisor conducted observations and interviews with MID officials technical personnel and teachers as part of the development of a design proposal for the distance training activity	The distance training design proposal will be presented to the MID during the coming reporting period (August)

OBJECTIVES	ACTIVITIES UNDERTAKEN DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	3 Provide follow up assistance Segunmento for both the live and distance training systems	3.1 Reviewed and adjusted the scope of work for the long term Teacher Training Advisor	
		3.2 The candidate field for this position was narrowed to two finalists (of Nicaraguan nationality) and the final recommendations forwarded to the Director General	Two complete search and selection cycles were carried out for this position. A second was conducted when the MID made a determination that none of the candidates proposed in the first round was satisfactory. It is anticipated that the vacancy will be filled during July.
		3.3 Conducted four follow up/observation visits to Red model schools in Mataya and León	The purpose of the visits was to gather technical information for use in Red expansion/consolidation.
Objective 10 Support the MID in the design and production of a bulletin which will serve as a resource for professional improvement of primary teachers	1 Continue technical assistance in developing and editing the teachers bulletin <i>La Red</i>	1.1 Designed and developed three issues (April, May and June) of the bulletin <i>La Red</i>	
	2 Continue publication of <i>La Red</i>	2.1 Published and distributed 20,000 copies each of <i>La Red</i>	
Objective 11 Conduct a study on the causes of grade repetition and incorporate findings in designing strategies for teacher training and curriculum development		Completed in 1994	
Objective 12 Support the MID in establishing 41 Demonstration Schools and 5 Laboratory schools (the latter affiliated with the Normal Schools) to serve as training and validation centers for new educational materials and equip these schools with appropriate furnishings, reference books and learning kits	1 Continue development manufacture and distribution of learning kits	1.1 Sought AID approval for the purchase of 70 additional Learning Kits	1997 produced unanticipated section and grade expansion in some model schools. In addition the original 1,000 kit procurement was not sufficient to cover the 26 multi grade model schools. These factors produced shortfalls particularly in Chontales and Boaco Departments necessitating the procurement of the additional kits.
		1.2 Contracted manufacture of the 14 items comprising the (original design) kits	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		1.3 Distributed total of 72 learning kits in Boaco and Chontales	With this additional distribution the Project completed its learning kit obligation to the regular primary education system
	2 Purchase and distribute educational materials for Grades 3 and 4	2.1 Distributed 212 wooden classroom furniture kits to 2 first grade 3 second grade 3 third grade and 3 fourth grade model school classrooms	These distributions corresponded to schools where prerequisite MID building repairs had not been completed earlier
		2.2 Distributed 11 metal furniture kits for teachers (desk chair materials shelf) in 11 classrooms in 3 model schools	
		2.4 Conducted RIP and bid review process for manufacture of 1100 wooden school furniture kits for models	This furniture is for the seven (out of 68 total) model schools that remain to be furnished
	2.5 Conducted inspection visits in 15 model schools in 6 departments to review the state of furniture equipment and materials provided by the Project	Repairs were conducted where possible under still active manufacturer guarantees	
3 Continue development and expansion of the Laboratory School group	3.1 3 additional laboratory school sites were reviewed and identified	The MID's 1994 long range training plan called for closing three Normal Schools reducing the national total from eight to five and the Project laboratory schools which serve Normal School training needs were limited correspondingly. In 1996 the MID rescinded its decision to close Normals necessitating the addition of three lab schools to the project model school group	
		3.2 Assisted in the development and administration of an instrument to determine the training needed to bring laboratory school teachers into line with the teacher profile established for the lab schools	The report will be submitted during the third
		3.3 Assisted in the design and development of a curriculum guide for the laboratory schools	The guide was approved by the MID during the reporting period

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OBJECTIVES	ACTIVITIES UNDERTAKEN DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	4 Develop and manufacture 3 400 Learning kits for complete national distribution to the Multi grade schools	3 4 Conducted follow up visits to each of the laboratory schools in Chinandega I such y Chontales 4 1 Developed overall plan instructional design and materials prototypes for mathematics materials to be included in the Multi grade learning 4 2 Developed and validated math learning kit prototypes and student study guides in a one day workshop with participation by 16 selected multi grade teachers The validated materials were subsequently submitted to the MFD for review	This work was conducted with assistance from a Mexican constructivist-oriented math education specialist contracted during the first quarter Kit procurement will take place during the third quarter (pending final approval by the General Directorate of Basic Education)
Objective 13 Support the MFD in training no fewer than 110 Master Teachers selected from elementary schools to validate new curriculum materials and to train other Master Teachers		Incorporated into Objective 9	In 1995 this Objective was incorporated into Objective 9 (support the MFD in the design and implementation of an elementary school teacher training plan)
Objective 14 support the MFD in the training of approximately 12 000 1st-4th grade teachers in appropriate educational methodologies and in the use of educational materials		Incorporated into Objective 9	
Objective 15 Provide technical assistance to strengthen the Normal Schools and equip them with audio visual resources for micro teaching	1 Provide an updated bibliographic list for use with the Normal School libraries	1 1 Delivered 219 reference books to the Chinandega Normal School	Delivery of this reference book complement to project provided equipment for the Normal Schools completed a delivery process begun during the first quarter

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	2 Provide continuing training on curricular transformation for the Normal	2.1 Conducted a five-day workshop sequence on <i>El manejo de algunos aspectos que consolidan la transformación curricular nicaragüense</i> (June 6 14 21 28 and July 4) with participation of 25 Normal School faculty	

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COMPONENT III INSTITUTIONAL DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 16 conduct a study on the impact of family structure on school attendance (based on existing survey data)		Completed in 1995	
Objective 17 Conduct a study on the variables (including family structure) that effect dropout and repetition (based on [a] MID statistics and [b] surveys in selected areas) (this activity is incorporated into Objective 18 below)			
Objective 18 Support the MID in the development of a research strategy and in the design and implementation of priority research	1 Support the development of materials for use in policy formulation and execution in collaboration with the General Directorate of Research Development, and Evaluation (Dirección General de Investigación Desarrollo y Evaluación [DGE])	1.1 Developed SOW and contracted an advisor (Dr Richard Kraft) on research and evaluation strategies and on the institutional and technical development of the DGID	At MFID request during the third Dr Kraft will also advise the re programming of the colloquia specified in the 91 OP as part of the National Forum (Foro Nacional)

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	2 Conduct research designated by DGIDI and priority	2.1 Developed preliminary design and implementation strategy for the socio-linguistic study of Atlantic Coast schools	<p>At MID request, the project's initial scope which had been limited to the RAAN (South Atlantic Region) was expanded to include the RAAN (North Atlantic Region) as well. Collaboration with SIMIN in funding the RAAN is still anticipated.</p> <p>The MID also requested that the unit of investigation be the school rather than the community as Dr Richards' proposal had originally specified. Dr Richards is modifying the plan accordingly.</p>
		2.1.1 Submitted to the MID for review a draft study design for the Atlantic Coast including cost projections and technical/logistical implications	<p>A crucial consideration in implementation design has been the politically delicate situation on the Atlantic Coast. The project is working with the MID to develop an implementation design that will avoid potentially volatile involvements while protecting the technical integrity of the study and preserving the political neutrality of the Project.</p>
		2.2 Continued field research on a study of factors affecting dropout and grade repetition	
		2.2.1 Continued the administration of a questionnaire field instrument by a team of 10 short term locally contracted field researchers	
	3 Review and update Objective 18 activities in the 1997 Operational Plan	3.1 Conducted meetings with the DGIDI to review and update ongoing activities under Objective 18	<p>One result of this review was the elimination of activity 18.1 (Demographic and financial projections) and the addition of two others (Atlantic Coast study Multi grade baseline quality study).</p>

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 19 support the MLD in the development and execution of a strategic decentralization plan to improve the effectiveness of the elementary education system		Completed in 1996	
Objective 20 Support the MLD in the implementation of a strategic management model for institutional planning (policy deployment)	1 Provide training in strategic planning and management	1.1 Conducted coordination meetings between BASL and the Development Training Project (DTP) to set parameters for a twelve month plan for training in strategic planning and management, to be provided by DTP for the benefit both MLD Senior Administration (DISUP) and the decentralized Departmental Education Offices (DEOs)	This relationship of great benefit to BASL was established at the direction of AED/HI
		1.2 Conducted consultative working session involving BASL and DTP staff and the MLD DISUP. At this key meeting the DTP planning team engaged MLD senior officials in a structured dialogue on MED needs and criteria in the areas of strategic planning and total quality management with a view to developing a training plan to precision-target those needs	Implementation of the DTP training plan is scheduled to begin in the third quarter
	2 Conduct a presentation on the projects accomplishments and current status of the Project for the benefit of newly appointed MLD Directors General	2.1 Participated with APRINDE staff in an informational workshop-presentation on April 9 on the BASE and APRINDE projects for the benefit of 15 recently appointed senior MLD officials	This workshop was carried out at the request of and coordinated by the National Project coordination office (<i>Coordinación Nacional de Proyectos</i>) of the MLD

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 21 Support the MLD in analyzing and recommending changes in the system for adopting disseminating and implementing policy in the context of decentralization			Activities under Objectives 21 and 22 remain in abeyance pending the conclusion of the MLD's internal reorganization process at which point both objectives will be restructured and executed in support of MLD reorganization decentralization and GON institutional policy
Objective 22 Support the MLD in defining the role of the General Directorate of Supervision in educational administration within the context of decentralization	1 Provide technical assistance in defining the role of supervisors in the curriculum transformation process		
Objective 23 Design and implement a monitoring and evaluation model for the three components of the BASE project	1 Support the design and implementation of the decentralization impact study (in collaboration with the APRI NDI and SIMIN projects)	1.1 Initiated the second round of field data collection for the decentralization study. As part of this process the project provided continuous on site training and technology transfer in data collection organization, entry/reduction and quality control provided by both short term FA and the long term Evaluation Advisor working under the Clapp and Mayne direct contract	In the interests of efficiency items for the decentralization impact study were added to the dropout/repetition field survey instrument (1841) and the information for both studies is being gathered simultaneously 10 SF field data collectors are working with this study under Project funding
		1.2 Advised field logistics planning for both the decentralization/indicators study and the math and Spanish comparative achievement administration	This work was part of the field visit of Dr Mike Richards who is also advising the Atlantic coast study
		1.3 Conducted follow up visits to 31 of the schools where instrument application will be conducted	
		1.4 Assisted in the development of a Coding Manual and Code Glossary to be used in instrument administration	The Coders Manual is complete The Code Glossary will be completed during July
	2 Support the impact study curriculum transformation in 1st and 2nd grades	2.1 Assisted in developing the design for the curriculum transformation impact study	The Evaluation Advisor is working closely with the Evaluation Director and her staff in designing the curriculum impact study

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	3 Support the technical development of the General Directorate of Research Development and Evaluation (<i>Dirección General de Investigación Desarrollo y Evaluación</i> [DIGIDE])	3.1 Carried out on site training for three key technical staff members of the Evaluation Directorate on implementing the coding system as delineated in the Coding Manual	
Objective 24 support the MID in the design and implementation of a system for annual budget preparation.			This activity was temporarily suspended which the installation of the Platinum modules is completed. (The second application of the MED's decentralized annual budget planning exercise will be conducted with Project support during the third quarter using the custom budget software developed by the Project over 1995-96)
Objective 25 Support the MID in the design and implementation of a Management Information System (MIS)	1 Procure and install MIS computer equipment for the Departmental Directorate Offices (DDOs) in Bluefields, Puerto Cabezas, Telaya Central, and Rio San Juan	1.1 Conducted a reassessment of MFD MIS system and equipment distribution and needs	
	2 Strengthen the technical and administrative support capacity of the MIS (<i>Dirección de Informática</i>) directorate	2.1 Participated with the National Office of Project Coordination and the SIMFN and APRI-NDC projects in a series of meetings and conversations with the MID regarding the perils to MIS posed by continuing MFD difficulties in identifying and appointing a permanent director for the MIS Directorate and following these conversations submitted recommendations to the Offices of the Technical and Administrative Vice Ministers	This effort was part of a continuing dialogue between the MID and the interested international donor projects on MIS sustainability issues
		2.2 Assisted the General Directorate of Administration in analyzing bids for an MIS equipment maintenance contract in response to a MFD issued RFP	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		2.3 Developed and presented to the MLD a proposal for administrative reorganization of <i>Informática</i>	Both the resignation to date of 60% of <i>Informática</i> personnel and also the continuing absence of a Director for the unit have inhibited the pace and diminished the quality of development of this activity and have compromised the transfer of technology on which institutional permanence depends
	3 Provide support for the development of financial management capability under the MFD General Directorate of Finance (<i>Dirección General de Finanzas</i>)	3.1 Installed and implemented five Platinum financial management software system modules and trained six key MFD technical personnel in the module operations corresponding to their respective areas of responsibility	
	4 Support the development of systems and operations under the Office of Human Resources (<i>Recursos Humanos</i>)	4.1 Contracted an external programmer (José María Tercero) to inspect the system software and make corrections and improvements	The project has recommended that the MLD contract a combination administrator/systems analyst to ensure the implementation of the key Payroll (<i>Nómina</i>) functions of the Human Resources system.
		4.2 Parallel testing of the old and new versions of the system were begun in April and will be concluded early in the third quarter	
	5 Support the development of systems and operations under the Office of Educational Statistics (<i>Estadística</i>)	5.1 Conducted an analysis of the SIEC educational statistics database and recommended that the SIEC system be replaced with one of several available systems (including one available at no cost from EID) that conform fully to international educational database standards	
		5.2 Developed a user interface to make MLD educational statistics transparently accessible through the MFD net	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	6 Train new MLD MIS users in basic routines standard software (MIS Office etc) and system applications	6 1 Conducted coordination meetings with DTP aimed at 6 2 Developed a draft global plan for providing one-on-one recurring on site MIS user training as a key aspect of DTP management training to be provided to the DDE s	
Objective 26 Support the MLD in designing and implementing a training program for the decentralization process and the consolidation of management capability in the Central MLD (This objective is subject to the appointment of a MLD General Training Coordinator)	1 Continuing support and dialogue aimed at furthering the establishment of a strong Directorate or General Directorate of Training	1 1 The scopes of work of a project advisor and a permanent administrative-support staff member were revised to include strengthened support to training	A proposal as part of MED internal restructuring to convert the present Training Office under a strengthened General Directorate of Training remains under consideration by the MLD but as of this reprint no conclusive determination has been made Until this matter is resolved Project Senior Research Consultant Dr Richard Kraft whose SOW includes training will concentrate on providing consultancy to the General Directorate of Research, Development, and Evaluation
Objective 27 Support the MED in the implementation of its Payroll and Human Resources systems			See Objective 25 Activity 4
Objective 28 Support the MED in the design and implementation of a new accounting system for the departmental and central MED offices		Completed in 1996	
Objective 29 Support the MLD in the design and implementation of a system to improve management in selected areas of the General Directorate of Administration		Completed in 1996	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 30 Support the M.I.D in the preparation on a General Education Law to define the new purposes principles and objectives of Nicaraguan education		Completed in 1996	

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B Administrative Information

Contract end date	June 30 1998
Total level of effort	1 232 (p/m)
Total projected cost	US \$16 392,150
1 Level of effort (last three months)	53 37
2 Cumulative level of effort	706 29
3 Unused level of effort	525 71
4 Costs (last three months)	\$873,263
5 Cumulative costs to date	\$11,381 541
6 Remaining funds	\$5 010 609



Academy for Educational Development

Proyecto BASE:
The Nicaragua Basic Education Project

Contract No 524-0329-C-00-3024-00
Project No. 12-2035

QUARTERLY REPORT: THIRD QUARTER, 1997

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Ministry of Education
Centro Civico Modulo P"
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INTRODUCTION

This report responds to a request from USAID/N/HI to revise the BASE Project quarterly reporting format

The first part of the report consists of the old reporting format, re-labeled as Sections I through III. Sections I through III/A comply with USAID worldwide uniform reporting requirements currently in effect.

New material begins with Section III Sub-section B ("Project Personnel Active during the Reporting Period"). Beginning with this report, Quarterly Reports will also include an entirely new section, titled 'Section IV Description of Progress during the Current Quarter' with three sub-sections, "A (Detailed Narrative), " "B (Tables)," and "C (List of Documents Produced during the Reporting Period) '.

Sub-section A is a discussion of activities during the reporting period. Sub-section B supplements the discussion with tables detailing the products and services provided by the Project during the reporting period. Sub-section C lists each major publication and technical document produced during the reporting period and the activity that produced it.

Finally, under the new format, each Quarterly Report will be accompanied by a companion collection, under separate cover, of the principal technical reports and documents produced during the reporting period.

SECTION I SUMMARY PROJECT DESCRIPTION

A NARRATIVE OVERVIEW

The purpose of the contract between the Academy for Educational Development (AED) and the United States Agency for International Development (USAID) is to implement the Nicaragua Basic Education ("BASE") Project by providing the Ministry of Education of Nicaragua with technical services, training, and materials for institutional and curricular transformation at the level of primary education

B EXPECTED RESULTS

The BASE Project includes three areas of activity curriculum development, teacher training, and institutional strengthening The Project supports USAID/N Result 3.4, "Increased Quality and Efficiency of Primary Education," under Mission Strategic Objective 3 (better educated, healthier, smaller families) Project components, and intermediate Project results specified under each component, are as follows

Component I Curriculum Development

- a New instructional materials developed and published for first through fourth grade (regular and multi-grade) in language arts, math, science, and civics
- b Systematic student assessment capabilities and procedures established
- c Furniture, books, and instructional materials provided for first- through fourth-grade classrooms in 68 model schools

Component II Teacher Training

- a Approximately 12,000 first- through fourth-grade teachers trained in active teaching methodologies and the use of the new instructional materials
- b A teacher training network designed and implemented
- c A Guide to Basic Education developed and distributed

Component III Institutional Development

- a An Educational Management Information System (MIS) designed developed, procured and installed
- b Improved procedures developed in human resource management, budget and finance inventory and statistics
- c A system established for management and administrative training
- d Support provided to the Ministry in implementing a decentralized educational system

SECTION II ACTIVITIES SUMMARY

COMPONENT I CURRICULUM DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 1 Support the Curriculum Division in the development of curricular materials in mathematics language arts civics and natural sciences	1 Develop an instructional video with accompanying teacher's manual on the use of the new curricular materials	1.1 Design team identified and first draft technical specifications developed	In consultation with the Academic General Director it was agreed that the Teacher's Manual will be designed specifically to accompany the video (rather than as a separate parallel document)
	2 Develop a basic reference document on the curriculum transformation program	2.1 At Project urging the MED reference guide team was re-activated and November 15 set as delivery date for a first draft	This activity has been delayed as a result of the MED restructuring exercise
	3 Validate the Multi grade Curriculum Guide in selected schools	3.1 Continuing collaborative validation of the Multi grade Guide in the 26 Project Module Multi grade schools	80% of the guide content had been validated by the close of the reporting period Validation is scheduled for completion in October
		3.2 Assisted the MED Multi grade team in conducting the 4 th and 5 th Multi grade Guide validation workshops	
		3.3 Conducted two 1.5 day workshops (8/20-21 9/30-10/1) on applications of the Multi Grade Guide (<i>Guía Práctica para Organizar el Aprendizaje en las Escuelas Multigrado</i>) with participation by 65 teachers and 15 technical specialists from the 26 Multi grade Model Schools	
		3.4 Conducted 7 follow up visits to multi grade schools in Jinotepe Leon Tipitapa and Estelí to provide technical support to the validation process	
	4 Explore the feasibility of developing instructional study card sets for Multi grade learners		Because of transportation difficulties and other disruptions caused by political unrest during the workshop period single venue workshops were conducted for all 86 participants rather than decentralized workshops as had been planned originally

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	4 Explore the feasibility of developing sets of study cards (<i>fichas didacticas</i>) for multi grade students		This activity will be included in the 1998 Operational Plan
Objective 2 Publish approximately 60 000 guides and programs for teachers of grades 1-4 in mathematics language arts civics and natural science	1 Publish (selected) curriculum documents	1.1 Conducted a status review of publications deliverables and developed an updated action calendar for publications	Activities under Objective 2 will be undertaken during the fourth quarter in accordance with the updated calendar
Objective 3 Support the MED in the production dissemination and use of low cost teaching materials		Manuscript completed in 1995	This activity has been held in suspension by the MED pending MED review and modification of the manuscript
Objective 4 Support the MED in the development of a system to evaluate student performance	1 Publish the <i>Manual de Evaluacion de los Aprendizajes</i> (Learning Evaluation Manual)	Manuscript completed in 1995	In response to a MED request the project will support the publication of 15 000 copies of the manual during the 4th quarter of CY 1997
	2 Develop a proposal for an evaluation system for use in the Multi grade system	2.1 Continued intensive team Multi grade system development with participation by the Multi grade TA team and the Multi grade model school teacher corps	The completed plan will be presented to responsible MFD authorities for review during the fourth quarter
Objective 5 support the MED in developing formative evaluation methodology to measure advances in the areas of teacher training and curriculum development		[In 1995 this activity was included in Objective 23 (Design and implement a monitoring and evaluation model for the three components of the BASE Project)	
Objective 6 conduct studies on the feasibility of cost recovery in the areas of teacher and curriculum development		Completed in 1994	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 7 Support the MED in the design and implementation of a teacher refresher program in two areas (Mathematics and Spanish) for selected 1st and 2nd grade teachers	1 Implement the refresher program	1 1 12 Saturday sessions were conducted during the reporting period bringing the activity to 80% completion for the year	Participant attendance over the reporting period was 94%
		1 2 Project staff conducted 15 monitoring/ follow up site visits at the Matagalpa Juigalpa Esteli Managua Jinotepe Leon Chinandega and Bluefields Normal Schools and provided on site TA to program teachers and coordinators	
	2 Provide continuing TA and monitoring for the classroom follow up training program	2 1 Applied monitoring/follow up instruments on classroom follow up training with 164 participating teachers	
	3 Evaluate the refresher program	2 1 Advised the development of the evaluation plan	The plan calls for two evaluation visits to each site one at the end of each semester

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COMPONENT II TEACHER TRAINING

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 8 Support the MED in the production and distribution of 20 000 copies of a Basic Education Guide for Primary teachers	1 Reprint the <i>Manual didactico</i>	1 1 10 000 copy reprint approved by AID	
		1 2 Initiated bidding process for reprint	Bid will be awarded and reprint completed during the fourth quarter
Objective 9 Support the MED in the design and implementation of an elementary school teacher training plan (Grades 1-4)	2 Continuing consolidation of the National teacher Training Network (<i>Red Nacional de Capacitacion</i> (RC))	1 1 Conducted two validation workshops on the use of the Multi grade Guide (See Objective 1 activity 3 3)	
		1 2 Developed first draft of summary document on the Multi grade intervention (<i>Las Escuelas Modelo Una caracterizacion Preliminar</i>)	
		1 3 Conducted a 5 day intensive reinforcement workshop (July 7-12) on curriculum transformation and democratic education for the benefit of 616 Departmental level National Training Network technical personnel	2 days of workshop time were shared with the Center for Democratic Education (CED) which provided training on organizing student governments
		1 4 Conducted nationwide simultaneous 5 day workshops on curriculum transformation at 114 municipal training sites for 10 406 1 st through 3 rd grade teachers and technical personnel	
		1 5 Conducted a 5 day cooperative reinforcement/validation workshop (July 21-25) with participation by 190 Multi grade Model School teachers	
		1 6 Conducted 7 follow up/monitoring visits during the workshop activities listed above (Leon Cindega Carazo Granada, Esteli, Madriz, and Managua)	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
(Objective 9 continued)		1 7 Initiated procedures for a training visit by 60 Model School teachers (30 Multi grado 30 Regular system) during October to rural school sites in Costa Rica	
	2 Evaluate the status of the RED	2 1 conducted a 1 day activity (August 25) to strengthen action team collaborations between Project TAs and the 12 member RED National Team	
	3 Plan and implement the Distance training activity	3 1 Developed and obtained Med approval for distance training module design	
		3 2 Conducted a three week collaborative workshop (9/1 19) to develop modules with participation by 6 national RED team members	
		3 3 Completed development of Modules 1 3	Validation and MED review approval process will be carried out during October
	4 Provide follow up assistance for the face to face and distance training systems	4 1 Contracted long term teacher training technical advisor (August)	
		4 2 Provided continuing assistance and follow up for the distance training modules	
		4 3 Conducted a special observation visit to the outstanding Escuela San Sebastian (Mun Managua) MIC	
	5 Observations visits	Funded participation by Bluefields Normal School Director in 3 day USAID sponsored international workshop on bilingual education (Guatemala 8/20 22)	
			Funded participation by Minister of Education in international conference on higher education (Madrid, 9/15 22)

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 10 Support the MED in the design and production of a bulletin which will serve as a resource for professional improvement of primary teachers	1 Continue technical assistance in developing and editing the teachers bulletin <i>La Red</i>	1 1 Designed and developed three monthly issues (July August September) of <i>La Red</i>	
	2 Continue publication of <i>La Red</i>	2 1 Published and distributed three issues (20 000 copy runs) of <i>La Red</i>	
Objective 11 Conduct a study on the causes of grade repetition and incorporate findings in designing strategies for teacher training and curriculum development		Completed in 1994	
Objective 12 support the MED in establishing 41 Demonstration Schools and 5 Laboratory Schools (the latter affiliated with the Normal Schools) to serve as training and validation centers for new educational materials and equip these schools with appropriate furnishings reference books and learning kits	1 Purchase and distribute furniture and educational materials for grades 3 and 4	1 1 Distributed 240 set of classroom furniture (study tables and chairs) for children in 12 classrooms in 3 Model Schools (3 classrooms each 1 st through 4 th grade classrooms in each school)	
		1 2 Distributed 12 set of metal furniture for teachers (desk chair and bookshelf) for the same 12 Model School classrooms	
	2 Continue development and expansion of the <i>Anexo</i> (Laboratory) Schools	Conducted two 5 day workshops (8/4 8 11 15) on Organization of Instruction in the Normal School Annex (Laboratory Schools with participation by 40 teachers from the 8 project supported Annex Schools	
Objective 13 Support the MED in training no fewer than 140 Master Teachers selected from elementary schools to validate new curriculum materials and to train other Master Teachers		Incorporated into Objective 9	IN 1995 this Objective was incorporated into Objective 9 (Support the MED in the design and implementation of an elementary school teacher training plan)

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 14 support the MED in the training of approximately 12 000 1 st - 4 th grade teachers in appropriate educational methodologies and in the use of educational materials		Incorporated into Objective 9	
Objective 15 Provide technical assistance to strengthen the Normal Schools and equip them with audio visual resources for micro teaching	1 Provide training in curriculum transformation to the Normal Schools		

COMPONENT III INSTITUTIONAL DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERTAKEN DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 16: conduct a study on the impact of family structure on school attendance (based on existing survey data)		Completed in 1995	
Objective 17: Conduct a study on the variables (including family structure) that affect dropout and repetition (based on [a] MLD statistics and [b] surveys in selected areas) (This activity is incorporated into Objective 18 below)			
Objective 18: Support the MLD in the development of a research strategy and in the design and implementation of priority research	1 Support the development of materials for use in policy formulation and execution in collaboration with the General Directorate of Research, Development and Evaluation (<i>Direccion General de Investigacion, Desarrollo y Evaluacion</i> [DGIDE])	1.1 supported the presentation of the first Colloquium on the topic of "A National Evaluation system" with participation by approximately 40 MED officers	
	2 Conduct research designated as priority by DGIDE including:		
	2.1 Socio-linguistic mapping study of the Atlantic coast Autonomous Regions	2.1.1 Identified and contracted 3 national linguistic specialists to collaborate in developing and administering the Atlantic Coast socio-linguistic study	
		2.1.2 Preliminary logistics field work is underway and a final version operational plan for the study under development	
	3 Develop a study of BASE Project impact on academic achievement by means of achievement testing in 4 th grade math and language arts	3.1 Developed a workplan for test administration and data entry, reduction and analysis 3.2 Training plan developed for MED test administration team	This activity is being carried out in coordination with the General Directorate of Research, Planning and Evaluation (DGIDE) Testing will be carried out during the fourth quarter

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 19 support the MED in the development and execution of a strategic decentralization plan to improve the effectiveness of the elementary education system		Completed in 1996	
Objective 20 Support the MED in the implementation of a strategic management model for institutional planning (policy deployment)	1 Provide training in strategic planning and management	1.1 Conducted six 2 day departmental workshops on attitudinal change with participation by 153 departmental functionaries (DDE and municipal technical and administrative personnel)	Training was provided as follows Chinandega (26 participants) Jinotega (26 participants) Matagalpa (29 participants) Carazo (20 participants) Managua II (23 participants) This training will be provided in the Masaya Leon and Granada DDE s during the fourth quarter
		1.2 Conducted needs assessment and provided technical assistance on strategic management at these six DDE sites	
	2 Central MED strategic management training	2.1 Presented strategic management training plan to DISUP (Senior MED administration)	Although the MED leadership has expressed concurrence with the plan as presented as of this reporting written approval has not been provided by the MED
Objective 21 Support the MED in analyzing and recommending changes in the system for adopting disseminating and implementing policy in the context of decentralization			Activities 21 and 22 both remain suspended pending the conclusion of the MED's internal reorganization process at which point the objectives will be restructured and executed in support of MED reorganization and GON institutional policy
Objective 22 Support the MED in defining the role of the General Directorate of Supervision in educational administration within the context of decentralization	1 Provide technical assistance in defining the role of supervisors in the curriculum transformation process		

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 23 Design and implementation, monitoring and evaluation model for the three components of the BASL project	1 Support the design and implementation of the decentralization impact study (in collaboration with the APRENDE and SIMEN projects)	1.1 Completed the second round of field data collection for the decentralization study. As part of this process the project provided continuous on-site training and technology transfer in data collection, organization, entry/reduction and quality control provided by both short-term TA and the long-term Evaluation Advisor working under the Clapp and Mayne direct contract.	In the interests of efficiency, items for the decentralization impact study were added to the dropout/repetition field survey instrument (1841) and the information for both studies is being gathered simultaneously. 10 ST field data collectors are working with this study under Project funding.
		1.2 Conducted monitoring visits to 5 school sites where instrument application is being conducted.	This work was part of the field visit of Dr. Mike Richards, who is also advising the Atlantic coast study.
		1.3 Completed and delivered a set of six Coding Manuals to be used in instrument administration for the impact study.	The Coders' Manual is complete. The Code Glossary will be completed during July.
	2 Support the impact study curriculum transformation in 1st and 2nd grades.		The MED Evaluation Directorate has decided to carry over this activity into the first quarter of 1998 in view of the intense load of evaluation field work (a common state of affairs in educational evaluation since virtually all evaluation field work must be conducted at the end of the school year).
Objective 24 support the MED in the design and implementation of a system for annual budget preparation.			This activity was temporarily suspended which the installation of the Platinum modules is completed.



OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 25 Support the MLD in the design and implementation of a Management Information System (MIS)	1 Procure and install MIS computer equipment for the Departmental Directorate Offices (DDE's) in Bluefields Puerto Cabezas Zelaya Central and Rio San Juan	1.1 Completed procurement bidding and award process	
		1.2 Carried out site inspections for the DDE installations in the RAAS and made technical recommendations to the MED/DGI	On site pre installation inspections will be conducted in the remaining 3 sites (all on the Atlantic Coast) during the fourth quarter
	2 Strengthen the technical and administrative support capacity of the MIS (Direccion de Informatica) directorate	2.1 Provided continuing TA to the MIS directorate throughout the range of programmatic interventions aimed at administrative strengthening (planning budget personnel educational statistics network administration)	
		2.2 Conducted a technical status analysis of the RLD and made recommendations	
	3 Provide support for the development of financial management capability under the MED General Directorate of Finance (Direccion General de Finanzas)	3.1 Conducted a 1 day introductory and attitudinal workshop (July 1) on the Platinum accounting system for DG Finance personnel (50 participants)	
		3.2 Conducted a 5 day technical workshop on Platinum for principal DG Finance system users (16 participants)	
	4 Support the development of systems and operations under the Office of Human Resources (Recursos Humanos)	4.1 Incorporated MED Personnel Office vouchering and payment operations under the Platinum system	
		4.2 Contracted local systems/accounting specialist to assist the MED in implementing Human Resources software applications	
	5 Support the development of systems and operations under the Office of Educational Statistics (Estadística)	5.1 Acquired installed and began inputting information into the GIS MapInfo software system	
		5.2 Launched the Beta version of the InterMFD local web educational statistics access program	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		5.3 Continued assistance in adjusting MED's SIEC educational statistics database to international norms	
	6 Train new MED MIS users in basic routines standard software (MIS Office etc) and system applications	6.1 Secured MED approval of the DDE MIS training plan 6.2 Initiated the MIS/DDE training cycle with a 5 day workshop (22-26 September) for users of MSOffice for 11 system users in the Managerial DDE office	
Objective 26 Support the MED in designing and implementing a training program for the decentralization process and the consolidation of management capability in the Central MED	1 Continuing support and dialogue aimed at furthering the establishment of a strong Directorate or General Directorate of Training		The scopes of work of a project advisor and a permanent administrative support staff member were revised to include strengthened support to training
Objective 27 Support the MLD in the implementation of its Payroll and Human Resources systems			See Objective 25 Activity 4
Objective 28 Support the MED in the design and implementation of a new accounting system for the departmental and central MED offices		Completed in 1996	
Objective 29 Support the MED in the design and implementation of a system to improve management in selected areas of the General Directorate of Administration		Completed in 1996	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 30 Support the MID in the preparation on a General Education Law to define the new purposes principles and objectives of Nicaraguan education		Completed in 1996	

**SECTION III
 ADMINISTRATIVE INFORMATION**

A CUMULATIVE COSTS AND LEVEL OF EFFORT

Contract end date	June 30 1998
Total level of effort	1 232 (p/m)
Total projected cost	US \$16,392,150
1 Level of effort (last three months)	551 5
2 Cumulative level of effort	76008
3 Unused level of effort	47192
4 Costs (last three months)	\$458 408 54
5 Cumulative costs to date	\$11,883 749 26
6 Remaining funds	\$4,508,400 74

B PROJECT PERSONNEL ACTIVE DURING THE QUARTER

Component	Advisor	Status	Active dates	Objective/activity/ responsibility
I (Curriculum Development)	Oscar Mogollon	Long-term	1 July 30 Sept	1 2 3 4 5 6 (Substantive Area Coordinator)
	Desire Pallais Checa	Long term	1 July - 30 Sept	1 2 3 4 5 6 Substantive Area Assistant
	Juan Alamo	Long term (Clapp & Mayne)	1 July - 30 Sept	7 12 3 15 Normal School-based teacher in-service
II Capacitacion de maestros	Jacqueline Sanchez	Long-term	4 August - 30 Sept	9 10 12 Teacher Training
	Ninnette Lopez	Short term	1 July 30 Sept	9 2 Distance Training

III Desarrollo Institutional	Nora Gordon	Long term (Clapp & Mayne)	1 July - 30 Sept	18 - 23 Evaluation
	Michael Richards	Short term	21 - 26 July 3 - 12 September	18 Atlantic Coast Socio-Linguistic Study
	Ethel Martinez	Short term	3 - 30 Sept	
	Guillermo McKlein	Short term	9 - 30 Sept	
	Alba Rivera	Short-term	9 - 30 Sept	
	Jorge Brunes	Long-term (Clapp & Mayne)	1 July - 30 Sept	Administrative Planning and Methods
	Richard Kraft	Short-term	26 al 30 de July	23 Curriculum Institutional Planning
	Sergio Ramirez	Short term	1 July - 30 Sept	25 Systems Engineer
	Kurt Moses	Short term	21 - 25 July	25 Systems Policy

SECTION IV DESCRIPTION OF PROGRESS DURING THE CURRENT QUARTER

A DETAILED NARRATIVE

1 Educational Reform

During the current reporting period the BASE Project supported the MED's *Transformacion Curricular* (educational reform) program by providing a variety of services in four areas (1) massive in-service teacher training, (2) distance training materials for teachers, (3) the Multi-Grade (rural 'one-room school') program, and (4) training activities in the Normal Schools

In-service teacher training (see also Table 3)

A crucial part of the educational reform effort has been a series of massive teacher training exercises over a period of two-and-a-half years, funded and supported by the Project. During July, the Project provided the second-to-last and most massive of these a month-long "cascade" exercise in which a core team of ten MED trainers trained 616 regional specialists school principals, and outstanding teachers, who in turn trained 10,406 teachers — all the first, second, and third-grade teachers in the country who teach in the "Regular" graded public school system.

The purpose of the two-and-a-half years of massive training is to "jump-start" the modernization of primary-school teaching in Nicaragua by giving the entire corps of primary teachers intensive exposure to contemporary learning theory and classroom methods. This vigorous start is to be sustained through a permanent institution that the Project helped build the National Teacher Training Network (*Red Nacional de Capacitacion*, or "Red"). Permanent in-service professional development for teachers is being provided now through the *Red*. The Ministry hopes to continue to strengthen and expand the Red over the next five years until all of its interlocking services are fully available to all teachers, including teachers in remote rural schools and multi-lingual areas on the Atlantic Coast.

Distance training modules (see also Table 4)

'MIC's' — local "Mini-Centers for Cooperative Peer Training" (i.e., teachers' quality circles) — are key to the sustainability of the National Training Network. There are now just over 500 MIC's in operation (when national coverage is complete, the MIC's will total about 1,100).

Beginning in July and continuing as of this reporting, Project technical advisors are working in 'action teams' with the *Red* central staff to produce modular self-study materials for the MIC's. By planning and writing the distance training modules in small, close-knit teams, the MED and the Project are using essentially the same 'constructivist' group planning system that the Project promotes in the MIC's and also in classrooms themselves as a cornerstone of the learning process. The teams had completed two of a projected nine modules by September 30. The remaining seven will be finished by the end of March, 1998.

The modules are tools for the MIC members to use as guides for group planning and problem-solving. Each module contains twenty-seven units organized around related themes of concern to teachers (e.g., classroom management, teaching strategies, student evaluation, school-community relations).

The Multi-grade program (see also Table 3)

Following the principal recommendation of the 1996 mid-term evaluation, in 1997 the Project began placing increased emphasis on improving educational quality — that is, improving measurably what actually goes on inside classrooms by bringing about fundamental changes in how teachers teach and how children learn together. Beginning this year, the Project has taken aim at improving quality in small, traditionally marginalized rural schools by working with the MED to develop a special curriculum for use in Nicaragua's multi-grade schools (defined as a school in which there are teachers responsible for more than one grade in a single classroom). During the reporting period, the MED/Project multi-grade team provided a special workshop for the multi-grade teachers in the Project's 26 Model Multi-grade Schools, and also brought to 80% completion a year-long "validation" process through which the Multi-grade Pilot School teachers have worked together under MED-Project guidance to develop a practical manual for multi-grade teachers.

Training Activities in the Normal Schools (see also Table 3)

The Project works closely with Nicaragua's eight public Normal Schools, which are responsible for training primary school teachers for the public school system. One of the Project's main training efforts is a year-long series of 38 Saturday "refresher" classes in mathematics and language arts for first and second grade teachers. The Project provided funding and technical assistance for a total of eight Saturday classes during the reporting period.

In August, the Project also provided two special five-day workshops on active-learning methodologies for the teachers of the "Annex Schools." The "Annex Schools" are the laboratory schools where the Normal School students do their practice teaching. There are six such schools in Nicaragua, one for each Normal school (with the exception of the two Atlantic Coast Normal Schools, where the system is not yet in place). The "Annex Schools" were established under the Project, and are part of the Project's larger Model School network.

Print materials (see also Tables 1 and 3)

In September, the Project invited the MED to conduct a joint review of print products pending under the Project contract. The pending products are all technical materials for teachers. They include a reprint requested by the MED of a popular Methods Manual (*Manual Didactico*) produced and published by the Project in 1995, and several guides and manuals that were developed under the Project in previous years and have since been held up in the MED's review process, including a particularly useful manual on making low-cost classroom materials out of locally available materials. The Project staff and representatives of the MED's General Academic Directorate agreed on a revised timetable for MED approval and subsequent Project-supported publication of these materials, aimed at getting the materials to teachers early in the 1998 school year.

Commodities (see also Table 5)

During the reporting period the Project completed the process, begun in 1995, of equipping the original group of 68 Model Schools with furniture for teachers and students. Furniture was delivered to the last three Model Schools, including the Carlos Fonseca/Luis A. Velazquez Model School (Yalaguina), the Republica de Ecuador Model School (Managua I), and the Guadalupe Moreno Model School (Bluefields).

Classroom furniture plays an important part in curriculum reform. In established norms in elementary education, students spend much of their school-day working together in small groups. There is ample evidence that cooperative small-group study helps children learn. This evidence includes some of the world's most notable examples of proven academic excellence (e.g., in Japan, where Japanese children, who are the world's highest achievers in mathematics, solve math problems from the beginning of first grade by working the problems through together at study tables, in groups of four or five). In keeping with these principles, the Project replaced the traditional (and thoroughly worn-out) one-armed *pupitres* in the Model School classrooms with furniture "sets," each set consisting of a rectangular wooden study table and two matching chairs. Two of the tables pushed together form a square and can accommodate up to eight children.

2 Institutional Development

MIS (see also Tables 5 and 8)

The Project has nearly completed installing a computerized management information system (MIS) with sites in the Central MED offices and the twenty decentralized Departmental Education Offices (*Direcciones Departamentales de Educacion* — DDE's). The system serves two purposes. First, it computerizes educational administration by equipping the MED with computers and software for conducting budget, accounting, purchasing, inventory, infrastructure, and human resources operations. Second, the system is designed to make Nicaraguan educational statistics available to MED officials in great detail, on-screen in a Windows environment, in tabular and graphic formats comprehensible to generalists and ready for importation into reports and documents.

During the reporting period Project technical specialists set up Platinum Software system Central MED vouchering and payment operations Installed the "MapInfo" GIS (Global Information) mapping system installed the InterMED' local web statistical access system and helped adjust the MED's SIEC' informational database to international statistical norms

On July 1 the Project provided an introductory workshop on the Platinum financial management system for the entire 50-person staff of the General Directorate of finance (Advanced/specific technical training for system users was provided in previous reporting periods) The Platinum General Ledger and Purchase Order sub-systems both now in use in Central MED officers are also being provided to the DDE s in support of the MED's policy of administrative de-concentration

During the reporting period the Project also completed procurement of computer equipment for the five remaining DDE's (all on the Atlantic Coast) where the system is yet to be installed, and of upgrade equipment for central MED computers that were procured early in the Project and have passed the obsolescence curve

Management Training (see also Tables 3 and 7)

In an arrangement of great benefit to BASE, USAID/N/HI asked the Development Training Project (DTP) to provide management training to the *DISUP* (*Direccion Superior* the MED Senior Staff), *DDE* personnel, and key members of the National Training Network, beginning in July and continuing through Project contract end-date (31 May 1998) Over August and September DTP provided a series of six 2-day management workshops on attitudinal change and technology-based workplace culture for a total of 124 regional MED employees in five *DDE*'s Strategic management training for the *DISUP*, also scheduled originally to begin during the reporting period, was suspended pending the conclusion of the MED's ongoing internal institutional reorganization It is expected that senior management training will begin during the fourth quarter

Research and Evaluation (see also Table 6)

Two crucial research activities began during the reporting period a socio-linguistic mapping study of the Atlantic coast Autonomous Regions, and comparative achievement testing in samples of Model and decentralized schools

An operational plan for the socio-linguistic mapping study was drawn up and instrument design and preliminary field-work begun during the reporting period The mapping study will provide a detailed picture of what languages children speak and understand, with what levels of competency, in schools in the linguistically complex Atlantic Coast Autonomous Regions The study will focus on registers, receptive and productive competencies, and overlap in Spanish, English Bluefields Creole, Miskito, and Mayagna

Successful education is impossible in multi-lingual environments without using bilingual

education systems and methods For a bilingual education program to succeed, program designers need to work from precise linguistic information about the target students The purpose of the mapping study is to provide the MED and future projects with such information for use in designing effective bilingual-intercultural programs and materials for the schools of the Atlantic Regions

During the reporting period, Project technical advisors and MED counterparts from the General Directorate of Research Planning, and Evaluation (*DGIDE*) developed a workplan for the comparative achievement testing, including plans for test administration and data entry, reduction and analysis The comparative achievement testing will seek to isolate and measure any changes in fourth-grade mathematics and reading achievement produced by BASE Project interventions Fourth grade math and reading tests were administered in 1994 in a 36-school representative national sample The sample included ten Model Schools and fifteen decentralized schools During the fourth quarter, the same tests will be administered in the same Model and decentralized schools, plus a control sample selected for comparability from the 1994 national sample and the results compared and analyzed

The Project also supported the presentation by the *DGIDE* on August 29 of the first in a scheduled series of six MED colloquia The remaining five are to be presented during the fourth quarter About 40 MED officers participated in the first colloquium, on the subject of "A National Evaluation system

B TABLES

TABLE I EDUCATIONAL REFORM — MATERIALS COMPLETED OR UNDER DEVELOPMENT DURING THE REPORTING PERIOD						
Product	Description	Status	No Copies/ items	Delivery	Responsible AED/BASE personnel	Intermediate Result
Teacher training video	20 minute instructional video for teachers on constructivist approaches and active learning methodologies	Bid solicitatns	TBD	early 98 school year	D Edgerton, O Mogollon D Pallais	New materials (I/a)
Active Learning Curriculum Guide	Guide to the new methodologies	First draft Nov 15	TBD		O Mogollon	
Multi Grade Curriculum Guide	Guia Practica para Organizar el Aprendizaje en las Escuelas Multigrado	Complete	TBD	Early 98 school year	O Mogollon	
Evaluation Manual	<i>Manual de Evaluacion de los Aprendizajes</i> — a teacher s manual on student evaluation (both traditional grading and 'qualitative evaluation techniques)	Manual developed in 95 MED requested reprints	10000	4 th quarter 1997	G de la Cruz	
Teachers bulletin	<i>Boletin La Red</i> a 4-page tabloid-size bulletin for teachers with technical articles on classroom methods and materials	Published monthly	20 000-copy runs	July August September	J Sanchez	

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TABLE 2 EDUCATIONAL REFORM — SERVICES PROVIDED DURING THE REPORTING PERIOD			
Service	Description	Responsible AED/BASE personnel	Intermediate Result
Multi grade follow up	7 technical visits to multi grade schools in Jinotepe Leon Tipitapa and Esteli to follow up on validation (I.e. pilot classroom use) of the guide for Multi grade teachers	O Mogollon D Pallais	Teachers trained (II/a) Training network strengthened (II/b)
Refresher program follow up	TA and classroom monitoring visits in support of the weekend refresher program for 1 st and 2 nd grade teachers 164 participating program teachers were visited by TA team and MED counterparts during the reporting period	Clapp & Mayne (J Alamo)	

TABLE 3 TEACHER TRAINING AND INSTITUTIONAL TRAINING PROVIDED DURING THE REPORTING PERIOD						
<u>Teacher Training</u>						
Topic	Description	Length	Date(s)	Participants	Responsible AED/BASE personnel	Results
Curriculum Transformation	Departmental level national curriculum transformation and democratic education workshop	20 5 day wrkshops	7/7-12	616 MED teachers Directors tech spec's (deptl RED membership)	O Mogollon J Sanchez D Pallais J M Guerra	Teachers trained (II/a)

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	Municipal level national curriculum reform and democratic education workshops	114 5 day workshops	7/21 25	10 406 1 st -3 rd grade teachers		
Multi grade methods	Special methods workshop for multi grade teachers	1 5 day workshop	7/21 25	190 multi-grade teachers	O Mogollon D Pallas	
Multi-grade Guide Validation	(applications of the new Multi-Grade Guide)	2 wrkshops 1 5 days each	8/20 21 9/30 -10/1	65 teachers 15 tech specs 26 MG Model Schools		Basic Education Guide(s) developed (II/c)
Study cards (<i>fichas didacticas</i>)	Cooperative Planning workshop for multi grade students	1 wrkshop 1 day		86 Multi grade teachers		
Teacher Refresher Program	Teaching methods basic skills improvement in math and Spanish for 1st and 2nd grade teachers	8 wrksp	Weeknds July - Sept	854 1 st 2 nd grade teachers	Clapp & Mayne (J Alamo)	Teachers trained (II/a)
Lab School systems	Organization of Instruction in the Normal School Annex [Laboratory] Schools	2 workshops 5 days each	8/4 8 11-15	40 teachers from the 8 laboratory schools		

1

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<u>Institutional Training</u>						
Topic	Description	Length	Date(s)	# Participants		
Platinum	Introductory and attitudinal user workshop on the Platinum financial management software system	1 day	3/5/11	50 General Directorate of Finance personnel	S. Ramirez J. M. Tercero	Improved finance procedures (III/b)
Basic Management	Attitudinal change workplace-culture workshops for DDE personnel	6 workshops 2 days each	August - Sept	124 MED DDE empl 5 Dptments	DTP (A. Gonzalez)	Strengthened decentralized system (III/d)

**TABLE 4
 TRAINING —
 PRODUCTS AND SERVICES PROVIDED DURING THE REPORTING PERIOD**

Product/Service	Description	Responsible AED/BASE personnel	Result
Distance Training Modules	Independent study materials for use in Teacher Quality Circles (MICs) Completed 3 of 9 total projected modules	O. Mogollon N. Lopez	Training network strengthened (II/b)
Follow up monitoring	TA team conducted 7 monitoring visits in July during the national workshop activities (Table 3), in Leon, Cmandega, Carazo, Granada, Esteli, Madriz, and Managua Departments	O. Mogollon J. Sanchez N. Lopez, D. Pallais	
Observation visits	Bluefields Normal School Director — 3 day USAID-sponsored international workshop on bilingual education (Guatemala, 8/20-22)	V. Morales	
	Minister of Education in international conference on higher education (Madrid 9/15-22)	V. Morales	
	Strategic management training plan to DISUP (Senior MED administration)	DTP (A. J. Moreno)	

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TABLE 5 COMMODITIES PROCURED AND/OR DISTRIBUTED DURING THE REPORTING PERIOD					
Item	Description	Quantity	Status	Responsible AED/BASE Personnel	Result
<u>School Furniture and Equipment</u>					
Classroom furniture for children	Each set includes a rectangular wooden study table and 2 matching wooden chairs	240 sets	Distributed to 12 classrooms in 3 Model Schools (3 classrooms each 1 st 4 th grade each school)	J de la Cruz	Training network strengthened (II/b)
Classroom furniture for teachers	Each set includes a metal desk, chair, and bookshelf	12 sets			
<u>MIS Computer Equipment</u>					
Computer Equipment for DDE s	Each et includes 5 Pentium PC s file server 2 printers peripherals	4 sets	Completed procurement bidding and award process	S Ramirez	MIS system installed (III/a)
Central MED hardware upgrade	Miscellany of hardware peripherals for upgrading Central MED MIS installations conducted early in Project	na			

TABLE 6 RESEARCH AND EVALUATION — PRODUCTS AND SERVICES PROVIDED DURING THE REPORTING PERIOD				
Service	Description	Status	Responsible AED/BASE Personnel	Intermediate Result

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Atlantic Coast Study	Socio linguistic mapping study of the Atlantic Coast Autonomous Regions	Underway	J&A (M Richards)	Assessment capabilities strengthened (I/b)
Achievement Testing	Study of Project impact on academic achievement in 4 th grade math language arts	Underway		
Colloquium	Topic A National Evaluation system (1 st of 6 Project supported colloquia)	Conducted 8/29 42 MED Officials participated	Clapp & Mayne (N Gordon)	
Document on Model Schools	<i>Las Escuelas Modelo Una Caracterizacion Preliminar</i>	Completed	D Pallais	
Evaluation of refresher program	Mid point internal evaluation of the projected two year Saturday refresher courses for 1st 2nd grade teachers	Drafted SOW identified outside consultant	Clapp & Mayne (J Alamo)	
Decentralization impact study	Study of decentralization impact on quality efficiency	Completed data collection	Clapp & Mayne (N Gordon)	

**TABLE 7
 INSTITUTIONAL DEVELOPMENT —
 SERVICES PROVIDED DURING THE REPORTING PERIOD**

Service	Description	Responsible AED/BASE Personnel	Intermediate Result
Management assistance	Management needs assessment and technical assistance at six DDE sites	DTP (J Noble A J Moreno)	Strengthnd decentralizd system (III/d)

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**TABLE 8
 MANAGEMENT INFORMATION SYSTEM SERVICES
 PROVIDED DURING THE REPORTING PERIOD**

SERVICE	DESCRIPTION	Responsible AED/BASE Personnel	Intermediate result
Provide Atlantic Coast DDE MIS installations	Conducted RAAS DDE site inspection	S Ramirez	MIS system installed (III/a) Improved administrative systems (III/b)
Provide Human Resources management system	Project system engineer and local accounting specialist set up Platinum Central MED vouchering and payment operations	S Ramirez J M Tercero	
Improve MLD's Educational Statistics database	Installed MapInfo GIS system and began data entry	S Ramirez M Richards	
	Installed and launched InterMED local web statistical access system	S Ramirez	
	Adjusted the MED's SIEC informational database to international statistical norms		

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**C SUMMARY LIST OF DOCUMENTS
 PRODUCED DURING THE REPORTING PERIOD**

Title	Objective	Responsible Activity
Ficha tecnica del video	1 (1 1)	Curriculum development
Agenda Taller Encuentro de Seguimiento y Retroalimentacion sobre uso y manejo de la guia practica de aprendizaje en las 26 Escuelas Modelo Multigrado (4)	1 (1 3 1)	
Agenda Taller Encuentro de Seguimiento y Retroalimentacion sobre uso y manejo de la guia practica de aprendizaje en las 26 Escuelas Modelo Multigrado (5)	1 (1 3 1)	
Informe visitas de seguimiento a Escuelas Multigrado (2)	1 (1 3)	
Cuaderno de control de aprendizaje evaluacion multigrado	4 (4 2 1)	
Caracterizacion de las Escuelas Modelo	9	
Agenda Taller de Retorzamiento sobre transformacion curricular Observacion La misma agenda para los dos talleres	9 (9 1 4 y 9 1 5)	Training
Informe de las visitas de seguimiento a las capacitaciones	9	
Modulos de capacitacion a distancia (Borradores)	9	
Boletines de La Red (Julio Agosto September)	9	
Visitas de seguimiento a Minicentros de Capacitacion	9	
Hoja WEB INTERMED Sistema de Informacion y Estadisticas de la Educacion en Nicaragua	25 5 2	Institutional Development
Informe entrenamiento y asistencia sobre aplicaciones basicas de informatica a la Delegacion Departamental I de Managua del MED	25 6 2	

N B Documents produced under Activities 7 12 3 15 18 v 23 are attached to the Clapp and Mayne Quarterly Report Documents produced under activity 20 are provided by DTP under that project s reporting terms and conditions



Academy for Educational Development

Proyecto BASE:
The Nicaragua Basic Education Project

Contract No 524-0329-C-00-3024-00
Project No 12-2035

QUARTERLY REPORT: FOURTH QUARTER, 1997

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Centro Civico Modulo 'P'
Managua Nicaragua

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INTRODUCTION

This is the fourth and final Quarterly Report for 1997 of the Nicaragua Basic Education (BASE) Project USAID Contract No. 524-0329-C-3024-00. Sections I through III/A of this report comply with USAID worldwide uniform reporting requirements currently in effect. Beginning with Section III/B (Project Personnel Active during the Reporting Period) the report follows additional content and format requirements specified by USAID/N/HR during the second quarter of CY 1997 for BASE Project quarterly reporting.

Section IV - Progress during the Current Quarter - consists of three sub-sections: IV/A, Detailed Narrative - is a discussion of principal activities during the reporting period; IV/B, Tables - supplements the discussion with tables detailing products and services provided by the Project during the reporting period; IV/C is a list of the principal publications and technical documents produced during the reporting period. The Quarterly Report is accompanied by a collection under separate cover of the reports and documents listed under IV/C.

SECTION I SUMMARY PROJECT DESCRIPTION

A NARRATIVE OVERVIEW

The purpose of the contract between the Academy for Educational Development (AED) and the United States Agency for International Development (USAID) is to implement the Nicaragua Basic Education (BASE) Project by providing the Ministry of Education (MED) of Nicaragua with technical services, training, and materials for institutional and curricular transformation at the level of primary education.

B EXPECTED RESULTS

The BASE Project includes three areas of activity: curriculum development, teacher training, and institutional strengthening. The Project supports USAID/N Result 3.4 "Increased Quality and Efficiency of Primary Education," under Mission Strategic Objective 3 "Better Educated, Healthier, Smaller Families." Project components and intermediate Project results specified under each component are as follows:

Component I Curriculum Development

- a. New instructional materials developed and published for first through fourth grade (regular and Multi-grade) in language arts, math, science, and civics.
- b. Systematic student assessment capabilities and procedures established.
- c. Furniture, books, and instructional materials provided for first- through fourth-grade classrooms in 68 Model Schools.

Component II Teacher Training

- a. Approximately 12,000 first- through fourth-grade teachers trained in active teaching methodologies and the use of the new instructional materials.
- b. A teacher training network designed and implemented.
- c. A Guide to Basic Education developed and distributed.

Component III Institutional Strengthening

- a. An Educational Management Information System (MIS) designed, developed, procured

and installed

- b. Improved procedures developed in human resource management, budget and finance inventory, and statistics
- c. A system established for management and administrative training
- d. Support provided to the Ministry in implementing a decentralized educational system

SECTION II ACTIVITIES SUMMARY

COMPONENT I CURRICULUM DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERTAKEN DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS	
Objective 1 Support the Curriculum Division in the development of curricular materials in mathematics, language arts, civics and natural sciences	1 Develop an instructional video with accompanying teacher's manual on the use of the new curricular materials	1.1 Conducted bid solicitation, adjudication, and award process leading to video production contract with <i>Comunicaciones 2000</i> , a local production company 1.2 Carried out pre-production activity sequence including development of 4 technical pre-production documents (Content Guide, Audio/Video Sequence List, Documentary Backgrounds Sequence, and Storyline) 1.3 Conducted coordination meetings among MED-BASE and Production 2000 representatives to select 5 school sites for filming backgrounds 1.4 Provided consultation during filming at the school background sites	The narrative script (<i>Guion Literario</i>) will be re-written and finalized during the first half of January 1998	
	2 Develop a basic reference document on the curriculum transformation program		The Academic General Directorate requested short-term consultancy to assist in developing a second curriculum transformation document for publication in 1998	
	3 Validate the Multi-grade Curriculum Guide in selected schools	3.1 Carried out collaborative validation of the Multi-grade Guide in the 26 Multi-grade Model Schools		
		3.2 Conducted a 1-day workshop (4 December) on the use of the Multi-grade Guide for 85 participants (70 teachers, 15 technical specialists) from the 26 Multi-grade Model Schools		
		3.3 Edited and modified the Guide in response to results of the validation process		
		4 Explore the feasibility of developing sets of study cards (<i>fichas didacticas</i>) for Multi-grade students		This activity will be included in the 1998 Operational Plan

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 2 Publish approximately 60 000 guides and programs for teachers of grades 1-4 in mathematics language arts civics and natural science	1 Publish (selected) curriculum documents	1.1 Conducted bidding and contracting procedures for publishing the Multi grade Guide	
Objective 3 Support the MED in the production dissemination and use of low cost teaching materials	1 Publish the manual on the use of low cost teaching materials	1.1 Received revised and approved Manual manuscript version from MED	
		1.2 Initiated bidding and contracting procedures for publishing the Manual	
Objective 4 Support the MED in the development of a system to evaluate student performance	1 Publish a learning evaluation manual	1.1 Developed 2 occasional documents on automatic promotion (a technical document on options for the reference of the DISUP and a Guide for Reflection for workshop use in orienting teachers technical specialists and school directors to the new policy)	In response to MED adoption of automatic promotion as official policy the Project will continue providing technical assistance and support in the area of promotion policy during 1998
	2 Develop a proposal for an evaluation system for the Multi grade program	2.1 Conducted a MED Project team presentation to MED authorities on recommendations for a Multi grade evaluation system	MED approval of team recommendations is pending
Objective 5 Support the MED in developing a formative evaluation methodology to measure advances in the areas of teacher training and curriculum development		(In 1995 this activity was included in Objective 23 (Design and implement a monitoring and evaluation model for the three components of the BASE Project)	
Objective 6 Conduct studies on the feasibility of cost recovery in the areas of teacher and curriculum development		Completed in 1994	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 7 Support the MED in the design and implementation of a teacher refresher program in two areas (Mathematics and Spanish) for selected 1st and 2nd grade teachers	1 Implement the refresher program	1.1 Concluded the 1997 program with 818 1 st and 2 nd grade teachers successfully fulfilling requirements for completion	
		1.2 Project staff conducted 7 monitoring/ follow up site visits at the Matazalpa Juigalpa Esteli Managua Jinotepe Leon Bluefields and Puerto Cabezas Normal Schools providing on site TA to program teachers and coordinators	
	2 Provide continuing TA and monitoring for the classroom follow up training program	2.1 Conducted a follow up evaluation meeting with the Program Coordinators from the 8 Normal Schools (23 October)	
	3 Evaluate the refresher program	3.1 Carried out a local independent evaluation of the 1997 refresher program	MED approval of the evaluation report is pending anticipate delivery of the approved report to AID during January

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COMPONENT II TEACHER TRAINING

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 8 Support the MED in the production and distribution of 20,000 copies of a Basic Education Guide for Primary teachers	1 Reprint the <i>Manual Didactico</i>	1.1 Contracted Litografia V in Color (Guatemala) to reprint 10,000 additional copies of the <i>Manual Didactico</i>	Manual scheduled for distribution during the first quarter of CY 1998
Objective 9 Support the MLD in the design and implementation of an elementary school teacher training plan (Grades 1-4)	1 Continuing consolidation of the National Teacher Training Network (<i>Red Nacional de Capacitacion</i>)	1.1 Conducted a follow-up validation workshop on the use of the Multi-grade Guide (see Objective 1 Activity 3.2)	
		1.2 Provided assistance in designing the 1998 Training Plan	
		1.3 Assisted in developing key training documents for 1998 National Network training activities	
		1.4 Conducted the 10-day combined Regular System/Multi-grade System Phase One 1998 National Network training workshop (December 9-19) for 185 participants	New elements introduced in this workshop included the Self-training Modules and flexible/automatic promotion
		1.5 Carried out two 5-day (October 27-31 and November 3-7) group visits for observation and dialogue to schools in Costa Rica by 60 teachers (30 Multi-grade and 30 Regular System teachers)	This teacher visit replaced the 1997 Operational Plan specification (Activity 9) calling for an international observation visit by 10 Model School directors
4	2 Plan and implement the Distance Training activity	2.1 Conducted a 1-day validation workshop (October 24) on the Self-training Modules 1-3 with participation by 25 teachers and technical specialists	
		2.2 Edited and modified Modules 1-3 in response to results of the validation process (as part of process of readying the final draft for publication)	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
		2.2 Edited and modified Modules 1-3 in response to results of the validation process (as part of process of readying the final draft for publication)	
		2.3 Prepared and distributed bid documentation for publication of Modules 1-3	
		2.4 185 National Network members trained in the use of the Modules	
		2.5 Developed Workplan for development of Modules 4-9	
Objective 10: Support the MLD in the design and production of a bulletin which will serve as a resource for professional improvement of primary teachers	1. Continue technical assistance in developing and editing the teachers bulletin <i>La Red</i>	1.1 Designed and developed three monthly issues (September, October, and November) of <i>La Red</i>	
	2. Continue publication of <i>La Red</i>	2.1 Published and distributed 3 issues (20,000 copy runs) of the bulletin	
Objective 11: Conduct a study on the causes of grade repetition and incorporate findings in designing strategies for teacher training and curriculum development		Completed in 1994	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 13 Support the MED in training no fewer than 140 Master Teachers selected from elementary schools to validate new curriculum materials and to train other Master Teachers		Incorporated into Objective 9	In 1995 this Objective was incorporated into Objective 9 (Support the MED in the design and implementation of an elementary school teacher training plan)
Objective 14 Support the MED in the training of approximately 12 000 1 st - 4 th grade teachers in appropriate educational methodologies and in the use of educational materials		Incorporated into Objective 9	
Objective 15 Provide technical assistance to strengthen the Normal Schools and equip them with audio visual resources for micro teaching	1 Provide training in curriculum transformation to the Normal Schools	1.1 Conducted a workshop on consolidation of curriculum transformation at 2 sites with a total of 211 Normal School participants (teachers directors selected final year students)	

COMPONENT III INSTITUTIONAL DEVELOPMENT

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 16 Conduct a study on the impact of family structure on school attendance (based on existing survey data)		Completed in 1995	
Objective 17 Conduct a study on the variables (including family structure) that effect dropout and repetition (based on [a] MLD statistics and [b] surveys in selected areas) (This activity is incorporated into Objective 18 below)			
Objective 18 Support the MLD in the development of research strategy and in the design and implementation of priority research	1 Support the development of materials for use in policy formulation and execution in collaboration with the General Directorate of Research Development and Evaluation (<i>Direccion General de Investigacion Desarrollo y Evaluacion</i> [DGIDE])	1.1 Supported the presentation of 2 Colloquia (10 and 17 October) with forty attendees at each on CFCOMID (the MLD's academic resource clearinghouse) and the Socio-linguistic survey of the Atlantic Coast Regions	
	2 Conduct research designated as priority by DGIDE	2.1 Initiated the Socio-linguistic mapping study of the Atlantic Coast Autonomous Regions 2.1.1 Developed survey instruments 2.1.2 Provided field training in bilingual research (7-12 October) for MED Director of Research 2.1.3 Conducted field research for multi-lingual vocabulary inventory	
		2.2.1 Identified and contracted 3 national linguistic specialists to collaborate in developing and administering the Atlantic Coast socio-linguistic study	

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
	3 Develop a study of BASL Project impact on academic achievement by means of achievement testing in 4 th grade math and language arts	3.1 Conducted preliminary partial comparative analysis by testing in 10 Model Schools from the national sample 3.2 Completed comparative test application and data entry 3.3 Began comparative data analysis (to be completed in January 1998)	The MED requested a partial (not a complete) test application in December because the Project impact study design assumes comparative test application (in the full representative national sample) <u>at the end of the 1998 school year</u> when the original pilot non-repeater cohort completes 4th grade. This activity is being carried out in coordination with the General Directorate of Research Planning and Evaluation (DGIDE). Results of the preliminary analysis will be available in January 1998.
Objective 19 Support the MLD in the development and execution of a strategic decentralization plan to improve the effectiveness of the elementary education system		Completed in 1996	
Objective 20 Support the MED in the implementation of a strategic management model for institutional planning (policy development)	1 Provide training in strategic planning and management	1.1 Completed Phases I and II management training for approximately 200 DDE technical and administrative personnel and Model School Directors	This training is being provided by the USAID/N/HI funded Development Training Project (DTP) in collaboration with the Project. Training benefitted DDE personnel and Model School Directors in Chinandega, Jinotega, Matagalpa, Carazo, Managua II, Misuya, Leon, and Granada.
	2 Central MED strategic management training	2.1 Presented a 1 day strategic management and leadership workshop to DISUP (Senior MFD administration)	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 21 Support the MLD in analyzing and recommending changes in the system for adopting disseminating and implementing policy in the context of decentralization			Postponed until 1998 pending completion of MED institutional reorganization and policy decisions
Objective 22 Support the MLD in defining the role of the General Directorate of Supervision in educational administration within the context of decentralization			
Objective 23 Design and implement a monitoring and evaluation model for the three components of the BASE Project	1 Support the design and development of a national testing system	1.1 Carried out an analysis of a design proposal for national testing	
	2 Support the design and implementation of the decentralization impact study (in collaboration with the APRENDE and SIMEN Projects)	2.1 Continued data entry and reduction	Final WB report expected in March 1998
	3 Support the impact study on curriculum transformation in 1st and 2nd grades		The MED Evaluation Directorate has decided to carry over this activity into the first quarter of 1998 in view of the intense load of evaluation field work (a common state of affairs in educational evaluation since virtually all evaluation field work must be conducted at the end of the school year)
	4 Support the technical development of the General Directorate of Research Development and Evaluation (<i>Direccion General de Investigacion Desarrollo y Evaluacion</i> [DGIDE])	4.1 Provided continuing training for two technical staff members of the Evaluation Directorate on implementing the coding system as delineated in the Coding Manual	
Objective 24 Support the MED in the design and implementation of a system for annual budget preparation		4.2 Identified a local firm to provide intermediate SPSS training to DGIDE personnel	

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OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 2: Support the MED in the design and implementation of a Management Information System (MIS)	1. Procure and install MIS computer equipment for the Departmental Directorate Offices (DDOs) in Bluefields, Puerto Cabezas, Zelaya Central, and Rio San Juan.	1.1 Received and inventoried equipment procurement.	
		1.2 Continued analysis of technical site considerations for Coastal DDE installations.	Site installations will be carried out during the first quarter of 1998.
	2. Strengthen the technical and administrative support capacity of the MIS Directorate (<i>Direccion de Informatica</i>).	2.1 Provided technical assistance and support in equipment distribution and installation.	
	3. Provide support for the development of financial management capability under the MED General Directorate of Finance (<i>Direccion General de Finanzas</i>).	3.1 Assisted budget execution system automation processes.	
		3.2 Solicited quote for procurement of the Platinum Accounts Payable Modules for 15 DDEs.	
		3.3 Procured a mechanical check signing machine for the DG of Finance.	
		3.4 Continued DIP provided training in Platinum system routines and functions.	
	4. Support the development of systems and operations under the Office of Human Resources (<i>Recursos Humanos</i>).	4.1 Modified and updated the Nomina database and provided continued IA for the purpose of analyzing and recommending technical improvements in HR system.	
4	5. Support the development of systems and operations under the Office of Educational Statistics (<i>Estadistica</i>).	5.1 Proposed and obtained approval for uniform MED switch to Access platform.	
		5.2 Trained 8 HR system operators in Access system in preparation for data migration from FoxPro to Access platform.	
		5.3 Contracted 2 systems specialists to work on adaptation/implementation of Ed* Assist statistical Access system.	
	6. Train new MED users of MIS in software and system applications.	6.1 Developed MS Office training plan in coordination with DFP.	MS Office training will be conducted in January 1998.

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Academy for Educational Development/BASF Project
 1997 Fourth Quarterly Report submitted January 26, 1998

OBJECTIVES	ACTIVITIES UNDERWAY DURING THE REPORTING PERIOD	PERFORMANCE	REMARKS
Objective 26 Support the MLD in designing and implementing a training program for the decentralization process and the consolidation of management capability in the Central MED	1 Support the establishment of a strong Directorate or General Directorate of Training	1.1 Continued support and dialogue aimed at furthering the establishment of a strong Directorate or General Directorate of Training	
Objective 27 Support the MLD in the implementation of its Payroll and Human Resources systems			See Objective 25 Activity 4
Objective 28 Support the MED in the design and implementation of a new accounting system for the departmental and central MED offices		Completed in 1996	
Objective 29 Support the MED in the design and implementation of a system to improve management in selected areas of the General Directorate of Administration		Completed in 1996	
Objective 30 Support the MED in the preparation of a General Education Law to define the new purposes, principles, and objectives of Nicaragua in education		Completed in 1996	

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SECTION III ADMINISTRATIVE INFORMATION

A CUMULATIVE COSTS AND LEVEL OF EFFORT

Contract end date	June 30, 1998
Total level of effort	1 232 (p/m)
Total projected cost	US \$16 392 150
1 Level of effort (last three months)	5 766
2 Cumulative level of effort	815 87
3 Unused level of effort	416 13
4 Costs (last three months)	\$904 498 63
5 Cumulative costs to date	\$12 789,659 38
6 Remaining funds	\$3 602 490 62

B PROJECT PERSONNEL ACTIVE DURING THE QUARTER

Component	Advisor	Status	Active dates	Objective/activity/ responsibility
I (Curriculum Development)	Oscar Mogollon	Long term	1 Oct -31 Dec	1 2 3 4 5 6 (Substantive Area Coordinator)
	Desire Pallais Checa	Long term	1 Oct -31 Dec	1 2, 3 4 5 6 Substantive Area Assistant
	Juan Alamo	Long term (Clapp & Mavne)	1 Oct -31 Dec	7 12 3 15 Normal School-based teacher in-service
	Fernando Garcia	Short term	12 Oct -17 Nov	7 Refresher Course Program Evaluation
II (Teacher Training)	Jacqueline Sanchez	Long term	1 Oct -31 Dec	9 10 12 Teacher Training

	Ninnette Lopez	Short term	1 Oct - 31 Dec	9-2 Distance Training
III (Institutional Development)	Nora Gordon	Long term (Clipp & Mayne)	1 Oct - 31 Dec	18-23 Evaluation
	Michael Richards	Short term	6-26 Oct 18 Nov - 4 Dec	18 Atlantic Coast Socio-Linguistic Study
	Ethel Martinez	Short term	1 Oct - 22 Dec	
	Guillermo McClain	Short term	1 Oct - 22 Dec	
	Jorge Brenes	Long term (Clipp & Mayne)	1 Oct - 31 Dec	21 Administrative Planning and Methods
	Sergio Ramirez	Short term	1 Oct - 31 Dec	25 Systems Engineer
	Kurt Moses	Short term	13-17 Oct	25 Systems Policy

SECTION IV DESCRIPTION OF PROGRESS DURING THE CURRENT QUARTER

A DETAILED NARRATIVE

1 Educational Reform

During the current reporting period, the Project provided a variety of one-time and ongoing services to the 'Curriculum Transformation' educational reform program, including support for the MED's two in-service teacher training efforts: development of a training video and self-instructional modules for independent, sustainable in-service teacher training; and overland visits to Costa Rica's model rural school network by two groups of BASE Model School teachers. The Project also provided special assistance in support of the MED's newly adopted first-through-third-grade automatic promotion policy. Brief discussions of these and other key Project actions in the area of educational reform over the last quarter of 1997 are presented in this section.

In-service Teacher Training

As a key aspect of educational reform, the Project has supported a national in-service teacher training effort that began in 1995. This initiative resulted in the creation of the National Teacher Training Network (*Red Nacional de Capacitacion*, or "Red"), intended to stand as a permanent institution. The Network provides three-step 'cascade' training twice yearly, in January just before the start of the school year, and again during the three-week mid-year school break in July. In the first step, a ten-person team of national trainers provides week-long training to departmental Network trainers. In previous years, the departmental trainers trained a group of some 600 municipal-level Network trainers (Step 2) who then presented the final ten-day teacher workshops at municipal centers (Step 3).

In the interests of sustainability and local-level empowerment, the MED has re-designed the 'cascade' structure somewhat. Beginning in 1998, school principals will receive Step 2 training, and in Step 3, each principal will train his/her own teachers. Because the training will take place at each school rather than in municipal centers, this modification eliminates the costs (incurred in previous years) of gathering teachers at municipal centers twice yearly for week-long training.

The first 1998 training cycle began with a Project-supported ten-day Step 1 training workshop, from December 9 through 19, involving the national Network team, the Project substantive-area

technical advisory team and 185 key Network teachers, principals, and technical personnel. Step 1 training is generally conducted at the beginning of January, but this year was conducted early to accommodate a special additional training session scheduled for January on the subject of the MED's newly-adopted automatic promotion policy (see below).

Training Video

The gap between theory and practice

Teacher-participants in National Network workshops frequently remark that they understand constructivist/active learning theory, but don't know how to apply it. The MED's evaluation of the Curriculum Transformation program bears this out: in the first full implementation year at each grade level, a majority of teachers can recognize and discuss the elements of constructivist theory, but relatively few make the corresponding changes in their classroom teaching methods. In any massive on-the-job re-training effort, there is often a gap between theory and practice in the early going, and the MED and donor partners are making a standard assumption in projecting that the quality of teachers' classroom practices will rise over the coming years if the program is duly sustained.

Helping teachers complete the transition

Beginning in 1997, the Project undertook several new initiatives to help teachers make the transition from theory to application. One of these is a 20-minute training video for teachers. The video is being scripted to respond to teacher complaints to the effect that they don't know what a modern classroom looks like and sounds like, how children engaged in active-learning activities interact and behave—and, most important, exactly what skilled teachers do to set up and manage an active-learning classroom. Video is a powerful medium for helping trainees grasp practical applications of theory. During the reporting period, a local video production company was contracted, a script treatment developed, and background location shooting carried out at three schools. The video is scheduled for completion by or before the end of April 1998.

Modulos Auto-formativos

During the current quarter, Project-Network action teams' completed the first three of a projected nine *Modulos Auto-formativos*. The *Modulos Auto-formativos* (a set of modularized "Self-formation" or "independent development" manuals) are another Project initiative aimed at bridging the gap between theory and application, and also at promoting sustainable, grass-roots professional development among teachers. The *Auto-formativo* Modules are designed for use by the teacher-members of the MICs as guides for group planning and problem-solving. Each Module contains twenty-seven units organized around related themes of concern to teachers (e.g., classroom management, teaching strategies, student evaluation, school-community relations). The remaining six Modules will be completed by the end of May 1998. 10,000 copies of the first six of the total of nine modules are scheduled for final publication under the Project, and the remaining three later in 1998 under other arrangements.

MIC update

The Mini-Centers for Cooperative Peer Training (i.e. teachers' quality circles referred to as MICs) are key to the sustainability of the National Training Network. The MED is adding steadily to the national total of MICs in operation. As of the current quarter, the MIC count stands at over 600. When national coverage is complete, the MICs will total about 1,200. The MED hopes to have MICs in place for every teacher by or before the year 2000.

The Teacher Refresher Program

One of the Project's main training efforts in 1997 was a weekend Teacher Refresher (*Actualización Docente*) Program in mathematics and language arts for first and second grade teachers presented over 38 Saturdays. The national program, which takes place at the MED's Normal Schools, provides both training in active teaching methods and also basic skills improvement for the teachers themselves in mathematics and Spanish. The final eight 1-day workshops under the 1997 program were presented during October and November. Graduation activities were conducted and certificates awarded at the Normal Schools in late November and early December for 846 teacher-participants who successfully fulfilled the requirements for course completion. The Project will support a condensed and slightly reduced version of the popular program for about 1,000 teachers in 1998.

Teacher Training Visits

Sixty teachers from Project Model Schools visited rural schools in Costa Rica's rural multi-grade school system, in two five-day overland bus excursions on October 27-31 and November 3-7. Costa Rican schools were still in session during the visits. The visiting Nicaraguan teachers observed in rural Costa Rican classrooms and met with Costa Rican teachers, school officials, and technical specialists. The Costa Rican rural education reform program is more advanced than the Nicaraguan equivalent, but faces problems much like Nicaragua's. The visits gave Model School teachers a unique opportunity to observe hands-on applications of active-learning principles and to exchange ideas with experienced colleagues from a neighboring country who face classroom realities much like their own.

Automatic Promotion

The MED has established a universal automatic promotion policy for first and second grades applicable beginning in 1998. The new policy will be implemented in two stages, effecting automatic promotion from first to second grade in the first year and from second to third the year following. Teachers will continue with the same students through third grade. Teacher orientation and training in automatic promotion will be carried out beginning with the January 1998 National Network training. The Project technical assistance team provided key technical support and assistance in defining and representing the new policies and guidelines, working from combined principles of automatic promotion and flexible promotion. The Project team

drafted two position papers for MED reference and use and prepared a training document on automatic promotion that was used in the Step 1 training in December and will be used nationally in the massive training exercises during 1998. Project Substantive Area coordinator Oscar Mogollon is serving as special advisor to the Minister of Education on promotion policy during the transition to the new promotion system.

The Multi-grade Program

This year the Project has been working with the MED to develop a special curriculum for use in Nicaragua's Multi-grade Schools (defined as a school in which there are teachers responsible for more than one grade in a single classroom). During the current reporting period the MED/Project Multi-grade team completed the year-long "validation" process through which the Multi-grade Model School teachers have worked together under MED-Project guidance to develop a practical manual for Multi-grade teachers. The Multi-grade Manual will be published in 1998 in time for use in the Phase I Step 2 National Network training workshops.

Educational Commodities Procurement

Classroom furniture

Classroom furniture plays an important part in curriculum reform. In established norms in elementary education students spend much of their school-day working together in small groups. The Project has replaced the thoroughly worn-out *pupitres* in the Model School classrooms with furniture "sets," each set consisting of a rectangular wooden study table and two matching chairs. Two of the tables pushed together form a square and can accommodate up to eight children. During the reporting period the Project supplemented equipment in the original group of 68 Model Schools with additional furniture for teachers and students. A teacher set includes a metal desk, chair, and bookshelf. 800 classroom furniture sets for children and 40 for teachers were distributed to ten first-, eleven second-, ten third- and nine fourth-grade Model School classrooms.

Learning Kits

The 1998 Learning Kits are designed for use in rural Multi-grade classrooms, and focus on mathematical, spatial, and logical reasoning and problem solving. One Kit will be distributed to each of Nicaragua's small rural Multi-grade schools in several stages in 1998. Manufacture was completed during December of four out of a total of twelve items to be included in the Kits. These four items—an abacus, a Magic Table, and number strips for numeracy exercises, and a small double mirror with coordinated shapes for geometry concepts—were manufactured in December will be distributed and used during the Step 3 workshops.

2 Institutional Development

During the current reporting period, the Project procured computer equipment to complete network installations in the remaining four DDEs, provided management training and a variety of technical assistance both in the DDEs and also at Central MED administrative offices, and provided assistance in advancing or completing four research activities that provide information on Project indicators. Brief discussions of these and other key Project actions in the area of institutional development over the last quarter of 1997 are presented in this section.

Institutional Commodities Procurement and Installation

Hardware

The Project has nearly completed installation of computerized management networks in the Central MED offices and the nineteen decentralized Departmental Education Offices (*Delegaciones Departamentales de Educacion—DDEs*). The system equips the MED to modernize educational administration and also makes educational statistics available to MED administrators on-screen. During the current reporting period, sets of equipment including five Pentium PCs, a file server, two printers, and peripherals for each of the four Atlantic Coast DDEs was received and inventoried at the Project warehouse. The procurement also included additional PCs, printers, and peripherals to upgrade the Central MED network. Site installation for the Atlantic Coast DDEs will be carried out during the first quarter of 1998. With installation at those four sites, computer procurement and installation under the Project will be complete.

Software

A quote was solicited during the reporting period for purchase of an additional module under the Platinum financial management system for use in fifteen DDEs. The new module, Accounts Payable, will complement the Platinum Basic Ledger module, which the Project provided to the DDEs in 1995. The procurement of the Purchase Order module for the fifteen DDEs is also under consideration.

Note: A total of six modules are available under the Platinum system. Users have the option of purchasing General Ledger to start, and any of the remaining modules at any time thereafter. Platinum's manufacturer sells a code through software distributors which purchasers use to open the purchased modules. This sort of electronic proprietary system is commonly used in the manufacture and sale of specialized software for business and institutional use.

Management Training

The Development Training Project (DTP) relationship continued to benefit the Project through training provided during the current reporting period. DTP provided a one-day leadership workshop to the MED Senior Staff (*Direccion Superior—DISUP*) in November. Approximately 200 DDE technical and administrative personnel and Model School Directors received four-day Phase 2 basic management training workshops in nine Departments between October and December. Phases 3 and 4 of the DTP management training series will be presented in these

nine departments and Phases 1 and 2 in six others during 1998

Research and Evaluation

Four important research activities were carried out during the reporting period. Two of these (the socio-linguistic mapping survey of the Atlantic Coast and fourth-grade comparative achievement testing in samples of Model and decentralized schools) are Project initiatives. The other two—qualitative studies of the effects of decentralization and of the curricular transformation program—are being conducted by the MED with partial support provided by the World Bank-funded APRENDE Project in partnership with BASE.

Atlantic Coast Socio-linguistic survey

The Socio-linguistic mapping study of the Atlantic Coast Autonomous Regions got underway during the reporting period. Field research was carried out for the first (and smaller) of a two phase study consisting of multi-lingual vocabulary inventories of samples of coastal bilingual children. A computer analysis of the origin, frequency, and morpho-phonemic characteristics of the vocabulary samples will be conducted during the first quarter of 1998. The second and larger block of field research will produce a detailed socio-linguistic map of the school population of the Coastal Regions. Intensive field work in the second phase will begin immediately following the general elections in the Autonomous Regions on March 1.

Achievement testing

A preliminary study of Project impact on academic achievement in fourth grade mathematics and language arts was completed during the reporting period. Results will be reported in January 1998. This preliminary study was conducted by testing in a small sub-sample of Model Schools taken from a 360-school representative national sample in which the same tests were administered in 1994. The 1994 testing was conducted with a view to a comparative administration of the test in those schools at the end of 1998 when the first nationwide group of non-repeating children who have been affected by the curriculum reform program completes fourth grade.

Other studies

With Project assistance through the Clapp and Mayne parallel contract, the MED has nearly completed a qualitative study of the effects of Curriculum Transformation. The study looks at selected qualitative effects of the Curriculum Transformation program on teacher knowledge and classroom practices, including teachers' understanding of educational reform and changes in teachers' classroom practices and methods as a result of program interventions. The study instruments were applied in a sample of schools during the first year the program was implemented nationally at each grade level. It is hoped that the study can be expanded and re-applied in future years in an effort to measure improvements in classroom quality generated by the program over a period of years. Meanwhile, with assistance from the Project/Clapp and Mayne

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evaluation advisor, the MED conducted a final round of field work for the study during the current reporting period and will prepare a report on data generated by the study to date for release in March 1998.

Finally, the World Bank, with additional assistance from BASE and the Clapp and Mayne parallel contract, sponsored a study of the effects of the decentralization program on educational quality. The World Bank will carry out data analysis for the decentralization study in Washington in February 1998 and is expected to release a study report shortly thereafter.

B TABLES

TABLE I EDUCATIONAL REFORM MATERIALS COMPLETED OR UNDER DEVELOPMENT DURING THE REPORTING PERIOD						
Product	Description	Status	No Copies/ items	Delivery	Responsible AED/BASE Personnel	Intermediate Result
Teacher training video	20 minute instructional video for teachers on constructivist approaches and active learning methodologies	In production	64	May 1998	D Edgerton O Mogollon D Pallais	New materials
Basic Education Guide	Reprint a Project guide to the new methodologies developed in 1995	Complete	10000	March 1998	O Mogollon G de la Cruz	
Multi grade Curriculum Guide	Teacher's guide on instructional and organizational practices in the Multi grade classroom	Complete	6000	March 1998	O Mogollon D Pallais	
<i>Modulos Auto formativos 1-3</i>	1-3 of 9 modular independent training guides for use by teachers in the MICs	Publication underway	10000	April 1998	O Mogollon N Lopez D Pallais	
Manual on low cost teaching materials	Practical guide for teachers on making inexpensive classroom materials	Developed	5000	April 1998	O Mogollon G de la Cruz	
Teachers bulletin	<i>Boletín La Red</i> a 4 page tabloid size bulletin for teachers with technical articles on classroom methods and materials	Published monthly	20 000-copy runs	October November December	J Sanchez	

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**TABLE 2
 EDUCATIONAL REFORM SERVICES
 PROVIDED DURING THE REPORTING PERIOD**

Service	Description	Responsible AED/BASL Personnel	Intermediate Result
Promotion and student performance evaluation policy assistance	Provided key technical support and assistance in developing and representing new basic education promotion policies and guidelines based on combined principles of automatic promotion and flexible promotion	O Mogollon	New MED policy position
Multi grade Guide validation	Carried out collaborative constructivist validation of the Multi grade Guide in the 26 Multi grade Model Schools (continuous September - October)	O Mogollon N Lopez	New materials
Refresher program follow up	Conducted follow up evaluation meeting with program coordinators (23 October)	Clapp & Mayne (J Alamo)	1997 refresher course
<i>Anevo</i> (Laboratory School) follow up	Conducted follow up training visits to El Progreso (Matagalpa) and Arnulfo Romero (Esteli) <i>Anevo</i> Schools		Normal School students trained

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**TABLE 3
 TEACHER TRAINING AND INSTITUTIONAL TRAINING
 PROVIDED DURING THE REPORTING PERIOD**

<i>Teacher Training</i>					Responsible AED/BASE Personnel	Intermediate Results
Topic	Description	Length	Date(s)	Participants		
Curriculum Transformation	Phase I 1998 National Network Training	1 Workshop 10 days	12/9-19	185 teachers directors	O. Mogollon, J. Sanchez, J.M. Guerrero	Teachers trained
Multi-grade Guide validation	Follow up validation of the Multi-grade Guide	1 workshop 1 day		85 participants (70 MG teachers 15 technical specialists)		Basic Education Guides developed
Training Module validation	Follow up validation of Modules 1-3	1 workshop 1 day		25 teachers technical specialists		Training Modules developed
Teacher Refresher Program	Teaching methods, basic skills improvement in math and Spanish for 1st and 2nd grade teachers	8 workshops	Weekends Oct-Nov	854 1 st - 2 nd grade teachers	Clapp & Mlynec (J. Alamo), J.M. Guerrero	Teachers trained
Normal School training	Workshop aimed at furthering the integration of curriculum transformation content into the Normal School curriculum	2 simultaneous workshops 5 days each	11/11-15	211 NS teachers directors, students		
On-site teacher seminars in Costa Rica	Group visits for training and observation to active-methodology rural schools in Costa Rica	Two 5-day activities	10/27-31 11/3-7	60 teachers total (30 Multi-grade 30 Regular System)		

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<i>Institutional Training</i>					Responsible AED/BASE Personnel	Intermediate Results
Topic	Description	Length	Date(s)	Participants		
Basic Management	Phase II basic management training workshops for DDE personnel	8 workshops 2 days each	October December	Approx 200 DDE tech/admin personnel and Model School Directors 9 Departments	DTP (A Gonzalez)	Decentralized system strengthened
Senior Management	Strategic management and leadership workshop for DISUP (senior MED administration)	1 workshop 1 day			DTP (M Rosa)	MED Management strengthened
Evaluation Directorate DGIDE	Training in education if data coding	Continuous	September December	2 DGIDE technical staff	S Ramirez	Informatica personnel trained

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**TABLE 4
 TRAINING PRODUCTS AND SERVICES
 PROVIDED DURING THE REPORTING PERIOD**

Product/Service	Description	Responsible AED/BASE Personnel	Intermediate Result
Distance Training Modules	Independent study materials for use in Teacher Quality Circles (MICs) Completed 3 of 9 total projected Modules	O Mogollon J Sanchez N Lopez D Pallais	Training Network strengthened
Training document	Guia para Reflexion (training document for teachers on automatic promotion)		
N S Refresher Program follow up monitoring	TA team conducted monitoring visits in Matagalpa Leon Juigalpa Jinotepe Esteli Managua Bluefields and Puerto Cabezas	Clapp & Mayne (J Alamo) J M Guerrero	Refresher course provided

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TABLE 5
COMMODITIES PROCURED AND/OR DISTRIBUTED DURING THE REPORTING PERIOD

Item	Description	Quantity	Status	Responsible AED/BASE Personnel	Result
<i>School Furniture and Equipment</i>					
Classroom furniture for children	Each set includes a rectangular wooden study table and two matching wooden chairs	800 sets	Distributed to 40 classrooms in 6 Model Schools (ten 1 st , eleven 2 nd , ten 3 rd , nine 4 th grade classrooms total)	G de la Cruz	Training Network strengthened
Classroom/ furniture for teachers	Each set includes a metal desk chair and bookshelf	40 sets			
Learning Kits	4 Kit items (magic tables, number strips, geometry mirrors, abacuses) out of 12 total	4 items, 3,400 units each	Manufactured 4 items for use in 1 st quarter 1998 workshops		
<i>MIS Computer Equipment</i>					
Computer Equipment for DDEs	Each set includes 5 Pentium PCs, file server, 2 printers, peripherals	4 sets	Equipment procured, shipped, received and inventoried	S. Ramirez	MIS system installed
Central MED hardware upgrade	Miscellany of hardware peripherals for upgrading Central MED MIS installations conducted early in Project	PCs (15) printers, and peripherals			

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Check signing machine	Mechanical check signing machine for the DG of Finance (to offset check crunch resulting from increased efficiency)	1 unit	Procured unit	S Ramirez	MIS system installed
Accounting software	Platinum Accounts Payable modules for 15 DDEs	15 copies 1 module	Solicited quote from Platinum		

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TABLE 6
RESEARCH AND EVALUATION PRODUCTS AND SERVICES
PROVIDED DURING THE REPORTING PERIOD

Service	Description	Status	Responsible AED/BASE Personnel	Intermediate Result
Atlantic Coast Study	Socio linguistic mapping study of the Atlantic Coast Autonomous Regions	Underway	J & A (M Richards)	Assessment capabilities strengthened
Achievement Testing	Study of Project impact on academic achievement in 4 th grade math language arts	Completed		
Colloquium	Topic: CECOMID (MED academic information clearinghouse) 2 nd of 6 Project supported colloquia	Conducted 10/10 40 MED officials participated	V Morales J M Guerrero N Gordon	Educational policy strengthened
Colloquium	Topic: Atlantic Coast Socio linguistic survey 3 rd of 6 Project supported colloquia	Conducted 10/17 40 MED officials participated		
National Forum	Education: A National Responsibility	Conducted 11/27	V Morales J M Guerrero N Gordon	
Document	Position paper on automatic promotion	Completed	O Mogollon D Pallas	
Document	Position paper on flexible promotion	Completed		
Evaluation of Teacher Refresher Program	Mid point internal evaluation of the projected two year Saturday refresher courses for 1st 2nd grade teachers	Completed	Clapp & Mayne (J Alamo) local ST TA (F Garcia)	
Decentralization impact study	Study of decentralization impact on quality efficiency	Conducted data entry analysis	AID admin support Clapp & Mayne (N Gordon)	

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**TABLE 7
 MANAGEMENT INFORMATION SYSTEM SERVICES
 PROVIDED DURING THE REPORTING PERIOD**

Service	Description	Responsible AED/BASE Personnel	Intermediate Result
Provide assistance to Coastal DDE site installations	Continued technical analysis	S Ramirez	MIS system installed administrative systems improved
Help set up automated financial operations	Project systems engineer and local accounting specialist set up Platinum vouchering and payment operations for Central MFD	S Ramirez J M Tuccio	
Improve MED's Human Resources (HR) database	Modified and updated the Nomina database and recommended technical improvements in HR system	S Ramirez	
Establish integrated database system	Assisted in MED move from FoxPro and obsolete custom databases to uniform use of the Access data system platform		
Establish a strong statistical access system	Began system configuration for installation of Ed*Assist		

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**C SUMMARY LIST OF DOCUMENTS
 PRODUCED DURING THE REPORTING PERIOD**

Title	Objective	Responsible Activity
<i>Trabajo de Equipo y el Curriculum Escolar</i>	1	Substantive Area Team
<i>Promocion Automatica</i>	1 2 4 18 2	
<i>Promocion Automatica en la Educacion Primaria</i>		
<i>Capacitacion sobre la Transformacion Curricular y Promocion Automatica de Primaria</i>		
<i>Propuesta de Pre guion Literario para la Incorporacion de Insumos Pedagogicos al Video sobre la Transformacion Curricular</i>	1 1 2 9 1 2	
<i>Procedimientos para Elaborar la UAI</i>		
<i>Borrador de Propuesta para el Trabajo de Ficción</i>		
<i>Secuencias Audiovisuales para la Incorporacion de Insumos Pedagogicos al Video sobre la Transformacion Curricular</i>		
<i>Propuesta para los Fragmentos Narrativos</i>		
<i>Guion Literario Aprendamos Juntos</i>		
<i>Estrategias y Acciones de Capacitacion Primaria Regular y Multigrado en el Curso Lectivo 1998</i>	9 1	
<i>Evaluacion del Programa de Actualizacion</i>	7 15	
<i>Intercambio de Experiencias Desarrolladas en las Escuelas Lideres (Experiencia en Costa Rica)</i>	9 4 9 6	
<i>Informe de Proceso de Validacion de los tres Primeros Modulos Interactivos</i>	9 2	

N B Documents produced under Activities 7 12 3 15 18 y 23 are attached to the Clapp and Mayne Quarterly Report Documents produced under activity 20 are provided by DTP under that Project s reporting terms and conditions

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Annual Report 1997

Nicaragua Basic Education Project (BASE)

Academy for Educational Development (AED)

March 31 1998

Prepared for USAID/Nicaragua
by John A. Gillies, Project Director
and David Edgerton, Chief of Party

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I. Background

This Fourth Annual Report for the BASE Project provides basic information and reporting regarding Project activities during 1997. Since a final report will be submitted at the end of the Project in May 1998, the discussion of broad issues and lessons learned under the BASE Project will be left for the final report.

Implementation of the Basic Education Project began in January 1994. The Project is involved in three principal areas: Curricular and Materials Development, Teacher Training, and Institutional Development. In the substantive areas of curriculum and teacher training, the Project is assisting the Ministry of Education (MED) in implementing a national transformation of educational philosophy and practice based on a constructivist-humanist curricular philosophy and a pedagogical approach centered on the application of active methodologies in the classroom. In the area of institutional development, the Project is working with the Ministry to strengthen administrative operations at the Central and Departmental levels in finance, planning, statistics, human resource management, management information systems, logistics, and policy development and dissemination, in support of a national effort to decentralize and deconcentrate Nicaragua's education system.

The first year of the Project was devoted largely to working in collaboration with the MED to establish conceptual, planning, design, systems, and organizational-analysis frameworks for effective educational reform. The second and third years were devoted to implementing and revising these reforms. The fourth year workplan focused on completing the administrative and managerial reforms, continuing and consolidating the substantive area reforms, extending the reforms to the rural multi-grade school system, and undertaking applied research aimed at strengthening bilingual education in the Atlantic Coast autonomous regions.

In the first three years, achievements in the area of Curricular and Materials Development included the development, validation, publication, and dissemination of new first- and second-grade programs in language and mathematics, including activity guides for teachers to use in carrying out the new programs. Third- and fourth-grade curricular programs and teacher guides in math, language, civics, and natural sciences were developed. A Basic Education Guide for teachers was produced and distributed on the pedagogical principals and active teaching methodologies being promoted under the Project-supported Curricular Transformation (*Transformación Curricular*) program. In the third year, the development and publication cycle was completed for all curricular materials for grades 1-4, and additional copies made in response to demand. Work was begun in 1996 to expand the curricular reform process to include a focus on the special needs of rural Multi-grade schools and the multicultural populations in the Atlantic Coast. In addition, a student assessment system was developed and a remedial program in Math and Spanish was developed for 1st and 2nd grade teachers.

Over the first three years of the Project, support for teacher training consisted of two principal elements: extensive training and orientation for teachers in active teaching methodologies and the constructivist educational approach, and the development of a sustainable structure for delivering permanent in-service teacher training services. The training structure consists of a network of trainers using a modified cascade training model and 68 model and laboratory schools to demonstrate and test new approaches and materials. Massive training of all primary school teachers began in 1996. The Training Network has been reviewed and revised each year as a result of annual assessments and feedback. Both the Network itself and also the sustainability of the Network were strengthened beginning in 1996 by the addition of an ongoing program to develop a national network.

of local autonomous quality-circle -style teachers organizations for co-training and mutual support called *Mini-centros de Intercapacitacion* (Mutual Training Mini-centers, or MICs) Other training innovations arising from formative Project review included a distance education effort and a technical bulletin for teachers (see discussion under "Accomplishments")

In the Institutional Development area the work of the first three years included organizational analyses and reform plans in each area and technical assistance training and equipment in support of implementation of the recommended reforms Workshops in strategic management and planning resulted in the development of a MED strategic vision within the context of decentralization A comprehensive strategy was developed for decentralization, and an organizational framework for the departmental educational offices (DDEs) was established to enable nationwide training and support for decentralization Substantial amounts of technical assistance were provided in the functional areas of administrative management critical to decentralization, including financial management human resources management and information systems The accounting system was wholly revised, rationalized simplified and automated new accounting procedures established procedural and technical manuals provided and a comprehensive financial management software package (Platinum) provided An integrated budget formulation and planning system, including custom software was designed, and was employed in 1996 in developing MED 1997 FY operational plans An advanced fiber-optic computer network was installed in the central MED and most DDEs, and users were trained in office automation In addition a draft general law of education was developed to legalize and formalize the decentralization program

II Strategy and Objectives for Year Four

BASE Project planning for 1997 focused on the MED's three areas of programmatic emphasis: improving the quality of education, consolidating decentralization, and strengthening educational policy analysis 1997 Project planning was also influenced by the recommendation of the Project Mid-term Evaluation (1996) that the Project focus exclusively on improving the quality of classroom learning The Project strategy for 1997 in the substantive area was to aggressively follow up on the application of the curricular materials developed to date under the Project: promote and consolidate a system of continuous multi-faceted in-service training; extend curricular transformation to the Multi-grade schools, and develop a strategy for strengthening normal school practice teaching, featuring improvements in and improved use of the laboratory schools A remedial training program in mathematics and Spanish for first- and second-grade teachers was to be implemented In the institutional area the 1997 plan focused on consolidating and completing the administrative reforms in human resources budget and accounting logistics and sustainable systems A renewed emphasis on the use of research and statistics in educational policy was also planned for 1997 Actions projected for each Project area were summarized in the 1997 Operational Plan (p. 3) as follows:

Curricular Transformation Consolidate, expand and increase the effectiveness of curricular reform This may be achieved through simple teaching guides, adaptations for Multi-grade schools, improvement of systemic follow-up, and substantial reform of the student assessment system

Teacher Training Seek greater effectiveness, coverage and impact of teacher training through actions such as the introduction of a continuous training program, the differentiation of training for different populations, and the adoption of practical and simple methodologies for face-to-face training

Institutional Development Focus the Project's activities in this area to ensure a more direct relationship with the main goal of improving quality of learning. In particular, the Project should emphasize actions to guarantee that the information system is used to improve the handling of scarce educational resources and should search for alternatives to increase community participation in the process of educational improvement and transformation.

III Project Accomplishments

Over the first half of 1997 there was substantial personnel turnover among all three BASE Project partners (the AED team, the Ministry of Education and the USAID Mission)

The AED/BASE Project technical and management team in the field was almost entirely new in 1997. The Chief of Party and Curriculum Advisor were replaced in January by David Edgerton and Oscar Mogollon, respectively. In March, at MED request, the contract for the Teacher Training Advisor was not renewed and a search for a Nicaraguan replacement was initiated. The substantive team was then reorganized and expanded with a new long-term position for a program assistant and a short-term consultant in distance education. In August the new Teacher Training Advisor joined the team. The Institutional Development Coordinator position concluded in June. The MIS Specialist position was changed from an intermittent short-term to a resident six month position, which has since been extended. The new team as summarized above was in place by August.

Following the inauguration of the Nicaraguan administration of President Aleman in January, the Ministry team also underwent substantial changes. While the Minister remained in place, providing substantial policy and programmatic continuity, personnel in virtually all other key policy-level positions were changed over the following several months. Through the spring and early summer months the Ministry was heavily affected and substantial management time and attention consumed by government wide initiatives to reengineer the ministries and reduce the size of government.

Finally USAID Mission Project management transition also took place over 1997. A new PSC Education coordinator was recruited, a new Human Initiatives section chief began her duties, and a new Mission contracts officer took over. Personnel changes among all three Project partners were largely completed by mid-year.

Participatory, process-based Project implementation continued among the members of the USAID-MED-AED during the personnel changes and throughout 1997. The operating Project philosophy continues to be that the process through which products and services are developed is as important as the products and services themselves.

One of the initial tasks of the new Project management team in 1997 was to review and modify the 1997 Operational Plan in keeping with current MED priorities. Major accomplishments over 1997 included:

Component One Curriculum

The emphasis for the Curriculum component in 1997 was on the development, validation and revision of a curriculum guide for Multi-grade schools based on a draft developed in 1996. The *Guia Practica para Organizar el Aprendizaje en las Escuelas Multigrado* was revised through

multiple workshops with teachers and in Multi-grade model schools. The draft was complete by the end of the year. The Multi-grade Guide will be published in 1998.

Another major element for 1997 was the initiation of a teacher refresher program in Mathematics and Spanish for first- and second-grade teachers. The program was implemented at the Normal Schools over 36 consecutive Saturday sessions. The Saturday refresher program was well-received by the Ministry, very popular among participants, and successfully graduated 818 students. The program will be continued for a second year in 1998.

Other important materials development activities included development of support materials recommended by the Mid-term Evaluation, including a simplified teacher's manual for the use of the new curricular materials, a basic document on curricular transformation, and instructional card sets for Multi-grade students. The MED and the Project decided that a video format would be most effective for the teacher's manual on use of materials and a script was developed and shooting was started. All of these materials will be completed, published, and distributed in 1998.

Other anticipated activities in curriculum development were either adapted or eliminated during the year. The manual on the use of low-cost teaching materials was revised and approved by the MED and prepared for publication in 1998. However, the publication plans were postponed when the MED decided to concentrate on higher priority activities. The reprint of the manual on teacher evaluation of student achievement, which has been used in teacher training workshops since 1996, was also postponed as the MED initiated an automatic promotion policy. Project consultants provided technical support on automatic promotion, and developed guidance materials for the implementation of the automatic promotion policy.

Component Two Teacher Training

In 1997 the Teacher Training component focused on five areas to extend and consolidate the accomplishments of the previous years: remedial training, distance learning, establishment of new Multi-grade model schools, development of learning kits for Multi-grade schools, and continuing training using the Training Network and the MICs. These activities proceeded from the Project aim as expressed in the Annual Plan to provide multiple avenues of support and training for teachers.

The major emphasis in teacher training over 1997 was the development and implementation of model schools to meet the educational needs of students and teachers in the rural Multi-grade System (*Sistema Multigrado*). Strengthened support to the Multi-Grade System was a primary recommendation of the Mid-term Evaluation. Multi-grade system services in 1997 included developing and validating the Multi-grade guide, development and production of Multi-grade learning kits, implementation of 26 Multi-grade model schools, development of supplementary documentation and proposals, and on-going training and classroom support. The Multi-grade activity included a series of small workshops as well as the system-wide training in January and July.

In addition to the new services to the new Multi-grade program, systemic support for improving the quality of teaching in Regular System (*Sistema Regular*) classrooms continued through the National Training Network, massive training exercises, and the development of independent development (originally distance education) modules for use in the MICs (see below). With project funding and technical support, the MED National Training Network employed its established cascade system to conduct massive teacher training in January-February and July to provide decentralized in-service training for 10,465 teachers (January-February) and 11,007 teachers (July) in grades 1 through 4.

These large scale training activities take place during the two breaks in the school year designated for teacher preparation and in-service training. Training content includes methodologies review, teaching techniques, student evaluation methodology curriculum and materials, and introduction of new topics such as the civics curriculum.

The Distance Education activity was initiated in June when the distance education consultant was hired. After a review of training needs and options for sustainability the original design of the program was modified to include a series of nine Independent Development Modules (*Modulos Auto Formativos*) for teachers. Over 1997 the MICs emerged as the key element in the long-term outlook for autonomy and sustainability in in-service teacher training and the Modules in turn evolved into a key tool for generating and sustaining the vitality of the MICs. The Modules are guides for group planning problem-solving and materials development. They are designed to be used as templates for conducting working sessions of the MICs on a total of 27 topic areas ranging from school community relations to creating and sharing teaching and classroom-management techniques. The first three modules were developed and validated during 1997. The remaining six will be completed and all nine will be printed in 1998.

The strengthening of the model schools and MICs was also supported by an observational tour to model schools in Costa Rica. Sixty Model School directors and teachers participated in a one week trip to Costa Rica to observe classrooms in the Costa Rican educational reform network and to meet with Costa Rican teachers to exchange views on improving educational quality and the role of model schools in educational reform.

Additional important support activities in this component included reprinting the Basic Education Guide (*Manual Didactico*) at the request of the Ministry, technical assistance and financing for monthly publication of the teacher bulletin *La Red* the final phase of purchasing and distributing school furniture and materials for the model schools and the delivery of reference book libraries to the Normal Schools. At mid-year *La Red* was re-named the *Suplementario Didactico*, converted from full-color to monochrome and incorporated as a four-page center insert into the MED's teacher magazine *El Maestro*. The purpose of this change was to effect sustainability, consolidate teacher service publications and improve distribution and use by teachers of the technical support to the Curriculum Transformation program that *La Red* was designed to provide.

Component Three Institutional Development

The primary accomplishments in the Institutional Development component were in the consolidation of the automated financial management system initiation of a socio-linguistic study on the Atlantic Coast an expansion of the management training program for the Central MED and DDEs completion of a follow-up study on academic achievement and mutual agreement to resolve long-standing management problems in the MED's Educational Statistics office.

The financial management system which addresses both budgeting and accounting needs at Central and Departmental levels was further expanded and refined in 1997. The expansion consisted of implementation and adaptation of the full range of financial management modules under the Platinum software system including Accounts Payable Accounts Receivable Inventory Fixed Asset Management, and Checkwriting. In addition the system was revised to be fully compatible with new Ministry of Finance requirements for government accounting. MED Central staff in the accounting budgeting and human resources departments were trained in the system. The final elements in full implementation of the financial management system — implementation in the

DDEs, and completion of the budget formulation and execution components — will be completed in early 1998

Implementation of the overall Management Information System (*MIS/Informatica*) continued in 1997 with increased emphasis on sustainability. At the urging of BASE Project MIS advisors, all of the donors with MIS components met with MED officials early in the year to review the planned expansion of the system and to discuss the maintenance and support needs implicit in the contemplated expansion. One outcome of these discussions was a MED contract with a local firm to provide full maintenance and technical support for equipment in the Central MED and the DDEs. MED recognition of the support needs of a modern computer network represented an important step toward systemic sustainability. Once this agreement was in place, the remaining four computer networks for the Atlantic Coast DDEs were purchased for installation in early 1998.

Progress was also made in the area of educational statistics in 1997. The statistics management and reporting system was strengthened by making the standard statistical reports available on the MED network and by continued training in statistical tools. An important MED and USAID policy decision was made in October to support implementation of the Ed*Assist educational statistics program. This decision is significant because it enables the transfer of educational statistics from the old SIEC FoxPro database to a sustainable, accessible, standardized, and multiregional platform that can grow and meet the data needs of managers at all levels in a decentralizing MED. The adoption of Ed*Assist confirms MED commitment to a truly integrated approach to accessing student, financial, staffing, testing facilities, and performance activities in the MED.

With USAID encouragement, the Project enjoyed the benefits of the technical services and financial support of the Development Training Project (DTP) in providing an expanded series of training seminars for the Ministry in support of the deconcentration activities. This expanded training included management training at both the Central MED and Departmental levels, and also computer and office automation training at the Departmental offices. The BASE-DTP relationship enabled the Project to access a well-designed, well-managed training program with virtually no management burden on the BASE Project itself — an arrangement of considerable benefit both to the MED and the Project. The BASE-DTP relationship is a good example of the effective, efficient use of USAID resources across Projects.

A study of socio-linguistic patterns among school children on the Atlantic Coast, begun in 1997, will form the basis for curriculum and program development for a bilingual education program in future years. The study will be completed in 1998. In addition, the Project provided financial support for a MED conference on secondary education and several internal workshops on educational policy issues, provided technical and financial support for the on-going decentralization study (under the primary sponsorship of the World Bank), and completed a comparison study of student achievement following the 1994 Project baseline.

IV. Project Status and Issues

At the end of the fourth full year of Project implementation, Project status in each area, relative to the original Project goals, can be summarized as follows

Curricular Transformation Reform Program

Curriculum and Materials Development All of the principal expectations expressed in the original Project design documentation have been fulfilled. The curriculum programs and teacher guides for all four grades have been produced, validated, published, reprinted, distributed, and teachers have been trained in their use. The original set of 1,000 learning kits was developed and distributed in 1996, and Multi-grade learning kits were designed in 1997 for delivery and distribution in 1998. Natural science was added in 1995 to the three original curriculum areas under Project purview. Multi-grade materials and additional support materials for curricular transformation were added in 1996 and developed in 1997. The Multi-grade curricular transformation materials will be completed and distributed in 1998. The two-year teacher refresher courses conducted in the Normal Schools were added to the Project in 1996 and initiated in 1997.

In the time remaining under the BASE Project, curriculum component activities include completing the production of materials begun in 1997, completing the refresher course, and designing additional classroom support materials such as instructional card sets for Multi-grade students.

Teacher Training The Project's Teacher Training Component has developed into a much broader and more diverse undertaking than originally contemplated. The original structure of laboratory and demonstration schools has evolved into a system for continuous learning that makes use not only of those schools, but also the Teacher Training Network, the MICs, the Modules, the *Maestro* supplement, remedial training in the Normal Schools, and massive training for primary school teachers. Model school network has likewise expanded greatly in scope under the Project, and now also includes both the rural/multi-grade and bilingual education systems.

In the remaining months of the BASE Project, the Training component will complete a final round of massive training, and will support further strengthening of the MIC program. During the final months of the Project, the Project team will also be looking at ways to improve the quality and effectiveness of the overall training system.

Beyond the completion of curriculum and training contract deliverables, the challenge in completing the educational reform process in Nicaragua is to maintain continuity in activities, an appropriate perspective on progress, and a commitment to continuing the reforms until they are completely implemented. The basic tools and structures for fundamental, far-reaching reforms in classroom educational quality are solidly established—curriculum materials, sustainable teacher training systems, decentralization, and an acceptance and understanding of the core elements of reform on the part of both teachers and Ministry administrators. The continuity and progress to date represent a significant accomplishment of the Ministry of Education, considering the general disrepair of Nicaragua's educational infrastructure and services in the early 1990's.

In any country, however, educational reform is a process measured in decades. This is especially true in a country like Nicaragua, where resources are severely limited, teachers very poorly paid, and qualified, motivated career teachers in short supply. The process of fundamental change begins with

the development of a reform agenda and reform systems to implement it. Next comes the patient, systematic, long-term applications of the reform systems, for the purpose of raising the quality of education in each of Nicaragua's thousands of individual classrooms. The first step — the agenda, and the systems — has been completed. The second step is underway, with the extension of reforms to populations with special needs, including the rural Multi-grade System and the schools of the Atlantic Coast. In the coming years, the work will consist of supporting the reforms with consistency and patience: enriching teachers' knowledge and skills, continuing to adapt the reforms to changing economic circumstances and cultural realities, and removing inefficiencies in the overall system. What remains is the steady, patient progress of a strong reform program and a mature educational organization toward thorough, permanent educational reform, in continuing partnership with the international donor community.

Institutional Development

Over the life of the BASE Project, activities under the Institutional Development component have been adapted and revised considerably in response to changing Ministry priorities. Recurrent reorganizations and personnel replacement in the MED have affected the institutional strengthening activities more than the educational activities. While assistance has been provided in all areas of administrative operations, the most substantive and sustainable improvements have been achieved in the areas of office automation, financial management, and statistics. The MED now has one of the most effective computer information systems in the country, with a fiber optic network in the Central offices and LANs in all of the Departmental offices except on the Atlantic Coast. The budgeting and accounting systems have been wholly redesigned and computerized at the Central level, with the final components to be completed in early 1998. The financial management systems will be implemented at the Departmental level beginning in 1998. The MED's educational statistics office has benefitted from improved reporting, access to information, and data analysis under the Project, and will be further strengthened with the initial implementation of the Ed*Assist program. The Project supported the broad policy of educational and administrative decentralization both directly through Project advisors and also indirectly, by appropriately strengthening the administrative and management support systems needed for decentralization.

The continuing challenge in the institutional strengthening area is to complete the improvements in systematization of the reforms and to more fully integrate the improved administrative and management systems into the decision-making culture of the Ministry.

V. Issues During Year Four

As noted above, the fourth year of the BASE Project was implemented during a period of considerable change both in the Ministry and in the Project. Virtually all of the key personnel in the MED and the BASE Project team were changed over the first six months of the year. By mid-year, the personnel changes had largely been completed and there was relative stability in the last half year.

The only external event that affected Project implementation was the implementation of new government policies as the Aleman administration sought to downsize, reengineer Ministries, and implement national policies for decentralization and financial management. All policy level officials were involved in planning and implementing these programs, which took considerable amounts of management time and attention.

VI. Final Year Planning

Planning for 1998 began in September and was oriented toward completing programmed activities in a timely manner and establishing the basis for sustainability and continuity into future MED and donor activities. Planning was carried forward to completion in the established manner, as a detailed participatory process but with the mutual recognition of the special end-of-Project consideration that all Project activities must be completed by contract end-date (June 3 1998)

VII. Implementation Issues for Year Five

The major implementation consideration for the last year of the Project is the effective completion of all Project activities by the end of the contract, in such a way that the Ministry is left with fully functional and sustainable activities. While all parties share the firm expectation that donor assistance will continue, prudence and professional responsibility require that the Project leave all activities with all basic elements completed, MED personnel trained, and systems fully functioning.

ACADEMY FOR EDUCATIONAL DEVELOPMENT

BASIC EDUCATION PROJECT — BASE

APPENDIX A FINANCIAL SUMMARY - 1997

Expenditure Category	1997 Expenses	Total Project Expenses	Total Project Budget	Percent spent	Remaining
Salaries and wages	350,491.48	1,114,844.62	1,245,203.00	89.53%	130,358.38
Local Staff Salaries	85,092.48	260,294.16	351,097.00	74.14%	90,802.84
Fringe Benefits	105,147.52	320,943.06	373,561.00	85.91%	52,617.94
Consultants	14,902.54	290,885.95	507,110.00	57.36%	216,224.05
Travel	81,646.16	394,476.42	456,631.00	86.39%	62,154.58
Other Direct Costs	105,407.27	571,416.61	737,981.00	77.43%	166,564.39
Total Direct Costs	742,687.45	2,952,860.82	3,671,583.00	80.42%	718,722.18
Overhead Allocation	245,086.79	967,999.56	1,205,201.00	80.32%	237,201.44
Subcontracts	314,897.33	2,564,638.21	3,298,439.00	77.75%	733,800.79
G&A Expenses	14,170.41	97,346.39	130,434.00	74.63%	33,087.61
Overseas Allowances	82,286.10	292,841.38	367,656.00	79.65%	74,814.62
Equipment	566,986.36	4,240,584.85	5,451,170.00	77.79%	1,210,585.15
Participant Expenses	645,168.11	1,325,704.09	1,847,578.00	71.75%	521,873.91
Total Project	2,611,282.55	12,441,975.00	16,392,150.00	75.90%	3,950,175.00
Fees	114,514.82	311,069.00	420,089.00	74.05%	109,020.00
Obligated Amount		15,356,658.00			
Obligated Spent		83.05%			

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ACADEMY FOR EDUCATIONAL DEVELOPMENT

BASIC EDUCATION PROJECT - BASE

APPENDIX B

PROCUREMENT SUMMARY - 1997

ITEMS	COST
Model School Furniture	
1 100 sets of desks and chairs	120,108 00
3 sets of teacher and office furniture	832 50
MIS	
DDE equipment (4 servers and 20 workstations)	124 375 00
MED Central software and equipment (15 workstations printers)	93 729 00
Other computer equipment and supplies (general and BASE office)	13 001 00
Publications	
10 000 Manual Didactico	11 700 00
20 000 copies of La Red bulletin	4 242 00
Learning Kit components	197 339 00
Training Materials	1 660 00
Total *	\$566 986 50

* Total cost may differ from the financial cost sheets because some payments were made after the closing date

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