

511-450

AID PROJECT NO.

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PROJECT APPRAISAL REPORT (PARTIAL)

~~DUPLICATE~~ REPORT U-448

PROJECT NO. -0450	DATE FOR PERIOD 8/16/74 TO 11/1/76	COUNTRY Bolivia	FY 1977-1
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Educational Management and Rural Development

6. PROJECT DURATION: Began FY 1975 Ends FY 1979	7. DATE LATEST PROG May 21, 1974	8. DATE LATEST PIP	9. DATE LATEST PAR
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$ 1,290,000	b. Current FY Estimated Budget: \$ 350,000	c. Estimated Budget to completion After Current FY: \$ 260,000
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME	b. CONTRACT, PASA OR VOL. AG. NO.
Academy for Educational Development (AED)	GOB/AID-511-91

I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION NO.			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
UNAID	AID W	HOST		
			<p><u>I. Introduction and Background</u></p> <p>The Educational Management and Instructional Development Project is a result of several important antecedents in Bolivian education. Chief among these are the Basic (GOB) Law of Executive Power dated April 30, 1970; the signing of a contract with San José State College, Inc. on November 1, 1971; and the GOB report to the Inter-American Committee of the Alliance for Progress (CIAP) in June, 1972.</p> <p>The Basic Law mandated that the Ministry of Education and Culture (MEC) incorporate the rural school system, which until then had been a part of the Ministry of Campesino Affairs. It also mandated that the MEC should streamline (rationalize) its administrative functions.</p> <p><u>Major Contributors:</u> Edward Aguirre Raymond Swallow Enrique D'Etigny</p> <p><u>Clearances:</u> HRDD:RGJohnson (draft) DR:SHJacobson (draft) A/DD:CJStockman (draft) PR:Rarchi (draft)</p>	

D. REVISIONS REQUIRED

REVISED OR NEW: PROP PIP PRO AG PIO T PIO/C PIO/P

E. DATE OF MISSION REVIEW: January 17, 1977

PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE: HRDD:Charles H. Reed

MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE: Frank B. Kinball

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The San José State contract provided technical assistance to the MDC, with funds provided by USAID/B. With the assistance of San José personnel, the MEC on April 17, 1972, created the Administrative Rationalization Council (CRA) to serve as a counterpart institution to San José and to carry out the MEC's administrative program. In its first phase, the CRA-San José partnership drew up plans for the MEC organizational and functioning structure, and implemented several legal and administrative dispositions. In its second phase, CRA/San José created four Integrated District Administration Service centers (SIDAs, in Cochabamba, Santa Cruz, Oruro and Sucre) as a first effort at decentralization. Before terminating its contract in August, 1974, the San José group worked with CRA to identify nine program areas of MEC's Administrative Reform, which would serve as a base for a new GOB-U.S.A. contract in education.

Meanwhile, the Bolivian report to CIAP in June, 1972, stressed the GOB's plan to accelerate the educational reform and integrate the educational system. Paramount was the transformation of MEC's administrative apparatus to meet the exigencies of Bolivian socio-economic development and the country's rapidly growing school-age population.

With these precedents in August, 1974, a Loan Agreement was signed between the GOB and the U.S.A. for a total of \$16,592,000 (\$9,650,000 in loan funds, \$1,529,000 contemplated in grants, and \$5,413,000 in GOB support to the Project). To begin the Project a Contract was signed in July, 1975 between the GOB and the Academy for Educational Development, Inc. (AED) to provide technical assistance to the MEC's Administrative Reform. The AED began its work in Bolivia in October, 1975, and by January, 1976, had the nucleus of its advisory group (six out of a present total of nine technicians) working side-by-side with CRA personnel.

The CRA-AED Contract is to work toward the three general objectives developed by CRA and the San José Team several years ago:

1. to rationalize the administrative functions of the MEC, with a better utilization and application of its resources,
2. to integrate rural and urban education and to alleviate the great qualitative and quantitative differences between the two, and

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3. to decentralize certain administrative and pedagogical services and decision-making to the district and local levels.

The Educational Management and Instructional Development Project encompasses nine different fields or programs, which are basically those developed by CRA and San José State. The programs are aimed at enabling the MEC to:

1. establish District Educational Development Centers (CEDEDS);
2. provide professional training for educational administrators;
3. strengthen the MEC's planning and evaluation capacity;
4. develop a research capability;
5. develop an information management system;
6. improve financial management;
7. increase the capability of the MEC to develop and produce curricular and instructional materials;
8. establish a capability for educational facilities planning; and
9. provide for the administrative and program support of CRA itself.

II. General Observations

1. The activity was slow in developing. While the Loan Agreement was signed in August, 1974, a contractor was not selected until July, 1975, and the first team member did not arrive until October, 1975. Loan disbursements were almost non-existent until recently, and have only lately shown progress. This was due in part to a number of complex Loan preconditions, which took a long time to complete.

2. Positive growth has been made in the first year's activities and accomplishments by CRA/AED. When one considers the magnitude of the professional and technical tasks, as well as the complicated inter-personal relationships that can be affected by this

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reform, one comes to the clear conclusion that progress has been made.

The project is ambitious but necessary if the reform is to be effective. Time frames for accomplishing the goals stated however have been proved to be unrealistic for reasons that include, but are not limited to the following:

Many of the necessary activities should have been sequential, not concomitant, yet these were not treated as such. Examples are information and training needs, neither of which can be adequately determined until the administrative educational needs are defined.

Reform of an established and complicated institution, such as the Ministry of Education and Culture, requires a considerable amount of work with other institutions and/or ministries. Their priorities and needs do not necessarily coincide with those established for the educational reform project, nor can they be expected to do so. They can, however, be expected to cooperate with and aid in accomplishment of the administrative reform goals. The required coordination is, of necessity, time consuming and must be considered in activity scheduling.

A number of important areas merit special attention for overall project management.

Management functions and responsibilities at all levels must be clarified as soon as possible. Lines of responsibility; and delegations of authority to carry out those responsibilities are not clear, thus causing some confusion and loss of effectiveness.

Job responsibilities should be clarified for all personnel. Delegations of authority allowing them to accomplish these responsibilities should be made in writing and honored. These delegations are necessary at all levels starting from the Ministry, including CRA and continuing all the way down to the operational level.

Better coordination is needed within CRA/AED departments. A number of instances were noted where independent actions were taken without consideration of the effect on overall project goals.

4. The management system within CRA/AED should be strengthened and utilized so as to avoid duplication of activities not directly related to project goals.

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Project complexity requires that many activities be conducted. It must be assumed that some are more important than others, however no priority setting system was discernible.

A work priority system should be initiated. It is further suggested that the system define the difference among "essential", "important", and "nice to do, but not necessary".

5. Deconcentration cannot be implemented by starting branch offices such as Integrated District Administration Service centers with little or no logistical support and little if any delegated authority to carry out assigned responsibilities.

A budget for each Integrated District Administration Service center should be granted with actual peso outlays.

Authority to carry out assigned responsibilities should be delegated in writing.

6. Bolivia has recently initiated a number of special programs aimed at improving the educational level of its populace. These projects are diverse in subject matter and funding sources but they all impact on Ministry of Education and Culture functions.

It is essential that these diverse projects be coordinated by some management system which makes them responsible and accountable to the Ministry of Education and Culture. To do less than this runs the real risk of setting up a de facto parallel educational system that may not be in accord with overall Ministry objectives.

7. Effective implementation of activity objectives involves a number of other entities, e.g., the Ministry of Finance and the National Computer Center. The Ministry of Education requires support from these other organizations.

8. Some aspects of this project are related to other A.I.D. education projects, and some have practically no relation. This is understandable in a project which has as many as eight large sub-projects. Problems of finance have an effect on every transaction that the Ministry makes, so improvement in this field has a bearing on the Rural Education Projects. Nearly as much can be said of developing a base for bilingual instruction. The other sub-projects have a more indirect relationship to Rural Education.

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While the Loan covenant puts a rather heavy emphasis on curriculum and instructional materials, this is not reflected in the CRA or Academy staffing (except in aspects of bilingual education, community education, and rural education).

It is to be questioned that the fields of rural education, community education, and bilingual education have major significance in a project aimed at administrative reform. At the conclusion of present tours of advisors in these three fields, consideration should be given to dropping the positions.

9. The Capital Assistance Paper (page 54) makes the point that certain major indicators that would denote achievement of Project Purposes should be examined. Among the points were changes in personnel attitudes, which would require gathering certain baseline data. This has not been done, and it is suggested that it be done before the next evaluation.

III. Accomplishment and Recommendations

The discussion that follows coincides with 9 separate subsections contained in the Loan Agreement:

Program 1. District Centers

1. This Program is entrusted with establishing on the district level a system of basic administrative services and instructional development support functions required to serve properly all teachers and students (both youths and adults) in any one Department. The mechanism, as developed in the Loan Agreement, to be built and utilized is the District Educational Development Center (CEDED), which will house the Integrated District Administration Service (SIDA), the Instructional Support Service (SAET), and other officials. The SAETs are to provide educational services and in-service training for rural and urban supervisors, school principals and teachers.

The

The District Educational Development Centers constitute the largest single Program in the Educational Management and Instructional Development Project. It has slightly over \$6,000,000 in loan funds, or about 60% of the total, \$3,555,000 of which are for facilities construction.

Some positive activities have already been carried out under this Program. Four Integrated District

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Administration Service centers (Santa Cruz, Oruro, Sucre and Cochabamba) have been established and are functioning with varying degrees of efficiency. "Manuales de Funciones" have been drawn up for the SIDAs and distributed, as well as helpful guides for the SIDAs work with MEC employees' stores (pulperías), general services, personnel, and financial administration. Program personnel have arranged training opportunities and selected persons for training in SIDAs (80 participants in a course conducted by the Superior Institute of Public Administration, ISAP), as educational administrators (80 participants in a course conducted by the Superior Institute of Education, ISE), and a short-term course for 300 educational administrators, also run by ISE. Of \$66,200 in loan funds programmed for training activities under this Program, slightly over \$25,000 have been disbursed (and nearly \$140,000 of a total of almost \$400,000 in loan funds for engineering services have been disbursed).

However, the Program is considerably behind schedule, and this time lag is affecting most other CRA/AED programs. While several guides and manuals have been produced, not all have been delivered or thoroughly explained to SIDA personnel in the districts. This is adversely affecting the efficient operation of the SIDAs. The establishment of coordination and inter-relationships of district support services for administration, instruction, and rural and urban supervisory services has been insufficient and behind schedule. In-field, on-the-job training courses are urgently needed and requested by SIDA personnel. CRA/AED has done a good job in theorizing about the SIDAs and in drawing up useful plans, manuals and charts, but much more needs to be done in establishing the CEDED and the SAED.

2. While the project emphasizes deconcentration or decentralization, it is not specifically clear as to the degree, type, or kind of decentralization that should take place. It should be determined at an early date as to what is to be decentralized and what is not, and how it is to take place.

3. The selection of all CEDED professional personnel should begin now, and should proceed on the basis of determining technical competency. Special training should be provided for the candidates. An adequate salary schedule should also be established.

4. Every employee (teachers and others) should be paid at his place of employment. The present system of "habilitados", where a local merchant pays a teacher his salary - after taking a high percentage cut - should be

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abolished. The system discriminates against those teachers who work in the more isolated rural areas. By having Ministry personnel deliver the pay, the Ministry itself would gain the advantage of being better acquainted with local conditions, would be more closely tied into textbook and materials distribution, and basic data gathering.

5. The pre-design work of the CEDEDS is running behind schedule. Every effort should be made to make up this lost time, complete the site selection, and obtain legal title to land. The relationship between professional requirements and building design should have been more closely related.

6. The \$400,000 for instructional equipment should be examined to see if that amount is actually needed, or if a portion of it would not be better used at ISER.

Program 2. Professional Development for Educational Administrators

1. Given the fact that there is only one post-graduate training facility in rural Bolivia, and A.I.F. and other donors are investing heavily in this sector, it is suggested that the funds available under this part of the Loan be directed heavily toward the facility at Tarija. In addition to sharing space with the CEDED, it is suggested that dormitories and a dining facility be constructed to serve the needs of the students. The future role of Tarija could be critical for the improvement of rural education in Bolivia.

2. The curriculum at Tarija should provide not only regular academic training, but also a heavy concentration of short courses for in-service personnel. Emphasis should be given to the fields where the need is the greatest, i.e., administrators, normal school professors, supervisors, and those concerned with bilingual education.

3. Inasmuch as training cuts across all functions, closer cooperation and coordination is needed among the other sub-components of the project, in order for the training function to be carried out more effectively. While ad hoc training programs have a function, they should be the exception rather than the rule. An early submission of a comprehensive in-country training program is a necessity.

4. The training function should take greater advantage of the other resources of the country, e.g.,

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the universities, other government agencies, ISAP and the private sector.

Program 3. Planning and Evaluation

1. Within the project there appears to be no clear-cut role that has been established for the Planning Office. Its participation has been slight. This should be corrected, and an active Planning Office should begin to serve the needs of the Ministry.

2. Whether or not textbook policy should be considered a Planning Office responsibility should be re-examined.

3. There is no evidence of disbursements under this part of the Loan.

Program 4. Research and Analysis

1. This would seem to be a logical area for Planning Office participation. There is no evidence of its participation. The Loan Agreement indicates responsibility to "Create an institutional capability within the MEC, with the Planning Office as coordinator between the different technical organisms of the Dirección General de Educación, for the use of research and analysis techniques in both program planning and instructional development activities".

2. There is little evidence of disbursements under this part of the Loan. Perhaps the Bolivian and American Community Education and Rural Education advisors could be more closely involved in this function.

3. Research capability should be built into existing institutions and departments.

Program 5. Information and Management

1. There is still no real design for an information management system, though some funds have been obligated for a study. It is quite clear that the stage has not been reached in Bolivia where it would be advisable to order equipment for each CFDET.

2. Some good work has been done in utilizing CFNACO facilities for payroll purposes. Given the fact that there is adequate computer hardware capacity in the country, the primary problem lies elsewhere. In order to utilize effectively the equipment, the following needs to be done:

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a) Develop the basic concept of what kinds of specific information the Ministry needs;

b) Coordinate such information needs with other users of the system, e.g., the National Planning Office, Budget Offices, and the Social Security System;

c) Develop a sequential plan for implementation of the different parts, looking forward to expanding the quantity of information to be gathered.

d) Utilize existing university computer facilities for such purposes as payroll.

3. CENACO itself has to be more explicit in its own development in order to rationalize the use of the system. The current practice of not charging for services makes intelligent planning extremely difficult, since there are special difficulties in anticipating and judging workloads. The staffing of CENACO will therefore be reflected in how extensively the MEC can use the services. From the national point of view, the costs of operation need to be computed - whether charged to the MEC or CENACO.

4. Given the costs of computer programming, the MEC pay schedule is inadequate to attract qualified personnel. Consequently, some positions are now vacant. The recommendation is made that expertise be contracted on a long term basis from the United States, or from a Latin American country, that has experience in developing software for educational purposes. This should be a system adapted for Bolivia worked out with Bolivians.

5. Until the above steps are taken, the purchase of terminals should be limited to one for the MEC in La Paz. It is recommended that some equipment funds be used for technical services (described above). Money saved in this area should be used in training (such as in the training of computer personnel and ISE staff members).

6. The MEC and CRA should consider utilizing ENTEL's system rather than the proposed two-way radio (by necessity point-to-point, then by wire) system which frequently may not work well. This is especially true if ENTEL plans rapid development; in a few years its system will likely overtake MEC's two-way radio network, anyway. The MEC should discuss this issue with ENTEL.

7. Careful study should be given to advantages of a teletype system over voice communication.

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Program 6. Financial Management

1. Progress in the financial management field has been proceeding satisfactorily. The implementation aspects should be applied as quickly as possible.

2. The work of financial management (as well as others of the subproject) should be tied in closely with the work of the Information System.

3. The "Empadronamiento Presupuestario" (Budgeting Census, or Survey) effort is very commendable, and should be continued and utilized.

4. It is urgent that the MEC's Personnel, Job Classification and Promotion System be approved and initiated. It is central to the success of the financial management and most other Reform programs. It would alleviate much of the financial management problems associated with cumbersome payroll modifications. If the Ministry should request outside professional help in this area it should be accommodated under the Loan.

Program 7. Curriculum and Instructional Materials

1. While the Loan Agreement is specific on a number of items related to curriculum, the greatest concentration of funds is for publications, which - given the lead time for text preparation - must be directed at printing existing books. In the same sense, the contract with AED provides for only short term technical services in this field, with the exception of bilingual education. The latter activity seems to be proceeding on schedule.

2. While CRA is concerned principally with Management, Curriculum is a large area which should be outside of its more immediate objectives. The short-term contractual services should be focused (and soon) toward the development of SAEDs and possible changes in MEC restructure for curriculum development. The Ministry's Curriculum Office should be more closely involved in the planning of SAEDs.

3. With respect to printing, the capacity of existing privately operated physical plants (e.g. newspaper presses) should be surveyed before additional machinery is purchased by the Ministry of Education. Given the loan requirement for the preparation and distribution of materials, the survey should be undertaken soon.

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4. Curriculum and textbook development should be considered by the Ministry for future development in a separate activity.

Program 8. Planning of Educational Facilities

1. While plans have been prepared for CONES to play the role outlined in Annex I of the Loan Agreement, the implementation has not taken place. Implementation of the plan, with an adequate budget for nation-wide construction and maintenance (rural and urban) should be given high priority.

2. The closest possible connection should be established between the educators and the facility planners. This would insure that the school program and school plant are inter-related.

3. The legal and financial status of CONES should be changed so as to permit their construction of rural (not just urban) schools.

Program 9. Project Administration and Implementation - CRA

1. Given the size and scope of this activity it is recommended that CRA put emphasis on those aspects of the project more directly related to administrative reform. Organization should be established as to sequence and priorities with consideration for the time limits on the Loan. In this regard, it is recommended that such activities as rural education, community education, bilingual education, curriculum, and facilities planning be shifted elsewhere as each foreign advisor completes his tour).

2. CRA should be strengthened in terms of its coordinative role, in order to assure that implementation actually takes place. This will involve the full cooperation of other Departments within the Ministry, which could be accomplished, in part, through a more active Intra Ministerial committee.

3. As an integral part of CRA proposals, there should be an economic analysis, complete with initial costs and recurrent costs as to supply, maintenance, and replacement. Alternative methods should be considered wherever possible so the Minister will have the benefit of weighing several approaches.

4. For the protection of the GOB and USAID and as an example to the MEC there should be a clearly defined

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Inventory card system established for all purchases. Audit trails must be clearly established, responsibility pinpointed, and authority specified in writing.

5. Salary levels in CRA should be studied and adjusted upward as needed to attract and retain the caliber of people required for the work.

6. Authority within CRA and to the CEDEDs should be delegated to allow the various units to accomplish their responsibilities.

IV. Recommendations for Action

X 1. A complete in-country training program (to the end of the project) should be submitted.

January 15, 1976.

X

X 2. With the exclusion of Sucre from development as a rural training center, the funds budgeted for this purpose should be applied to Tarijs (a total of \$200,000 in construction, plus equipment and materials).

January 15, 1976.

X 3. The MEC Planning Office should be reorganized in order to meet the objectives of the project.

February 15, 1977.

X

X 4. Contractual services should be obtained to assist on the design of the Information Management System (using equipment funds).

April 15, 1977.

X 5. Printing capacity in the private sector should be explored before purchasing additional new equipment.

February 15, 1977.

X

X 6. The plan for revising the role of CONES should be implemented.

February 15, 1977.

X

X 7. The project should give principal emphasis to administrative reform; therefore, community education, rural education, and bilingual education should be terminated at the earliest practical time.

End of Present Tour of AED Personnel.

X 8. The type and degree of decentralization to the CEDED's (and within the Ministry, where applicable) should be determined.

February 15, 1977.

X 9. Steps should be taken to get CRA recommendations studied, adopted, and implemented in an orderly fashion.

February 15, 1977.

X

X

X 10. Given the complexity of the project and the slow rate of disbursements, a more realistic TDD should be assigned.

March 1, 1977.

X

X 11. CRA and AED will prepare a realistic implementation plan in conjunction with the above.

March 1, 1977.

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X 12. CRA's engineering office should be restructured to improve communication among the Contractors and USAID, while at the same time speeding up the schedule for construction.

January 15, 1977.

X 13. CRA's procurement office should be restructured to move more rapidly, given the extreme slowness of past actions.

January 15, 1977.

II. 7. Continued: Comment on key factors determining rating of Other Donors

No other Donor has been involved directly with the project.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage Rate Amount)					
		CUMULATIVE PRIOR FY	CURRENT FY 76		FY 77	FY 78	END OF PROJECT
			TO DATE	TO END			
SIDA implementation	PLANNED	4	5	5	-	-	9
	ACTUAL PERFORMANCE	4	0				
	REPLANNED			1	4		9
SAED implementation	PLANNED	-	0	0	9		9
	ACTUAL PERFORMANCE	-	0				
	REPLANNED			-	-	-	-
Training	PLANNED	-	40%	50%	50%	-	100%
	ACTUAL PERFORMANCE	-	20%				
	REPLANNED			30%	50%	20%	100%
Equipment and Instructional Materials	PLANNED	-	20%	5%	50%	25%	100%
	ACTUAL PERFORMANCE	-	0				
	REPLANNED			10%	40%	50%	100%
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		COMMENT:					
1. MEC Planning and evaluation capacity		There is a lack of a legal implementation plan and personnel are needed to develop it and execute it.					
2. Management system		COMMENT: In order to clarify the plan, technical assistance should be recruited.					
3. Curriculum development		COMMENT: Clarification as to CRA's role is required. Coordination with the other educational programs of the Ministry is necessary.					

IV. PROJECT PURPOSE

A. 1. Statement of purpose as currently envisaged.

2. Same as in PRCP? YES NO

The Project is to support the Administrative Reform in the Bolivian Ministry of Education and Culture ("MEC") concentrating on strengthening its organization for administration and instructional development, its financial base, and its performance in the areas of information management, budgeting, and program and policy planning; and providing a basic, decentralized organizational structure to bring about improvement in management functions and instructional system. As stated in the Project Paper, the following conditions will exist at the termination of the Project:

a. 1. Conditions which will exist when above purpose is achieved.

2. Evidence to date of progress toward these conditions.

- a. Improved services available to teachers and pupils.
- b. Greater percentage of rural youth enrolling and remaining in school.
- c. Ready access to accurate statistics and information.
- d. Better trained administrators and supervisors at all levels.

CRA/AED personnel have begun to set new standards of technical expertise for all MEC personnel. CRA/AED's various departments have conducted useful studies in administrative decentralization, financial administration, training, general services and other fields. It has developed and coordinated a new pay system by computer which is well-operated and respected by MEC personnel in two of the four SIDA's. Once the ministerial resolutions are approved, CRA/AED is ready to help establish and decentralize the MEC's job classification and promotion mechanisms as well as the norms, procedures and sequence of the gathering, compilation and utilization of educational statistics in which the MEC is presently greatly lacking. It is to the credit of CRA and the AED that they have formed a closely-knit, multi-national and multi-disciplinary team which has worked together effectively. CRA and AED personnel have held administrative and pedagogical seminars and training courses in La Paz and several interior sites which have been generally applauded by MEC personnel. Perhaps most (cont.p.4a.)

V. PROGRAMMING GOAL

A. Statement of Programming Goal

To establish institutions with a capability to train the human resources required for socio-economic development.

B. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence.

The achievement of the project purpose would make a significant contribution to the program goal. At the same time, other A.I.D. projects and other donor projects are also directed toward the program goal. Inasmuch as this project is aimed at overall administrative reform, its successful accomplishment would result in a more efficient operation of the Ministry of Education. Specific evidence includes the fact that the Ministry of Education is revising (a) its administrative/institutional structure; (b) its allocation of resources (directing more assistance to the rural areas); (c) its budgetary procedures (in terms of efficiency); (d) its training of administrative leaders; and (e) cooperating more closely with other government organizations in the training of human resources.

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B.1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
1. Nine District Educational Development Centers ("Centers") established.	<p>Important or all, CEA has attempted to act as a catalyst, accelerator and facilitator of MEC functions, rather than trying to add new entities to an already overcrowded and complex educational bureaucracy.</p> <p>1. Four SIDAs are established and functioning. Training of personnel is in progress to open the five other SIDAs in 1977. CONSA-Stanley is in the process of completing pre-design work for eight CEDEs. The Ministry of Education is in the process of obtaining title to the sites.</p>
2. Professional training for education administrators, including Administrative Training Institutes ("Institutes") established.	<p>2. Training is now being provided 25 Bolivian administrators at the University of New Mexico. Twelve training courses have been conducted in-country for SIDA personnel and Ministry employees (enrolling 1087 persons) to assume other administrative positions. A contract employee is on board, and a complete in-service training program is in the process of preparation.</p>
3. Planning and evaluation capacity of the MEC strengthened.	<p>3. A non-formal education policy document was submitted and approved. A printing and textbook policy was adopted. A socio-linguistic study was initiated in March, 1976 (due for completion early in 1977) and a seminar for rural teachers was held on this subject in Cochabamba in July, 1976.</p>
4. A research capability developed	<p>4. A time-phased plan for implementation was prepared in March 1976. After detailed discussions among the Ministry, Contractor and USAID, suggestions for revision were made, and a new plan was submitted in October 1976.</p>
5. An information management system developed.	<p>5. A computerized payroll system has been developed and applied. Basic school and personnel data are being collected on a systematic basis for the first time.</p>
6. An improved financial management system.	<p>6. The Ministry of Finance has been included in discussions with senior Ministry personnel to design a new system. For the first time a systematic analysis has been made of the budgetary structure, with the view for implementing a new system in 1977. The Finance Office of the Ministry of Education has been reorganized.</p>
7. An increased capability of the MEC to develop and produce bilingual materials, curricula and instructional materials.	<p>7. The first national level seminar on Socio-Linguistics and Education was held in La Paz in January, 1976.</p>
8. An established capability for educational facility planning.	<p>8. A set of standardized designs for schools has been developed. A plan for the reorganization for COME has been prepared.</p>