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FROM - LA PAZ

SUBJECT - Noncapital Project Paper (PROP)
Teacher Training Project, 511-11-690-439.3

REFERENCE - M.C. 1025.1

Country: BOLIVIA

Project N°: 511-11-690-439.3

Submission date: _____ Original: X Revision N°: _____

Project Title: TEACHER TRAINING

U.S. Obligation Span: FY 1965 through FY 1972

Physical Implementation Span: FY 1966 through FY 1972

Gross life-of-project financial requirements:

U.S. dollars \$423,000

U.S. owned local currency 66,000

Cooperating country cash contribution 127,000

Total \$621,000

OTHER AGENCY

Walt
Hew
BB
Karl
Troy

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DRAFTED BY Murdin	OFFICE HRD	PHONE NO. 360	DATE 3/10/70	APPROVED BY: Edward V. Coy, Director
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AID AND OTHER CLEARANCES

HRD, Slandfield (draft)
PR, Eblar: _____

ADP, HBirnbaum: _____
DD, LVPérez: _____

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A. SUMMARY DESCRIPTION

Bolivian education is suffering from the plethora of weaknesses found, generally, in Latin American Education. The existing structural and financial difficulties which have persisted in the Ministries of Education for many years have resulted in inadequate training of ministry personnel, instruction supervisors, and teachers in general.

This level of inadequate training seriously complicates the progress in the development of a functional, adequate educational system for Bolivia. It is the opinion of Bolivian educators and also of foreign consultants that a teacher training program for Bolivian education is a highly significant factor in the process of needed change in education in Bolivia.

To provide some of the necessary tools for change, plans were implemented in CY 1966 to begin field projects, in-service training seminars, and other teacher training development activities. These activities will develop in Bolivia's education personnel an understanding of the needs for educational change, and train teachers, supervisors, and administrators to apply modern instructional methods and techniques in their classrooms.

This activity is related directly to the overall Human Resources Development projects, and especially to the program of developing curriculum materials through the Curriculum Laboratory now functioning as an integral part of educational development in Bolivia.

NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

Table 1
Page 1 of 2
COUNTRY: BOLIVIA

Mo/Day/Yr
PROP DATE 3/1/70
Original X
Rev.H°
Project # 511-11-690-439.3

Project Title: TEACHER TRAINING

LA PAZ

Fiscal Years	Ap	L/G	Total	Contl/	Personnel Serv.			Participants		Commodities		Other Costs	
					AID	PASA	CONT	US	CONT	Dir	CONT	Dir & CONT	US Ag
Prior through Act. FY <u>69</u>	TA	G	276	239	-	-	239	37				2	
Oper. FY <u>70</u>	TA	G	40					40					
Budg. FY <u>71</u>	TA	G	70	30			30	40					
B + 1 FY <u>72</u>	TA	G	40					40					
B + 2 FY ____													
B + 3 FY ____													
All Subs.													
Total Life	TA	G	428	269			269	157				2	

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2025 RELEASE UNDER E.O. 14176
 ORIGINAL SOURCE: STATE DEPARTMENT
 FILE NUMBER: 511-11-690-439.3

1/ Memorandum (nonadd) column

Table 1
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Exchg rate \$1 = \$b 12.00

Project #° 511-11-690-439.3

Fiscal Years	AID-controlled Local Currency		Other Cash Contributions Cooperating Country (\$000)	Other Donor Funds (\$Equiv.)	Food for Freedom Commodities		
	US owned (\$000)	Country- owned			Metric Tons (000)	CCC Value & Freight (\$000)	World Market Price (\$000)
Prior through Act. FY <u>69</u>	66		42				
Oper. FY <u>70</u>			55				
Budg. FY <u>71</u>			17				
B + 1 FY <u>72</u>			13				
B + 2 FY <u> </u>							
B + 3 FY <u> </u>							
All Subs.							
Total Life	66		127				

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B. SETTING

A country's education system is one of its primary instruments for development. The wealth of a country is based upon its power to develop and to effectively utilize the innate capacities of its people. In Bolivia these facts remain obscure in the hard realities of the existing education system.

1. There is no unifying administration or coordination of the Bolivian education system.
2. In general, Bolivian teachers, administrators, and supervisors are poorly trained.
3. Classes, in the majority of cases, are taught by dictation with limited, passive student participation.
4. There is an appalling lack of trained people to perform psychological, health, and testing services.
5. Eighteen percent of urban primary ~~for~~ first graders are repeating their grade for the second time. In the second grade about 12% repeat and 10% repeat the third grade. Rural conditions reflect an even greater number of failures.

One of the basic problems which inhibits quality education lies in the area of teacher training, both in pre-service and in-service programs. The basic method of instruction in Bolivia ~~now~~ consists of lectures and memorization. Lectures are transcribed verbatim by students and committed to memory for repetition on examinations.

Current definitions of curriculum, methods of teaching and means of evaluation tend to reinforce this memorization process to the exclusion of the student's ability to discern, select, think, rationalize, and apply learnings to practical situations. Educational programs generally ~~now~~ center upon factual content rather than upon conceptual content, principles, and generalizations. Other ideas are not brought into the educational process due to the unavailability of didactical materials. Equipment for scientific experimentation is inadequate and that which does exist is not functionally used. Scientific instruction is also conducted largely through memorization, interspersed occasionally by demonstrations. Personal use of experimental equipment is rarely known.

Bolivia's supply of textbooks and other instructional materials, except for the supplementary readers, grades 1-4, provided by AID during 1963-65, are almost non-existent. Few teaching aids, and often not even a blackboard and chalk are available in rural areas. Teachers, therefore, are compelled to restrict their instruction activities to oral recitation.

It is not surprising that the nation's estimated literacy rate of about 35% is rising so slowly. In 1967 it was reported that 618,000 pupils between the age of 5 and 14, or about 60 percent of this age group were in school. It was also reported that approximately 75% of those students who enter primary school fail to enter the fourth grade.

There is a scarcity of competent teachers in Bolivia. Data supplied by the Ministries of Education and Rural Affairs disclose that 70% of all rural elementary teachers are uncertified. Most of the "normal schools" are of high school level - and most of these are very poor "high schools". The combined enrollment of these 13 lower-level teacher training schools in 1966 was 2,700.

With this low input figure, and general professional growth almost stagnant since the teacher leaves the inadequate normal school, there is little doubt as to the value and need of a teacher training project.

Good education can occur in mediocre facilities if high quality teaching is available. It would seem clear that high priority should be placed on training personnel as a basic step to the improvement of Bolivian education.

C. STRATEGY

As a step toward effecting educational change, the teacher training program initiated several years ago will continue. This project, organized to stimulate interest in reform and upgrading of teacher training and related areas will emphasize selected strategic seminars and workshops, limited advisory services, and participant training of a limited number of key ministry personnel. It will also relate to the Curriculum Laboratory which functions as a technical branch of the ministries of education.

Thus it is envisioned that through the Curriculum Laboratory personnel, all teachers who receive new materials produced by the Laboratory, will be oriented to, and trained in, the use of such materials.

D. PLANNED TARGETS

The following are the specific targets envisioned for this project when USAID concludes its financial and physical support in FY 1972:

1. A well-functioning, professionally trained staff in the Curriculum Laboratory within the Ministry of Education. The Laboratory was formally established in 1966. Limited training has been carried out since that time. In CY 1970 HRD has projected to train in their fields of specialization 10 people of the Laboratory. In CY 1971 ten more people will be sent to various pertinent centers for training. By CY 1972, when AID support of this project is terminated, it is expected that the personnel of the Laboratory should have sufficient theoretical and practical experience and specialized training to carry on an effective program of its own.

2. In CY 1970, this project in connection with the curriculum revision, textbook production project, shall train in the use of materials produced in the Curriculum Laboratory all teachers who will be using the corresponding materials. During March 1970 16 people from the Curriculum Laboratory held national district seminars to train all supervisory personnel in the use of the first published textbook by the Laboratory "Maravillas de Nuestra Tierra". The scope of this training in CY 1970 will include all supervisory personnel of Bolivia who in turn will train all first grade teachers, approximately 7,000. In CY 1971-72 this project will continue to train teachers in the use of, and care of materials produced in the Laboratory. This will include all teachers, grades 1 through 3. This training program will reach approximately ~~10,500~~ elementary teachers.
14,000

3. A third planned target of this project is to train high level personnel, on the Ministry level, to effectively administer the processes of change and minimize inefficiency which now exists in the Ministry of Education.

Presently, in CY 1970 there were ~~10~~¹⁴ high level officials studying as a team in the University of New Mexico. They were carefully selected from the Ministry personnel to receive a one year scholarship in the area of their specialization. It is expected that these people will return and be placed in key position to bolster the administration in the Ministry of Education.

In CY 1971 and 1972 it is expected that USAID will continue this program in selective training for high level personnel from positions in the Ministry. In the over all program the project will include a minimum of 40-50 scholarships of this type.

E. COURSE OF ACTION

1. The teachers trained by ~~this~~ this project, which will be closely coordinated with the Curriculum Revision Project, will use the basic skill materials being produced in the Ministry's new Curriculum Laboratory as a basis for in-service training seminars to improve methods and practices of instruction. This program will reach a minimum of 7,000 trainees and in-service teachers in CY 1970 and approximately the same number in CY 1971-72. Participants in each seminar will be limited to a maximum number of 60 to insure active participation and not merely passive listening.

These seminars will deal with the application of modern school practices in teaching the basic skill subjects, mathematics, science, language arts, and social studies, as materials ~~are~~^{are} developed and produced in the Curriculum Laboratory.

2. During CY 1971 there will be another team of Ministry officials selected to receive specialized training in their individual fields of education activities. This team will number between ~~10-12~~¹⁰⁻¹² and will receive one year of training in a qualified University.

3. During CY 1970-71 this project will include specialized training for Laboratory personnel in the field of textbook production and curriculum revision. Eight to ten people will be given intensive short term training in selected institutions which can provide the training needed. These people will return to their positions in the Laboratory to establish a well qualified team to continue the technical work of textbook production and curriculum revision.

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