

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) – PART I

Report Symbol U-447

1. PROJECT TITLE In-Service Training Component Rural Primary Education			2. PROJECT NUMBER 522-0167	3. MISSION/AID/W OFFICE USAID/Honduras
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)				
<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION				
5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>80</u> B. Final Obligation Expected FY <u>85</u> C. Final Input Delivery FY <u>85</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>26,901,000</u> B. U.S. \$ <u>15,000,000</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>7/80</u> To (month/yr.) <u>4/83</u> Date of Evaluation Review <u>6/83</u>		

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., telegram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p>1.1. <u>Improved Supervision</u></p> <p>1. To insure impact of training provided to supervisors and directors at the school level, provide trainers with the support they need to execute their responsibilities. Attention should be given to follow-up training, transportation, per diem and communication arrangements.</p>	Josefina Gamero, MOE Kenneth Martin, USAID	Done
<p>1.2. <u>Improved Teaching/Learning</u></p> <p>1. As the training group expands, follow-up with supervisors and central school directors should be instituted. Regional workshops with selected groups could be used to accomplish this objective.</p> <p>2. Teachers need repeated exposure to demonstration and utilization of new materials. Films, tape recordings and video-tapes should be used for this purpose. An educational technology sub-group should be trained to prepare these supportive materials.</p>	Josefina Gamero, MOE Josefina Gamero, MOE	12/84 Underway

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8. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input type="checkbox"/> Logical Framework <input type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input checked="" type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) Rosa Castro Feinberg, Evaluator Kenneth Martin, Project Officer, USAID/H Orlando Hernández, Evaluation Specialist, USAID/H Reynaldo Salinas, MOE Josefina Gamero, MOE	12. Mission/AID/W Office Director Approval Signature _____ Typed Name <u>Anthony J. Cauterucci</u> Date <u>JUN 15 84</u>
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	<u>Name of Officer Responsible for Action</u>	<u>Date Action to be Completed</u>
<u>1.3 Community Involvement in the Teaching/Learning Process</u>		
1. Parents should not be required to participate in the teacher evaluation process.	Josefina Gamero MOE	Done
2. Study mechanisms which can provide incentives to rural teachers to remain working in the rural areas. A possible alternative is to diminish loan liabilities for every year spent in rural areas for those that have received teacher preparation loans.	Josefina Gamero MOE	12/84
3. Practical projects on school grounds need to be supported and extended to as many schools as possible.	Josefina Gamero MOE	04/85
4. Means should be devised to solicit and require private sector support for school activities.	Josefina Gamero MOE	04/85
<u>1.4 Instructional Materials</u>		
1. In the rural newspaper to be sponsored by AID, one section should be dedicated for education news and advice, and another for reading material adapted to the reading ability and interests of school children.	Vice-Minister of Education	12/84
2. AID should make funds available for the reproduction of textbooks.	AID/MOE	Textbook Project 05/85
3. Courses on the development of teacher and student made materials should become a priority for the training program prepared for teacher trainers.	Josefina Gamero MOE	04/85

	<u>Name of Officer Responsible for Action</u>	<u>Date Action to be Completed</u>
1.5 <u>Student Enrollment, Attendance and Achievement</u>		
1. To be able to measure project impact, (a) a consensual definition of rural among staff involved in project implementation needs to be developed; (b) data on initial enrollment by grade should be either generated or reported; (c) data on teacher turnover kept at the departmental level should be referred to the central data management office; (d) data on teacher absenteeism and community participation should be collected on a standardized form; and (e) student performance data should be collected once adequate instruments have been adapted or proved useful.	Josefina Gamero MOE	12/84
1.6 <u>Administrative Questions</u>		
1. Review MOE regulations which may be causing delays in the delivery of purchases, identify problem areas and adopt appropriate remedial steps.	AID/MOE	On-going
2. Establish a rotating fund for Component IV similar to that anticipated for Component I.	AID/MOE	Done
3. Open lines of communication from staff to the Procurement Office relative to complaints resulting from purchases	Reynaldo Salinas MOE	Some im- provements made
4. With respect to motorcycles and vehicles: (a) review motorcycle ownership objective to make it amenable with Honduran law; and, (b) train members of the teacher training team in motorcycle safety, and motorcycle and vehicle repair.	Reynaldo Salinas MOE Reynaldo Salinas MOE	Done In process

	<u>Name of Officer Responsible for Action</u>	<u>Date Action to be Completed</u>
5. Institute a maintenance system for program vehicles which include responsibilities for drivers.	Reynaldo Salinas MOE	Done
6. Request that trainers deliver instructional materials and equipment to schools when they are sent to the field on training duty.	Josefina Gamero	On-going
7. Materials brought under AID's Project 522-V-031 should be either returned to the MOE or replaced so that they can be used by the current training team.	Josefina Gamero MOE	Done
<u>1.7. Training Plan</u>		
1. The Pedagogy Section and the In-Service Training Groups should coordinate activities and cooperatively provide TA to rural schools.	Josefina Gamero MOE	On-going
2. A supervisor should be added to the group of persons receiving training abroad.	AID/MOE	Done
<u>1.8 Decision Making System</u>		
1. Clarify the lines of authority and control related to purchase and budget decision	AID/MOE	New system started 05/84
2. Re-assign the two assistants to the Coordinator to work with the training group.	Reynaldo Salinas MOE	Done
4. 30 persons need to be appointed and working as trainers, and 3 secretaries need to be assigned to the training team.	Josefina Gamero MOE	Done
5. Review component goals and objectives before next evaluation with the participation of the research division.	Josefina Gamero MOE	Done
6. Insure adequate baseline data is collected to measure project impact.	Josefina Gamero	On-going

13. SUMMARY

13.1 Improved Supervision

Two seminars held in March and April of 1983 benefitted all of the auxiliary supervisors in the country and 1,800 school directors. Topics presented at these seminars included national education problems, the nuclear vs. affiliated school system, school supervision and school management principles, curriculum innovation, the use of educational materials, student attendance and drop-out prevention, and community participation. Seminar participants interviewed were satisfied with the majority of topics discussed, but they suggested that future seminars should take into account the training background of participants and the regional variations characteristic of the education sector. The need for follow-up training was also expressed.

Supervisors and school principals interviewed believed that the training received had impact on their work patterns inasmuch as they are now trying to understand and be responsive to the needs of the communities where schools are located. A case in point is the identification of nutrition as one of the main problems in communities located in the southern area of the country. Inputs (e.g., facilities, supplies and equipment) made available through projects implemented by the World Bank and the Swiss Development Corporation (COSUDE) have been utilized by the AID supported teacher training unit to teach staff how to utilize the equipment for agriculture, home economics, and carpentry activities. Teacher trainers from Project 0167 were responsible for most of the training effort needed to implement activities sponsored by the World Bank and COSUDE.

Seminar participants have manifested enthusiasm over their supervision responsibilities and are interested in increasing the number of visits to schools under their jurisdiction. This, however, is not always possible. School visitation is difficult for three reasons: (1) the distances to be traveled to cover the area for which supervisors are responsible, (2) the fact that even if distances were reduced and transportation improved, supervisors have an excessive workload with more schools and teachers to supervise than they can actually handle, and (3) the lack of funds to pay for travel and per diem expenses. Given prevailing budget limitations, the MOE has restricted reimbursement of expenses to two annual trips of 10 and 15 days each despite the four annual trips required by law. Previously, it was customary for supervisors to put up the money for these trips and subsequently ask for a reimbursement. This practice is being abandoned now because of the common two to three month delays it takes to get reimbursements. When the evaluation was conducted, supervisors preferred to wait for travel advances to become available before initiating a trip. As a result, visits have become more sporadic than anticipated.

The evaluation suggested that the enthusiasm manifested by seminar participants may become eroded if adequate financial support is not provided for supervision activities. The evaluator also suggested that follow-up training is needed to make sure that supervisors in fact improve their supervision methods. From the description of supervision activities reported by supervisors interviewed, it has been concluded that they still place more emphasis on control and inspection, rather than orientation and technical assistance to directors and teachers.

Data on student enrollment, student and teacher attendance and community activities is being collected, recorded and reported by supervisors. The quality of procedures used to implement these activities, however, needs to be analyzed in more detail. When the evaluation was conducted it seemed that data on student achievement was not being reported adequately. If deficiencies in the process are detected, training courses should be modified to introduce content that can help correct them.

13.2 Teaching/Learning Practices

Limited in-service training for teachers took place in 1983, with a much more extensive teacher training program planned for 1984 and 1985. Training in 1983 benefitted 1,500 teachers and 2,511 school directors with instructional duties.

Follow-up training for teachers and supervisors had also been minimal in 1983. Teachers manifested interest in getting training mainly in the following topics: multi-grade techniques, special methods for each of the subject areas, and subject content (e.g., set theory and structural linguistics). Supervisors and directors asked for reviews in content areas and methodology as well as for help in explaining the nuclear school unit concept to the community. Individual follow-up and more attention to the specific needs of regions was also considered advisable.

When the evaluation was conducted, in-service training had been limited. Consequently, evidence of impact at the classroom level did not seem reasonable. In fact, classroom observation allowed the evaluator to conclude that the implementation of active teaching methods requiring more participation on the part of students (e.g., group work and discussions) had been just barely initiated, with many activities still to be carried out.

Parent associations have been formed and are supporting schools through a variety of activities including making arrangements for cooperation and support from various agencies, participating both in fund-raising undertakings and in school maintenance chores, and providing financial support for the acquisition of needed materials.

Despite this support, parents are not involved in the teacher evaluation process. This is a highly political process and appointments and transfers, which are supposed to be based on performance, are made through political contacts available to candidates.

13.3 Instructional Materials

When the evaluation was conducted, no materials had been distributed through Project 0167. Consequently, the evaluation of the use of instructional materials in the classrooms had to be postponed to a later date.

Innovative curriculum plans were being prepared in some of the schools visited during the evaluation process. Curricula being developed were described by school administrators as flexible, active, participatory, practical and calling for both subject matter and school and community integration.

13.4 Student Enrollment, Attendance and Achievement

Educational data is being collected and published. To be able to measure the impact of the project certain modifications need to be introduced in the process. These are listed in Sections 18 and 19.

13.5 The Training Center

There is no consensus among Ministry of Education personnel as well as supervisors and teachers interviewed during the evaluation process about the utility of the proposed center and the need to construct it, particularly given the present economic condition of the country. However, preliminary construction plans are ready for the La Paz site. Definite plans will depend on the definition of operational plans for the center (e.g., number of participants, schedules of activities, and types and quantities of materials that will go in the library). The development of these operational plans was underway when the evaluation was conducted, and it was expected that they would be completed by mid-1983.

13.6 Main Conclusions

The main conclusion arrived at by the evaluator was the following:

"In general terms, the major accomplishments of the training component include the quality of its staff, the training system it has established, the harmony which exists within the group, the quality of its own professional development program, its success in providing training to supervisors throughout the country, and its achievement of a high level of acceptance in the field and in the Ministry. These accomplishments are all the more impressive since the group has only functioned since August, 1982."

Its major problems include inadequate facilities, lengthy purchasing and budget procedures, inadequate logistical and transportation arrangements, inadequate coordination with the Pedagogy Section, delays and restrictions in reimbursement of travel expenses, and inappropriate staffing procedures.

Post-evaluation accomplishments are briefly discussed in Annex I.

14. METHODOLOGY

This is the first formative evaluation of this project component. It was conducted over a four-week period. Project documents were initially reviewed at AID and the MOE, and guiding interviews were held with MOE officials and training team administrators. These interviews led to the formulation of questionnaires to be used in collecting data in the field. Field sites visited were selected intentionally based on the following criteria: (1) examples of schools participating in the project where improved supervision and in-service training were having different degrees of impact

(e.g., high and low); and (2) schools benefitting from several interventions including the in-service training component of the AID project, the World Bank funded rural school construction project, and the education component of the Marcala/Goascorán Project funded by the Swiss Development Agency. Structured interviews were held with 2 district and 4 auxiliary supervisors, 5 central school and 15 satellite school principals, 7 teachers, one PTA representative, and 18 training team members. Observations were held in 12 rural classrooms and in 2 in-service training seminars.

Time limitations determined the evaluation design, both eliminating the possibility of visiting remote schools and reducing the number of interviews conducted and the observational period of the classrooms visited.

15. EXTERNAL FACTORS

1. The Project was initiated while a military government was still in command of public affairs. Then, in January 1982, a civilian government was installed. This changeover caused a near paralysis of activities from September 1981 through February 1982. In addition, the civilian government immediately replaced key decision-makers in the Ministry of Education, including the Project Coordinator, thus creating another setback in projected timelines since new personnel had to learn how to do their job.
2. Honduras is experiencing an economic crisis which has had tremendous impact on the project. Logistic support by the MOE is nearly non-existent and GOH counterpart for purposes of financial commitments has been impossible to obtain. The Economic Recovery Program through the Caribbean Initiative has provided the means through which the GOH is able to fulfill its responsibilities to the Project.
3. The GOH system for purchasing through the Proveeduría is so antiquated and impractical that the MOE has begun to ask A.ID. to make purchases in order to expedite matters and fulfill project commitments on a timely basis.
4. MOE cumbersome regulations and administrative procedures coupled with the inadequate expertise of administrative personnel create bottlenecks and delays which affect completion of project activities.
5. Honduran politics control nearly, if not all, educational decisions, and as a result the technical aspects affecting a given decision are quite often overlooked or ignored.
6. The MOE centralized administrative system delays the decision-making process and controls the implementation of activities at all levels and nationwide.

16. INPUTS

When the evaluation was conducted in May of 1983, vehicles and motorcycles had not been distributed to supervisors and auxiliary supervisors. Although pick-ups and jeeps had been selected, delays were observed in accepting them because of discrepancies between AID and GOH positions with respect to engine specifications. AID's position was that the carrying requirement and the mountainous roads called for six-cylinder cars, and the GOH was requesting four cylinder engines.

Although AID objected to the acquisition of four cylinder vehicles the GOH eventually made the purchase. The requisition of motorcycles was also done later than anticipated. Before this requisition occurred the transfer of ownership of motorcycles to the recipient supervisors had to be resolved. This was required by the project agreement but prohibited by Honduran law. In addition, motorcycle recipients had to be trained in their use, and there was disagreement between GOH offices with respect to the make and model to purchase.

Consideration should be given to the need to reimburse supervisors for gas and/or maintenance of the motorcycles to be distributed. In other projects, motorcycles were also given to supervisors. Five years later, none of them were operating. The same may occur in this project if no funds for motorcycle maintenance are included in the budget.

As pointed out earlier, school equipment and materials had not been distributed to project schools as of May, 1983.

Facilities, materials and equipment available to teacher trainers is totally inadequate. The training team has insufficient office space, limited reference materials and no storage facilities. Office equipment is inadequate and team members are constantly forced to look for support from other offices in the Ministry to accomplish their tasks. These deficiencies show up in the field. Respondents interviewed through the May 1983 evaluation urged the training team to have materials prepared before they arrive on site so that they do not have to borrow paper and duplication facilities at the last moment before the training event.

Facilitative purchasing procedures have not been implemented in this project. The authorization chain for the acquisition of commodities is too long. Delays originating in the approval process have had a negative impact in the training program. The procurement of expendable material such as paper may take up to six weeks, the procurement of tires more than six months, and the purchase of a mimeograph machine more than a year. In addition, conflicts have arisen with respect to authority and control over budget and purchasing matters. The administrative agent of the Executing Unit has argued that given bonding requirements he is responsible for certifying both the availability of funds and the worth and value of items to be purchased. Consequently, his office should be responsible for the selection of items to be purchased, including the quote process. He has refused to approve any purchases that do not follow the stipulated procedure. The Coordinating Unit has also claimed jurisdiction over the matter. The evaluator argued that higher ministry

officials had to intervene to solve the problem. She also pointed out that asking the Executive Unit to be responsible for the quote process in the In-Service Training Service Component purchases, in addition to purchases associated with other components, would increase the unit's workload and further delay the procurement of commodities for the training team.

Funds for per diem expenses are not available during January and February because of budget procedures within the Ministry of Finance. The best training period is during the vacation months. Such impediment has affected the implementation of the training program.

17. OUTPUTS

1. In-Service Training Group and Pedagogical Section merged and providing in-service training to 90% of supervisors by the end of the project.
1. Although staff of the Pedagogy Section have attended training sessions for the teacher training group locally, there is little coordination between offices. Staff of the Pedagogy Section give legal arguments to justify lack of integration. The In-Service Training Team resists integration arguing that they are experts in rural education and that the Pedagogy Section is too disorganized to deal with them and their problems. The status differentials between staff of the different offices seems to be the underlying cause of these difficulties. Staff of the Pedagogy Section is limited to working in the Tegucigalpa area essentially due to lack of per diem funds. As of 5/83, all 18 departmental supervisors and all 185 auxiliary supervisors had received initial training in their role as technical assistance providers to teachers.
2. 60% of rural teachers will have received training from the In-Service Trainers by the end of the Project.
2. With about 9,895 primary level teachers in Honduras, this implies training of 5,934 teachers. Training objectives established by MOE 1983-85 Operating Plans set a target of 5,000 trainees. Although the project was authorized in 7/80, project staff were not hired until 7/82. Overall training is two years behind schedule. As of

5/83, 1,800 teachers had been trained directly through the In-Service Training Program or indirectly through trained supervisors.

3. 90% of rural teachers will have received improved supervision by the end of the Project.
4. 22 Pedagogical/In-Service Training Group Section personnel trained by mid-June 1983.
5. Training plan developed and approved by August 1981.
6. Parent association evaluations submissions twice a year for each project year.
3. As of May, 1983, approximately 2,200 teachers were receiving improved supervision. This represents 22% of the population of rural elementary school teachers.
4. Local training initiated at the outset of 1983. Training received included topics such as Leadership, School Management, Planning, Curriculum and Materials Development, Group Dynamics, and Evaluation and Research. Interviewed participants tended to show satisfaction with training received, and the evaluator believed that workshop materials utilized in the training process were relevant and the teaching methodology theoretically adequate. Trainers expressed the need for additional training in special methods for specific subject matters, multi-grade techniques and instructional objectives. Six training team members initiated M.A. training at the University of New Mexico in the summer of 1983.
5. As of 5/83 a draft of the training plan had been developed by the Education Advisor. However, it still required review, input and approval by MOE personnel.
6. Parent Associations do not participate in the evaluation of teachers.

18. PURPOSE

The purpose of the project is "to expand and improve the physical infrastructure of the primary educational system in rural areas to enable the MOE to keep up with school age population growth while increasing the percentage of that population enrolled, and to improve the quality of primary education received in rural schools thus reducing the primary school desertion rates".

As in the case of the goal, measurement of achievement of the purpose will be possible if modifications are introduced in the data collection and data processing system actually in use at the MOE. According to the evaluator it is imperative to be aware of the fact that the standard format for assessing student performance and eventually determining project impact on student achievement is inadequate. Instruments developed for this purpose either locally or abroad need to be adopted/adapted and utilized.

19. GOAL

The educational sector goal of this project is to "increase rural primary school enrollment, and reduce the number of student years required to produce a sixth grade graduate in rural areas."

Data that can be used to determine project impact is being collected. However, the two following modifications need to be introduced in the data collection activities and data processing for this information to be of any use for this purpose.

a. In order to be able to determine the increase of rural school enrollment as a consequence of project activities, a consensual definition of "rural" must be established among project staff and management information staff.

b. Data related to initial enrollment by grade is not being published. These data are needed to perform a cohort analysis which is the basis for establishing the efficiency of the educational system (e.g., number of years needed to produce a sixth grade graduate in the rural areas). This data must be either generated or processed if it already exists.

20. BENEFICIARIES

The ultimate beneficiaries of this project are school children from rural families. Through this project it is expected that: (a) a larger proportion of school age children will be able to enroll in school, and (b) that a higher proportion of children who enroll will continue in school because of the correlation between available classroom space and dropout rates. It is also expected that they will have access to improved quality of education deriving from improved supervision and better trained teachers.

21. UNPLANNED EFFECTS

1. The Teacher Training Program has been so positively received by teachers and school administrators that when training seminars are held many uninvited participants refuse to return to their respective schools although trainers assure them that future workshops will be planned for them.
2. Teacher Trainers are so committed to their job and so enthusiastic about their role as change agents that they oftentimes make field trips without per diem and accept less than adequate living conditions in order to fulfill their responsibilities.
3. Normal School personnel, on a nationwide scale, support the teacher training program and are coordinating activities in an attempt to improve Normal School curriculum and pre-service education programs.
4. The MOE has decided to send 12 Teacher Trainers to the United States for long-term preparation in Education Administration resulting in the fulfillment of masters degree requirements and has also decided to provide an in-country training program for 40 MOE trainers and administrators. As a result, it is predicted that by 1987 the MOE will have 52 more employees with a masters degree in Education Administration. The original plan was to provide non-degree oriented short-term out-of-country training for 22 teacher trainers and one supervisor.

21. LESSONS LEARNED

1. The MOE should not plan a future project with four components and a Coordination Office. A project similar to AID Project No. 522-0167 is too complicated for the level of administrative expertise available at the MOE.
2. Vehicle acquisition plans for future MOE projects should be eliminated or Agreement language should be very specific in order to avoid distribution headaches, bottlenecks, and inconsistency with Project objectives.
3. Future Agreements should contain chronological timelines with deadlines for specific priority activities and the action to be taken by A.I.D. if not fulfilled. MOE personnel seem to be able to respond effectively to project needs when they are specified in this manner.
4. Host country contracts for long term technical assistance should be completely eliminated. A.I.D. should hire all technicians because the MOE and GOH are unable to fulfill logistic support requirements and provide the contractor with stipulated services.
5. Future agreements should include a U.S. long term counterpart technician for each specific activity (i.e. school construction, school maintenance, teacher training, etc.).
6. Any future Teacher Training Programs should include the Normal Schools as an activity of the Teacher Training Component, since long-range in-service training is directly affected by quality pre-service training.

7. Classroom construction should be planned in cooperation with the teacher training program since the infrastructure aspects of the educational reform plan take into consideration available classroom space as compared with the number of children available, number of teachers, and available teaching matters. An analysis of these factors should determine where classrooms and shops should be built.

ANNEX 1

M E M O R A N D U M

TO: Anthony J. Cauterucci, MD
FROM: Kenneth L. Martin, HRD/E
SUBJECT: PES Up-Date, AID Project No. 522-0167
DATE: May 29, 1984

As you will note, the PES provides feedback regarding the status of the In-Service Teacher Training Program (ITTP) through May, 1983. The information which follows provides an up-date to new cumulative totals through May, 1984.

- (1) All 18 Departmental Supervisors have received initial training relative to the MOE's curricular innovation program, planning and their new role as providers of technical assistance to auxiliary supervisors, directors, and teachers within their jurisdiction.
- (2) All 185 Auxiliary Supervisors have received initial and follow-up training relative to their roles as change agents and consultants (content & methodology) to school directors and teachers.
- (3) 2,511 (55%) School Directors have received training from the In-Service Training Program relative to curriculum innovation, leadership skills, planning and their roles as partners of teachers in the classrooms.
- (4) 1,500 rural teachers have received direct training from the In-Service Training Program in the areas of curriculum innovation, planning, psychology of child development, and multi-grade teaching methodology.
- (5) 1,450 teachers have received indirect (multiplier effect) training from previously trained auxiliary supervisors and school directors.
- (6) 289 Normal School professors have received initial training for their incorporation into the Teacher Training efforts of the MOE. Areas emphasized were curriculum innovation, planning, primary level content and methodology for pre-services training, and strategies for practice teaching experiences for future teachers.
- (7) 600 Normal School students receiving their last year of pre-service training have attended "hands on" workshops given by the In-Service Training Program. The focus of activities emphasized, leadership, planning, the new role of the teacher as perceived by the MOE.
- (8) All training activities planned since June 1983 are coordinated and implemented jointly by the National Supervision Unit, the Pedagogy Unit, the Directorate of Primary Education, the Normal School Unit, and the In-Service Teacher Training Program.

- (9) A special integrated pilot program emphasizing the Community-School approach has been jointly planned and implemented by the In-Service Training Unit and the "Escuela Superior del Profesorado" for 150 teachers in the Department of El Paraiso.
- (10) By December 1984, at least 105,562 primary level rural school children will have received: a language arts series of textbooks for first graders, a mathematics text for first grade; language and mathematics texts for second through sixth graders.
- (11) In addition to 89,600 project school beneficiaries of the textbook distribution efforts, 15,962 children from six other departments will benefit.
- (12) Five teacher-trainers have received their Master's degree in Education Administration from the University of New Mexico, Albuquerque, New Mexico. One trainer will earn a similar degree by August of this year, one will complete requirements for the degree in December, 1984. Four teacher-trainers and one departmental supervisor will commence a one year course of studies at U.N.M. on June 4. By May, 1985, the MOE will have 10 professionals with Masters in Education Administration.

The Master's program emphasizes leadership skill, administration, supervision, planning, curriculum development, teaching methodology and community development.

- (13) The In-Service training program has initiated a teacher-trainer training plan for 40 MOE professionals with responsibilities that impact the primary level. The University of New Mexico will provide the technical assistance for this program. By April 30, 1985, approximately 25 of the 40 participants will have completed 50% of the M.A. requirements toward an Education Administration Degree and by 1988 it is anticipated that all 25 will have completed their degree requirements on the U.N.M. campus in the United States.

The program emphasizes administration, supervision, curriculum development, teaching methodology, research and evaluation, and community development.

- (14) The MOE has established a rotating fund which makes funds readily available to the In-service Training Program for urgent or emergency purposes. In addition, A.I.D. has made logistic support funds available for the MOE to pay the costs of mobilizing teacher-trainers for field based activities related to the University of New Mexico training program.

These actions should eliminate the bottlenecks and problems previously experienced with the program's office and training space, access to per diem, and other unexpected activities which had previously plagued the In-Service Training Program.

- (15) The In-Service Training Program has now developed its annual operating plans through December of 1985. Each year the MOE reviews the corresponding plan, up-dates it, and approves the annual budget.
- (16) Two candidates have been proposed to the MOE and a training plan for educational technology has been presented in hopes that before July, 1985, the Minister agrees to authorize the respective training. This is a top priority action which would eliminate the problem with underutilization of the program's equipment and also provide two persons who could train other teacher-trainers in the utilization of equipment and materials.
- (17) The MOE has now purchased 89 motorcycles for auxiliary supervisors and has distributed approximately 65. However, A.I.D. has not received the distribution plan from the MOE thus it is impossible to determine if the motorcycles are reaching those auxiliary supervisors who are within the Project's five departments and who work in top priority rural areas where the In-Service Training Program conducts activities. The plan has been requested on several occasions and to-date there has been no response from the Minister of Education.
- (18) The MOE has received the eight jeeps which were to be distributed to Departmental Supervisors without adequate or no transportation at all. There appears to be inconsistencies with this distribution although the plan presented by the MOE seems acceptable on paper. It may be advisable to request a formal audit of all vehicle distribution accompanied with on-site visits and interviews.
- (19) The Coordination Office's personnel of Project 522-0167, in cooperation with the Education Advisor for Component IV, have written and approved a motorcycle driving, safety and repair plan which was utilized for training the first group of auxiliary supervisors. Subsequent training activities relative to this project objective is being carried out.
- (20) The In-Service Program recently purchased a mimeograph machine, a monitor for the video-tape unit, 3000 reams of mimeograph paper, 500 boxes of stencils, and 500 tubes of mimeograph ink. These materials are currently being distributed to auxiliary supervisors, director and teachers who present a multiplier effect training plan for rural schools within their area. This action is proving to be very successful and the quality of workshops presented by these professionals is commendable.
- (21) The In-Service Training Program has presented a 1984 year long purchase plan, divided by quarters, to the MOE Project Coordination Office. The Business Manager assures the Director of the Program that this plan will eliminate most problems related to purchases.
- (22) Although project impact related to academic achievement of pupils, access, and drop-out rates will be a long range task it will be possible to analyze preliminary results by the end of 1984.

One of the toughest challenges this project has is to retrain teachers with regard to student evaluation. This is one top priority which the University of New Mexico team hopes to effect during 1984-1985. The U.N.M. Chief of Party is a specialist in research and evaluation, thus will be able to provide technical assistance to the Program for one full year.

- (23) The task of modifying institutionalized behavior of supervisors as solely administrators and moving towards a balance of technical assistance and supervision is quite a difficult task. The Education Advisor and the Program Director, as well as teacher trainers, are pleased with the progress made to date but realize much has to be done to establish a top notch program nationwide.
- (24) The MOE is currently analyzing a classroom didactic equipment list for 1,500 classrooms as well as the equipment list for the National Teacher Training Center. It is hopeful that by July 1, 1984, all equipment lists will be approved and bid documents ready.
- (25) The National Teacher Training Center blueprints have been developed and approved by the MOE and AID. The target date for initiation of construction will be on or about August 1, 1984.
- (26) The In-Service Training Program is currently developing a library resources purchase list. The MOE has budgeted L81,000 for the purchase of a comprehensive bibliography to serve as support and reference to the teacher trainers and training participants.
- (27) Parents will not participate in the evaluation of teachers, however, they are being mobilized to assist teachers in the classroom, assist with school conservation and maintenance, and participate in artisan crafts training programs. They are also helping with agronomy and animal husbandry programs as well as health and conservation projects.
- (28) The MOE Information Collection and Processing Unit will be mobilized to assist the In-Service Training Program staff develop a data collection system. The goal for completion will be December, 1984.
- (29) As of March 15, 1984, the ITTC is located in a building with the necessary facilities to provide quasi-adequate space until the National Teacher Training Center is completed.

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