

MINUTES OF MEETING
BETWEEN THE JAPANESE PREPARATORY STUDY TEAM AND
THE MINISTRY OF EDUCATION, CULTURE AND SPORTS OF THE REPUBLIC
OF NICARAGUA ON
JAPANESE TECHNICAL COOPERATION FOR IMPROVEMENT ON
MATHEMATICS TEACHING IN PRIMARY EDUCATION

The Japanese preparatory study team (hereinafter referred to as “the Team”), organized by Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. Masazumi Ogawa, visited the Republic of Nicaragua from 22nd to 25th June 2005 in order to discuss and agree with the Nicaraguan authorities (hereafter referred to as “the Nicaraguan side”) on the overall project framework of the Japanese Technical Cooperation regarding the Improvement on Mathematics teaching in primary education (hereinafter referred to as “the Project”).

During its stay in the Republic of Nicaragua, the Team exchanged views and had a series of discussions with the Nicaraguan side regarding Japanese cooperation.

As a result of the discussions, both the Nicaraguan side and the Team agreed upon the matters referred to in the document attached hereto.

Managua, 24th June, 2005



Mr. Miguel Angel García
Minister
Ministry of Education
The Republic of Nicaragua



Mr. Masazumi Ogawa
Leader
Preparatory Study Team
Japan International Cooperation Agency
Japan

THE ATTACHED DOCUMENT

1. PARTICIPANTS OF THE MEETING

1.1 The meeting was held between the Nicaraguan side and JICA on 23rd June, 2005 in Managua. The participants are listed below.

The Nicaraguan side

Ministry of Education, Culture and Sports (MECD)

Mr. Miguel Angel García	Minister
Ms. Violeta Malespín	General Director of Education
Mr. Luis Narvaez Miranda	Technical Assistant, General Directorate of Education
Ms. Olga Blandón Noguera	Curriculum Analyst, Directorate of Primary Education
Ms. Socorro Ojeda Baltodano	Curriculum Analyst, Directorate of Educational Transformation
Ms. Luvy Baltodano P.	Mathematics Specialist, Directorate of Normal Schools
Ms. Gladys Gutiérrez	Regular Primary Department

The Japanese side

JICA Preparatory Study Team

Mr. Masazumi Ogawa	Team Leader, Preparatory Study Team, JICA
Ms. Takako Koizumi	Team member (Education Planning), Preparatory Study Team, JICA
Mr. Motohiro Matsumura	Team member (Cooperation Planning), Preparatory Study Team, JICA
Ms. Keiko Shiraishi	Team member (Planning and Coordination), JICA
Mr. Norihiro Nishikata	Adviser on Basic Education in Honduras
Ms. Tamako Ago	Project Coordinator, Regional Project for Improving Teaching Method in Mathematics in Honduras
Mr. Junichi Miura	Assistant Resident Representative, JICA Honduras Office

JICA Nicaragua Office

Akihiko Yamada	Resident Representative
Mr. Kenichi Kato	Assistant Resident Representative
Ms. Naoe Sato	Project Formulation Adviser
Mr. Nakord S. García	Technical Cooperation Advisor



2. BACKGROUND

2.1 The Ministry of Education, Culture and Sports (hereinafter referred to as “MECD”) of Nicaragua urges to improve the quality of education through curriculum reform recently. Not only its policies on education such as the National Education Plan “Plan Nacional de Educación” and the Education Policies for Basic and Intermediate Levels “Políticas Educativa Básica y Media” but also its holistic national development policies such as PRSP “Strength Growth and Poverty Reduction Strategy” and National Development Plan “Propuesta de Plan Nacional de Desarrollo” recognize improving the quality of education as one of the key issues the country should tackle with. Education Policies for Basic and Intermediate Levels addresses especially quality of teacher is the urgent issue among other issues related with the quality of education.

2.2 The World Bank research (1999) reports that in Nicaragua both pre-service and in-service teacher training are insufficient and 30 % of teachers are without qualification. In terms of subject teaching, JICA’s survey (2003) finds out that among four subjects taught in primary schools, teachers find mathematics as the most difficult to teach. As a result, the academic evaluation test conducted in 2002 reveals that 61.7% of third grade and 88.1% of sixth grade students’ performance in mathematic is deteriorating although still they have basic knowledge on the subject.

2.3 In order to improve the quality of education in the country, the quality of teachers should be improved by equipping them with teaching ability in mathematics. Through its multiple effects, a series of intervention that consists of introduction of educational materials (teachers’ guidebooks, workbooks for pupils, and teacher training manuals) and teacher training will contribute highly to the improvement of mathematics teaching.

2.4 This Project will be planned and implemented in the framework of JICA’s Regional cooperation for improving primary mathematics teaching (hereinafter referred to as “the Regional Project”). Based on the successful achievement of

the Project in Mathematics in Primary level in Honduras (hereinafter referred to as “PROMETAM”), the Regional Project will share and utilize the experience by conducting trainings in Honduras for personnel from Nicaragua and technical exchange visits in order to improve mathematics teaching. These strategies are in line with current Japanese Official Development Assistance policy as it places high priority on strengthening teacher education and supports regional collaboration among countries that share similar cultural and linguistic background.

3. ISSUES THAT WERE DISCUSSED

During the meeting, the Nicaraguan side and the Team discussed on the following issues that are summarized as below:

3.1 The consistency with the needs of the government

The Nicaraguan side explained that, according to the MECD’s Common Work Plan “Plan Común” for 2005-2008, MECD places priority on improvement of pre-service teacher training in order to provide better instructions to pupils. Since the above Plan is in line with Nicaraguan EFA-FTI strategies, the both sides confirmed that the Project is consistent with the needs of the Nicaraguan government and its EFA-FTI framework.

3.2 The basic plan of cooperation

The Nicaraguan side suggested that students on pre-service training at normal schools as target group and also addressed three normal schools from three different areas: Chinandega, Jinotepe and Estelí, as candidate areas of pilot site. Both sides agreed that one pilot area will be selected out of above mentioned three candidate sites. The Nicaraguan side requested dispatch of JOCV, and the Team explained JICA will consider to dispatch JOCV in collaboration with the Project.

3.3 The counterparts

The Nicaraguan side will assign four personnel as counterparts of the Project.

One personnel is the national coordinator of General Department of Education, and other three personnel are from the Primary Education Department (Dirección Educación Primaria), the Education Reform Department (Dirección de Transformación Educativa), and the Department of Normal Schools (Dirección Escuelas Normales). The latter three counterparts will be assigned as the Core Group of the regional level cooperation of this project. The Nicaraguan side expressed that they will concentrate on the Project as much as possible.

3.4 The target school year

Both sides agreed that the Project will cover from first grade to sixth grade.

3.5 Dispatch of experts

Both sides agreed that JICA will dispatch a long term expert in Nicaragua, whose Terms of Reference should be further discussed by both sides and submitted by MECD.

3.6 Regional cooperation

The Nicaraguan side expressed that they can consider to establish the Secretariat/ General Committee authorized by CECC (Coordinación Educativa y Cultura Centroamericana) for this regional cooperation and discuss with the Government of Honduras and the Government of El Salvador on this issue.

3.7 Commencement and the duration of the Project

The Nicaraguan side requested to start the Project in February, 2006. Both side agreed the date of the commencement and the duration of the Project will be considered after the Nicaraguan side will submit the concrete plan of the Project.

3.8 Others

- a) The Team requested the Nicaraguan side to submit the concrete plan including the role of following stakeholders of the Project:
- The Core Group
 - Advisors on pedagogy specialized in mathematics
 - Teachers in mathematics education at normal schools



- b) The Nicaraguan side explained that they will obtain the data of teachers' guidebooks and workbooks for pupils from the Government of Honduras.
- c) The Nicaraguan side expressed the intention to distribute the teachers' guidebooks and workbooks for pupils to the nation-wide in the future.

4. WAY FORWARD

The Nicaraguan side and the Team discussed tentative schedule for starting the Project and agreed as follows:

Date	Event	Issues to be discussed
November, 2005	The second preparatory study	The proposal from MECD will be discussed.
April, 2006 (tentative)	Start of the Project	



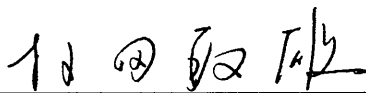

MINUTES OF MEETING
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
AUTHORITIES CONCERNED OF THE GOVERNMENT OF THE REPUBLIC OF
NICARAGUA
ON
TECHNICAL COOPERATION FOR THE PROJECT FOR THE IMPROVEMENT ON THE
QUALITY OF MATHEMATICS TEACHING IN PRIMARY EDUCATION

The Second Preparatory Study Team (hereinafter referred to as “the Team”) of Japan International Cooperation Agency (hereinafter referred to as “JICA”) visited the Republic of Nicaragua from November 14th to 23rd 2005 and had a series of discussions with the Nicaraguan authorities concerned (hereinafter referred to as “the Nicaraguan side”) on desirable measures to be taken by both Japanese and Nicaraguan Governments for successful implementation of the Project for the Improvement on The Quality of Mathematics Teaching in Primary Education (hereinafter referred to as “the Project”).

As a result of the discussions, the Team and the Nicaraguan side agreed to recommend to their respective Governments the matters referred to in the document attached hereto.

Done in duplicate in English and Spanish languages, each text is being equally authentic. In case of any divergence of interpretation, the English text shall prevail.

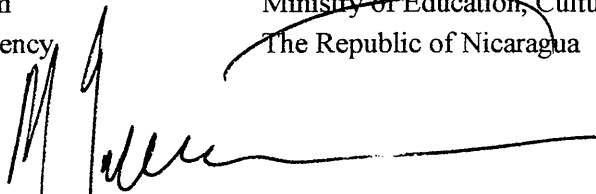
Managua, November 23rd, 2005



Mr. Toshio Murata
Leader
The Second Preparatory Study Team
Japan International Cooperation Agency
Japan



Mr. Miguel Angel García
Minister
Ministry of Education, Culture and Sports
The Republic of Nicaragua



Mr. Mauricio Gómez
Vice Minister-Secretary
Secretariat of Economic Affairs and Cooperation
Ministry of Foreign Affairs
The Republic of Nicaragua

ATTENDANT LIST

The discussions among JICA and the Nicaraguan authorities and other institutions concerned to the project were held in Managua and Chinandega with the participants listed below.

The Nicaraguan side

Ministry of Education, Culture and Sports

Mr. Miguel Angel García	Minister
Mr. Luis Alberto Tercero	Director General, General Education Office
Mr. Luis Narvaés Miranda	Asistant technician, Education Office
Ms. Olga Blandón	Curriclum Analyst, Primary Education Office
Ms. Socorro Ojeda Baltadano	Curriclum Analyst, Educational Transformation Office
Ms. Luvy Baltadano Padilla	Curriclum Analyst, Pre-service Teacher Training Schools Office
Ms. Amalia E. Rivas M.	Educational Advisor, Delegation in Chinandega City

Chinandega pre-service teacher training school "Darwin Vallecillo"

Ms. Tere Ramirez M.	Principal
Mr. Juan Carlos Salgado A	Mathematics teacher
Ms. Marcia Gallardo P.	Chief practical training teacher
Ms. Tania Munguía R.	Student
Ms. Lissy Bonnie García G.	Student
Ms. María Mercedes Contreras	Student
Ms. Douglas H. Salas	Student
Ms. María de los Angeles Beltrán	Student

Applied teaching practice schools in Chinandega

Ms. Martha Lidia Castillo	Principal, San Juan Bautista school
Ms. Rosa Argentina Guerrero	Principal, Pedro Joaquín Chamorro school
Ms. Mirtha Centeno López	Principal, María Auxiliadora school
Ms. Miriam Laguna Rodríguez	Principal, Fray Laureano López. school
Ms. María del Carmen Gaitán V.	Principal, El Rosario school
Ms. Maura Estella López	Vice Principal , Miguel Larreynaga school
Ms. Ana de la Cruz Díaz	Principal , Alberto Cabrales school
Ms. Victoria Anayansi Salgado	Principal, Mons Alejandro Gorizález school
Ms. Rosario Martínez	Principal, Isabel Lizano school
Ms. María Isabel Díaz O.	Principal, José Montealegre school
Ms. Yamileth de Jesús Maltez Guillén	Accounting clerk, Pedro Joaquín Chamorro school

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The Japanese side

JICA Nicaragua Office

Mr. Akihiko Yamada

Ms. Naoe Sato

Mr. Nakórd García

Resident representative

Project formulation advisor

Cooperation advisor

JICA Second Preparatory Study Team

Mr. Toshio Murata

Mr. Atsushi Nakahara

Mr. Motohiro Matsumura

Mr. Tetsuya Ishii

Mr. Norihiro Nishikata


Team Leader

Education Cooperation

Cooperation Planning

Project Effect Analysis

Regional Cooperation (JICA Expert to the Secretary
of Education of Honduras)

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ATTACHED DOCUMENT

I. BACKGROUND OF THE PROJECT

The Ministry of Education, Culture and Sports (hereinafter referred to as “MECD”) of Nicaragua urges to improve the quality of education through curriculum reform recently. Not only its policies on education found in The National Education Plan and The Education Policies for Basic and Intermediate Levels but also its holistic national development policies such as The Poverty Reduction Strategy Paper and The National Development Plan recognize improving the quality of education as one of the key issues the country should tackle with. The Education Policies for Basic and Intermediate Levels addresses especially quality of teacher is the urgent issue among other issues related with the quality of education.

JICA’s survey (2003) finds out that among four subjects taught in primary schools, the mathematics is the most difficult to teach for teachers. As a result, the academic evaluation test conducted in 2002 reveals that 61.7% of third grade and 88.1% of sixth grade students’ performance in mathematic is deteriorating although still they have basic knowledge on the subject.

In order to improve the quality of education in the country, the quality of teachers should be improved by equipping them with teaching skills in mathematics. Through its multiple effects, a series of intervention that consists of introduction of educational materials (teachers’ guide and students’ workbook) and teacher training will contribute highly to the improvement of mathematics education.

This Project will be planned and implemented in the framework of JICA’s Regional Cooperation for improving primary mathematics teaching (hereinafter referred to as “the Regional Project”). Based on the successful achievement of the Project in Mathematics in Primary Education in Honduras (hereinafter referred to as “PROMETAM”, Spanish abbreviation for the “Project for the Improvement of Teaching Method in Mathematics”), personnel from Nicaragua and from the other countries will share and utilize the experience of the “PROMETAM” and the knowledge that each country has already had. For that purpose, various trainings, including technical exchange visits, will be held in Nicaragua, Honduras and Japan as the main component of the Regional Project. The Regional Project is in line with current Japanese Official Development Assistance policy, as it places high priority on strengthening teacher education and supports regional collaboration among countries that possess similar cultural and linguistic background.

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II. OUTLINE OF THE PROJECT

The both sides agreed on the framework of the Project, which is summarized in first draft of Project Design Matrix (PDM) in Annex 1, and on the schedule of the Project summarized in the first draft of Plan of Operation (PO) in Annex 2. The details will be further discussed and summarized as Record of Discussion (R/D) by March, 2006.

III. DURATION OF THE PROJECT

The duration of technical cooperation for the Project will be five years, from 1st of April 2006 to 31st March, 2011.

IV. TARGET AREA AND INSTITUTIONS OF THE PROJECT

The both sides agreed that the Project target consists of national level and pilot area.

National level: The Project will be implemented by four (4) core C/Ps from MECD and eighteen (18) mathematics teachers in eight (8) pre-service teacher training schools.

Pilot area: The Project will mainly target Chinandega City. It will be implemented by Principal, two (2) mathematics teachers and practical training teachers of Chinandega pre-service teacher training school "Darwin Vallecillo", principals and teachers of each grade of teaching practice schools in Chinandega, and educational advisors in Chinandega.

Details are shown in organization chart in Annex 3

V. ORGANIZATION OF THE PROJECT

The both sides agreed on the first draft on the Project Design Matrix (PDM) in Annex1 and organization chart of the Project in Annex 3.

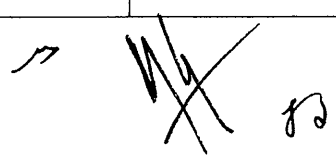
VI. TARGET GRADE OF THE PROJECT

The Project will target teachers and the first and second year students of Chinandega pre-service teacher training school "Darwin Vallecillo". Teachers' guide and students' workbook will be developed for Grade 1 to 6.

VII. SCHEDULE BEFORE IMPLEMENTING THE PROJECT

Training will be implemented for the preparation of the Project as follows:

Date and Place	Participants	Responsible persons
12-15. Dec. 2005, Managua	4 Core C/Ps from MECD and 2 mathematics teachers of Chinandega pre-service teacher training school "Darwin Vallecillo" .	JICA experts in Honduras



16-17. Jan. 2006, Managua	18 mathematics teachers in 8 pre-service teacher training schools.	4 core C/Ps from MECD.
18. Jan. 2006, Managua	4 core C/Ps from MECD and 2 mathematics teachers of Chinangega pre-service teacher training school "Darwin Vallecillo".	JICA experts in Honduras
19-20. Jan. 2006, Chinandega	- Chinandega educational advisors -Principals and teachers of each grade in teaching practice schools in Chinandega -Principal and practical training teachers of Chinandega pre-service teacher training school "Darwin Vallecillo".	2 mathematics teachers of Chinandega pre-service teacher training school "Darwin Vallecillo".

VIII. OTHERS

- 1) The project will be implemented in collaboration with the activities of Japan overseas cooperation volunteers.
- 2) The Team recommended that dispatching of the mid-term evaluation team by JICA in October 2008 is desirable and expansion of the pilot area of the Project will be discussed, based on the results of the mid-term evaluation.
- 3) Both sides agreed that the four C/Ps from MECD will not be changed and keep on their duty during the period of the Project.
- 4) The Team explained that the Project will be conducted by the Japanese experts of PROMETAM and project management will be conducted by the Japanese expert in Nicaragua. The Japanese experts of PROMETAM will take into account the Nicaraguan requirements within the framework of the Regional Project.

- ANNEX1 Project Design Matrix (PDM)
- ANNEX2 Plan of Operation (PO)
- ANNEX3 Project Organization Chart

PROJECT TITLE: PROJECT FOR THE IMPROVEMENT ON THE QUALITY OF MATHEMATICS TEACHING IN PRIMARY EDUCATION (PROMECEM)

Terms of cooperation: April 2006 - March 2011

Japanese implementing agency: JICA

Counterpart agency: MECD, 8 pre-service teacher training schools

Target group: Teachers and Students of pre-service teacher training school in pilot area

NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS ^{*1}
<p>[OVERALL GOAL] Students' academic achievement in mathematics for Grade 1-6 of the primary school in pilot area improves.</p>	<p>Level of students' academic achievement in mathematics</p>	<p>Record of students' academic achievement</p>	<p>Classes are conducted by teachers, without resistance against change.</p>
<p>[PROJECT PURPOSE] Teaching method of mathematics of teachers and students in pre-service teacher training school in pilot area^{**} improves.</p>	<p>Results of observation of mathematics classes</p>	<p>Report of supervision visits</p>	<p>The education policy regarding basic education curriculum is not changed.</p>
<p>[OUTPUTS]</p> <ol style="list-style-type: none"> 1. Teachers' guidebook and students' workbook for Grade 1-6 in mathematics is revised by 4 core C/Ps from MECD, to make them suitable. 2. Members of core group improve their capacity of mathematics teaching as facilitators utilizing ^{**2} teachers' guidebook and students' workbook of mathematics for Grade 1-6. 3. Pre-service teacher training system in mathematics course in pilot area is improved 4. The importance of mathematics education is better understood through the project activities in pilot area. 	<ol style="list-style-type: none"> 1. Authorization by MECD 2-1. Results of test of achievement and teaching method. 2-2. Results of analysis of trainers' training. 3. Results of analysis of classes of pre-service teacher training school and teaching practice schools on the teaching method in mathematics. 4-1. Frequency and number of copies of the Project Newsletter. 4-2. Recognition of the Project. 	<ol style="list-style-type: none"> 1. Revised the guidebook and workbook 2. Report of the Project 3. Consolidation Report of Visits 4. Report of the Project 	<p>The education policy is not changed in primary level mathematics education.</p>

[ACTIVITIES]	[INPUTS]	[Precondition]
<p>1-1 To participate in training course conducted by the Japanese experts in Nicaragua and Honduras to learn the revision process of teachers' guidebook and students' workbook in mathematics for Grade 1 - 6.</p> <p>1-2 To participate in training course conducted by the Japanese professors in Japan to learn the revision process of teachers' guidebook and students' workbook in mathematics for Grade 1 - 6.</p> <p>1-3 To revise/modify teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>2-1 To train 18 mathematics teachers of 8 pre-service teacher training school by 4 core C/Ps for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>2-2 To train educational advisors, principals and teachers of each grade in teaching practice schools by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>2-3 To teach in classes for the students by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>2-4 To monitor and evaluate how teachers' guidebook and students' workbook are utilized for students in pre-service teacher training school and teaching practice schools.</p> <p>3-1 To elaborate annual plan (training, etc.)</p> <p>3-2 To organize a seminar every quarter by the people concerned in pilot area to verify the reflection of the usage of teachers' guidebook and students' workbook in mathematics for Grade 1-6 in pilot area. One seminar of them is organized for 18 mathematics teachers in 8 pre-service training schools.</p> <p>3-3 To train 18 mathematics teachers in pre-service teacher training schools by 4 core C/Ps for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>3-4 To train educational advisors, principals and teachers of each grade in teaching practice schools by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>3-5 To teach classes for the students by 2 mathematics teachers in pre-service teacher training school in pilot area on the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.</p> <p>4-1 To publish and distribute the Project Newsletter periodically.</p> <p>4-2 To implement various activities for publicizing the project (Develop and post the project website, etc..)</p>	<p><<Japanese side>> 1. Assignment of a long-term expert 2. Training of counterpart personnel in Nicaragua, Honduras and Japan 3. Provision of equipment 4. Expenses necessary for the implementation of the Project</p> <p><<Nicaraguan side>> 1. Assignment of the following C/Ps: 1) 1 personnel from General Education Office 2) 3 personnel from Elementary education Office, Education transformation Office and pre-service teacher training schools Office 3) Principal and 2 mathematics teachers and other teachers of pre-service teacher training school in pilot area 4) 18 mathematics teachers of 8 pre-service teacher training schools 5) Professional training teachers 6) Educational advisors in pilot area 7) Principals and teachers of each grade in teaching practice schools in pilot area 2. Project offices and other facilities that are necessary for the Project at MECD, pre-service teacher training school in pilot area. 3. Expenses necessary for the implementation of the Project</p>	<p>Necessary personnel are assigned and accepted in the pilot area.</p>

NOTE1:For the difference of concept of the languages, Spanish version is written in affirmative form and English version is written in negative form in the IMPORTANT ASSUMPTIONS

NOTE2:At the beginning of the project, Chinandega is selected as pilot area. After the mid-term evaluation, additional pilot area will be considered.

NOTE3:The usage of those materials means elaborating of the lesson plan, its implementation and evaluation at the classroom.

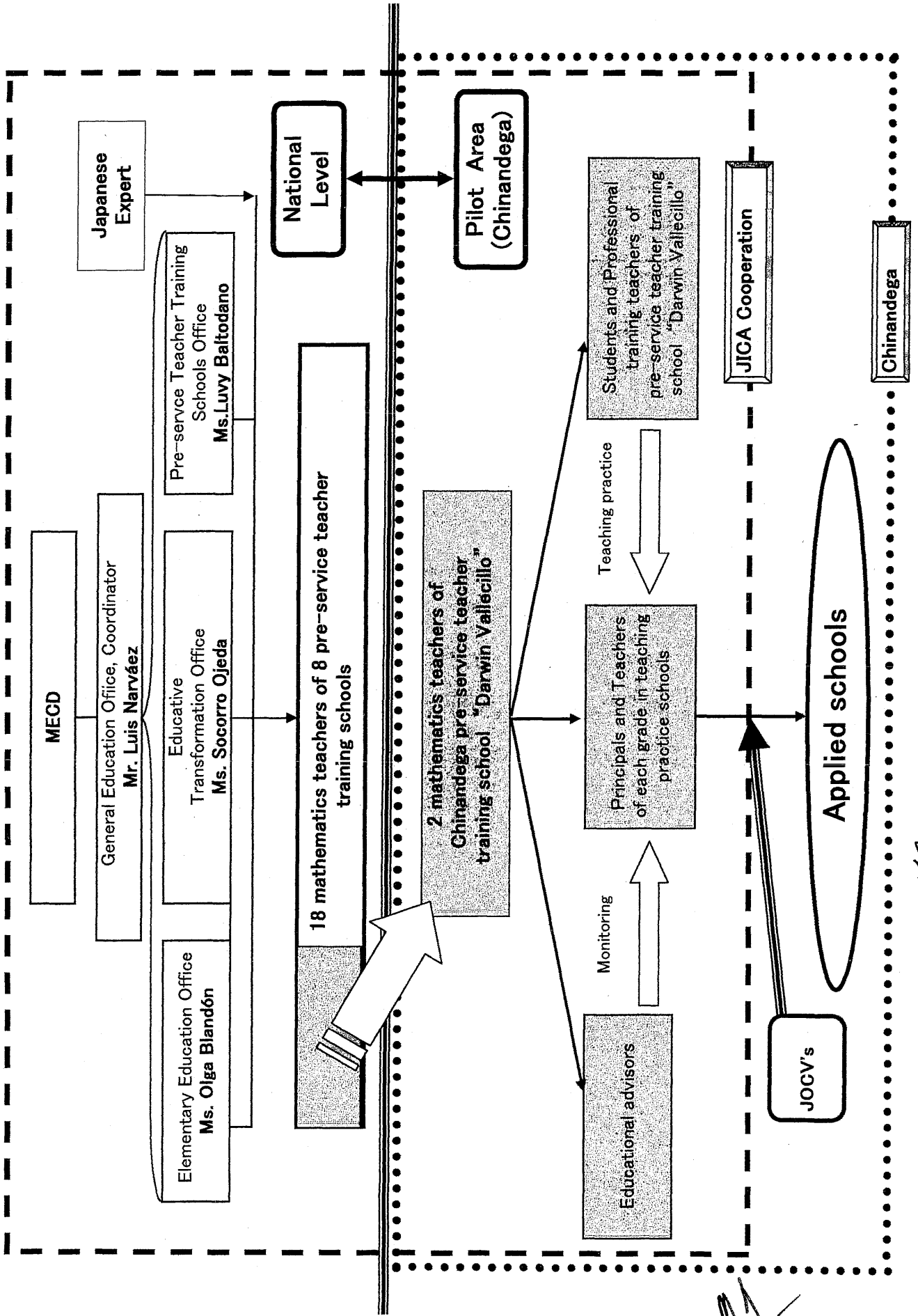
PROJECT FOR THE IMPROVEMENT ON THE QUALITY OF MATHEMATICS TEACHING IN PRIMARY EDUCATION (PROMECCEM)

2005 (Japanese Fiscal Year)		2006 (Japanese Fiscal Year)		2007 (Japanese Fiscal Year)		2008 (Japanese Fiscal Year)		2009 (Japanese Fiscal Year)		2010 (Japanese Fiscal Year)		
4	5	6	7	8	9	10	11	12	1	2	3	
Outputs		Activities										
1. Teachers' guidebook and students' workbook for Grade 1-6 in mathematics is revised by 4 core CPFs from MBCE, to make them suitable.	1-1 To participate in training course conducted by the Japanese experts in Niisagawa and Hondurus to learn the revision process of teachers' guidebook and students' workbook in mathematics for Grade 1 - 6.											
	1-2 To participate in training course conducted by the Japanese professors in Japan to learn the revision process of teachers' guidebook and students' workbook in mathematics for Grade 1 - 6.											
	1-3 To revise/modify teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	1st. Grade											
	2nd. Grade and 3rd. Grade											
2. Members of core group improve their capacity of mathematics teaching as facilitators utilizing 82 teachers' guidebook and students' workbook of mathematics for Grade 1-6.	4th. Grade and 5th. Grade											
	6th. Grade											
	2-1 To train 18 mathematics teachers of 8 pre-service teacher training school by 4 core CPFs for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
3. Pre-service teacher training system in mathematics course in pilot area is improved	2-2 To train educational advisors, principals and teachers of each grade in teaching practice schools by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	2-3 To teach in classes for the students by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	2-4 To monitor and evaluate how teachers' guidebook and students' workbook are utilized for students in pre-service teacher training school and teaching practice schools.											
	3-1 To elaborate annual plan (training, etc.)											
4. The importance of mathematics education is better understood through the project activities in pilot area.	3-2 To organize a seminar every quarter by the people concerned in pilot area to verify the reflection of the usage of teachers' guidebook and students' workbook in mathematics for Grade 1-6 in pilot area. One seminar of them is organized for 18 mathematics teachers in 8 pre-service training schools.											
	3-3 To train 18 mathematics teachers in pre-service teacher training schools by 4 core CPFs for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	3-4 To train educational advisors, principals and teachers of each grade in teaching practice schools by 2 mathematics teachers of pre-service teacher training school in pilot area for the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	3-5 To teach classes for the students by 2 mathematics teachers in pre-service teacher training school in pilot area on the use of teachers' guidebook and students' workbook in mathematics for Grade 1-6.											
	4-1 To publish and distribute the Project Newsletter periodically.											
4-2 To implement various activities for publicizing the project (Develop and post the project website, etc.)												

Note: _____ Validation of teachers' guide and students' workbook

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Project Organization Chart (The pilot area : Chinandega)



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MINUTA DE DISCUSIÓN

ENTRE

LA AGENCIA DE COOPERACIÓN INTERNACIONAL DEL JAPÓN

Y

LAS AUTORIDADES CORRESPONDIENTES DEL GOBIERNO DE
LA REPÚBLICA DE NICARAGUA

SOBRE

LA COOPERACIÓN TÉCNICA DEL PROYECTO PARA EL MEJORAMIENTO DE LA
CALIDAD DE LA ENSEÑANZA MATEMÁTICA EN LA EDUCACIÓN PRIMARIA

El Segundo Equipo de Estudio Preliminar (en adelante referido como el “Equipo”) de la Agencia de Cooperación Internacional del Japón (en adelante referido como “JICA”) permaneció en la República de Nicaragua durante el período correspondiente del 14 al 23 de noviembre del 2005, y tuvo una serie de reuniones con las autoridades nicaragüenses correspondientes (en adelante referido como la “Parte Nicaragüense”), con el propósito de discutir sobre los métodos convenientes a ser tomados por los Gobiernos de Japón y de Nicaragua para la implementación exitosa del Proyecto para el Mejoramiento de la Calidad de la Enseñanza Matemática en la Educación Primaria (en adelante referido como el “Proyecto”).

Como resultado de las discusiones, el Equipo y la Parte Nicaragüense acuerdan recomendar a los Gobiernos respectivos las medidas referidas en el documento que aquí se adjunta.

Los textos están preparados en inglés y en español. Cada texto es igualmente auténtico. En caso de discrepancias en la interpretación, prevalecerá el texto en inglés.

Managua, 23 de noviembre del 2005

Toshio Murata

Sr. Toshio Murata
Líder
Segundo Equipo de Estudio Preliminar
Agencia de Cooperación Internacional de Japón
Japón

Miguel Angel Garcia

Sr. Miguel Angel García
Ministro
Ministerio de Educación, Cultura y Deportes
República de Nicaragua



Mauricio Gomez

Sr. Mauricio Gómez
Vice Ministro-Secretario
Secretaría de Relaciones Económicas y Cooperación
Ministerio de Relaciones Exteriores
República de Nicaragua

LISTA DE PARTICIPANTES

Las reuniones entre JICA, autoridades nicaragüenses y otras instituciones relacionadas al Proyecto, fueron realizadas en Managua y Chinandega con la participación de las siguientes personas:

La Parte Nicaragüense

Ministerio de Educación, Cultura y Deportes

Sr. Miguel Angel García	Ministro de Educación, Cultura y Deportes
Sr. Luis Alberto Tercero	Director General, Dirección General de Educación
Sr. Luis Narvaés Miranda	Asistente Técnico, Dirección General de Educación
Sra. Olga Blandón	Analista Curricular, Departamento de Educación Primaria
Sra. Socorro Ojeda Baltodano	Analista Curricular, Dirección de Desarrollo Curricular
Sra. Luvy Baltadano Padilla	Analista Curricular, Departamento de Escuelas Normales
Sra. Amalia E. Rivas M.	Asesora Pedagógica, Delegación Municipal de Chinandega

Escuela Normal Darwin Vallecillo, Chinandega

Sra. Tere Ramirez M.	Directora
Sr. Juan Carlos Salgado A.	Docente de Matemática
Sra. Marcia Gallardo P.	Responsable de Práctica Profesional
Srta. Tania Munguía R.	Estudiante
Srta. Lissy Bonnie García G.	Estudiante
Srta. María Mercedes Contreras	Estudiante
Sr. Douglas H. Salas	Estudiante
Srta. María de los Angeles Beltrán	Estudiante

Escuelas de Aplicación, Chinandega

Sra. Martha Lidia Castillo	Directora, Escuela San Juan Bautista
Sra. Rosa Argentina Guerrero	Directora, Escuela Pedro Joaquín Chamorro
Sra. Mirtha Centeno López	Directora, Escuela María Auxiliadora
Sra. Miriam Laguna Rodríguez	Directora, Escuela Fray Laureano López
Sra. María del Carmen Gaitán V.	Directora, Escuela El Rosario
Sra. Maura Estella López	Sub Directora, Escuela Miguel Larreynaga
Sra. Ana de la Cruz Díaz	Directora, Escuela Alberto Cabrales
Sra. Victoria Anayansi Salgado	Directora, Escuela Mons. Alejandro González
Sra. Rosario Martínez	Directora, Escuela Isabel Lizano
Sra. María Isabel Díaz O.	Directora, Escuela José Montealegre
Sra. Yamileth de Jesús Maltez Guillén	Contadora, Escuela Pedro Joaquín Chamorro

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La Parte Japonesa

Oficina de JICA en Nicaragua

Sr. Akihiko Yamada

Representante Residente

Sra. Naoe Sato

Asesora en Formulación de Proyectos

Sr. Nakórd García

Asesor de Cooperación

Segundo Equipo del Estudio Preliminar de JICA

Sr. Toshio Murata

Líder del Equipo

Sr. Atsushi Nakahara

Cooperación en Educación

Sr. Motohiro Matsumura

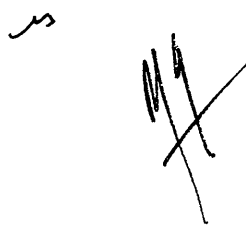
Planificación de Cooperación

Sr. Tetsuya Ishii

Análisis del Efecto del Proyecto

Sr. Norihiro Nishikata

Cooperación Regional (Experto de JICA en la Secretaría de Educación de Honduras)





DOCUMENTO ADJUNTO

I. ANTECEDENTES DEL PROYECTO

Recientemente, el Ministerio de Educación, Cultura y Deportes (en adelante referido como “MECD”) de Nicaragua, ha deseado mejorar la calidad de la educación a través de la reforma curricular. No sólo las políticas de educación contenidas en el “Plan Nacional de Educación” y las “Políticas de Educación Básica y Media”, sino las políticas generales de desarrollo nacional especificadas en el documento “Papel de la Estrategia de la Reducción de la Pobreza” y el “Plan Nacional de Desarrollo” confirman que el mejoramiento de la calidad de educación es uno de los temas claves que el país tiene que enfrentar. Según las “Políticas de Educación Básica y Media,” la calidad de los maestros es especialmente un tema urgente, entre otros temas relacionados a la calidad de la educación.

De acuerdo al estudio de JICA (2003), entre las cuatro (4) asignaturas que se enseñan en la escuela primaria, la matemática es la más difícil de enseñar para los maestros. Como resultado, la prueba de evaluación académica del 2002, revela que el rendimiento académico del 61.7% de los alumnos de tercer grado y el 88.1% de los alumnos de sexto grado en matemática se está deteriorando, aunque los alumnos aún demuestran que tienen los conocimientos básicos de dicha asignatura.

Para mejorar la calidad de la educación del país, el desempeño de los maestros debe ser mejorado, dotándoles de la habilidad para enseñar la Matemática. A través de sus efectos múltiples, la serie de intervenciones que consiste en la introducción de los materiales didácticos (guía para docentes y cuaderno de trabajo para alumnos) y capacitaciones para docentes, contribuirá enormemente al mejoramiento de la educación matemática.

El Proyecto será planificado e implementado en el marco de la Cooperación Regional de JICA, siendo éste destinado al mejoramiento de la enseñanza matemática en educación primaria (en adelante referido como “el Proyecto Regional”). En base al éxito del Proyecto Mejoramiento en la Enseñanza Técnica en el Área de Matemática en Honduras (en adelante referido como “PROMETAM,” por sus siglas en español), los funcionarios de Nicaragua y otros países compartirán y usarán la experiencia de PROMETAM y los conocimientos que cada país posee. Para tal fin, varias capacitaciones, incluyendo visitas de intercambio técnico, se realizarán en Nicaragua, Honduras y Japón, las cuales serán el componente principal del Proyecto Regional. El Proyecto Regional está de acuerdo con las políticas actuales de la Asistencia Oficial para el Desarrollo del Japón, las cuales priorizan el fortalecimiento de la formación de docentes y respalda la colaboración regional entre los países que poseen un trasfondo cultural y lingüístico similar.

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II. RESUMEN DEL PROYECTO

Ambas partes acordaron sobre el marco del Proyecto, el resumen que se encuentra en el primer borrador de la Matriz de Diseño del Proyecto (PDM, por sus siglas en inglés) del Anexo 1, y sobre el programa del Proyecto que se demuestra en el primer borrador del Plan Operativo (PO) del Anexo 2. Los detalles serán profundizados y sintetizados en el documento denominado Registro de Discusiones (R/D), a más tardar en marzo del 2006.

III. PLAZO DEL PROYECTO

El plazo de la asistencia técnica para el Proyecto será de cinco (5) años, desde el 1ro de abril del 2006 hasta el 31 de marzo del 2011.

IV. ÁREA E INSTITUCIONES OBJETO DEL PROYECTO

Ambas partes acordaron que el área objeto del Proyecto comprende el área a nivel nacional y del área piloto.

A nivel nacional: El Proyecto será implementado por los cuatro (4) funcionarios del MECD (contraparte del Proyecto) y dieciocho (18) docentes de matemática de las ocho (8) escuelas normales.

Área piloto: El Proyecto estará principalmente dirigido al Municipio de Chinandega. Será implementado por la directora, dos (2) docentes de matemática y equipo de práctica profesional de la escuela normal Darwin Vallecillo, directores y docentes de grado de las escuelas de aplicación y asesores pedagógicos de Chinandega.

Se demuestran los detalles en el organigrama del Anexo 3.

V. ORGANIZACIÓN DEL PROYECTO

Ambas partes acordaron el primer borrador de la Matriz de Diseño del Proyecto del Anexo 1 y el organigrama del Proyecto del Anexo 3.

VI. EL NIVEL ACADÉMICO OBJETO

El Proyecto será dirigido a los estudiantes de primero y segundo año de la escuela normal Darwin Vallecillo en Chinandega. La guía para docentes y el cuaderno de trabajo para alumnos serán desarrollado para 1ro a 6to grado.

VII. PROGRAMA DE TRABAJO PREVIO A LA IMPLEMENTACIÓN DEL PROYECTO

Las capacitaciones serán implementadas para la preparación del Proyecto a como sigue:

Lugar y Fecha	Participantes	Responsables
12-15 de diciembre del 2005 en Managua	4 funcionarios del grupo núcleo del MECD y 2 docentes de la escuela normal Darwin Vallecillo de Chinangega	Expertos de JICA de Honduras
16-17 de enero del 2006 en Managua	18 docentes de matemática de los 8 escuelas normales	4 funcionarios del grupo núcleo del MECD
18 de enero del 2006 en Managua	4 funcionarios del grupo núcleo del MECD y 2 docentes de matemática de la escuela normal Darwin Vallecillo de Chinangega	Expertos de JICA de Honduras
19-20 de enero del 2006 en Chinandega	-Asesores pedagógicos de Chinandega -Directores y docentes de grado de las escuelas de aplicación de Chinandega -Directora y equipo de práctica profesional de la escuela normal Darwin Vallecillo de Chinandega	2 docentes de matemática de la escuela normal Darwin Vallecillo de Chinandega

VIII. OTROS

- 1) El Proyecto será implementado en coordinación con las actividades de los cooperantes del Servicio de Voluntarios Japanese para la Cooperación en el Extranjero.
- 2) El Equipo recomendó que preferiblemente JICA envíe el Equipo de Evaluación Provisional en octubre del 2008. Se discutirá la expansión del área piloto del Proyecto en base a los resultados de la Evaluación Provisional.

3) Ambas partes acordaron que los cuatro (4) funcionarios del MECD no serán cambiados y quedarán en su cargo durante el período del Proyecto.

4) El Equipo explicó que la cooperación en matemática será conducida por los expertos japoneses del PROMETAM y la administración del Proyecto será conducida por el experto japonés en Nicaragua. Los expertos japoneses de PROMETAM atenderán los requerimientos de Nicaragua en el marco del Proyecto Regional.

ANEXO 1 Matriz de Diseño del Proyecto (PDM)

ANEXO 2 Plan Operativo (PO)

ANEXO 3 Organigrama del Proyecto

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ANEXO 1: MATRIZ DE DISEÑO DEL PROYECTO, PRIMER BORRADOR
NOMBRE DEL PROYECTO: MEJORAMIENTO DE LA CALIDAD DE LA ENSEÑANZA MATEMÁTICA EN LA EDUCACIÓN PRIMARIA (PROMECEM)

Plazo de cooperación: Abril, 2006 - Marzo, 2011
 Agencia Japonesa para implementar el Proyecto: JICA
 Contraparte Nicaraguense: MECD, ocho(8) escuelas normales.
 Grupo objeto: Docentes y estudiantes de la escuela normal en el área piloto.

Resumen del proyecto	Indicadores	Fuente de Verificación	Premisas Importantes ^{¶1}
【Objetivo Superior】 Mejorar los resultados académicos en matemática en los alumnos del primero al sexto grado en el área del Proyecto.	Nivel de aprendizaje alcanzado en matemática	Registro de calificación	Resistencia al cambio.
【Objetivo del Proyecto】 Mejorar la metodología de enseñanza matemática de los docentes y estudiantes de la escuela normal en el área ^{¶2} del Proyecto.	Resultado de la clase de matemática observada	Informe consolidado de las visitas	Cambio en la política de educación sobre la educación básica.
【Resultados】 1. Adecuar la guía de enseñanza matemática para los docentes y cuaderno de trabajo para alumnos del primero al sexto grado por el grupo núcleo de la contraparte. 2. Mejorar la capacidad de enseñanza matemática de los miembros del grupo núcleo como facilitador usando ^{¶3} la guía y el cuaderno de trabajo para estudiantes del primero al sexto grado. 3. Mejorar el proceso de formación de los docentes en el área de matemática para estudiante en el área del proyecto. 4. Divulgar la importancia la matemática a través del proyecto.	1. Autorización por MECD 2-1. Resultados de exámenes académicos y metodología de enseñanza. 2-2. Resultado del análisis de la capacitación del facilitador. 3. Resultado del análisis de las clases observadas en la escuela normal y escuelas de aplicación sobre la metodología de enseñanza matemática 4-1 Frecuencia y número de copias del boletín del Proyecto. 4-2 Reconocimiento del Proyecto.	1. Guía y cuaderno adecuado 2. Informe del Proyecto 3. Informe consolidado de visitas 4. Informe del Proyecto	Cambio en la política de educación sobre la matemáticas de educación básica.

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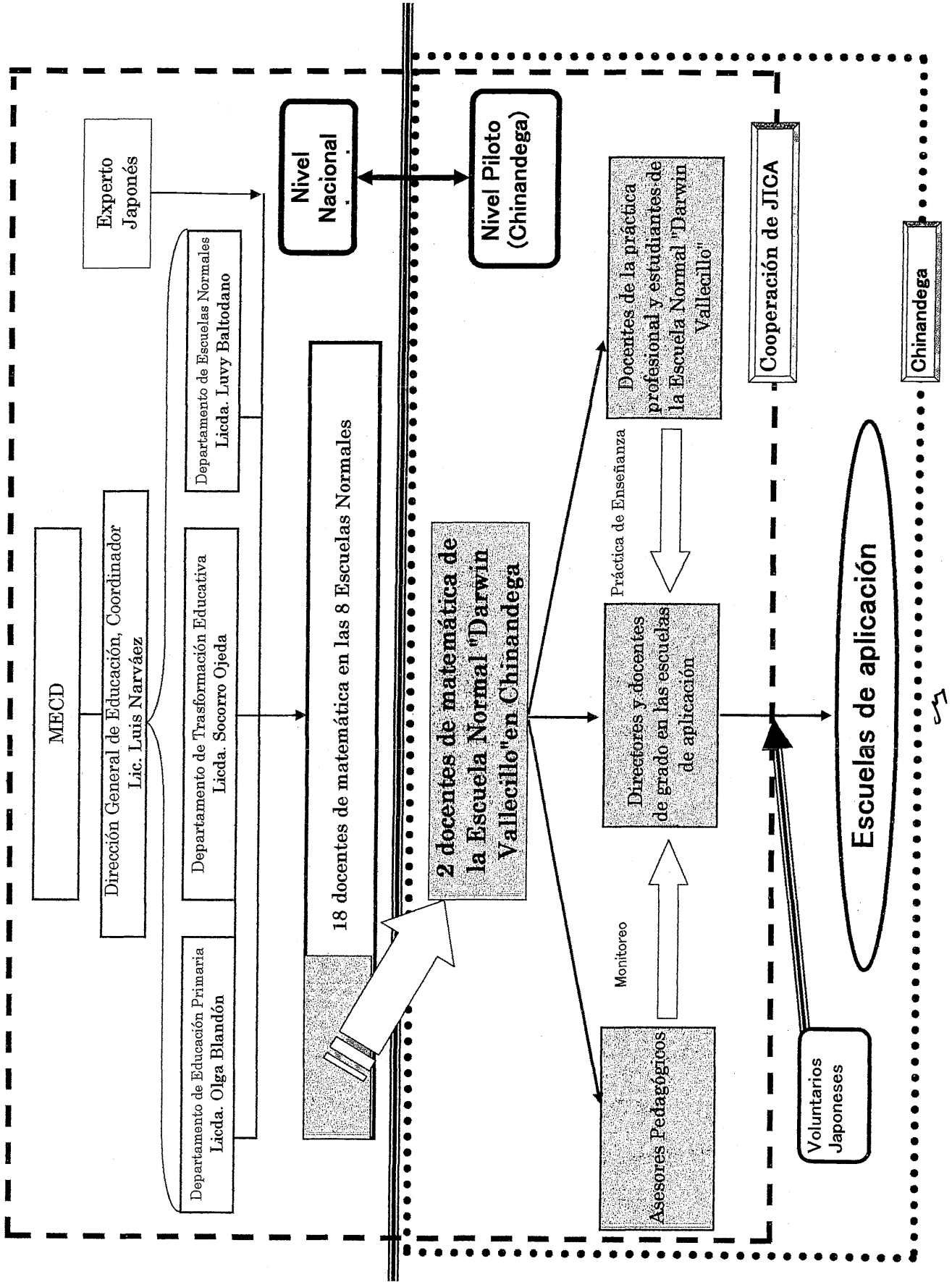
[Actividades]	[Insumo]	[Precondición]
<p>1-1 Participar en la capacitación dirigida por los expertos Japoneses y profesores en Honduras y Nicaragua para aprender el proceso de revisión de la guía para docentes y cuaderno de trabajo para alumnos en matemáticas del primer al sexto grado.</p> <p>1-2 Participar en el curso de capacitación dirigida por los profesores Japoneses en Japón para aprender el proceso de revisión de la guía para docentes y cuaderno de trabajo para alumnos del primero al sexto grado.</p> <p>1-3 Adecuar la guía para docentes y cuaderno de trabajo para alumnos del 1er. a 6 to grado.</p> <p>2-1 Realizar capacitación a 18 maestros de matemática de las escuelas normales por los 4 contrapartes núcleos para que puedan utilizar la guía para docentes y cuaderno de trabajo para alumnos del primero al sexto grado.</p> <p>2-2 Capacitar a los asesores pedagógicos, equipo de práctica profesional, directores y maestros de grado en las escuelas de aplicación por 2 maestros en la escuela normal en la área del proyecto para que pueda utilizar la guía para docentes y cuaderno de trabajo para alumnos del primero al sexto grado.</p> <p>2-3 Impartir las clases a estudiantes por 2 maestros de matemática de la escuela normal en el área del proyecto para que puedan utilizar la guía para docentes y cuaderno de trabajo para alumnos del primero a sexto grado.</p> <p>2-4 Realizar seguimiento y evaluación a la aplicación de la guía para docentes y cuaderno de trabajo para alumnos en las aulas de la escuela normal y en las escuelas de aplicación.</p> <p>3-1 Elaborar un plan anual (capacitación, etc.)</p> <p>3-2 Realizar reunión semestral en el área del proyecto para analizar aplicación de guía para docentes y cuaderno de trabajo para alumnos . Una de esas reuniones será la reunión general del nivel nacional para las 18 maestros en 8 escuelas normales.</p> <p>3-3 Realizar capacitación a los 18 maestros de matemática en las escuelas normales por 4 contrapartes núcleos para que puedan utilizar la guía para docentes y cuaderno de trabajo para alumnos del primero al sexto grado.</p> <p>3-4 Realizar capacitación a los asesores pedagógicos, equipo de práctica profesional, directores y maestro de grado por los 2 maestros de escuela normal en el área del proyecto para la utilización de la guía para docentes y cuaderno de trabajo para alumnos del primero a sexto grado.</p> <p>3-5 Impartir clase a estudiantes por los 2 docentes de la escuela normal en el área del proyecto en la utilización de la guía para docentes y cuaderno de trabajo para alumnos del primero al sexto grado</p> <p>4-1 Publicar y distribuir periódicamente el boletín del proyecto.</p> <p>4-2 Realizar diferentes actividades para divulgar el proyecto (Crear página web en Internet, etc.)</p>	<p><<Insumo de Japón>></p> <ol style="list-style-type: none"> Envío del experto de largo plazo Realización de la capacitación para contrapartes en Nicaragua, Honduras y Japón Equipamiento Costos necesarios para la implementación del Proyecto. <p><<Insumo de Nicaragua>></p> <ol style="list-style-type: none"> Contrapartes : <ol style="list-style-type: none"> Una persona de la Dirección General de Educación. Tres personas de los departamentos de: Educación Primaria, Transformación Educativa y Escuelas Normales. Director de la escuela normal en el área piloto. Los 18 maestros de matemáticas de las 8 escuelas normales. Equipo de práctica profesional. Asesores pedagógicos en el área piloto. Directores y maestros de grado en el área piloto. Oficinas y otras instalaciones necesarias del Proyecto en MECD y la escuela normal en el área piloto. Costos necesarios para la implementación del Proyecto. 	<p>Disposición y aceptación de personas en el área piloto.</p>

NOTA 1: Por la diferencia del concepto de idiomas, se utiliza el término afirmativo en la versión española y el término negativo en la versión inglesa en las Premisas Importantes.

NOTA 2: En el principio del proyecto, el sitio seleccionado es Chinandega. Dependiendo del resultado de la evaluación intermedia, el área del proyecto es ampliable.

NOTA 3: La utilización de esos materiales significa el programa de planificación de aprendizaje, implementación y evaluación de clases.

Organigrama de Realización del Proyecto (El proyecto piloto: Chinandega)



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