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DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

CAPITAL ASSISTANCE PAPER

Proposal and Recommendations
For the Review of the
Development Loan Committee

519-4-014

EL SALVADOR: EDUCATIONAL REFORM PROGRAM INCLUDING ITV

AID-DEC/P-738

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington, D.C. 20523

UNCLASSIFIED

AID-DLC/P-738
June 19, 1968

MEMORANDUM FOR THE DEVELOPMENT LOAN COMMITTEE

SUBJECT: El Salvador: Educational Reform Program Including ITV

Attached for your review are the recommendations for authorization of a loan in an amount not to exceed \$1,900,000 to the Government of El Salvador to assist in financing the United States dollar costs of equipment, material, and services necessary for the conduct of the Borrower's Educational Reform Program to provide a revision of curricula in public schools and establish an instructional television facility which will contribute a new technology to extend educational opportunities.

Please advise us as early as possible but in no event later than close of business on Wednesday, June 26, 1968, if you have a basic policy issue arising out of this proposal.

Rachel C. Rogers
Assistant Secretary
Development Loan Committee

Attachments:

Summary and Recommendations
Project Analysis
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EL SALVADOR
EDUCATIONAL REFORM PROGRAM INCLUDING ITV
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June 19, 1968

SUMMARY AND RECOMMENDATIONS

1. BORROWER: The Government of El Salvador (GOES).
The Ministry of Education will be the responsible implementing agency for the Project.
2. a. Loan: An amount not to exceed \$1.9 million to be used for U.S. dollar procurement of equipment and services except for the local currency component of U.S. technical assistance contracts which will approximate \$53,440, or 2.8% of the loan.
b. Terms: Repayment over a 40-year term including a 10-year grace period on amortization of principal. Interest on disbursed balance will be at the rate of 2% annually during the grace period and 2¹/₂% annually thereafter.
3. TOTAL COST OF PROJECT: \$5,214,500

AID Grants	\$1,053,000	20.2%
AID Loan	1,900,000	36.4%
GOES Contribution	2,261,500	43.4%
	<u>\$5,214,500</u>	<u>100.0%</u>

Commitment of proposed AID grants is expected to be in FY 68 and FY 69. Commitment of AID Loan is expected to be during FY 69 and drawdown by the end of FY 70. GOES contribution will be made during CY 68-69-70.

4. PURPOSE OF THE PROJECT: To provide a revision of curricula, upgrade teacher and supervisor training for all public school grades 1-12, and to develop an ITV project which can provide a viable demonstration, for possible adaptation by other Latin American countries, of the contribution of this new technology to extend educational opportunities.
5. DESCRIPTION OF THE PROJECT: The loan will give assistance to the GOES to provide the equipment and relevant technical services necessary to establish and put into operation an instructional television studio, transmitters, equip an educational materials center, supply TV receptors for Plan Básico (junior high school) classrooms, and video tapes for recording new curriculum TV courses.

6. **BACKGROUND:** Since 1961 AID has supported the GOES in its comprehensive effort toward improvement at all educational levels. Programs have been carried out to provide extensive technical assistance, a continuous scholarship program to train teachers in the U. S. or a third country for normal schools, construction and equipment of primary school classrooms and a normal school, a regional textbook program, earthquake damage reconstruction of primary and secondary schools, and equipment for technical schools.

At the meeting of the Presidents in Punta del Este in April of 1967, high priority was given to the improvement and extension of education. President Sánchez responded to this challenge by suggesting that El Salvador undertake development of an educational reform program including instructional television and requested assistance in this project from President Johnson.

President Johnson sent a letter to President Fidel Sánchez Hernández expressing his interest in taking full advantage of new technology to extend educational opportunities. A team was sent from AID/W to San Salvador to work with the Mission and the Ministry of Education in drawing up an educational television project which could serve to other countries in the hemisphere, as a demonstration of this new technology.

This Special Project Team, chaired by Philip Glaessner, AID/W Deputy Assistant Administrator, Office of Capital Development, arrived in San Salvador the end of January of 1968. Two members of the team remained in San Salvador during virtually all of the intensive review. The others made visits as needed to San Salvador in a consultative and advisory capacity. The Team and USAID/ES staff coordinated conceptual development of the Project and data collection with the collaboration of personnel of the Ministry of Education, National Planning Council, UNESCO, Robert R. Nathan Group, and ROCAP.

The GOES submitted a formal application dated May 22, 1968 for loan and grant assistance in this innovation.

7. **ALTERNATIVE SOURCES OF FINANCING:** The Export-Import Bank, and the IDB have not expressed an interest in considering this proposal. IBRD is reviewing a proposal for assistance to Bachillerato (grades 10-12) which will also include some classroom facilities available to Plan Basico.
8. **VIEWS OF THE COUNTRY TEAM:** The Country Team strongly supports this high priority project which will contribute to the upgrading of educational opportunities in El Salvador.
9. **STATUTORY CRITERIA:** Certification from the Director of USAID/El Salvador, required under Section 611(e) is attached (Annex I) Signing of the Loan Authorization will constitute the AID/W approval of that certification. All other statutory criteria have been met.
10. **ISSUES:** There are no major issues.
11. **RECOMMENDATION:** Authorization of a loan to the Government of El Salvador in an amount not to exceed U. S. \$1, 900, 000 subject to the following terms and conditions:

a) Interest and Terms of Repayment

The Borrower shall repay the loan to A. I. D. in United States dollars within forty (40) years including a grace period of not to exceed ten (10) years. The Borrower shall pay to A. I. D. in United States dollars on the disbursed balance of the loan interest of two percent (2%) per annum during the grace period and two and one-half percent (2½%) per annum thereafter.

b. Other Terms and Conditions

- (1) All Borrower procurement of goods and services financed by the loan for the Project shall have their source and origin in the United States of America or member countries of the Central American Common Market.
- (2) United States dollars utilized under the loan to finance local costs shall be made available to the Borrower or its designee through the Special Letter of Credit procedures including additionality satisfactory to A.I.D. and shall be used only for procurement in the United States.
- (3) Borrower shall review with A.I.D. its annual education budget prior to submission thereof to the Salvadoran Congress.
- (4) The loan shall be subject to such other terms and conditions as A.I.D. may deem advisable.

PROJECT COMMITTEE

CHAIRMAN: Philip Glaessner, Deputy Assistant Administrator
Office of Capital Development

Capital Development Officer :Theodore T. Foley, USAID/ES

Economist :Joseph Pincus, USAID/ES

Program Officer :Ronald Witherell, USAID/ES

General Engineer :Robert E. Davis, USAID/ES

Education Advisor :Harold Johnson, USAID/ES

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:J. Glenn Coombs, AID/W

:Stuart E. Dean, USAID/Dominican
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:Stanley Handleman, AID/W

:Brandon Robinson, USAID/Argentina

Television Consultant :John Baldwin, TV Engineer

DRAFTING OFFICER: Theodore T. Foley, USAID/ES CDO
Stuart E. Dean, USAID/Dominican Republic
ED ADV.

June 19, 1968

EDUCATIONAL REFORM PROGRAM - INSTRUCTIONAL
TELEVISION

SECTION I - BACKGROUND OF NEGOTIATIONS

A. BACKGROUND

The GOES has been making a comprehensive effort toward improvement at all educational levels as set forth in its Five-Year Plan 1965-69, revised 1967-72.

Initial implementation of the program concentrated on providing increased primary school facilities to its semi-urban and rural concentrations.

AID assisted this primary school expansion program by (a) a development grant of \$1.5 million (Project Agreement ES-18 dated May 2, 1962) which, together with a GOES contribution of \$625,000 provided 756 additional primary classrooms by 1966, (b) a development loan of \$2.4 million (AID loan 519-L-003 signed September 18, 1963) which, together with a GOES contribution of \$2.1 million, provided 1600 additional primary classrooms by June 1966, (c) a grant of \$717,948 for the construction of a normal school at San Andrés, operational in March 1968, (d) carrying out a regional textbook program which has supplied 1.4 million textbooks, and (e) technical assistance and a continuous scholarship program to train teachers in the U. S. or a third country for the normal schools.

Actions were accelerated in late 1967 toward attainment of a comprehensive reform of curriculum, supervision, teacher training, development of modern methods, and provision of facilities for all public education.

B. RECENT GOES EDUCATIONAL REFORM MEASURES

As prior but necessary steps in an integral reform of the educational system, the following measures have been initiated during 1968.

1. Reorganization of the Ministry of Education

Previously disparate sections of the Ministry of Education have been consolidated so that similar work is now being done by the same division. As well as emphasizing decentralization, an effort has been made to avoid duplication. See Annex II tables of organization for comparison between prior and present operational procedures.

2. Study of Job Classification and Work Analysis

The creation of an Administrative and Personnel Office is one of the anticipated outcomes of a survey which is now being conducted by the Clapp and Mayne Management Consultants of Puerto Rico.

3. Concentration of the Ministry of Education in one Building

The physical concentration of the main administrative offices of the Ministry of Education in a properly equipped building in San Salvador has been effected. Previously Ministry offices were scattered among a number of buildings throughout the city.

4. Consolidation of Normal Schools in Ciudad Normal "Alberto Masferrer" (San Andrés)

This center started functioning in March 1968 with 550 students. At the present time 329 students are enrolled in the Escuela Normal Primaria, having been transferred from six other normal schools which have now been closed. The Escuela Normal Superior, previously located in San Salvador, has also been transferred to San Andrés and has enrolled 175 students. In addition there are approximately 50 students enrolled in a new Plan Básico school, as part of the total San Andrés enterprise.

In the future, Ciudad Normal Alberto Masferrer, plus possibly two other normal schools yet to be determined, will provide all training for primary and secondary teachers, administrators and supervisors, as well as providing the center for all in-service training programs. This compound will also become the center for curriculum reform and for the up-dating of educational materials and methods. Likewise it will be the center for the production and transmission of the ITV activity, as well as for the training of all personnel to be involved in ITV.

5. Establishment of the Department of Educational Television

A new department, described in Section IV of this paper, responsible for the ITV component, was established in 1966 and became operative in 1968. At the present time some

thirty individuals have been assigned to this department and are working full-time in preparation and anticipation of the new program.

C. NEGOTIATIONS WITH THE IBRD

The government of El Salvador is negotiating a loan with the IBRD for constructing and equipping 18 institutes which will offer Plan Básico (Grades 7-9) and the second cycle of secondary education. Five specialities will be offered in the second cycle: Science, humanities, industry, agriculture, and commerce. It is expected that each institute will offer science and humanities programs, with the other specialities assigned to different schools. The final anticipated enrollment will be approximately 8800 students in Plan Básico and approximately 8200 students in the second cycle. The total project is expected to cost approximately \$6.4 million, including technical assistance and participant training. About 60% of the cost will be lent by IDA at an interest rate of 3/4% over 30 years, with a grace period of 10 years. The GOES will finance the remaining 40%. Negotiations are expected to take place in Washington in May, 1968.

D. AID EQUIPMENT FOR ITV AND THE PUNTA DEL ESTE CONVERSATIONS

At the meeting of the Presidents in Punta del Este in April of 1967, high priority was given to the improvement and extension of education as a fundamental condition for economic and social development. President Lyndon B. Johnson once again expressed his concern for educational development in Latin America and outlined some of the fundamental problems, including high drop-out rates; outmoded curricula; and inadequate systems of teacher training; and he further suggested that the new educational technology be given consideration in the preparation of new plans.

The President pointed to educational television as a means of improving and extending education. He referred to the possible development of a model program in one country of Central America.

Following the speech, President Johnson and President Fidel Sánchez Hernández of El Salvador discussed the possibility of carrying out such a project in El Salvador. After the conference, a team was appointed by the White House to investigate the possibilities of implementing an educational television program in

Central America and to make specific recommendations concerning the location, organization, and financing of such system. In its final report this team of experts expressed itself in favor of carrying out such a project in El Salvador.

In December 1967, Lic. Walter Béneke, Minister of Education for El Salvador, went to Washington to discuss the project. He presented a letter from President Sánchez to President Johnson, who again expressed his interest and directed further action. On January 6, 1968 President Johnson responded by reaffirming his interest and by promising that a team of experts would be sent to San Salvador to work with the Ministry of Education.

On January 28, 1968 a team composed of AID personnel arrived in El Salvador to help prepare the program. The responsibility of this team was threefold: 1) to work with Salvadoran officials in the development of a five-year educational reform plan, utilizing instructional television as a key element in the reform; 2) to determine technical and funding provisions, and 3) to collect and process the necessary information for the development of a grant/loan paper to be submitted to Washington.

E. PREPARATION OF A PROGRAM OF INTEGRAL REFORM.

In order to solve the most urgent and important problems of the national system of education the Government of El Salvador has prepared a five-year reform plan, described in Section III. Proposed contributions from IBRD and AID comprise essential elements of this plan.

SECTION II - ANALYSIS OF EXISTING EDUCATIONAL SYSTEM

A. MINISTRY OF EDUCATION: Organization, Personnel, Budget, Planning Capacity.

Basic data relative to the organization and operation of the Ministry of Education are presented in Annex II. Table of organization prior to 1968; Annex II, Exhibit 1. Table of organization since 1968; Annex II Exhibit 2.

Reorganization of the Ministry has been recommended by USAID on several occasions during recent years, with the result that changes in Ministry structure were included in the original Five Year Plan of 1965. First action was taken in late 1967, setting forth a two step development. The first stage was initiated on January 1, 1968 under which there were two major revisions: (a) the branches of the Ministry were consolidated from more than 20 to 4 which now report directly to the Minister and (b) the creation of an independent Office of Supervision, no longer responsible to the primary, secondary, and technical services departments. The second stage, scheduled for January 1969, is expected to establish new and improved personnel and fiscal administration departments, as well as focussing attention on improvement of coordination of function among the various operating units.

In addition to the changes in the grouping of functions and administrative relationships, the physical facilities have been reorganized. In January of 1968 all of the offices of the Ministry (with the exception of the engineering office) were moved from more than twenty scattered locations into one center in the National Library Building. Available space was greatly increased and opportunities for administrative coordination greatly enhanced.

The major objective of these administrative and physical reorganizations has been to strengthen the leadership capacity of the Ministry to effect the Education Reform program.

At the present time 567 persons are employed in the Ministry of Education. Of this number 494 are engaged in administration, leadership roles, or supporting services to the nearly 15,000 teaching personnel. This establishes a ratio of one Ministry position for each 30 educational personnel in the field, not a high level of productivity per person in the Ministry. Modernized machine and automatic data

processing methods are presently not available for record keeping and other routine operations. Indications are, furthermore, that social and financial factors stand in the way of adoption of these methods in the near future.

An integral element in planning for an Education Reform and in the capacity of the Ministry to effect the Reform is the establishment of the new Office of Supervision. Some 91 positions have been allotted to this function, of which at least 20 will be fully occupied with central and regional office responsibilities. This will result in the remaining 70 supervisors assuming responsibility for more than 200 teachers per supervisor. It is apparent that such a limited staff will be insufficient for a serious campaign to change classroom practices. The year 1968 is deemed to be the initial period of organizing and training the supervisory staff. More adequate staffing may be possible in the future.

Current budget capacity allows approximately \$1.6 million equivalent for central administration and more than \$17.6 million equivalent for operation of the schools. These figures reflect only central government sources. In addition some schools receive additional contributions from parents, municipalities and other sources.

The new reorganization plan of the Ministry provides for a Planning Office for the collection of statistics, for the preparation of analyses and projections, and for cooperation with international organizations. In addition there is a National Council for Planning and Economic Coordination which functions at the Presidential level and which is staffed with competent and well trained personnel. It is now believed that the capacity of the GOES for long-range planning will be improved, with the addition of the new Planning Office within the Ministry.

B. PLANS AND PROGRAMS

The broad purposes and general objectives of public education in El Salvador are set forth in the 1962 Constitution. The major guidelines for national education, as set forth by the Constitution, state that: (1) education will assure the rounded development of the individual; (2) education will be of

universal opportunity, and free at the primary level; and (3) education will be democratic, with equal opportunity for the operation of programs of private education, subject however to the regulation and inspection by the State; and that responsibility for teacher education and school curriculum, below the university level, resides in the Ministry of Education.

I. Vertical Organization of the National System

To achieve the afore-mentioned goals, that national program has been organized on the following levels:

a. Pre-School

Existing national plans and programs for pre-school education are not, at the present time, an integral or realistic element in the total educational structure, with less than 8% of eligible age children involved.

b. Primary Education

The national program of primary education is experiencing many of the common problems of other Latin American countries: inadequate facilities, unrealistic curriculum, lack of textbooks and instructional materials, and poorly trained teachers.

By national planning the program is intended to be universal, free, and compulsory. And yet, as seen in Section II-E of this paper, statistics reveal that drop-out rates are high, repeater rates are excessive, and completion figures are low.

In organizational pattern, the school year begins in early February and runs until early November, providing 182 days.

The curriculum provides for instruction in: Language Arts, Arithmetic, Social Studies and Ethics, Nature Study and Practical Hygiene, Plastic Arts, Industrial Arts or Home Economics, Agriculture, Music, and Physical Education. The major subjects are presented five times a week, the minor ones twice per week.

Teaching method is heavily based upon lecture, copy-book, rote memorization, literal playback techniques. Textbooks are not commonly utilized, for despite ROCAP contributions basic needs have not yet been met. Children copy lessons from

the chalk board and their notebooks become their basic study material. With over-emphasis on rote there is little opportunity for exploratory, experiential or self-discovery learning. The special subjects are frequently given scant attention or are totally ignored. Despite the existence of the "official" curriculum some subjects may be ignored. For example, one estimate says agriculture is taught in no more than 10% of the schools. And, lacking the availability of special teachers in music or industrial arts and home economics these likewise are ignored. Physical education stresses competitive sports, omitting individual physical training. In fact, the considered word on the state and practice of the Primary school curriculum from the Ministry of Education is that no one really does know what goes on and what the situation is; and each school, and more or less, each teacher is left on her own. Present conditions fall short of fulfilling the national objectives for primary education:

1. Training in health conservation
2. Training for social and democratic life
3. Preparation for economic life
4. Preparation for home life
5. Preparation for aesthetic appreciation
6. Preparation for leisure time activities

In the past several attempts have been made to correct these faults. In 1940 a curriculum commission wrestled with the problems but with generally unsuccessful results. This pattern was virtually repeated with a 1956 effort.

Other problems which continue to plague primary education are: unrealistic and rigid testing programs and principles; confused policies and principles for pupil progress and promotion (which have led to enormous concentrations of pupils in the first three grades); the absence of textbooks, materials, and teachers' guides; and "incomplete" primary schools, i. e., schools lacking the full six grades, a deficiency which limits the availability of a six year program for many children.

In summary, primary education in El Salvador is at a cross-roads, with the choice lying between a continuance of the present ineffective, historical pattern or a full scale movement into modernization. Under the Education Reform Plan, treated elsewhere in this paper, the above-listed problems, with special stress on curriculum improvement, are all scheduled for re-examination, change and improvement.

c. Secondary Education

The legal basis for secondary education in El Salvador is contained in Chapter II of the General Regulations for Secondary Education, Decree No. 81, dated September 12, 1956. These stipulated that: (1) Secondary Education shall be a part of the national educational system; and (2) that secondary education shall consist of two cycles: First Cycle (Plan Básico) shall be obligatory and prevocational; Second Cycle (Bachillerato) shall contain vocational and technical courses, as well as the traditional pre-university courses, will contain one or more years of electives, and will lead to training in a specialized field.

Objectives for secondary education include:

- (1) Preparation of students for participation in community improvement and in the development of the nation.
- (2) Preparation for entrance into the university.
- (3) Development of the individual and training for a vocation.
- (4) Social, emotional, intellectual, physical, and manual growth.

In addition to courses in basic subjects, the program shall also offer courses in health, family life, civic affairs, economic sufficiency, ethics, and aesthetics.

d. First Cycle(Plan Básico)

Programs for the first cycle are divided into two types of schools: (1) The Plan Básico of General Culture and (2) Plan Básico Vocational and Training. The general Plan Básico schools are further divided into two classes of programs: common and

general, and pre-vocational and exploratory.

The General Plan Básico program consists of 104 semester hours in the three year, day school (on four year, night school), including: Spanish, English, Mathematics, Natural Science, Social Science, and Fine and Practical Arts.

The pre-vocational Plan Básico program consists of 110 semester hours with the addition of prevocational courses.

The Vocational and Training Plan Básico schools offer a series of specialized programs in: industrial arts, secretarial, bookkeeping, stenography. These programs vary from two to four years in length and provide a general education plus specializations in the various fields.

Under the Education Reform the Ministry of Education is giving top priority to the improvement and extension of the Plan Básico programs. To accomplish this objective major emphasis will be placed upon ITV and curriculum improvement. In addition facilities will be provided for nine years of public education to all the youth of the nation. These developments are now awaiting the negotiation of grant/loan with USAID, as well as the appointment of the National Curriculum Reform Commission.

e. Second Cycle (Bachillerato)

The second cycle comprises two major types of programs; (1) humanities - two years; and (2) specialized career training programs of varying duration; accounting - three years; commercial secretary - two years; nursing - three years (under the Ministry of Health); military training - four years (under the Ministry of Defense); industrial - three years; teacher training - three years, (after 1967 this will be raised to two years beyond the bachillerato); agriculture - three years, (after 1968 this will be raised to three years beyond the bachillerato); bachillerato of arts with specialities in plastic arts or music.

Comments: More than sixty per cent of all secondary education in El Salvador is offered by private schools, due primarily to the limited capacity of existing public secondary schools. Curriculum for both schools is identical. In most public secondary schools parent societies have established a system of monthly contribution \$2.00 to \$6.00 to help support the schools. In 1967 it is estimated these contributions exceeded

\$800,000. No standard application of these funds has been established.

Requirement for entrance to private or secondary public education is completion of the sixth grade. Class enrollments vary between 35 and 45 students.

The teaching methods which prevail in the primary schools carry over into the secondary which means that the system is largely based upon direct exposition, copy-book; rote memorization, play-back techniques. The notebook of the individual student again becomes his chief source of learning materials. While official textbooks are available, their purchase is not required. In recent years there has been an increase in the use of mimeographed materials. In general there is greater use of textbooks in the private secondary schools. For the most part the secondary schools, both public and private, lack functional libraries, shops and laboratories.

Three years ago the Minister of Education, with technical assistance from UNESCO and UNICEF, established a central laboratory of teaching aids and materials for experimental science programs. This resource has been available to both public and private students in San Salvador. Similar laboratories have been established in Santa Ana, San Miguel, Sonsonate, and Usulután. These have proven to be beneficial but obviously serve only a limited sector. Official curricula exist for all subjects at the secondary level; with copies provided to each school for internal distribution. There is some expression of feeling on the part of teachers, although not objectively evaluated, that the curriculum is highly theoretical and too heavily loaded with content, with the result that subjects are somewhat superficially taught by under-prepared teachers.

No official national examination system is provided, although occasionally some official examinations are prepared by the Director of Primary and Secondary Education. More commonly, examinations are prepared by individual teachers subject to approval by the school director. To graduate from the Bachillerato, however, an official examination must be passed.

Any student may proceed to the next grade even though he has failed two subjects at the previous level. He is required to retake these examinations, on the trimester schedule, until he has satisfactorily passed this requirement. This procedure, of course, ignores the fact that any student can scarcely be

expected to move ahead in a subject area without prior mastery of the basic materials and processes involved in the subject sequence.

From all indications the only practical use to which this loose system of examinations is put is to determine promotion to the next grade. It is rarely used to evaluate effectiveness of teaching or validity of the curriculum. Students pay a fee of \$0.20 per subject for each trimester examination, of which \$0.16 is retained by the teacher and \$0.04 goes for the cost of the materials.

2. Vocational Education

At the bachillerato level vocational programs of two or three years are also offered in which students can specialize in industrial arts, business training, agriculture, nursing, and home economics. In addition semi-official institutes provide terminal programs in: auto mechanics, bookkeeping, office work, stenography, typewriting, plastic arts, music, dance and drama. Also available is the military school operated by the Ministry of Defense.

3. Teacher Education As reported above entrance into teaching training, after 1967, will require graduation from the bachillerato and will call for three years of additional study. Under the Education Reform plan the curriculum for teacher training will be completely revised and modernized.

4. University. The University, which operates autonomously and outside the province of the Ministry of Education, offers a variety of programs, ranging from four to six years in length. Here opportunities are offered for specialization in: agronomy, architecture, chemistry, economics, secondary teacher training, engineering, humanities, law, medicine, odontology, pharmacy, and social sciences.

C. Present Teaching Staff

1. Primary Education

In 1967 there were 11,554 teaching posts distributed over 13 categories (based on qualifications and time in service). Of these, approximately 70.5% were considered "Class A" teachers and had graduated from a primary normal school, another 15.1%, "Class B" teachers, had attended a primary normal school, while 14.4% were "Class C" teachers, grade school graduates who had served an apprenticeship and been "certified". Quality of teaching is generally only "fair".

Some 3,000 primary normal school graduates are not employed as teachers. There is a supply outside the present system from which teachers can be drawn to staff primary teacher needs for the near future.

Primary teachers are remunerated on an annual basis at monthly salaries as follows:

Class	S E R V I C E			
	0-5 yrs.	6-10 yrs.	11-15 yrs.	over 15 yrs.
A	\$80	\$92	\$100	\$108
B	\$76	\$84	\$ 90	\$ 96
C	\$70	\$74	\$ 80	\$ 84

Primary teachers servicing as primary school directors receive an additional \$8 to \$16 per month.

2. Secondary Education

a) Plan Básico (grades 7-9)

An estimated 167 teachers presently serve the public Plan Basico schools. Approximately 200 teachers are in the private P.B. schools.

Present Plan Basico teachers are trained the same as primary teachers and do not represent the quality or subject specialization desired for junior high school teaching.

Teachers of Plan Básico classes when attached to public PD "Institutes" make an average monthly salary of around \$166.40, or \$1,996.80 yearly.

b) Bachillerato (grades 10-11)

No accurate data is available on the actual number of individuals teaching in Bachillerato schools. Assuming a pupil-teacher ratio of 30:1, it can be estimated that the equivalent of 180 full-time teachers are now employed. Teachers at this level work on an hourly basis at the rate of \$1.20 per hour. It is assumed that on this basis, a full-time Bachillerato teacher would net about the same as a Plan Básico teacher per year.

D. COST OF PRESENT EDUCATIONAL SYSTEM

1. Costs attributable to the El Salvador educational system can be divided into five basic categories (1) MinEd Operations, (2) MinEd Cultural Activities, (3) Educational Activities of Ministries Other Than MinEd, (4) MinEd Capital Costs, and (5) Teachers' Retirement Payments. (See Annex II Exhibit 4 for Salvadoran Educational System Costs 1963-1967).

a. MinEd Operations

MinEd expended \$21,450,000 for operations during 1967, 27.0% of the GOES general operational budget. This represents a 38.9% increase over MinEd's operational budget in 1963. Roughly 95% of the operational budget goes for salaries. Breakdown of MinEd's 1967 operational costs shows the following percental allocation by major category:

Primary Education	66.0%
University	15.0%
MinEd Admin. and Supervision	7.0%
Secondary Education	6.8%
Miscellaneous	5.2%
	<u>100.0%</u>

b. MinEd Cultural Activities

MinEd's financial support of a music and fine arts program and other cultural activities amounted to \$404,000 in 1967.

c. Other Ministries Educational Activities

Not included in the Ministry of Education's budget, but considered by GOES as a part of its educational outlay, there was a total of \$1,010,000 expended in 1967. This was broken down:

School of Agriculture (MinAg)	\$ 258,856
Apprentice and Worker Training (MinLabor)	202,574
Nursing School (MinHealth)	235,604
Military Academy (MinDefense)	269,695
Preparatory School Subsidies (General GOES Budget)	42,800
	<u>\$1,009,529</u>

d. MinEd Capital Costs

Over the five years 1963-1967, MinEd expended \$7,614,000 in capital costs of school construction and equipment, an average of \$1,522,800 per year.

e. Teachers' Retirement Payments

These payments, as well as other civil service retirement payments, are budgeted through the Ministry of Finance. These indirect educational costs are only available 1963 through 1966, as follows:

1963	\$1,007,495
1964	\$1,171,396
1965	\$1,352,752
1966	\$1,449,372

2. Comparing the actual MinEd budgets for operations plus capital costs, and the total of all publicly financed education in El Salvador, with the total national general GOES budget, we find the following percentages:

	CY63	CY64	CY65	CY66	CY67
MinEd Op. plus Capital	21.2%	21.7%	22.3%	22.4%	22.7%
All GOES Public Education	22.7%	23.3%	23.8%	22.8%	24.2%

E. BASIC DEFECTS (BOTTLENECKS AND DEFICIENCIES OF PRESENT SYSTEM)

1. Primary Education

The Constitution provides for free and compulsory Primary Education and over 70% (17.1 million) of the 1968 Ministry budget is allotted to this function. However, the investment has consistently fallen short of achieving universality of Primary Education, with no more than 20% of first grade entrants surviving through six grades.

Four factors contribute to this high attrition: (1) unavailability of "complete" (six grade primary schools); (2) poorly trained primary teachers; (3) unrealistic and ineffectual curriculum; and (4) lack of teaching materials and tools.

For 1965 statistics show the following categories of primary schools:

Class A - three grades or less	1428	53%
Class B - five grades or less	304	11%
Class C - complete through six grades	897	33%
Class C - incomplete and without first grade	68	3%
	<u>2,697</u>	<u>100%</u>

It is evident that full six years primary education opportunity has not been available to all children.

In addition other factors contribute to the abnormal drop-out rate. Rural children are traditionally introduced into the work force at an early age. The geographical dispersion of primary facilities make them unavailable in outlying areas. The other leading cause for the low completion ratio in the primary school is academic failure. Over the five-year period 1962-1966 Ministry statistics report an average failure rate of 22.5% per year for each primary school grade. The rigidity of the academic requirements at this level of education unquestionably affects individual student and parental attitudes, especially in the rural areas, against future chances and the value of continuing in school. This, in turn, in all probability contributes to the excessive drop-out rate, which for the same five-year period averaged almost 12 percent per year. These two factors,

academic requirements and drop out rates, have combined to cause the low, 20 per cent rate of primary school completion.

As for the quality of teaching, while the actual number of certified primary teachers increased per centage-wise from 50% in 1962 to 79% in 1967 of the total primary school staff, the quantitative gain was not accompanied by the essential qualitative improvements. The expansion of the teacher training program to 64 normal schools in 1963 served only to dilute the quality components and resulted in a numerical oversupply of technically "qualified" teachers but actually reduced national effectiveness. No objective evaluation of this situation has been conducted thus far but the Ministry expresses the opinion that the quality of primary school teaching in reading and writing skills has deteriorated.

The third contributing factor to the low state of primary education is the quality and nature of the curriculum. Although several efforts have been made in recent years to modernize curriculum, opposite results have accrued. When it was realized that the majority of children received three years or less of primary schooling, emphasis was placed upon putting more rather than fewer subjects in these years, based upon the rationale that they should learn more during the abbreviated period. This was a thoroughly misguided approach and served only to confound the basic problem. Rather than achieving more by way of academic "success" it resulted only in accentuating the rate of failure, and thus, contributing ultimately to an accelerated drop-out rate.

The final cause of poor quality primary education is the inadequacy of teaching materials and equipment. Aside from the contributions of the ODECA/ROCAP Textbook program, the schools are virtually devoid of the most fundamental teaching materials. Even today most children have no books or materials for their own use and the copy-book technique is the sole crutch. In addition the training of the teachers failed to impart skills for the development of simple, inexpensive, and self-developed materials for classroom use. As a result primary teaching has consisted almost entirely of the single dimension of oral presentation, under the misdirected assumption that this is good teaching. That such poor results have been achieved is no surprise.

2. Secondary Education

As reported by Ministry officials secondary education is presently affected by three major deficiencies: (1) scarcity and uneconomic use of qualified personnel; (2) low quality of teaching, coupled with outmoded curriculum; and (3) lack of articulation of secondary education within the total system.

Recent expansion of the Plan Básico program has required the use of many teachers of dubious qualification to fill the ranks. Among these are primary teachers, high school graduates, accountants, as well as university and Superior Normal School graduates. Only these latter two groups are fully qualified for this work. The need is urgent for the establishment of professional personnel policies. Statistics simply are not available on how many university graduates have been trained for teaching or on how many are teaching. Furthermore the multiple-assignment of individuals, on a "class hour" basis in more than one school adds further confusion of the records. The problem boils down to a shortage of qualified personnel as well as indications that full utilization of all trained personnel has not been achieved.

The present narrow range of educational opportunities and specialities within secondary education suggest the strong probability that future manpower needs of the country, are not being met by the schools in terms of social and economic growth. The secondary curriculum clings to the belief that its primary function is to provide a path to white collar careers; that vocational pursuits are not its concern. Little attention is given to applied subjects. Sciences are taught mostly by verbalization. Mathematics is the most commonly failed subject. Small schools are not equipped with shops and laboratories with the result that practical courses are omitted. The small town and rural tradition that manual labor is humiliating predominates and leads to their desire to have only academic teaching in newly created Plan Básico schools. To aid in the solution of this deep-seated problem a reappraisal of curriculum values and motivations is urgently needed.

Persistent problems related to the movement of students from one level to the next higher - internal articulation - stand in the way of efficient organization. The separate levels: Primary, First Cycle Secondary, Second Cycle Secondary are administered by separate Directors within the Ministry, with disparity of regulations, communication, entrance requirements,

costs and fees, availability of materials, etc. For example, based upon the selective examination system, only limited numbers of primary school graduates are accepted by official secondary schools. Parents and students are not prepared for the payment of examination fees at the secondary level. Secondary teachers are not trained to assist students in problems of personal and educational guidance. Because many secondary teachers are assigned to more than one school on the "class hour" basis they have little time or inclination to give personal attention to the needs of their students. The inspector system is based upon a preoccupation with matters of records and discipline rather than on quality of educational offerings. Their decisions and actions frequently are manifested in the form of sanctions. Between the secondary schools and the university the problems of articulation are especially acute. It is reported that university courses, especially in science, are occasionally repetitions of courses already given in the secondary schools. In recent years as many as 300 university places have gone unfilled annually, suggesting a lack of coordination and communication with secondary programs. These problems point up the need for a coordination of the entire educational scope, supported by a massive strengthening of the guidance programs.

3. School Supervision

The modern view of school supervision holds that it exists solely to improve the quality of instruction. It should not be comingled or contaminated with functions which are clearly administrative in nature. Supervision should be received as a constructive, supportive activity; not a means of punitive, disciplinary control.

Traditionally the Salvadorean system has viewed supervision in the later dimensions, functioning as an inspectors' investigative, censoring agency. Its concerns have been with curriculum conformance, teaching standards, compliance with regulations and directives; judgement of severe disciplinary infractions; reporting on physical requirements; investigating charges against the schools; and rating teachers. Duties and obligations of this nature mitigate against fulfillment of the higher objectives and purposes of constructive school supervision.

Under the Reform a new Office of Supervision has already been activated, an evidence of recognition of the need. While this program is of modest proportion in its initial stages, the Ministry reports serious intentions of building an effective force in the years immediately ahead. Extensive in-service training programs will be required for the re-orientation of selected personnel to the service role indicated above.

4. Educational Planning

Lack of capacity for and continuity in long-range educational planning has remained a weakness of the Ministry of Education. Although a Planning Office was first created in 1958, it remained generally unproductive until 1962 when it produced the first Five Year Plan. Little progress resulted from this proposal. Now these plans and projects have been incorporated in the new Five Year Reform (1968-1972). The Planning Office has remained unproductive because of a lack of trained personnel. Under the present organization of the Ministry it is anticipated that considerable emphasis will be placed on enlarging the role and responsibility of this function.

5. Availability of Human Resources

There is a basic need for a detailed study of projected manpower requirements, based upon the demands of a rapidly industrializing and modernizing society. Extensive study will be required to determine these needs and to translate them to educational planning authorities for processing them into modernized educational programs.

The principal problem to be faced is the need for educational diversification at the secondary levels. Present secondary and secondary school enrollments show clearly that the educational system of the nation is not yet changing its programs in response to the needs of the future. Currently about one third of high school students are preparing for university admission; about 40% are preparing for primary school teaching; and about 12% are preparing for accounting. Thus more than 85% are destined for these three goals, specializations which take no cognizance of the emerging and changing needs of a nation dedicated to social change and economic progress. Not only must the educational programs

be brought into harmony with these evolving needs, but in similar fashion the guidance function of the educational establishment must be modernized to fulfill its basic obligation of directing and counselling students towards the demands of the future.

SECTION III - THE GOES EDUCATIONAL REFORM PROGRAM

A. THE FIVE-YEAR PROGRAM 1968-1972

In July 1967, GOES started the formulation of an Educational Reform Program covering the years 1968-1972. The broad objectives, priority areas, and programs have been identified. Working groups and commissions have been appointed by the Minister of Education and the National Planning Council to develop these broad goals into a series of integrated plans for implementation.

B. BROAD PROGRAM OBJECTIVES

1. To increase efficiency of educational system, reduce waste and under-utilization of resources, reduce drop out and repeater rates.
2. To improve quality of teaching at all levels.
3. To strengthen and extend secondary education and offer a multi-disciplinary curriculum in order to prepare students for vocational, as well as university careers.
4. To extend education to more students at all levels and to produce more sixth grade graduates.
5. To revise curricula of grades 1-12 to a more efficient and meaningful course quality meeting modern educational needs of El Salvador.

C. PRIORITY AREAS

The following priorities have been established:

1. Increase Primary School retention rate.
2. Increase enrollments in Plan Básico.
3. Diversify the program, lengthen the school term and improve facilities of Bachillerato years.
4. Develop and modernize the curricula of the entire educational system.
5. Improve in service teacher training.

6. Broaden and strengthen school supervision.
7. Reform classroom procedures.
8. Reorganize the administration of the Ministry of Education.

D. PROGRAM DESCRIPTIONS

1. Ministry Organization and Administration

From July 1967 administrative changes aimed at the reorganization of the Ministry of Education have been introduced. Until that time the Ministry had 23 agencies. The Minister was involved with the problems of all agencies, and was unable to concentrate on the major responsibilities of coordination and planning. In January 1968 the Ministry was reorganized and two General Bureaus were established:

General Bureau of Formal Education, which included all the Departments concerned with the Technical Teaching affairs of the schools. General Bureau of Culture, which included all the cultural organizations.

Work is being done on job classification and personnel duties. It is planned to create also an Administrative General Bureau in June 1968, which will coordinate all financial and administrative matters of the Ministry. As another administrative step it is planned to create, in this Bureau, a Personnel Office which will develop a new salary schedule and a register of all teachers in service. This will include Primary, Secondary and Superior School personnel. University faculty will not be included. This personnel plan will have a statute covering requirements for entrance into service, promotions, transfers, separation, and retirements.

2. Primary Education

The Ministry of Education believes the priority effort of this sector has to be directed not so much to the increase of the percentage of children in school age actually in school, but to retain as many of the children enrolled as possible until they finish six years of primary school.

To solve these problems, it is planned to: 1) increase the number of classrooms in the rural zones (the sector where more drop-outs occur), 2) establish various types of primary

schools depending on the density of school population, such as:

Unitary school (for rural zones which do not have more than 30 children between 7 and 14 years of age).

Nuclear school (in those rural zones where the children who have finished their two or three initial grades in their region can get to a central school to finish their Primary School).

To double shift schools 1) in those locations where adequate three room schools now exist, and 2) where newly constructed three room schools are built in rural areas, so that the children, by means of the double shift, can complete the six grades.

The creation of these new types of schools calls for a preparation or special training of the teacher in the organization and teaching techniques in these schools. This training will be given to teachers for one year through special courses offered at Ciudad Normal "Alberto Masferrer"

At the same time, to reduce the rate of drop-outs and of school absence, it will be necessary to improve curricula, teaching methods, evaluation system and school calendar. These goals are included in the general reform of plans and programs. A qualitative reform can not be projected if the problem of teaching materials and school textbooks is not included; therefore, the Ministry plans to widen the distribution of teaching material and the utilization of ROCAP textbooks.

In 1970-71 all primary teachers will receive a one-year in-service course in curriculum and methodology entirely through television. These programs will be broadcast twice a week and be received in viewing centers utilizing existing receivers in Plan Basico schools.

3. Plan Basico (Grades 7-9)

A detailed discussion of the Plan Basico educational reform program including ITV is contained in Section IV and its annexes.

4. Participation of Private Schools

While it is accepted that the private schools are under the technical educational control of the Ministry of Education, a review of the entire legal structure of education will be made in the country. It is recognized that in some areas of education private initiative gives an invaluable service to education, fully complementing the effort of the Ministry; therefore, it is essential to help these sectors in their effort. Assistance is hoped to be given to the private sector in obtaining international loans for the promotion of diversified bachilleratos. Such loans would be under the administrative responsibility of the Ministry of Education with reference to school construction, provision of equipment and teaching material.

5. Training of Professors and Teachers

The problem confronted by the Ministry of Education in 1967 was that of the overproduction of primary school teachers. More than 3,000 graduates from Normal Schools in the country remained without a position. It was necessary, as a first measure, to reduce the size of the 1968 output of teachers by eliminating a number of Normal Schools. There is a critical lack of secondary school teachers who are trained in two institutions, university schools and superior normal school. These two institutions together can not overcome the shortage of personnel for the second cycle of secondary education, which left unresolved the problem of teaching staff for the basic cycle.

The Ministry of Education believes that the best way to confront this problem of untrained teachers for Plan Básico is to prepare the surplus Primary Normal Schools graduates by giving them additional training in Humanities and Scientific areas, and by providing them with teaching guides to be published in the ITV plan. Training of these teachers will be given at Ciudad Normal "Alberto Masferrer". When the Plan Básico Program is on the air for the whole country all the TV classrooms will be covered by these specially trained teachers. The facilities of the Superior Normal School and the University schools, will be employed to satisfy the demand for the 2nd cycle of secondary school (Diversified Bachillerato). Also, these teachers will receive training courses so that their work be more effective in the educational reform by adapting their knowledge to the new teaching programs and methods.

Likewise teachers will be assisted by ITV programs in which emphasis will be placed in the new methodologies and pedagogic techniques.

To facilitate entrance to the teacher certification scale, Primary School teachers who have attended ITV Training Course will be admitted as Plan Básico Teachers. To become a teacher of diversified Bachillerato it will require graduation from the National University or the Superior Normal School.

6. Training and Improvement of Supervisors

No educational reform for the improvement of teaching plans, programs and methods can be carried out without an efficient supervision. It will be necessary to increase substantially the number of supervisors and a competitive examination among existing teachers will be made to recruit them. The qualified candidates will be given a training course and the best will be selected to fill the vacancies. To guarantee the social recognition of the supervisor in accordance with his responsibility and his responsible role among teachers, it is planned to increase properly his salary and also to offer better work conditions (construction in each sector of a supervisor's house, construction in the most isolated housing zones, means of transportation to facilitate and widen the scope of his work). During the exercise of his responsibilities, the supervisor will be required to keep date with the progress of Pedagogy and the new teaching techniques and methods, through publications, improvement courses and conferences.

7. Bachillerato Reform (Grades 10-12)

Until 1967 graduates from Plan Basico only could choose between Humanistic Bachillerato which opens the door to the University or superior studies, or careers in teaching, Industrial Institute, Agronomy School, Commercial Institutes. These gave a vocational preparation for a well defined labor field, but in the majority of cases eliminated possibility for superior studies in other disciplines, so that years studied after Plan Básico were wasted. Therefore, it is necessary to create a type of diversified Bachillerato which, at the same time that prepares the student for superior studies, is also a terminal program which facilitates the entrance to a

work field with a well defined vocational orientation in order that in a few months the Bachiller becomes a qualified worker.

The Ministry of Education is determined to guide the Educational Reform in this direction and therefore the following diversified Bachilleratos will be created as secondary teaching for the second cycle:

Bachillerato in Sciences

Bachillerato in Letters

Industrial Bachillerato (Mechanic, Electricity, Electronic, Motors)

Farming Bachillerato (Agriculture, Horticulture and Zootechnics)

Commercial Bachillerato (Accounting, Secretary, Public Administration.

Bachillerato in Fine Arts

In addition to these bachilleratos which have an established market in the country, the Ministry of Education believes that to promote some fundamental industries for the future of the country, it will be highly important to establish the following special Bachilleratos:

Textile Bachillerato

Bachillerato in the Industry of Foodstuffs

Bachillerato in Fishing and Navigation

Bachillerato in Hotel Management and Tourism

Although these can be considered part of the industrial and commercial sector, they have a special national priority.

A special commission was appointed by the Ministry of Education to prepare a loan project with the IBRD to defray the costs of buildings, shops, equipment, didactic material and teacher training.

8. Coordination between the Ministry of Education, The University, and Ciudad Normal "Alberto Masferrer" (The San Andrés Normal School).

National Educational Reform can only be achieved by a coordination of the various educational forces of the country. Plans and programs to prepare a student body for the university or superior studies must articulate with the needs of the university and the superior normal schools, as well as industry, commerce, and other sectors receiving the student output.

The university has experienced deficiencies in the preparation of Bachilleres. Present Bachillerato preparation involves only grades 10-11. One year will be added to improve these deficiencies and give Salvadoran public education a full 1-12 grade span. This change will reduce the time needed for general studies at the university and allow this time to be applied to professional courses.

The recently designated national curriculum committee includes members from the Ministry of Education, The University, and the private educational sector. A committee selected from leaders of private industry and commerce will advise the committee. Technical consultative services will be provided by UNESCO and AID.

E. PHYSICAL OBJECTIVES OF REFORM PROGRAM

As noted in Section III A above, the broad objectives of the Program have been identified. It is the opinion of the Project Committee that the total physical objectives of the Program, as estimated by the Ministry of Education and the National Planning Council (NPC), represent ideals which may prove unrealistic and overambitious for attainment within the five-year time framework of the Program. Nevertheless, the following broad physical objectives for the Reform Plan were established in May 1968 by MinEd and NPC:

1. Enrollment

The following projections include both public and private day and night school students.

	CY 67 actual	CY 68 est.	CY 69 est.	CY 70 est.	CY 71 est.	CY 72 est.
Primary	473, 400	512, 400	540, 900	563, 300	594, 500	626, 100
Plan Básico	21, 400	23, 206	26, 100	32, 500	46, 700	74, 600
Bachillerato	5, 412	5, 700	6, 100	6, 800	8, 240	12, 700

2. Teachers

Projections of primary teachers envision an increasing trend toward double shifting teachers in present three-room schools so as to utilize these to offer all six primary grades.

	CY 67 actual	CY68 est.	CY69 est.	CY70 est.	CY71 est.	CY72 est.
Primary	11, 554	11, 934	12, 235	12, 685	13, 451	14, 158
Plan Básico	467	557	646	804	1, 051	1, 417
Bachillerato*	N. A.	N. A.	N. A.	N. A.	N. A.	N. A.

*Precise data on the number of Bachillerato teachers is not available. Reason given is that Bachillerato teachers are hired on an hourly pay basis and many work only part-time, many work part-time in one school and part time in another, and some work full time in a single school. In implementation of its Reform Plan, MinEd hopes to work toward creation of a basically full time career teacher cadre.

3. Classrooms

The only reasonably reliable statistics available on existing classrooms are those for primary. USAID/MinEd's May 1968 on-site evaluation of all public Plan Básico Schools revealed 549 classrooms of all sizes. Of these, only 164 were considered as possibly adaptable for ITV reception. (See Supplement I in official files for details). It is estimated that an additional 176 private PB classrooms existed in 1967 and that private PB schools will not increase if public PB schools can be substantially expanded. Total private PB classrooms adaptable for eventual TV reception are not known. Proposed IBRD construction program would provide a total of 149 new PB classrooms - 54 in CY 70, 78 in CY 71 and 12 in CY 72.

	CY 67	CY 68	CY 69	CY 70	CY 71	CY 72
Primary	8,757	8,757	8,757	9,067	9,593	10,137
Plan Básico*	725	725	725	725	925	1,687
Bachillerato	N. A.					

*As new PB classrooms are constructed, it is planned that inadequate present PB classrooms will be eliminated. (See Section IV for new PB classroom estimates) New PB classroom construction assisted by external financing other than IBRD, would be initiated in CY 71.

F. ESTIMATED COSTS OF PROPOSED REFORMS

1. One Time Costs 1968-1972

It is assumed that 37.2% of the one-time costs will have to be provided from GOES resources within the 5-year time framework of the Program, 7.4% from grants, and the remaining 55.4% will be obtained through concessionary term loans from international lending agencies.

GOES' debt servicing for the Program would be light, but the drain on GOES' budgetary resources would be substantial during the 5-year Program.

An estimate of the total one time costs of the 5-year Program is projected in Annex II Exhibit 10, time phased in CY's by estimated year of external funding drawdowns and GOES resource contributions.

Summary of the total estimated one time costs for the 5-year period is shown below by source of funds:

	(Thousands of U. S. \$)	<u>Percent</u>
All Grants (1)	\$1,885	7.4
AID Loan (ITV Equip)	1,900	7.4
IBRD Loan (Bachillerato)	4,000	15.5
Mexican Loan (Urban Primary)	1,000	3.7
Other External Loans Needed	7,418	28.8
GOES Contribution	<u>9,586</u>	<u>37.2</u>
Total Program	\$25,789	100.0%

Note (1): In addition to estimated AID grants for ED/ITV, it is anticipated that (a) UNESCO will continue its grant TA at the rate of \$90,000 per year to assist the Ministry of Education, (b) the Japanese will contribute approximately \$30,000 of equipment and 5 years of relevant TA for the San Salvador trade school at \$14,400 per year, and (c) the United Kingdom will grant its authorized \$250,000 for construction and equipment of the Santa Tecla Technical school, plus \$30,000 of relevant technical services.

2. ONGOING COSTS 1966-1972

Ongoing, or recurrent, costs of the entire Educational Reform Program would require an increase of \$9.0 million in the GOES MinEd operational budget in 1972, compared to 1967. This is a 42% increase over 1967 levels. A comparison of the projected 1972 operating budget needs with actual 1967 figures is shown below by major budgetary category (in thousands of U.S. dollars)

	<u>CY 1967</u>	<u>CY 1972</u>	<u>INCREASE</u>
Ministry	\$ 1,518	\$ 2,125	40.3%
Primary Education	74,196	77,884	24.9
Secondary Education	11,458	15,352	96.4
Normal Schools	702	589	16.7
University	1,249	5,032	81.0
Miscellaneous	327	305	6.7
Total MinEd Budget	\$21,450	\$30,401	42.0%

As shown above, by far the greatest increase in ongoing expenses is estimated for the primary system, a \$3,688 increase. More significant is the 96.4% percentage increase in the Secondary system, which has been the weakest link in the Salvadoran educational system. Reduction in total ongoing expenditures for normal schools reflects a weeding out of the previous low level primary normal schools and a substantial increase in the quantity and quality of superior normal schools, which causes the cost for superior normal schools only to increase by 76.4%.

A more detailed presentation of the projection of ongoing costs of the Program is shown in Annex II Exhibit

SECTION IV INSTRUCTIONAL TELEVISION IN EL SALVADOR

RATIONALE FOR USE OF TV IN EL SALVADOR

Plan Básico (Junior High School) - The Bottleneck in Salvadoran Education

Present Plan Básico Deficiencies:

The present Plan Básico system has not absorbed the potential student enrollment and does not provide the additional facilities and teaching posts projected in the Educational Reform Program. The present Plan Básico curriculum is outdated, top-heavy, and generally archaic, a basic reform is required to produce the skills needed for economic development of the country, responsive to the anticipated increase of sixth grade graduates.

About 20% of all students who now enter first grade graduate from sixth grade. The percentage of sixth grade graduates and the total number of elementary school students is expected to increase over the next five years. Current projections indicate:

		Thousands of Sixth Grade Graduates
Actual	1967	27.5
Projected	1968	31.0
Projected	1969	36.0
Projected	1970	39.6
Projected	1971	45.8
Projected	1972	51.2

At present approximately 70% of all sixth grade graduates enter the next year of Plan Básico (as day school students). Assuming a 10% increase of 6th grade graduates who enter in the next year of day session Plan Básico, future enrollment is projected as follows:

Thousands of students in
day session seventh grade

Actual	1967	15.9
Projected	1968	18.4
Projected	1969	21.1
Projected	1970	24.8
Projected	1971	29.7
Projected	1972	36.7

In 1964, approximately 5,500 students were enrolled in the seventh grade public schools. With minor variations this number has remained stagnant through 1968. During this time, no new Plan Básico public schools have been built nor have additional teaching posts been created. The result has been that increased demand for Plan Básico education has been absorbed by private schools. The Superior Normal School produces a limited number of teachers for the secondary level (approximately 50 teachers annually). Thus, most Plan Básico teachers in both the public and private schools are underqualified primary schools teachers with little or no secondary school preparation. Enrollment in private Plan Básico schools is expensive and in no way assures an adequate secondary education. The GOES intends to concentrate its efforts toward improvement in the public school sector.

b. Improvements through Use of ITV

The above projections clearly indicate the need for prompt and imaginative plans to increase opportunities for entrance to Plan Básico and to markedly raise its quality. Instructional television represents a viable, economically feasible method of achieving these goals. Its advantages are:

- (1) Specialized teaching in subject areas which cannot be done by present Plan Básico teachers.
- (2) Demonstration of equipment not readily available to the classroom teacher.
- (3) Utilization of instructional broadcasts by classroom teachers who are not subject specialists.
- (4) Improved teaching methods with emphasis upon conceptual thinking and self-discovery.

- (5) An accelerated introduction of a reformed Plan Básico curriculum.

2. ITV Contribution to Teacher Training

Neither curriculum revision nor TV instruction can be imposed from top levels down without previous teacher training. Present teachers, who are themselves products of the existing system, cannot be expected to understand and teach new curriculum with improved methodology without a carefully planned system of pre- or in-service training. If teacher training were to be carried out by traditional methods, the Ministry of Education estimates a brief three month pre-service course for 1400 Plan Básico teachers and in-service course for approximately 13,600 primary teachers would cost at least three and a half times the total fixed investment cost for buildings, production and transmission equipment for the ITV project. Pre- and in-service teacher training by television would be less costly and assure a high level of quality training in a uniform manner over a longer period of time.

3. ITV Contribution to Improved Primary and Adult Education

Conventional methods of improving primary education and reaching the estimated over one million adults who are illiterate or semi-literate cannot meet the demand.

The primary system is characterized by an outmoded highly theoretical curriculum, which does not reflect realistic educational objectives, uses rote methods of teaching in which the concepts of critical thinking and problem solving do not exist, and transfers this by a highly inadequate system of teacher training in deficient normal schools.

A program of in-service primary teacher training through the medium of ITV, followed by the trained teachers' teaching of a revised curriculum and a direct teaching of the revised curriculum to a pilot group of primary students, will improve not only primary school education, but reduce the cost per student of introduction of the new curriculum.

Assuming traditional community support, it is possible to provide fundamental education to great masses of population through adult evening ITV classes at very little additional cost.

4. Plan For ITV in El Salvador

a. Plan Básico

To break the bottleneck at Plan Básico, a program will be carried out starting in 1969 with a pilot level of 50 seventh grade classrooms serving 1500 students, and building up to 1400 day session classrooms serving 49,000 students with 700 of these classrooms also serving 26,000 night session students in 1972, as seen in the following table:

	<u>PB DAY SESSIONS</u>		<u>PB NIGHT SESSIONS</u>	
	<u>Classrooms</u>	<u>Students</u>	<u>Classrooms</u>	<u>Students</u>
1969	50	1,500	--	--
1970	250	8,500	50	1,500
1971	750	25,500	250	9,500
1972	1,400	49,000	750	26,000

b. Teacher Training

To meet the needs of the projected day session enrollments in Plan Básico, pre-service teacher training will be given at the San Andrés Normal School in the new curriculum and in techniques of ITV utilization, on the following schedule:

<u>Teachers</u>	
1969	50
1970	200
1971	500
1972	650
	<u>1,400</u>

c. Supplementary Measures

(1) Curriculum Reform

As a prerequisite to any ITV program, a new Plan Básico curriculum will be developed (See Section III).

(2) Plan Básico School Construction

The segment of the educational reform program assisted by this loan will operate successfully at the Full Transmission Stage. To meet the space demands of the nationwide Expansion Stage an estimated 977 additional classrooms should be built in 1970-72. GOES intends to solicit external financing for this later construction program when feasibility studies of the supplemental project are completed.

(3) In-Service Supervisor Training

Because present school supervisors are generally poorly trained, in-service courses will be offered at San Andres. Such courses will include instruction in new curricula and ITV utilization as well as teacher evaluation and administrative techniques.

B. MINISTRY OF EDUCATION ITV PROGRAM

1. Department of Instructional TV

a. Organization

The Department of Instructional Television reports directly to the Minister of Education. Its organization is composed of the following major sections:

<u>Section</u>	<u>Responsibilities</u>
Management	Matters related to planning, organization, and implementation of the ITV program.
Administration	Fiscal negotiations, contracts, acquisitions, personnel payments, and other financial matters.
Production	Studio production of the televised program, writing of teachers guides in accordance with the new official curriculum of the Ministry of Education.
Evaluation	Tests and measurements needed for objective evaluation of the educational reform ITV project compilation and interpretation of all ITV data.
Utilization	Selection of sites and schools where receivers will be installed; pre-and- in-service teacher training in techniques of ITV utilization.
Engineering	Operation, maintenance, and transmission of all TV equipment including receivers.
Materials	Printing and distribution of teacher's guides and classroom materials.

Proposed table of organization for the ITV Department is shown in Annex II Exhibit 3.

b. Personnel

The Department of ITV is expected to be basically staffed during 1968. At present there is an acting Department Manager and a production team has been assigned for each of the six subject areas to be included in the new Plan Básico curriculum. Each team includes a Director Producer, a Television Teacher, and two Program Developers, making a total of 30 people. Most of these have received preliminary training and are now preparing experimental programs. In addition, a graphics section is now in operation. These teams, now in temporary rented quarters, will work in a planned initial studio at San Andrés. All televised courses will be videotaped prior to broadcast in order to maintain a high standard of perfection.

For the production of programs at the primary school level and for the in-service training of primary school teachers, a second production team will be recruited and will work in a planned second studio.

c. ITV Schedules

(1) Each televised lesson will be preceded by a 10 minute period of preparation and followed by a 20 minute follow-up. The pre and post TV activities are the responsibility of the classroom teacher working from her television utilization guide.

(2) Classroom teacher television guides will be written and distributed by personnel attached to the Department of ITV.

(3) In 1969, transmission facilities of one of the existing commercial channels will be used to transmit the initial PB programs to 50 pilot schools. A microwave connection between the San Andrés studio and the commercial studio will be installed in late 1968.

In 1970, separate, independent transmission facilities on already reserved channels (6 and 8) will be installed.

These will include transmitters, repeaters, and one tower. In 1971, one additional channel (8) will be added for teacher training of all primary school teachers and for transmission in 1972 of primary school programs to a pilot number of primary schools.

2. Utilization

Utilization refers to the use of the televised programs in classrooms. It serves as the line between the San Andrés production center and the classroom.

a. Personnel

(1) Classroom Teachers - are the key individuals in the TV system and serve as the chief interpreters of the TV lessons. Pre- and in-service training will be given to all classroom teachers in the following areas:

- (a) Adaptation of classroom for proper reception of televised programs.
- (b) Operation of television receivers.
- (c) Pre-program preparation for broadcasts.
- (d) Post program follow up.
- (e) Distribution and supervision of student materials.
- (f) Evaluation of programs.
- (g) Contact with utilization supervisor.
- (h) Use of television teachers' guide.
- (i) Coordination with television teachers.

All classroom teachers will also receive concurrent orientation to new curricula.

(2) Utilization Supervisors

The television utilization supervisors are responsible for all teacher training both at San Andrés and in the classroom in the techniques of TV utilization. They will:

- (a) Visit television schools.
- (b) Orient and evaluate classroom teachers in the utilization of the television programs.
- (c) Give periodic workshops in television utilization.
- (d) Provide feedback to the production center.

(3) School Directors

The school director will be responsible for the overall scheduling of the TV broadcasts in each school. He will have contact with the utilization supervisor and will oversee the day-to-day utilization of television in his school.

(4) School Supervisors

School supervisors will receive training at San Andrés in the following areas:

- a. Supervisory techniques
- b. Teacher evaluation
- c. Television utilization

These supervisors will work in coordination with the TV supervisors and with school directors to ensure smooth operation and utilization of the television program.

d. Schedule of School Visits

It is estimated that one TV supervisor can visit 10 to 15 schools twice monthly. In order to assure intensive school coverage in the early stages of the program, 10 utilization supervisors will be appointed in 1969 for 50 schools. This will allow each supervisor time to visit 5 schools weekly.

In 1970, 25 utilization supervisors will cover 250 classrooms on a weekly basis.

In subsequent years, the same personnel will supervise additional TV schools with a minimum of one visit per school on a bi-monthly basis.

All utilization personnel will be trained at San Andrés. Training of utilization supervisors and classroom teachers will be under the direction of U. S. utilization experts and personnel from the Utilization Section of the Education TV Department of the Ministry of Education.

A three-month course in utilization will be given to one hundred teachers at San Andrés in 1969 under the direction of the above-named personnel.

From this group, ten teachers will be selected to work as utilization supervisors for the first 50 TV schools which will be in operation in 1969. In addition, 50 classroom teachers will be selected for these schools.

Further, the ten selected teachers will teach utilization techniques to subsequent classroom teachers who will receive training at San Andrés (250 in 1970).

Of these 250 teachers, 15 will be selected to serve as utilization supervisors and thus complete the group of 25 who will supervise the 250 TV schools in 1970. This same system will be used to continue training and selection of teachers and supervisors.

The TV supervisors will be assigned to the various departments in the country and will reside in the area of assignment. They will be responsible for coordination of the television program and will give periodic workshops in addition to their regular school visits. They will further provide feedbacks to the production center at San Andrés.

The television teachers will also make periodic visits to schools in order to receive direct comment from field personnel.

b. Utilization Materials

(1) Teachers' Guide

Each classroom teacher will receive a monthly television guide in advance of the scheduled broadcasts. These guides will contain the following information:

- (a) General overview of the subject to be taught by television.
- (b) Teaching objectives of each lesson
- (c) Schedule of broadcasts
- (d) Suggestions for pre-program preparation
- (e) TV lesson content.
- (f) Suggestion for follow up.
- (g) Suggestions for lesson development between broadcasts.

(2) Student Materials

Materials for student use will accompany the television teacher guides. These materials are to be distributed by the classroom teacher to her students following each television broadcast.

The materials will provide follow-up activities and will be retained by the students. They will serve as textbooks in each subject area and will allow for individual student participation in the television program.

All of the preceding elements will be coordinated with the televised broadcasts and represent the basic concepts of classroom utilization.

(3) Evaluation of Televised Programs

To carry out an objective system of evaluation, an independent research organization will be contracted to provide continuing evaluation of the entire project. A contract team will work in close coordination with U. S. and Salvadoran personnel, and will receive back-up from the U. S. based parent research organization.

The project will therefore be subject to close scrutiny from its outset in an attempt to continually improve its efficiency and quality.

(4) Maintenance of TV Equipment

Operation and maintenance of studio equipment will be the responsibility of GOES technicians supervised by a Chief Studio Engineer. This individual will be a U. S. technician and will serve under contract to the Ministry of Education or USAID.

TV receivers will be installed and maintained in 3 regional maintenance centers located in key locations in the country. This system should avoid undue delays in receiver repair and maintenance. In addition, each TV school will receive one additional receiver to serve as a spare in the case of set breakdown.

(5) Implementation of ITV Program

The GOES implementation plans for utilization, teacher

training, production and evaluation, physical plant and equipment are summarized in Annex II Exhibit 5 "Five-Year Implementation Plan (1968-1972) For Introduction of ITV in Plan Básico", and in Annex II Exhibit 6 "Four-Year Implementation Plan (1969-1972) for Introduction of ITV in Primary Schools".

(6) Phaseout of U. S. Technicians

Essential technical assistance expertise will be provided by U. S. educators for reform of curricula, upgrading of supervision, upgrading of normal school and in-service teacher training, and for TV engineering, utilization, and maintenance skills. It is anticipated that these U. S. technicians will be able to adequately train their Salvadoran counterparts within a minimum of two years, maximum of five years, so that the entire educational and ITV project will be staffed and operated by Salvadorans. This will then establish a truly Latin American educational reform program including ITV as a demonstration project to benefit Salvadoran education and serve as a demonstration project for adaptation by other Latin American countries.

SECTION V - FINANCIAL ASPECTS OF THE PROJECT

The Total Educational Reform Program including ITV 1968-1972 is reviewed in Sections III and IV and their Annexes. As mentioned elsewhere in this paper, the total 5-year Program appears overambitious and unrealistic when the funding for the 1970-72 new school construction is considered. It is the opinion of the Project Committee that the AID ITV Experimental and Full transmission stages, plus the Mexican loan of \$1.0 million for urban primary classroom construction, and the proposed IBRD loan for PB and Bachillerato facilities are viable projects. The following financial review covers the proposed AID loan and its relevant technical assistance.

A. TOTAL PROJECT REQUIREMENTS

The total investment envisioned for the proposed AID loan, relevant Technical assistance, and GOES contribution is equivalent to \$5,214,500 as follows (in thousands of U. S. dollars or equivalents):

	<u>U.S. Dollar Costs</u>	<u>Local Cy. Costs</u>	<u>Total Costs</u>
A.I.D. FY'68 Grant	\$ 584.2	\$ 68.8	\$ 653
A.I.D. Proposed FY'69 Grant	329	71.0	400
A.I.D. Loan--equipment FY'69	1,600	-	1,600
Tech. Services FY'69-70	246.6	53.4	300
	<u>\$2,759.8</u>	<u>\$ 193.2</u>	<u>\$ 2,953</u>
GOES ITV Operations	-	910	910
GOES Special ITV Teacher Training	-	662.5	662.5
GOES Buildings & Equipment	-	145	145
GOES Add'l PB Administration	-	544	544
	<u>\$ -</u>	<u>\$2,261.5</u>	<u>\$ 2,261.5</u>
TOTALS	<u>\$2,759.8</u>	<u>\$2,454.7</u>	<u>\$ 5,214.5</u>

A.I.D. capital assistance used for the acquisition of equipment will be 100% for U.S. dollar procurement. All of the technical assistance provided by the loan will be for U.S. procurement of services except for approximately \$53,440 (about 2.8% of the loan) for local component of U.S. contracted technicians and minimum locally contracted secretarial backstopping.

B. TECHNICAL SERVICES

Included in the above listed grant and loan dollar costs is \$1.060 for technical services. This will be distributed as follows (in thousands of U. S. dollars):

To establish and utilize ITV	\$ 235	22.3%
To upgrade teacher and supervisor training	420	39.7%
To upgrade primary & secondary education	405	38.1%
	\$1,060	100%

C. THE BORROWER

The Borrower will be the Government of El Salvador acting through its implementing agency, the Ministry of Education. Borrower's contributions will be made from GOES budgetary resources.

D. TIMING OF PROPOSED AID AND GOES INPUTS - (Thousands of U. S. dollars or equivalents)

Anticipated	A. L. D.	GOES	TOTAL
FY 1968	\$ 653	\$ 318.5	\$ 971.5
FY 1969	2,300	533.0	2,833.0
FY 1970		410.0	410.0
	<u>\$2,953</u>	<u>\$2,261.5</u>	<u>\$5,214.5</u>

E. TERMS OF THE LOAN

The terms recommended for the proposed loan are 40-year repayment period by the Borrower, including a 10-year grace period, at interest of 2% during the grace period and 2½% thereafter.

F. JUSTIFICATION OF LOAN TERMS

The Project Committee is of the opinion that the terms recommended are reasonable for this non-revenue producing educational project.

G. AVAILABILITY OF ALTERNATIVE SOURCES OF FUNDS

Neither Eximbank nor IDA have expressed an interest in

UNCLASSIFIED

The ITV loan proposal. IBSD is reviewing a proposed loan of approximately \$4.0 million to improve the power system and also provide approximately 310 PB classrooms. These PB classrooms will be suitable for use in utilization of the AID loan financed ITV facilities.

The World Bank technical assistance grants are providing approximately \$20,000 per year for technical services, \$20,000 per year for technical services for approximately 5 years for technical assistance to the San Salvador trade school valued at about \$12,000 and a total of approximately \$30,000; a United States grant for constructing and equipping a technical school in Santa Tecla \$250,000, plus related technical services of approximately \$30,000.

TECHNICAL ASSISTANCE

The borrower's log regarding the loan are excellent. The borrower will undertake the obligation and ensure the loan proceeds are used for the purpose of the loan. (See Annex III for details of the foreign exchange and foreign exchange proceeds.)

IMPACT ON THE ECONOMY

The loan will have a positive impact on the U. S. economy. All of the loan funds will be used for procurement of goods and services, thereby benefitting the U. S. domestic goods and services sectors.

UNCLASSIFIED

SECTION VI - TECHNICAL ASPECTS OF ITV PROGRAM

A. AID TECHNICAL ASSISTANCE

1. Personnel

Initial technical assistance was provided to GOES by the AID working group between January and June 1968. ITV specialists will be provided from grant and loan funds.

The technical assistance staff requirements are outlined according to number of specialists, major field of expertise and fiscal year breakdown in Annex II Exhibit 7.

For fiscal year 1968 all technical services will be signed to personal services contracts. It is our thinking that for fiscal year 1969 we may sign a master contract for technical assistance with a contractor from private industry or with a university. This contract may be signed early in the next calendar year and be put into effect by July 1, 1969. Scope of contracts will be designed by AID/W: Approvals for the grant funded technical services will be made by A. L. D. under a Project Agreement signed by the Minister of Education and the USAID Director. Approvals for the loan funded technical services will be made under the terms of the loan and the services are expected to be contracted by A. L. D. as agent of GOES.

B. EQUIPMENT

1. Experimental Stage

The experimental, or pilot, stage equipment will be supplied by grant funds in accordance with the technical engineering report made by John Baldwin, TV engineer, under A. I. D. contract No. 1A-534. GOES will contribute the necessary building modifications and air conditioning, estimated at \$20,000.

The Baldwin feasibility study is in two sections (See Annex IV for details).

(a) Buildings

The Industrial Arts building at San Andrés will be converted into a Television production complex. Future studio expansion is considered but not included in these plans.

(b) TV equipment for the studio complex, based on the minimum necessary to start tape production and adhering as closely as possible to the budgetary limits, will provide initial TV production, and transmission facilities for the experimental stage from the San Andrés Normal School location, via micro-wave reflector, for broadcast from an existing commercial TV station.

2. Full Transmission Stage

This stage will be funded from \$1.6 million of the proposed \$1.9 million loan for ITV facilities and additional TA.

(a) Buildings

GOES will construct, with its own resources, a materials center estimated to cost \$120,000. It will also renovate or reconstruct the receiving and transmitting building facilities located on Mt. Picacho, and necessary relay stations.

(b) Equipment

The equipment to establish the full transmission stage which has been estimated by A. I. D. Technicians is summarized below:

Studio (necessary expansion)	\$ 360,000
Transmitter (incl. Towers etc).	840,000
Materials Center production equipt.	75,000
Receivers (550 sets incl. aerials, lead cables, etc.)	158,125
Video Tape	117,600
Contingencies	49,275
	<u>\$1,600,000</u>

Note: Equipment cost estimates include 5% freight and 10% for spare parts; also, 5% physical installation costs of studio and transmitter. In addition to the above, GOES will provide from its own resources, materials center equipment estimated at \$25,000.

3. Expansion Stage

No additional central TV equipment or buildings are contemplated in this stage. To accomplish a full nationwide expansion of ITV transmission to the number of locations and students contemplated in the ITV Plan described in Section IV, GOES will have to provide approximately 1,375 additional TV receivers, their antennae and lead-in cables. These would be installed in the additional PB classrooms to be constructed with the assistance of a future loan from an international lending agency. (See Annex III for estimated one-time costs of this phase).

C. PROCUREMENT

1. Experimental Stage

Procurement and shipping arrangements will be made by GSA in accordance with approved procedures and A. L. D. engineering approvals.

2. Full Transmission Stage

Procurement will be made by GOES in accordance with applicable A.I.D. procedures. It is probable that GOES will designate A.I.D. as its agent for the purpose of allowing procurement through GSA.

3. Expansion Stage

If this stage is funded by an A. L. D. loan, GOES would purchase under standard A. L. D. procedures.

4. Implementation

Inspections and reporting on utilization and maintenance will be made by USAID/ES with AID/W's assistance, as needed. Provision will be made in both Project Agreements and A. L. D. loan(s) for adequate physical and financial auditing.

D. FEASIBILITY

1. Experimental Stage

The necessary financial and technical planning for the project has been completed and reasonably firm cost estimates have been developed. An independent TV engineer has submitted a satisfactory feasibility study which has been reviewed and approved by an A. I. D. General Engineer as meeting the requirements of Section 611 of the Foreign Assistance Act as amended.

2. Full Transmission Stage

The necessary preliminary financial and technical planning for the project has been initiated and reasonable cost estimates have been developed upon consultation with a competent broadcast engineer. The Project Committee considers that the requirements of Section 611 of the Foreign Assistance Act, as Amended, have not been fully met, but will be completed before the Loan Agreement is made and such satisfactory completion will be a pre-condition for execution of the Loan Agreement.

Final plans, detailed design specifications, and detailed equipment lists will be completed by a pre-qualified independent TV engineer who also will be available as a consultant, on an as needed basis, throughout the installation and early operational phase of the project.

3. Expansion Stage

No formal loan application for, or feasibility study has been made for the expansion stage. If this project is considered by A. I. D., the intensive review of the project will include satisfactory technical feasibility study as well as financial analysis of the GOES budgetary factors and alternative uses of funds.

SECTION VII - CIAP EVALUATION

An Inter-American Committee on the Alliance for Progress (CIAP) review of El Salvador's development efforts, was held in Washington December 4-8, 1967.

The CIAP review noted that although education is one of the sectors being given the highest priority by the GOES, recent achievements in its development have been concentrated upon primary school construction.

CIAP urged GOES to undertake, as soon as possible, an integral reform of its educational system, with particular emphasis on modernization of curricula, intensification of teacher training, strengthening of secondary and technical education, and the realization of projects for instructional television.

The CIAP sub-committee emphasized the importance to El Salvador of a strengthening of its secondary system, normal schools, and at the technical level. In these critical areas, CIAP observed there are projects under consideration for which foreign financial institutions have indicated a willingness to give technical and financial assistance.

The CIAP sub-committee pointed out that benefits could be derived from the program of televised education which GOES has recently initiated as a part of its educational reform program.

SECTION VIII - COVENANTS AND CONDITIONS

In addition to the usual covenants and conditions, the Project Committee recommends that the Loan Agreement contain the following:

- A. All Borrower procurement of goods and services financed by the loan for the Project shall have its source and origin in the United States of America.* Shipping financed under the loan shall be procured from the United States and marine insurance financed under the loan shall be placed in the United States with a company authorized to do a marine insurance business in any State of the United States.
- B. Prior to the first disbursement or the issuance of commitment document under the Loan Agreement Borrower shall furnish A. I. D. , in form and substance satisfactory to A. I. D. , a schedule of its contributions to the Project during calendar years 1968, 1969 and 1970. Borrower shall accompany that schedule with evidence satisfactory to A. I. D. that it will provide the contributions called for by the schedules.
- C. Borrower shall review with A. I. D. its annual education budget prior to the submission thereof to the Salvadoran Congress.

In addition to the covenants and conditions recommended for inclusion in the Loan Agreement, USAID/ES shall, prior to execution of the Loan Agreement, obtain a supplemental study made by a pre-qualified independent TV engineer to complete specifications satisfactory to A.I.D. in conformance with the provisions of Section 611 of the Foreign Assistance Act, as amended.

* - or Member Countries of the Central American Common Market.

SECTION IX - IMPLEMENTATION PLAN

A. Project Execution

1. Execution Plan

Major execution steps of the plan are described in items A-3 and B-1 below. The Loan Agreement and basic Implementation Letter No. 1 will state the conditions which must be fulfilled by Borrower prior to any disbursement.

USAID/El Salvador will ensure that the loan procedures considered acceptable as conditions precedent and the covenants contained in the Loan Agreement are in fact being followed. USAID personnel will make periodic inspections of the project, assisted by contract and AID/W personnel, as required.

Until the loan is repaid in full, an audited annual report of the project will be made by a satisfactory GOES Agency. Monthly, quarterly, and annual progress reports will be required of the Borrower in form and substance acceptable to A.I.D.

2. Primary Responsibility for Action

The Ministry of Education, acting as implementing agency for the Government of El Salvador, has the primary responsibility for implementation of the loan. The primary responsibility of fulfilling A.I.D.'s part of the implementation functions rests with USAID/El Salvador, assisted by AID/W personnel as appropriate. Specially hired or contracted technicians are to be used. These will be funded from A.I.D. grant and loan funds and from GOES budgetary resources are described in detail elsewhere in this paper.

3. USAID Monitoring Responsibilities

Monitoring responsibilities for the El Salvador educational reform ITV project will be the direct responsibility of the education officer, who is an ITV specialist transferring from LA/ID/ED, A.I.D., Washington. He will work in close cooperation with thirteen (13) U.S.-hired technical assistance experts who will be responsible for the teacher training curriculum and ITV aspects of the project. In addition, the USAID education officer will work in close cooperation with representatives of the Minister of Education of El Salvador specifically appointed for this project.

For fiscal year 1968, thirteen (13) technical assistance experts will be hired on personal services contracts for the El Salvador project. A list of technical assistance experts is attached.

For fiscal years 1968-1969, technical assistance will be procured on a grant basis. From fiscal year 1970-1972, technical assistance will be contracted under the proposed loan agreement.

The technical assistance experts will be primarily responsible for the training of Salvadoran counterparts in the following areas:

Teacher Education: These individuals will work at the newly opened San Andres Normal School, which is the base of operations for all teacher training in El Salvador. They will work in the organization, administration and curriculum development of the normal school and work with its director and faculty in the development of the normal school as the centralized institution for teacher training in the country.

Curriculum: U.S. curriculum advisors will work with the Ministry Curriculum Commission in the reorganization of the Plan Basico and primary school curricula. The basic function will be to aid the Ministry of Education in the modernization of the basic six curriculum areas of the junior high school level as well as the entire primary school curriculum.

4. Technical Assistance

The funds of the U.S. ITV experts for the training of Salvadorian personnel in the production, utilization and engineering aspects of the program are being used to develop a fully professional television operation. Each of these groups will work independently in concert in order to assure proper coordination of the five-year program of educational reform.

Recently the Minister of Education appointed a Curriculum Commission whose sole purpose is the development of new curriculum for the public schools in El Salvador. The U.S. experts will work directly with this Commission in the development of the new curriculum. U.S. experts in teacher education will work directly with the Director of the San Andres Normal School and its faculty in the development of its teacher training program. The U.S. experts in instructional television will be responsible to the Salvadorian Educational Television Director and to the Minister of Education.

All U.S. technical assistance experts will arrive in El Salvador no later than August 15, 1968. Contract negotiations for all contract personnel are underway. Logistical support, i.e. secretarial help, office space, etc. will be the responsibility of the Ministry of Education and is so stated in the PIO/T document. It is intended that all U.S. technical assistance personnel work will be done at the San Andres Normal School. Procurement procedures for all project commodities will be administered by G.S.A. through competitive bidding. Because of the relatively tight time frame for the project, bidder response will be limited to 15 days in order to insure prompt delivery of commodities before the beginning of the new school year (February 1969).

B. Implementation Procedures

1. Target Dates

Assuming the agreement could be signed in December 1968 the following schedule of implementation appears realistic.

FY 68

June '68 Agreement Authorized

FY 69

July '68	Draft Agreement and IL No. Submitted to GOES
Aug. '68	Ministries of Education, Justice, and Finance, and National Planning Council Review drafts.
Nov. '68	Salvadoran Congress authorizes execution of agreement
Dec. '68	Agreement Signed
Dec. '68	Agreement signature ratified by Salvadoran Congress.
Feb. '69	Conditions Precedent to Disbursement met
Feb. '69	Commitments begin and first disbursement made.

- June '69 U. S. \$1.6 million disbursed for equipment
- June '69 U. S. \$300,000 Technicians financed under loan contracted.
- June '69 Loan fully committed

FY 70

- June '70 U. S. \$1.9 million fully disbursed.

2. Disbursement Procedures

United States dollars utilized under the loan for procurement of U.S. source/origin equipment and services (estimated as 97.2% of the loan funds) shall be made available through the standard Letter of Commitment procedure.

United States dollars utilized under the loan to finance local costs (estimated as 2.8% of the loan funds) shall be made out to Borrower or its designee through the Special Letter of Credit procedures including additionality satisfactory to A.I.D. and shall be used only for procurement in the United States.

Local currency utilized under the loan shall be limited to local costs in connection with the services of U.S. technicians.

To obtain the required local currency for these disbursements, A.I.D. will be designated agent of the Ministry of Education for this purpose, or obtain other satisfactory delegation of disbursing rights, and will request Special Letters of Credit from U.S. Banks in favor of The Central Bank of El Salvador. The Central Bank of El Salvador will, upon credit to its account in the U.S. bank, disburse an equivalent amount of Salvadoran colones to the USAID/ES Controller or JAS disbursement officer.

3. Procurement Procedures

Standard A.I.D. rules of procurement will apply. All procurement items are expected to be scheduled for FY 1969.

June 19, 1968

A.I.D. 1240-2 (11-67)

CHECKLIST OF STATUTORY CRITERIA

(Alliance for Progress)

In the right-hand margin, summarize for each item the information or conclusion requested. As necessary, reference the section(s) of the Capital Assistance Paper, or other clearly identified and available document, in which the matter is further discussed. This form may be made a part of the Capital Assistance Paper.

The following abbreviations are used:

FAA - Foreign Assistance Act of 1961, as amended by the Foreign Assistance Act of 1967.

App.- Foreign Assistance and Related Agencies Appropriations Act, 1968.

COUNTRY PERFORMANCE

Progress Towards Country Goals

1. FAA §. 208; §. 251(b)(1); §. 251(b)(6); §. 251(b)(8). Extent to which country is:

a. *Making appropriate efforts to increase food production and improve means for food storage and distribution.*

1.a El Salvador is making appropriate efforts through its Supervised Agricultural Credit, Livestock Improvement Agencies, Agricultural Price Stabilization Institute, and the Agrarian Reform Program implemented through its Rural Colonization Institute

b. *Creating a favorable climate for foreign and domestic private enterprise and investment.*

1.b El Salvador is creating such climate by 1. common market efforts, 2. investment protection laws, 3. investment guarantees, 4. free exchange, 5. tax incentives to new industries.

c. *Increasing the public's role in the developmental process.*

1.c The public's role in the developmental process in El Salvador is increasing through the Savings and Loan Associations, Rural Credit Cooperatives, the Demographic Society, private industrial development bank, and other

d. *Allocating expenditures to development rather than to unnecessary military purposes or intervention in other free countries' affairs.*

e. *Willing to contribute funds to the project or program.*

f. *Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangement, and making progress toward respect for the rule of law, freedom of expression and of the press, and recognizing the importance of individual freedom, initiative, and private enterprise.*

g. *Adhering to the principles of the Act of Bogota and Charter of Punta del Este.*

h. *Responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.*

2. FAA §. 251(l). *Information and conclusion on country's efforts to repatriate capital invested in other countries by its own citizens.*

private institutions.

1.d El Salvador is not allocating unnecessary expenditures for these purposes and is not intervening in other free countries' affairs.

1.e GOES will contribute substantial funds to the project amounting to over \$2.1 million.

1.f El Salvador is making efforts to accomplish these reforms. Progress is being made in recognition of the importance of individual freedom, initiative, and private enterprise, and freedom of expression of the press exists.

1.g El Salvador is adhering to the principles of the Act of Bogotá and Charter of Punta del Este.

1.h El Salvador is responding to these concerns and demonstrating a clear determination to take effective self-help measures as shown by its recent increase in real property taxes, and contributions from its own resources toward agricultural and educational reform, and other development projects.

2. El Salvador has consistently followed policies that encourage the repatriation of capital invested in other countries by its citizens.

Relations With U. S. and Other Nations

3. FAA §.620(c). If assistance to a government, existence of indebtedness to a U. S. citizen for goods or services furnished or ordered where such citizen has exhausted available legal remedies, debt is not denied or contested by such government or indebtedness arises under an unconditional government guaranty.
4. FAA §.620(d). If assistance for any productive enterprise which will compete in the U. S. with U. S. enterprise, existence of agreement by the recipient nation to prevent export to the U. S. of more than 20% of the enterprise's annual production during the life of the loan.
5. FAA §.620(e)(1). If assistance to a government, extent to which it (including government agencies or subdivisions) has taken any action which has the effect of nationalizing, expropriating, or otherwise seizing ownership or control of property of U. S. citizens or entities beneficially owned by them without taking steps to discharge its obligations.
6. FAA §.620(j). Information whether the country permits, or fails to take adequate measures to prevent, the damage or destruction, by neglect or action, of U. S. property.

According to the best information available, no such indebtedness is owed to U.S. citizens.

Assistance planned under this loan is for infrastructure and not for a productive enterprise which could compete with U.S. enterprises.

It is understood that none of the actions prohibited herein.

Such actions have not been permitted and adequate measures have been taken to prevent them.

13. FAA §.620(a); App. § 107(c) and (b). *Compliance with prohibitions against assistance to Cuba and any country (a) which furnishes assistance to Cuba or failed to take appropriate steps to prevent ships or aircraft under its registry from carrying equipment, materials, or supplies from or to Cuba; or (b) which sells, furnishes, or permits any ships under its registry to carry items of primary strategic significance, or items of economic assistance, to Cuba.*
13. According to the best information available, El Salvador complies fully with these prohibitions against trade with or assisting Cuba and with permitting ships or aircraft under its registry to carry proscribed items to Cuba.
14. FAA §.620(b). *If assistance to a government, existence of determination it is not controlled by the international Communist movement.*
14. El Salvador is not controlled by the Communist movement; the President has so determined.
15. FAA §.620(i). *Information on representation of the country at any international conference when that representation includes the planning of activities involving insurrection or subversion against the U. S. or countries receiving U. S. assistance.*
15. El Salvador has not participated nor does it intend to participate in such conferences.
16. FAA §.620(n); App. 107(b) and 116. *Compliance with prohibition against assistance to countries which traffic or permit trafficking with North Viet-Nam.*
16. According to the best information available, no El Salvador ships or aircraft traffic with North Vietnam.

Military Expenditures

17. FAA §.620(i). *Existence of determination that the country is engaging in or preparing for aggressive military efforts.*
17. The President has not determined that El Salvador is engaging in or preparing for aggressive military efforts.

18. FAA §.620(e). Information and conclusion whether country is devoting unnecessary percentage of budget for military purposes and using foreign exchange for military equipment.

18. GOES is not devoting an unnecessary percentage of its budget for these purposes. GOES' Defense Department will receive only 8.1% of the national budget in 1968 (1.1% of GNP), approximately half of which will be allocated to strictly military purposes, the balance to firemen, national police, and the national guard.

19. App. §.119. Information on reduction in assistance by amounts spent by country for the purchase of sophisticated military equipment.

19. GOES has not purchased and does not intend to purchase sophisticated military equipment.

CONDITIONS OF THE LOAN

General Soundness

20. FAA §.201(d). Information and conclusion on legality (under laws of country and U. S.) and reasonableness of lending and relending terms of the loan.

20. Loan terms are consistent with United States and El Salvador Laws. The lending and relending terms are considered reasonable in comparison with other sources of financing available.

21. FAA §.251(b)(2); §.251(e). Information and conclusion on activity's economic and technical soundness, including information on availability of an application together with assurances to indicate that funds will be used in an economically and technically sound manner.

21. The activity is concluded to be economically and technically sound. An application has been received for this loan which gives sufficient information and assurance that the funds will be used in an economically and technically sound manner. (Sections

22. FAA §.251(b). Information and conclusion on capacity of the country to repay the loan, including reasonableness of repayment prospects.

22. It appears to be reasonably certain that El Salvador will be willing to, and has excellent prospects of being able to repay the loan.

23. FAA §.611(a)(1). *Information and conclusion on availability of engineering, financial, and other plans necessary to carry out the assistance and of a reasonably firm estimate of the cost to the U. S. of the assistance.*
23. A reasonably firm estimate of the cost to the United States has been prepared, along with satisfactory financial plans. A final engineering study shall be completed prior to execution of the Loan Agreement.
24. FAA §.611(a)(2). *If legislative action is required within recipient country, basis for reasonable anticipation such action will be completed in time to permit orderly accomplishment of purposes of loan.*
24. No legislative action will be required for accomplishment of the purposes of the loan.
25. FAA §.611(e). *Compliance with requirement that Mission Director certify, with respect to projects estimated to cost over \$1 million, as to the country's capability effectively to maintain and utilize the project.*
25. The Mission Director has certified this compliance.
26. FAA §.251(b). *Information and conclusion on availability of financing from other free-world sources, including private sources within the United States.*
26. Other Free World sources of financing are not interested in financing this project at satisfactory terms and conditions. (Section

Loan's Relationship to Achievement of Country and Regional Goals

27. FAA §.207; §.251(a). *Extent to which assistance reflects appropriate emphasis on:*
- a. *Encouraging development of democratic economic, political, and social institutions.*

27.a The assistance will contribute towards these developments by providing better opportunities for education of the people of the country.

- b. *Self-help in meeting the country's food needs.*
- 27.b This loan will have little direct effect on meeting the country's food needs.
- c. *Improving availability of trained manpower in the country.*
- 27.c The assistance will improve this availability by better education for more people.
- d. *Programs designed to meet the country's health needs.*
- 27.d This loan will have little direct effect on meeting the country's health needs.
- e. *Other important areas of economic, political, and social development, including industry; free labor unions, cooperatives, and voluntary agencies; transportation and communication; planning and public administration; urban development; and modernization of existing laws.*
- 27.e The assistance will contribute toward achievement of the country and regional goals to develop private industry by developing more technically educated public school graduates.
28. *FAA §.251(b)(3). Information and conclusion on activity's relationship to and consistency with other development activities, and its contribution to realizable long-range objectives.*
28. The activity is consistent with the objectives of Goal III of the Country Assistance Program - Instructional Television. By development of new curricula, strengthening teacher training and supervision, and using ITV as a tool for accelerating PB instruction, primary and PB teacher training, it will contribute to realizable long-range objectives of educational improvement.
29. *FAA §.251(b)(7). Information and conclusion on whether or not the activity to be financed will contribute to the achievement of self-sustaining growth.*
29. The project will make a substantial contribution to self-sustained growth through its technical and financial assistance to industrial growth and development in El Salvador.

30. FAA §.281(a). *Extent to which the loan will contribute to the objective of assuring maximum participation in the task of economic development on the part of the people of the country, through the encouragement of democratic private and local governmental institutions.*
30. The activity has a basic relationship to eventual development and encouragement of democratic private and local governmental institutions, and will represent a strong contribution to the objective of assuring maximum participation by the people in the economic development of El Salvador.
31. FAA §.281(b). *Extent to which program recognizes the particular needs, desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civic education and training in governmental skills.*
31. The program supports and encourages these needs, desires, and capacities, and is supportive of civic education. The loan directly will increase civic education and training of the people.
32. FAA §.601(a). *Information and conclusions whether loan will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; (c) encourage development and use of cooperatives, credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture, and commerce; and (f) strengthen free labor unions.*
32. The loan will make a definite and substantial contribution to improve technical efficiency of industry, agriculture, and commerce through its upgrading of the quality of education in El Salvador.
33. FAA §.619. *Compliance with requirement that assistance to newly independent countries be furnished through multilateral organizations or plans to maximum extent appropriate.*
33. El Salvador is not a newly independent country.

34. FAA §.251(h). Information and conclusion on whether the activity is consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress in its review of national development activities.

34. An Inter-American Committee on the Alliance for Progress sub-committee review of El Salvador's development efforts, held in Washington in December 1967, recommended an intensification of industrial development as an essential element in El Salvador's economic development strategy.

35. FAA §.251(g). Information and conclusion on use of loan to assist in promoting the cooperative movement in Latin America.

35. This loan is not directly related to the development of cooperatives.

36. FAA §.209; §.251(b)(8). Information and conclusion whether assistance will encourage regional development programs, and contribute to the economic and political integration of Latin America.

36. Through GOES' development of new curricula and ITV instruction of teachers and students, this project will provide substantial ITV educational potential demonstration for use by other CACM countries.

Loan's Effect on U. S. and A.I.D. Program

37. FAA §.251(b)(4); §.102. Information and conclusion on possible effects on U. S. economy, with special reference to areas of substantial labor surplus, and extent to which U. S. commodities and assistance are furnished in a manner consistent with improving the U. S. balance of payments position.

37. The loan will have no adverse effect on the U.S. economy. The project does not include development of production capacity but facilities for development of education.

38. FAA §.601(b). Information and conclusion on how the loan will encourage U. S. private trade and investment abroad and how it will encourage private U. S. participation in foreign assistance programs (including use of private trade channels and the services of U. S. private enterprise).

38. Productivity resulting from greater number of better educated manpower in the El Salvador economy will create a demand for additional U.S. imports and encourage the use of private trade channels and the services of U.S. private enterprise.

39. FAA §.601(d). *If a capital project, compliance with the Congressional policy that engineering and professional services of U. S. firms and their affiliates are to be used in connection with capital projects to the maximum extent consistent with the national interest.*
39. Approximately \$300,000 of loan funds will be used to procure engineering and professional services of U.S. firms.
40. FAA §.602. *Information and conclusion whether loan will permit U. S. small business to participate equitably in the furnishing of goods and services financed by it.*
40. A.I.D.'s regulations regarding commodity procurement will be followed.
41. FAA §.620(h). *Compliance with regulations and procedures adopted to ensure against use of assistance in a manner which, contrary to the best interests of the U. S., promotes or assists the foreign aid projects or activities of the Communist-Bloc countries.*
41. This Section will be complied with. The loan agreement will preclude such use of this assistance.
42. FAA §.621. *Information and conclusion on how the loan in providing technical assistance will utilize to the fullest extent practicable goods and professional and other services from private enterprise on a contract basis. If the facilities of other Federal agencies will be utilized, information and conclusion on whether they are particularly suitable, are not competitive with private enterprise, and can be made available without undue interference with domestic programs.*
42. U.S. technical assistance will be contracted from U.S. private individual and firms.

43. FAA §.252(a). Total amount of money under loan which is going directly to private enterprise, is going to intermediate credit institutions or other borrowers for use by private enterprise, is being used to finance imports from private sources, or is otherwise being used to finance procurements from private sources.

43. All loan funds will be used to import U.S. goods from private U.S. exporters.

Loan's Compliance with Specific Requirements

44. FAA §.608(a). Information on measures to be taken to utilize U. S. Government excess personal property in lieu of the procurement of new items.

44. The loan agreement will require consideration of such utilization.

45. FAA §.604(a); App. §.108. Compliance with restriction of commodity procurement to U. S. except as otherwise determined by the President and subject to statutory reporting requirements.

45. Equipment, materials, and services financed under the loan shall have their source and origin in and be procured from the U.S. Statutory reporting requirements will be met.

46. FAA §.604(b). Compliance with bulk commodity procurement restriction to prices no higher than the market price prevailing in the U. S. at time of purchase.

46. No bulk commodity purchases are contemplated.

47. FAA §.604(d). Compliance with requirement that marine insurance be placed in the U. S. on commodities financed by the loan if the host country discriminates against U. S. companies.

47. GOES will comply. The loan agreement will so provide.

48. FAA §.604(e). Compliance with requirement that funds not be used for procurement of any agricultural commodity or product thereof outside the U. S. when the domestic price of such commodity is less than parity.

48. No such procurement will be made under this loan.

49. FAA §.611(b); App. §.101. If water or water-related land resource construction project or program, information and conclusion on benefit-cost computation.

49. This project is not a water or water-related land resource construction project.

50. FAA §.611(c). Compliance with requirement that contracts for construction be let on competitive basis to maximum extent practicable.

50. No construction contracts will be financed under this loan.

51. FAA §.620(f); App. §.109. Compliance with prohibitions against assistance to any Communist country.

51. Assistance provided by this loan will not be furnished to any Communist country.

52. FAA §.620(g). Compliance with prohibition against use of assistance to compensate owners for expropriated or nationalized property.

52. No loan funds will be used for these purposes. The loan agreement will preclude such use of loan funds.

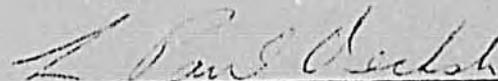
53. FAA 8.612(b); 8.636(h). Steps that have been taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and that foreign currencies owned by the U. S. are utilized to meet the cost of contractual and other services.
- 53, GOES will contribute ^{substantially} all of the local costs of the project. There are no U.S.-owned foreign currencies available for the project.
54. App. 8.102. Compliance with requirement that payments in excess of \$25,000 for architectural and engineering services on any one project be reported to the Congress.
54. No such payments will be made under this loan.
55. App. 8.104. Compliance with bar against funds to pay pensions, etc., for military personnel.
55. Funds obligated for this loan will not be used to pay pensions, etc. for military personnel. The loan agreement will preclude such use of loan funds.
56. App. 8.106. If country attempts to create distinctions because of their race or religion among Americans in granting personal or commercial access or other rights otherwise available to U. S. citizens generally, application which will be made in negotiations of contrary principles as expressed by the Congress.
56. It appears to be reasonably certain that GOES will not attempt to create distinctions because of their race or religion among Americans in granting personal or commercial access or other rights otherwise available to U.S. citizens generally. GOES does not now so discriminate.
57. App. 8.111. Compliance with requirements for security clearance of personnel.
57. To the extent that they may be applicable, these requirements will be met.
58. App. 8.112. Compliance with requirement for approval of contractors and contract terms for capital projects.
- All
58./Contractors and the terms of the contracts will be approved by USAID.

59. App. §.114. *Compliance with bar against use of funds to pay U.N. assessments, etc.*
59. El Salvador will comply. The loan agreement will preclude such use of loan funds.
60. App. §.115. *Compliance with regulations on employment of U. S. and local personnel for funds obligated after April 30, 1964 (Regulation 7).*
60. The loan agreement will reflect this requirement.
61. FAA §.636(i). *Prohibition on financing non-U. S.-manufactured motor vehicles.*
61. Loan funds will not be used to finance non-U.S. manufactured motor vehicles. The loan agreement will preclude such use of loan funds.
62. App. §.401. *Compliance with bar against use of funds for publicity or propaganda purposes within U. S. not authorized by the Congress.*
62. Loan funds will not be used for publicity or propaganda purposes within the United States.
63. FAA §.620(k). *If construction of productive enterprise where aggregate value of assistance to be furnished by U. S. will exceed \$100 million, identification of statutory authority.*
63. Aggregate value of assistance to be furnished by United States will not exceed \$100 million.

CERTIFICATION PURSUANT TO SECTION 611(e) of the
FOREIGN ASSISTANCE ACT OF 1961, as Amended

I, L. Paul Oechsli, the principal officer of the Agency for International Development in El Salvador, having taken into account, among other things, the maintenance and utilization of projects in El Salvador previously financed or assisted by the United States, do hereby certify that in my judgment El Salvador has both the financial capability and the human resources capability to effectively maintain and utilize the capital assistance project, "Educational Reform Program--Instructional Television."

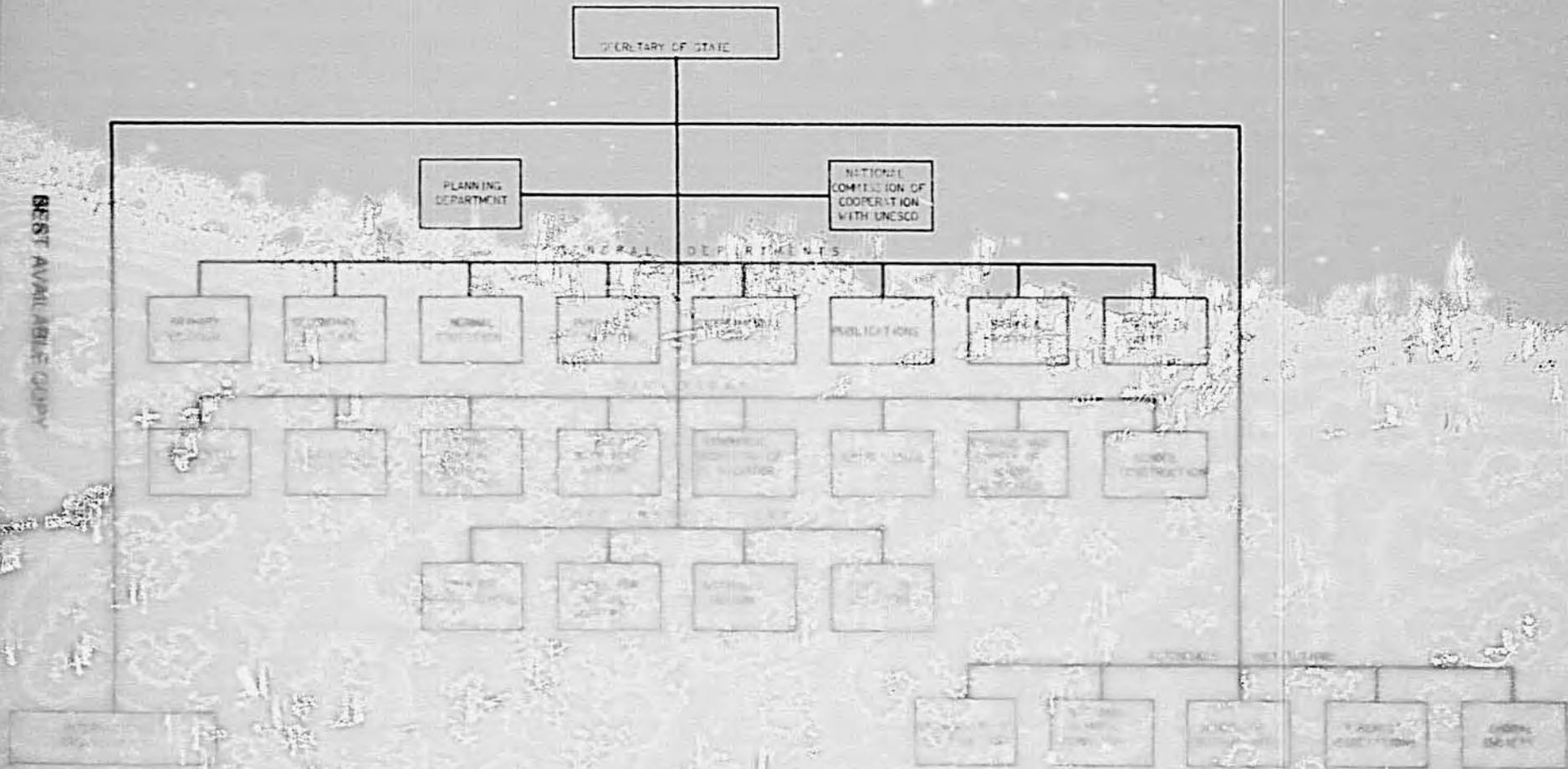
Discussion in the capital assistance paper, and brought out in audit reports, clearly has demonstrated the capability of El Salvador and the Borrower effectively to maintain and utilize the project. El Salvador has shown reasonable effectiveness in maintaining and utilizing projects previously financed or assisted by the United States.


L. Paul Oechsli, Director
US AID/El Salvador

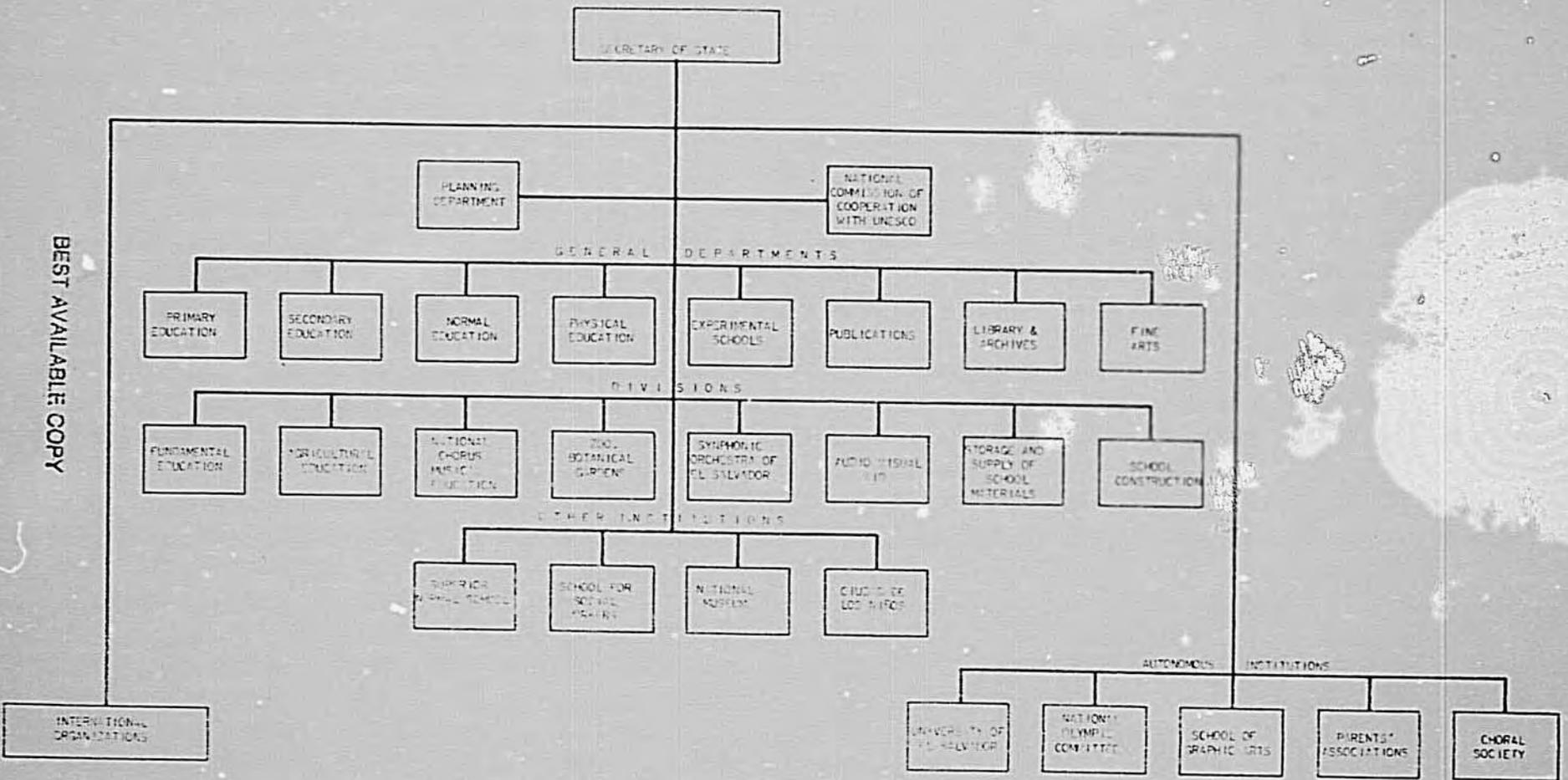
May 31, 1968
Date

CHART OF THE MINISTRY OF EDUCATION 1957

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OFFICE OF THE MINISTRY OF EDUCATION 1962

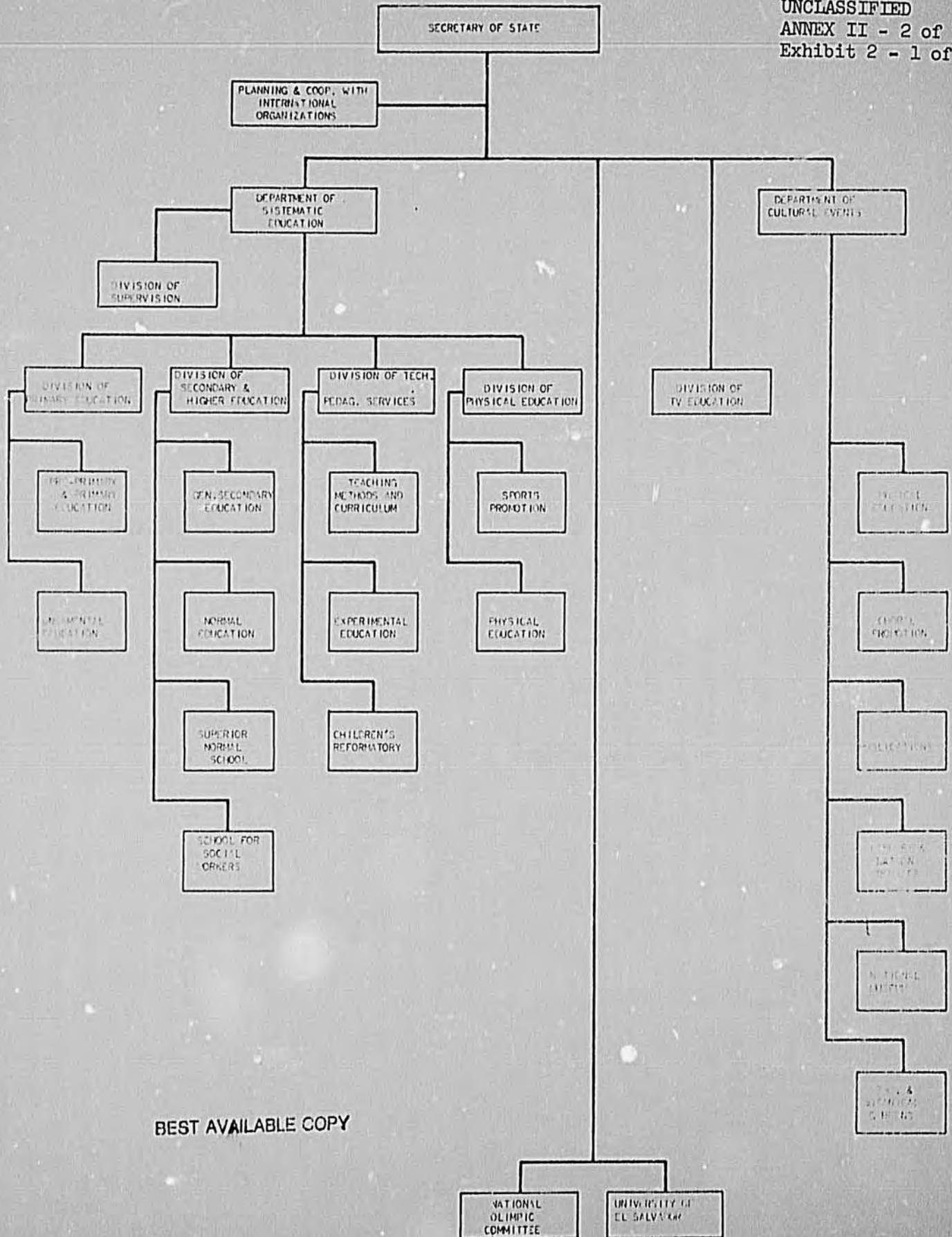


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ANNEX II - 1 of 30
Exhibit 1 - 1 of 1

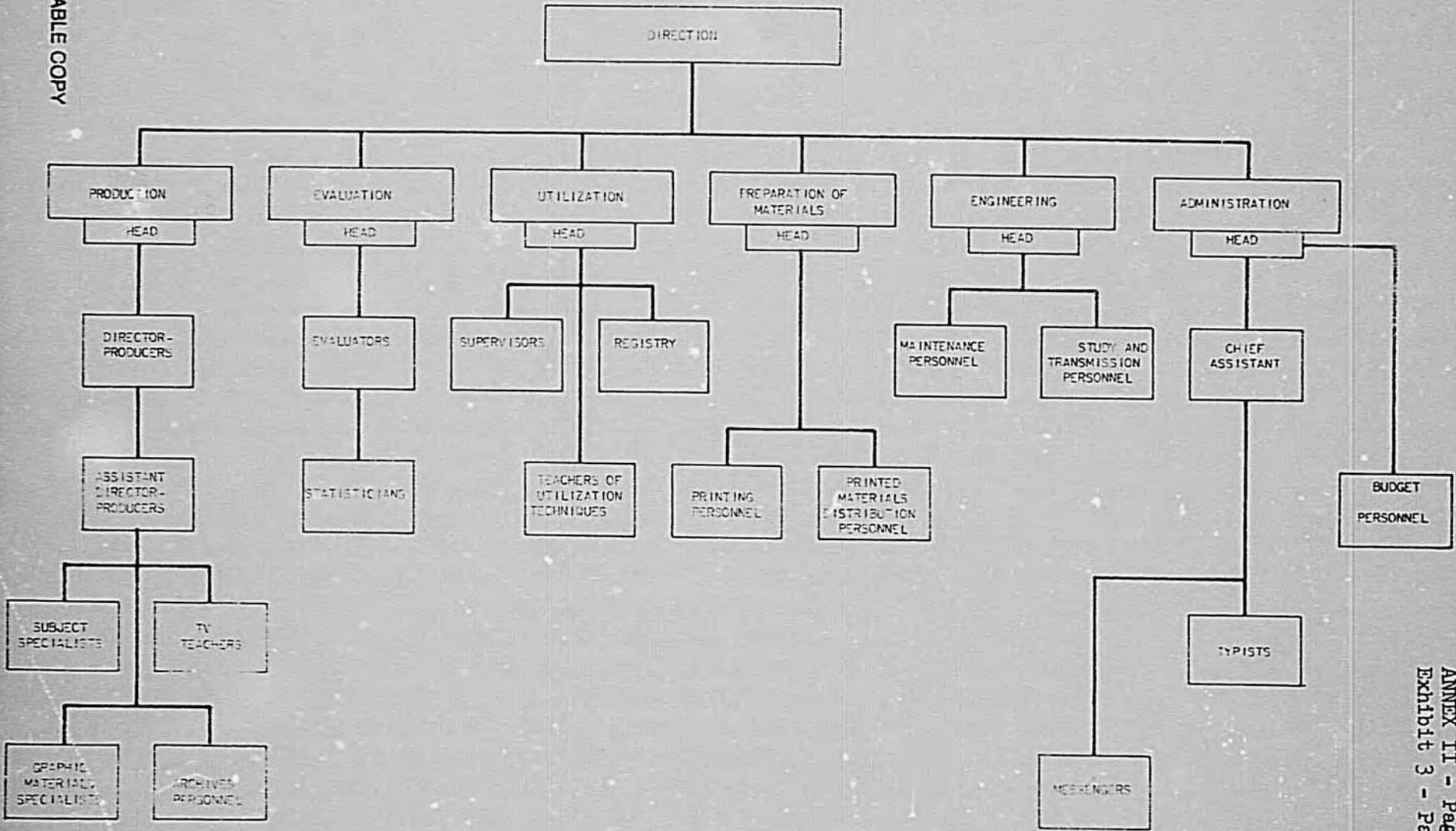
CHART OF THE MINISTRY OF EDUCATION 1968

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ANNEX II - 2 of 30
Exhibit 2 - 1 of 1



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ORGANIZATION OF THE INSTRUCTIONAL TV DEPARTMENT



COST OF PRESENT EDUCATIONAL SYSTEM IN EL SALVADOR
 OPERATING COSTS (in thousands of U. S. dollars)

	CY1963	CY1964	CY1965	CY1966	CY1967
MINISTRY OF EDUCATION					
All MinEd Administrative Costs	1,142	1,070	1,478	1,505	1,518
PRIMARY EDUCATION	10,953	11,918	12,218	13,200	14,196
SECONDARY EDUCATION					
Plan Básico and Bachillerato	1,038	1,106	1,133	1,196	1,292
Technical and Vocational	116	125	155	145	108
Commercial	57	55	57	58	58
	<u>1,211</u>	<u>1,286</u>	<u>1,345</u>	<u>1,399</u>	<u>1,458</u>
NORMAL SCHOOLS					
Primary Normal Schools	445	443	410	458	431
Superior Normal Schools	154	150	167	248	271
	<u>599</u>	<u>593</u>	<u>577</u>	<u>706</u>	<u>702</u>
UNIVERSITY	1,273	1,525	2,205	2,605	3,249
MISCELLANEOUS					
Social Services School	53	54	54	51	50
Subsidies to Private Schools	213	93	93	160	277
	<u>266</u>	<u>147</u>	<u>147</u>	<u>211</u>	<u>327</u>
TOTAL MINED EDUCATIONAL BUDGET	<u>15,444</u>	<u>16,539</u>	<u>17,970</u>	<u>19,626</u>	<u>21,450</u>
add-MINED CULTURAL ACTIVITIES	402	380	407	417	404
add-ED. BUDGET OTHER MINISTRIES	<u>721</u>	<u>971</u>	<u>1,053</u>	<u>986</u>	<u>1,010</u>
TOTAL EDUCATION OPERATIONAL COSTS EL SALVADOR	16,567	17,890	19,430	20,029	22,864
Percentage Mined Ed. Costs to GOES Gen. Funds Operating Nat. Budget	21.4%	24.2%	24.5%	24.6%	27.0%
Percentage Total ES Ed. Operational Costs to GOES Nat. Budget	23.0%	26.1%	26.5%	25.1%	28.8%

UNCLASSIFIED
ANNEX II, Page 5 of 30
Exhibit 4 Page 2 of 2

	CY1963	CY1964	CY1965	CY1966	CY1967
Total Mined Educational Operating Budget	15,444	16,539	17,970	19,626	21,450
Total Mined Educational Capital Budget	351	1,199	3,319	2,745	--
	<u>15,795</u>	<u>17,738</u>	<u>21,289</u>	<u>22,371</u>	<u>21,450</u>
Mined Operating plus Capital Budget as percentage of total GOES National General Budget	21.2%	21.7%	22.3%	22.4%	22.7%
All Publicly Financed Education in ES as percentage of total GOES National General Budget.	22.7	23.3	23.8	22.8	24.2

FIVE-YEAR IMPLEMENTATION PLAN (1968-1972) FOR
INTRODUCTION OF ITV IN PLAN BASICO

1968 FIRST SEMESTER (January-June)

1. UTILIZATION

Survey and selection of 50 locations for establishment of initial television schools.

This study is being carried out by existing utilization personnel (4 GOES specialists) of the ETV Department, with the assistance of the Statistical Office of the Ministry of Education. The work will be done in two stages: 1) Fourteen basic lists will be made, one for each department of the country, in which all public primary schools will be classified according to number of grades. The lists will include the location of each school and the number of children enrolled in each grade. 2) The GOES utilization team will extract the names of all six-grade primary schools in San Salvador and make visits to these schools in order to decide which 50 will serve as initial TV schools in 1969. The study should be completed by May 30, 1968.

An additional study has been made by USAID and MinEd of all official PB schools to determine the extent to which present PB facilities may be utilized for ITV.

2. TEACHER TRAINING

A training course for production personnel was given in January 1968. 250 applications for the course were received. From these, forty candidates were accepted. Among those who participated in the course, 15 were selected to work in the production of ITV programs in the following subjects: Spanish, Chemistry, Biology and Social Sciences, thus completing the present basic production group.

3. PRODUCTION AND EVALUATION

Videotape recordings of experimental programs based on existing curriculum for 7th grade are presently in production. The purpose of these programs is two-fold: 1) to allow GOES production personnel to improve production techniques 2) to record substantial amounts of seventh grade programming to be utilized in 1969 in the 50 television schools. These programs will be broadcast if the new Plan Básico curriculum now being

planned is not completed at the end of 1968.

In addition, a short series in Mathematics and Chemistry is now being prepared for experimental purposes to be transmitted to approximately ten schools in August of 1968.

4. PHYSICAL PLANT AND EQUIPMENT

Plans and specifications for studio buildings and equipment are being prepared by U. S. technicians with engineering personnel from the School Construction Department of the Ministry of Education and of the Department of Engineering of the National Council for Planning and Economic Coordination.

The new television center will be located at Ciudad Normal Alberto Masterrer, 30 min. from San Salvador. The first studio will be installed in an unused Industrial Arts building which will be renovated and adapted for use as a TV studio. Space is also available for use as a graphic arts shop and administrative offices. Television production personnel will travel to and from work by bus service provided by Ciudad Normal Alberto Masterrer. Studio renovation will be the responsibility of the GOES, and funds have been appropriated for this purpose. The bulk of the studio equipment will be provided by A. I. D. Operation and maintenance of the equipment will be done by technicians contracted by the ITV Department and supervised by a studio engineer whose services will be part of the technical assistance sponsored by A. I. D.

1968 2nd SEMESTER (JULY-DECEMBER)

1. UTILIZATION

Transmission of experimental programs for 10 schools. In August a short series in modern Mathematics and Chemistry will be transmitted by commercial channel, to a small number of Plan Básico schools in San Salvador. A short, intensive, 3 day course in TV utilization will be given to the classroom teachers of the 10 schools by a TV utilization expert who will serve under an AID contract, with the assistance of the utilization personnel of the ETV Department.

2. ORGANIZATION OF 50 TELEVISION SCHOOLS FOR 1969.

Once selection of the first 50 television schools has been made, construction or renovation of classrooms will be done by the Department of School Construction, with investment funds

of the Government of El Salvador. During the selection of locations (February-June) decisions concerning use of existing schools or expansion of primary schools in selected locations for Plan Básico will be made. Contact between interested community groups and parents with the ITV Department will be made by the utilization personnel of the ITV Department (5 persons in the 2nd semester).

3. TEACHER TRAINING

Training courses for classroom utilization teachers will be prepared. Present plans call for the establishment of 50 television schools in 1969, and 250 TV schools by 1970. These courses will be prepared by the U. S. experts under technical assistance provisions together with GOES Department of Television personnel.

Training Course and Selection of Utilization Teachers. A course in TV utilization techniques will be given at San Andres Ciudad Normal Alberto Masferrer in November-December 1968 and January 69. The teachers selected from this course will serve the 50 television schools in 1969. The course will contain training in utilization techniques and some content and methodology, in accordance with the new curriculum plans now under consideration by the curriculum commission appointed by the Minister of Education. The course will be taught by the U. S. and GOES utilization and subject matters experts.

3. PRODUCTION AND EVALUATION

Production personnel, assisted by a U. S. production expert will continue taping Plan Básico programs for seventh grade. These programs will be based on the existing Plan Básico curriculum until the new curriculum has been developed. Present plans call for the production of programs based on the new curriculum in October 1968. If this deadline is unfeasible, then those programs based in the existing Plan Básico curriculum will be transmitted to the 50 selected schools in 1969. During the last three months of 1968, each production group should produce 3 tapes per week with complementary material for the classroom. Assuming that the taping of the new curriculum can begin in October, 1968, it would be possible to advance production schedules.

4. PHYSICAL PLANT AND EQUIPMENT

Installation of a micro-wave connection between the San Andrés studio and the transmission tower. Such installation will be made by the end of 1968, or in January 1969. It will allow direct transmission to the 50 selected Plan Básico schools by direct connection to the commercial transmitter and tower. In addition, 75 receivers will be needed by 1969 for installation to the Plan Básico schools (25 receivers as "stand-bys").

1969

1. UTILIZATION

In 1969, programs will be transmitted to 50 7th grade classrooms. (Approximately 1500 students). Transmission will begin in February at the beginning of the new school year. It is expected that these programs will be based on the new Plan Básico curriculum. If the curriculum has not been completed at that time, programs will be based upon the existing curriculum.

2. TEACHER TRAINING

By February 1969, 250 teachers will have been selected for a one year course at the Ciudad Normal Alberto Masferrer. Selection will begin in 1968 with scholarships offered to participating teachers. The cost of these scholarships will be defrayed by the Ministry of Education. The course will be given by the U. S. ITV utilization expert in conjunction with utilization personnel of the Television Department of the Ministry of Education. Also participating will be those U. S. and Salvadoran experts in charge of curriculum.

3. PRODUCTION AND EVALUATION

Production personnel will record 7th grade programs and prepare classroom materials during this period. The tentative schedule calls for the production of 3 programs weekly in each of six subject areas - a total of 18 - 20 minute programs per week. Evaluation personnel will begin evaluation of these programs in order to provide feedback from the classrooms to production personnel.

4. PHYSICAL PLANT AND EQUIPMENT

In 1969, additional facilities will be constructed and installed. These include initial transmitters, repeaters and tower, a second studio, and a materials center for the preparation of complementary materials for the classroom. Broadcasts for the initial 50 television schools will be carried out during daytime hours utilizing the transmission facilities of the commercial station. A microwave link will be connected to the commercial tower from the studios at San Andrés. Set installation,

maintenance and repair for the initial 50 schools will be done by two Salvadoran technicians under contract to the ITV Department. All initial guides and classroom materials will be prepared and distributed by the materials section of the ITV Department.

Construction and installation of the materials center should begin in this period (1969) to insure distribution of classroom guides and materials in 1970 to an increased number of schools. Additional maintenance personnel will be trained for the following year. Approximately 500 receivers should be in the country during 1969 (second semester) so that the second stage of the program can meet its 1970 timetable.

1970

1. UTILIZATION

Transmission of seventh grade programs for 250 schools will begin in 1970. Two hundred of these schools will be day session with approximately 7,000 seventh grade students. Fifty schools will be on evening sessions with approximately 1,500 seventh grade students. Some of the 250 schools, will be existing official Plan Básico schools, some will be located in rented houses. A second course (one year) will be initiated at San Andrés to orient P. B. teachers in the new curriculum and in the techniques of ETV utilization. All seventh grade pupils who will have completed the first year of TV will continue with TV into the eighth grade. Utilization personnel will be increased to approximately 25 persons to cover the additional schools.

2. TEACHER TRAINING

The training course will be similar to that of 1969, but the number of trained teachers will be doubled, in order to teach 17,000 day session seventh grade pupils in 1971.

The training course will be given by personnel of Ciudad Normal Alberto Masferrer. The utilization personnel of the ITV Department will assist in those aspects related to TV utilization. Scholarships for this course will be defrayed by the Ministry of Education.

Production and Evaluation

Production personnel will tape programs for eighth grade and re-tape seventh grade programs when necessary. Evaluation personnel will continue evaluation of the program.

4. PHYSICAL PLANT AND EQUIPMENT

Each television school will have one television receiver installed per reception room and one receiver as a replacement reserve. Classroom teachers will be trained in set installation to avoid any loss of programs. Regional maintenance centers will be established to insure rapid pick-up and repair of defective receivers. All teachers guides and classroom materials will be distributed from these centers as well.

At the end of 1970, receivers should be acquired for 1971.

1. UTILIZATION

In 1971, 17,000 eighth grade day session students of Plan Básico and 8,000 evening session students will be taught by television. This assumes use of double sessions (day and evening). Transmitters will be increased during 1971 to cover approximately 10,000 eighth and ninth grade students.

Maximum use of production facilities will be made in order to cover both day and evening sessions by transmitters (8:00 a.m. - 10:00 p.m.).

Four hundred and seventy-five additional television teachers will be necessary to implement the program in 1971. Five hundred teachers will therefore be required for the year in 1970.

In 1971 approximately 725 classroom teachers, including 25,500 day session students of Plan Básico will be operative. Two hundred and seventy-five of these teachers will also teach with additional payment, 9,500 night session seventh and eighth grade students.

2. TEACHER TRAINING

A training course similar to that given in 1970, will be given by Ciudad Normal Alberto Mascareño personnel and the utilization personnel of the ITV Department. The cost of scholarships will be defrayed by the Ministry of Education.

3. PRODUCTION AND EVALUATION

Production personnel will continue producing ninth grade programs and re-taping previous programs as necessary.

Evaluation personnel will continue evaluation of the entire program.

4. PHYSICAL PLAN AND EQUIPMENT

Maintenance and repair of receivers and equipment will continue as previously outlined. At the end of 1971 1,000 additional receivers will be needed for the following year. (250 ninth grade classrooms, 300 eighth grade and 450 seventh grade).

The planned P. B. construction program anticipates the construction of 600 new classrooms by 1971.

1972

1. UTILIZATION

In 1972, 24,000 seventh grade day session and 16,500 evening session students will be taught by television. This coverage assumes the addition of 200 official seventh grade classrooms to be built in 1971. It further assumes the use of double sessions to allow coverage during evening sessions. Estimated additional coverage of 12,700 students from the private sector is forecast. This premise is based upon an additional 8500 adult evening session P. B. students from industry who might wish to take advantage of the new program. If one considers an evening session enrollment of 6000 during 1967, a projected increase to 8500 such students is not unrealistic.

Six hundred and seventy five additional utilization teachers will be required to carry out this phase of the program. Seven hundred and fifty teachers will therefore be trained in 1971.

In 1972, approximately 1,400 classroom teachers in the official sector will teach 48,000 day session students. Approximately 775 of these teachers will also teach 27,000 evening session students for additional remuneration.

2. TEACHER TRAINING

A training course similar to those in preceding years will be given in 1972. In 1973 the number of day session students enrolled in the seventh grade of official schools will be approximately 25,500, making a total of 66,500 for the three grades. This will require an additional 500 classroom teachers to be trained at Ciudad Normal Alberto Masferrer.

3. PRODUCTION AND EVALUATION

The production and evaluation personnel will continue evaluating, re-recording and improving the entire program, providing constant feedback from the field.

4. PHYSICAL PLANT AND EQUIPMENT

An additional 500 receivers are planned for the following year.

FOUR-YEAR IMPLEMENTATION PLAN - 1969-1972) FOR
INTRODUCTION OF ITV IN PRIMARY SCHOOLS.

PRIMARY SCHOOL TEACHER TRAINING PROJECT AND
PRIMARY SCHOOL EXPERIMENTAL PROJECT

1968-1972

1969

1. PERSONNEL TRAINING

In 1969, a training course at San Andrés will be given to select additional production personnel for primary level programs. The course will be given by members of the production section of the ITV Department assisted by a U. S. TV production expert. The present production facilities at San Andrés can not be used in conjunction with the training course, since they will be in constant use as a P. B. production center.

2. PHYSICAL PLANT AND EQUIPMENT

A second production studio should be completed in late 1969 to serve as a production training center for new TV personnel and as the production center for all primary school programs. Additional administrative facilities to house additional personnel will be needed during this period as well.

1970

1. UTILIZATION

Utilization personnel of the ITV Department will initiate school and site surveys during 1970 in order to fix location for TV service for an initial 100 primary schools. The survey technique will be similar to that done for the Plan Básico schools.

2. PRODUCTION

Production personnel will record the in-service programs for primary teachers during 1970. The objective of these programs is to orient all primary school teachers to new curriculum and to give training in techniques of classroom utilization of TV.

During 1970, 400 half hour classes will be produced and videotaped. This represents an average of 2 recordings weekly in each subject area of the new primary school curriculum.

3. PHYSICAL PLANT AND EQUIPMENT

In 1970, the second ITV channel should be activated, since the first channel will be operating full-time in Plan Básico program production. After installation of transmitters and antennas, the second channel (No. 8) will be ready for transmission throughout the country in early 1971.

1971

1. UTILIZATION

Following selection of the initial 100 primary schools, utilization personnel are to organize viewing centers (P. B. schools) as well as logistical support (transportation, class schedules). Utilization will be done on a continuing basis from regional centers staffed by ITV personnel.

2. PRIMARY SCHOOL TEACHER TRAINING

The in-service one year course for primary teachers will be videotaped in 1970 for transmission in 1971. Two 30 minute classes daily will be transmitted from March thru December of 1971. Classes will be broadcast during late afternoon or evening hours into selected Plan Básico schools. These TV schools will be selected in accordance with their proximity to primary schools in order to reduce problems of accessibility for primary teachers. Although a number of P. B. schools will be used by P. B. evening session programs, the smaller evening enrollments will permit classroom availability for the primary school teacher training programs broadcast on a second channel.

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Two Saturdays monthly, those primary school teachers registered in the TV in-service training program will be required to attend supplementary workshops in which opportunity will be given to discuss all aspects of the program. These sessions will be organized and given by selected Plan Básico teachers with experience in TV utilization. These teachers will receive additional payment and will be trained by utilization personnel of the ETV Department. Those teachers who successfully complete the in-service training program will receive salary increases from the Ministry of Education.

It is tentatively estimated that 4,000 primary school teachers in the 100 selected P. B. television schools can be trained in 1971.

3. PRODUCTION

Production personnel will videotape programs covering curriculum material for the final or sixth grade of primary in 1971. Three 15 minute programs in approximately 6 subject areas will be produced and a total of 18 programs weekly. All primary school programs will be videotaped in the second studio at San Andrés.

4. PHYSICAL PLANT AND EQUIPMENT

At the end of 1971, 200 receivers should be added for installation in the 100 selected schools to receive the programs in early 1972. Present plans call for one additional receiver per school to be used as a reserve in case of set breakdown.

1972

1. UTILIZATION

In February 1972, broadcasting for primary students will begin. Classroom teachers for the selected 100 schools will be selected out of the 1971 in-service training course. Supervision of primary television schools will be done in the same manner as that of Plan Básico. Approximately 3,500 primary school children will participate in the experimental program.

2. PRIMARY SCHOOL TEACHER TRAINING

A second in-service training course will begin in 1972, identical to that offered in 1971. An increased number of P. B. schools will be covered during this period with a tentative target of 6,000 teachers at the end of the year.

3. PRODUCTION AND EVALUATION

Evaluation personnel will evaluate all programs and report findings to production personnel. Re-taping will be done when evaluation so indicates that this is necessary.

No. of Specialists	Major Field	FY-68	FY-69	FY-70	FY-71	FY-72
1	Instructional Materials		1	1	1	1
1	Curriculum and Teacher Training: Social Studies	1	1	1		
1	Curriculum and Teacher Training: Mathematics	1	1	1		
1	Curriculum and Teacher Training: General Science	1	1	1		
1	Curriculum and Teacher Training: Natural Sciences				1	1
1	Curriculum and Teacher Training Biological Sciences				1	1
1	Vocational Counseling and Guidance		1	1		
1	Pre-Vocational and Vocational Training	1	1	1		
1	Tests and Measurements		1	1		
1	Short term Subject Consultants		1	1	1	
SUB TOTAL		4	9	9	4	3
YEARLY TOTALS		13	20	20	11	3
GRAND TOTAL		72 MAN YEARS				

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STAFF REQUIREMENTS
TECHNICAL ASSISTANCE

TEACHER EDUCATION

No. of Specialists	Major Field	FY-68	FY-69	FY-70	FY-71	FY-72
1	Normal School Administrator	1	1	1	1	1
1	Curriculum Generalist	1	1	1		
1	Secondary Teacher Education Specialist	1	1	1		
1	Primary Teacher Education Specialist		1	1		
1	Student Personnel Services		1	1	1	
SUB-TOTAL		3	5	5	2	1

I I W

1	ITV Utilization Supervisor	1	1	1	1	1
1	ITV Production Supervisor	1	1	1		
1	ITV Materials Supervisor	1	1	1	1	1
1	Studio Engineer	1	1	1	1	
2	ITV Classroom Utilization Specialists		2	2	2	2
1	ITV Graphics Specialist	1				
1	ITV Film Specialist	1				
SUB-TOTAL		6	6	6	5	4

EDUCATIONAL PROGRAM

1	Librarian
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PRIMARY SCHOOL	UTILIZATION	TEACHERS' TRAINING	PRODUCTION & EVALUATION	PHYSICAL PLANNING EQUIPMENT
1	Jan. 1st SE-MES-TER			Construction of building (it includes a study for primary school).
9	June			
6	July 2nd SE-MES-TER	Training and selection course for primary school production personnel (Nov-Dec.)		Completion of building and study for primary school (completion for November)
9	Dec.			
1	Jan 1st SE-MES-TER	Study of population centers for selection of first 100 receiving centers.	Recording of first 3 months of classes for utilization teachers. (It includes complementary material for teachers)	
9	June			
7	July 2nd SE-MES-TER	Study of population centers for selection of first 100 centers.	Recording of following 6 months of classes for primary school teachers.	Installation of Channel II.
0	Dec.			

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PRIMARY SCHOOL	UTILIZATION	TEACHERS' TRAINING	PRODUCTION & EVALUATION	PHYSICAL PLANT & EQUIPMENT	
1 9	Jan 1st SE- MES- TER June	Organization of 100 receiving centers for the following year.	Transmission of classes for primary school teachers with aid from: Plan Basico receiving centers.	First recording of first 6 months of 1st grade.	
7 1	July 2nd SE- MES- TER Dec.	Organization of 100 receiving centers for the following year.	Transmission of classes for primary school teachers with aid from Plan Básico receiving centers.	First recording of following 3 months of 1st grade. Re-recording of 1st grade classes.	Acquisition of 200 receiving units for primary school.
1 9	Jan. 1st SE- MES- TER June	Transmission of first 5 months (Feb. - June) of 1st grade. Organization of additional centers for primary school.	Transmission of classes for primary school teachers with aid from Plan Básico receiving centers.	Re-recording of 1st grade classes. First recording of 2nd grade's first 3 months.	
7 2	July 2nd SE- MES- TER Dec.	Transmission of following 4 months (July-Oct.) of 1st grade. Organization of add'l. centers for primary school.	Transmission of classes for primary school teachers with aid from Plan Básico receiving centers.	Re-recording of first grade classes. First recording of 2nd grade's following 6 months.	

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PLAN BASICO		UTILIZATION	TEACHERS' TRAINING	PRODUCTION & EVALUATION	PHYSICAL PLANT & EQUIPMENT
1 9	Jan. 1st. SEMESTER	Study of population centers which need Plan Básico with the purpose of selecting 50 places for the establishment of the first receiving centers.	Training course and production personnel selection (Executed in Jan.)	Recording of experimental programs of the old first year program (it includes the preparation of complementary material.	Preparation of building plans and specifications and equipment for short and long term. Conditioning of a studio in San Andrés. Acquisition of 10 rcvg. units.
	Jun.				
6 8	July 2nd SEMESTER	Transmission of experimental programs for 10 schools. Organization of 50 day receiving centers for 1969.	Preparation of training courses for utilization teachers. Training and selection courses for utilization teachers (Nov-Dec. Jan/69) These teachers will serve 50 centers in 1969.	Recording of experimental programs of the old first year program. Nov-Dec. Preparation of the production of classes of the new program for first year.	Acquisition of 75 receiving units for 50 centers in Dec./68 or January/69.
1 9 6	Jan. 2nd. SEMESTER	Transmission of first 5 months (Feb-June) of first year for 50 receiving centers. Organization of additional rcv'g centers for the following year.	Development of a one year course in San Andrés for 250 utilization teachers.	First recording of first 6 months of the first year's new program.	
6 9	July 2nd SEMESTER	Transmission of following 4 months (July-Oct) of 1st. year for 50 rcv'g. centers. Organization of additional receiving centers for the following year.	Continuation of 1 year course at San Andrés.	First recording of the last 3 months of the 1st year. Re-recording (when necessary) of 1st yr. classes.	Construction of a materials. Installation of channel 1 for transmission. Completion of the building. Acquisition of receiving units for centers in the entire Republic. Training course for maintenance technicians.
	Dec.				

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PLAN BASICO		UTILIZATION	TEACHERS' TRAINING	PRODUCTION & EVALUATION	PHYSICAL PLANT & EQUIPMENT
1 9	Jan. 1st. SE- MES- TER June	Transmission of following 4 months of 1st and 2nd year for 300 receiving centers in the entire Republic. Organization of additional centers for the following year.	Continuation of the one year course in San Andrés for 500 utilization teachers.	First recording of the 2nd year's last 3 months. Re-recording of the 2nd year's last 6 months.	
	July 2nd SE- MES- TER Dec.	Transmission of first 5 months of 1st and 2nd year for 300 receiving centers in the entire Republic. (Day: 200 for 1st year 50 for 2nd year. Night: 50 for 1st year) Organization of additional centers for the following year.	Development of a 1 year course for 500 utilization teachers.	First recording of 2nd year's first 6 months. Re-recording of 2nd year's first 3 months.	Acquisition of 700 receiving units for the following year.
1 9 7	Jan. 1st SE- MES- TER June	Transmission of 1st 5 months of 1st, 2nd and 3rd years for 1000 receiving centers in the entire Republic. Day: 500 for 1st year 200 for 2nd year and 50 for 3rd year. night: 200 for 1st year. Organization of additional centers for following year.	Development of a 1 year course in San Andrés for 750 utilization teachers.	First recording of 3rd year's first 6 months. Re-recording of 3rd year's last 6 months.	
	July 2nd. SE- MES- TER Dec.	Transmission of following four months of 1st, 2nd, and 3rd years for 1000 receiving centers in the entire Republic. Organization of additional centers for the following year.	Continuation of the 1 year course in San Andrés for 750 utilization teachers.	First recording of 3rd year's last 3 months. Re-recording of 3rd year's last	Acquisition of 1025 receiving units for the following year.

PLAN BASICO		UTILIZATION	TEACHERS' TRAINING	PRODUCTION & EVALUATION	PHYSICAL PLANT & EQUIPMENT
1	Jan. 1st SE- MES- TER	First 5 months transmission of 1st, 2nd and 3rd years for 2150 recvg. centers in entire Republic. Day: 700 for 1st year 500 for 2nd year and 200 for 3rd year. Night: 500 for 1st year 200 for 2nd year and 50 for 3rd year.	Development of a one year course in San Andrés for 500 utilization teachers.	Re-recording and perfectioning of Plan Básico classes.	
2	July 2nd. SE- MES- TER Dec.	Transmission of following four months of 1st, 2nd, and 3rd years for 2150 receiving centers in the entire Republic.	Continuation of the one year course in San Andrés for 500 utilization teachers.	Re-recording and perfectioning of Plan Básico classes.	Acquisition of 700 receiving units for the following year.

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ONE TIME COSTS
EL SALVADOR 5-YEAR EDUCATIONAL REFORM PROJECT INCLUDING ITV
(in thousands of U. S. dollars)

	CY1968		CY1969		CY1970		CY1971		CY1972		TOTAL	
	External GOES		External GOES		External GOES		External GOES		External GOES		External GOES	
A. GRANT FUNDED												
1. AID ER/ITV	653		347		53		---		---		1,053	
2. UNESCO	90		90		90		90		90		450	
3. JAPAN	14.4		14.4		14.4		14.4		14.4		102	
4. UNITED KINGDOM	--		140		140		---		---		280	
Total Grants	757.4		621.4	--	297.4	--	104.4	--	104.4	--	1,885	--
B. Loan Assisted												
1. ITV Project												
(a) Construction	--	20	--	120	--	--	--	--	--	--	--	140
(b) Equipment	--	--	1,442	25	--	--	--	--	--	--	1,442	25
(c) Receivers	--	--	158	--	123.9	---	206.5	---	82.6	---	571	--
(d) Spl. Teacher Tr.	--	12.5	--	150	--	500	--	700	--	--	--	1,362.5
(e) Tech. Services	--	--	300	--	700	--	380	--	290	--	1,670	--
Total ITV	0	32.5	1,900	295	823.9	500	586.5	700	372.6	--	3,683	1,527.5
2. Const. Projects												
(a) Primary	--	--	559.65	559.65	800	800	830.55	830.55	1,444.8	1,444.8	3,635	3,635.
(b) Plan Básico	--	--	--	--	600	600	1,000	1,000	400	400	2,000	2,000
(c) Bachillerato	--	--	2,080	1,274.4	1,360	831.76	560	318.2	--	--	4,000	2,424.36
(d) Urban Prim. (Mex)	--	--	1,000	---	---	---	---	---	---	---	1,000	--
Total Const.	0	0	3,639.65	1,834.05	2,760	2,231.76	2,390.55	2,148.75	1,844.8	1,844.8	10,635	8,059.36
Total Loan Assist.	0	32.5	5,539.65	2,129.05	3,583.9	2,731.76	2,977.05	2,848.75	2,217.4	1,844.8	14,318	9,586.36
Total One Time Costs	757.4	32.5	6,161.05	2,129.05	3,881.3	2,731.76	3,081.45	2,848.75	2,321.8	1,844.8	16,203	9,586.36
	<u>789.9</u>		<u>8,290.1</u>		<u>6,613.06</u>		<u>5,930.2</u>		<u>4,166.6</u>		<u>25,789.36</u>	

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EDUCATIONAL REFORM PROGRAM - INCLUDING ITV
 PROJECTION OF ONGOING (RECURRENT) COSTS OF
 EDUCATION IN EL SALVADOR (in thousands of U. S. dollars)

	CY1967	CY1968	CY1969	CY1970	CY1971	CY1972
MINISTRY OF EDUCATION						
Executive	see total	178	182	186	190	194
General Administration(1)	" "	223	227	232	237	242
Planning	" "	70	71	72	73	74
Supplies & Maintenance	" "	655	668	681	695	709
Social Benefits	" "	112	114	116	118	120
ITV (2)	" "	186	246	460	608	790
	<u>1,518</u>	<u>1,424</u>	<u>1,508</u>	<u>1,747</u>	<u>1,921</u>	<u>2,129</u>
PRIMARY EDUCATION	14,196	14,097	15,151	15,811	16,903	17,884
SECONDARY EDUCATION						
Plan Básico	1,292	990	1,062	1,374	1,835	2,649
Bachillerato		738	764	882	1,081	1,492
Technical & Vocational	108	110	112	114	116	118
Commercial	58	59	60	61	62	63
	<u>1,458</u>	<u>1,897</u>	<u>1,998</u>	<u>2,431</u>	<u>3,094</u>	<u>4,322</u>
NORMAL SCHOOLS						
Primary Normal Schools	431	103	105	107	109	111
Superior Normal Schools	271	442	451	460	469	478
	<u>702</u>	<u>545</u>	<u>556</u>	<u>567</u>	<u>578</u>	<u>589</u>
UNIVERSITY	3,249	3,574	3,931	4,324	4,756	5,232
MISCELLANEOUS						
Social Services School	50	54	54	54	54	54
Subsidies to Private Schools	277	271	266	261	256	251
	<u>327</u>	<u>325</u>	<u>320</u>	<u>315</u>	<u>310</u>	<u>305</u>
TOTAL MINED EDUCATION BUDGET	21,450	21,862	23,464	25,195	27,562	30,461
add-MINED CULTURAL ACTIVITIES	404	412	420	428	437	446
add-EDUCATION BUDGET OF OTHER MINISTRIES	<u>1,010</u>	<u>1,030</u>	<u>1,051</u>	<u>1,072</u>	<u>1,093</u>	<u>1,115</u>
TOTAL EDUCATION COSTS OF EL SALVADOR	22,864	23,304	24,935	26,695	29,092	32,022

(1) Includes costs of Supervisors

(2) Includes ITV - Operations
Materials & Supplies
Misc. Expenditures.

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EL SALVADOR
 ADDITIONAL COSTS OF EDUCATIONAL REFORM PROGRAM
 INCLUDING ITV 1968 - 1972
 (in thousands of U. S. dollars)

CY 1968 CY 1969 CY 1970 CY 1971 CY 1972 TOTAL

ONE TIME COSTS

Grants	-757,400	621,400	297,400	104,400	104,400	1,885,000
Loans	--	5,539,650	3,583,900	2,977,050	2,217,400	14,318,000
GOES Resources	32,500	2,129,050	2,731,760	2,848,750	1,844,800	9,586,360
TOTAL	<u>789,900</u>	<u>8,290,100</u>	<u>6,613,060</u>	<u>5,930,200</u>	<u>4,166,600</u>	<u>\$25,789,360</u>

ONGOING COSTS

MinEd Education	412,000	2,014,000	3,745,000	6,112,000	9,011,000	21,294,000
MinEd Cultural	8,000	16,000	24,000	33,000	42,000	123,000
Other Ministries	20,000	41,000	62,000	83,000	110,000	316,000
TOTAL	<u>440,000</u>	<u>2,071,000</u>	<u>3,831,000</u>	<u>6,228,000</u>	<u>9,163,000</u>	<u>\$21,733,000</u>

GRAND TOTAL OF PROGRAM

INDICES

CY 1967 CY1968 CY1969 CY1970 CY1971 CY1972

ONGOING COSTS

MinEd Education	100.0	101.8	109.4	117.5	128.5	142.0
MinEd Cultural	100.0	102	104	106	108	110
Other Ministries	100.0	102	104	106	108	110
TOTAL	100.0	102	109	116.8	127.2	140

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EL SALVADOR'S FOREIGN DEBT, INTERNATIONAL
 RESERVES, AND DEBT REPAYMENT CAPACITY

i. Foreign Debt

At the end of 1967, the foreign long-term debt of El Salvador amounted to the equivalent of \$81.7 million and represented about 9% of the Gross Domestic Product. Internal debt accounted for 12% of the GDP. The foreign debt has been rising rapidly over the past few years, as shown in Table 11; in 1963 it amounted to only \$36.4 million. However, in 1967, more than 60% of the public foreign debt outstanding pertained to autonomous government institutions (electric power, port, water and sewer, and agricultural credit agencies), although guaranteed by the GOES. The remainder of the public external indebtedness pertained to the Central Government.

Table 11

External Public Debt Outstanding
 end of years 1963- 1967
 (In Millions of U. S. dollar equivalents)

Year	Direct	Guaranteed	Total	Annual Increase
1963	13.3	23.1	36.4	...
1964	17.6	27.0	44.6	22.5%
1965	24.5	34.3	58.8	31.8%
1966	28.0	44.7	72.7	23.6%
1967	31.1	50.6	81.7	12.4%

Source: Ministry of Finance.

El Salvador's foreign indebtedness is expected to increase substantially in 1968-1969 as a result of (1) new IDB lending of \$19.7 million for agricultural development, municipal markets, and water and sewer projects; and (2) new A. I. D. loans totalling some \$19.2 million for housing, industrial development, malaria control, educational reform and possibly agrarian reform. However, the flow of funds from the foregoing loans

will not assume significant proportions until 1969.

2. Net Foreign Exchange Reserves.

El Salvador's net foreign exchange reserves increased more than threefold during 1961-1965, rising from \$16.1 million to a peak of \$51.0 million. Thereafter, the decline in world prices of its traditional exports, coupled with a sharp drop in cotton production and, in 1967, an imminent change in the Administration, export growth was reduced substantially (see Table 12). Nevertheless, previous high levels of public investment, financed importantly by foreign capital inflows, caused imports to continue to rise in spite of reduced foreign exchange earnings in 1966 - 1967. In order to maintain external balance and, at the same time, secure the resources to finance national development, the GOES introduced (in September, 1967) a relatively stringent program of selective credit controls affecting all imports and modified the exchange control system by requiring 100% advance deposits in the case of imported luxury goods. The GOES also negotiated an IMF Standby Agreement on December 5, 1967, for \$10 million and drew half that amount in the same month.

Net reserves as of December 31, 1967, amounted to \$36.9 million, a decline of \$2.7 million from the previous year. The 1967 year-end reserves showed a marked improvement over Central Reserve Bank expectations (a decline of \$8 million in 1967), almost entirely due to limitations on the growth of imports resulting from the restrictive import measures and tighter commercial credit policy of the Central Reserve Bank.

Assuming a 5% growth rate for the Salvadoran economy and no additional foreign assistance, net reserves would have to decline some \$20 million (54%) in 1968. However, a 5% growth rate may be possible without such a drastic drop in reserves because the IMF Standby Agreement permits only a \$2 million (equivalent) net credit expansion in 1968. Heavy demands for financing the record 1967/68 coffee crop, the expansion of cotton, acreage, and needs of autonomous agencies, probably will reduce the availability of credit to the private sector and, thereby, may reduce import demand by some \$12 million (chiefly in consumer items) less than projected.

Total exports in 1968 are expected to rise about \$8 million, going mostly to the CACM. A further increase is projected for 1969. Net private capital inflow should increase slightly in 1968, assuming continued public confidence. However, net official capital inflows will be considerably less than in any of the past several years because of a major contraction in the loan pipeline.

It is estimated that El Salvador's net foreign exchange reserves may decline about \$3.7 million in 1968, to the lowest level since 1962. Some improvement may be expected for 1969 if inflows from loans negotiated in 1968 begin.

Clearly, El Salvador requires an inflow of external capital, such as the proposed loan, to meet a 5% growth target without an excessive loss of reserves.

External Debt Service Payments and Relation to
Export Levels, 1963-1967

(In millions of U. S. dollar equivalents)

Year	External Debt Service			Exports of Goods and Services	Ratio of Debt Service to Exports of Goods
	Principal	Interest	Total		
1963	2.9	1.4	4.3	165.5	2.6%
1964	3.1	1.8	4.9	192.8	2.5%
1965	3.9	2.1	6.0	214.4	2.8%
1966	4.0	2.3	6.3	211.8	3.0%
1967	2.4	2.5	4.9	230.2 (Est.)	2.1%

Sources: Ministry of Finance (for debt service payments; Central Reserve Bank (for exports of goods and services).

**El Salvador's Net Foreign Exchange Reserves and
Their Relation to Imports of Goods and Services,
end years 1961 - 1967**

(In Millions of U. S. dollars)

<u>Year</u>	<u>Net Foreign Reserves</u>	<u>Imports of Goods and Services</u>	<u>Ratio of Reserves to Imports of Goods and Services</u>
1961	16.1	133.5	12.1%
1962	22.5	152.8	14.7%
1963	37.4	182.8	20.5%
1964	40.4	224.9	18.0%
1965	51.0	240.5	21.2%
1966	39.6	262.3	15.1%
1967	36.9	268.0 (Est.)	13.8%

June 19, 1968

ENGINEERING DATA

PART I - Description of Experimental Stage

The industrial arts building of the San Andrés Normal School (See Annex IV, Exhibit) is of one story block construction, 4600 square feet in total area. 3,250 square feet is presently available for alteration and use for TV program origination - and the balance, consisting of two classrooms totalling 1360 square feet, is absolutely essential and should be made available for the proper functioning of the unit. In addition, a structure of approximately 300 to 400 square feet will be required to house the necessary air conditioning compressors and blowers for present and future use, and in addition provide a flat roof area for installation of a microwave antenna for the studio transmitter link. This structure must be situated away from the present building to prevent compressor noise and vibration from adversely affecting the television sound and picture. A minimum separation of twenty feet has been assumed; however, this will be dependent upon the ultimate design and recommendations covering the air-conditioning plant, which, based on design factors usual in the United States, will be from 15 to 20 tons capacity for the first stage (one studio and supporting area).

The recommended partitioning is shown in Exhibit 2. These can preferably be of 4 x 8 x 16 or 6 x 8 x 16 block, or of 2" x 4" wood framing covered with plasterboard and acoustic tile or Celotex. If 2 x 4 framed construction is chosen, the space between studs should be filled with 3 or 4" "fibre glass" insulation. The materials for this partitioning are currently available at the school.

Subdivisions include a studio control-room (a) with separate enclosure for announcements, a combination video-tape and telecine room (b) (Necessary for maintenance of dust-free conditions conducive to longest videotape headwheel life), a combination photo-lab and darkroom (c) with a light-trapped entrance, the master control area (d) (where the camera video processors, sync generators, distribution amplifiers and master switching will be installed) and a combination tape, film and equipment storage room (e). A sound lock (f) is provided for feedback-free access between the studio and control areas. A reception area (g) is also

provided for control of traffic into the studio and control rooms. Film editing will be performed at one end of the telecine-videotape room (b) through the use of the customary cutting and splicing machines and equipment for monitoring picture and sound, space limitations preventing a separate room for this purpose.

As graphic arts will be an important and necessary part of the operation it is recommended that the farthest of the two classrooms mentioned in paragraph one be used for this purpose. The classroom nearest the studio should be used for set storage, and construction and the other for graphic arts and painting.

The building height varies from 3 meters (9.8') at the side walls to 4 meters (13.1') in the center. Normally this is insufficient ceiling height for a TV studio and if it were structurally possible it would be recommended that the roof be raised and the side walls made higher. Unfortunately the type of construction followed in the proposed studio area anchors the roof purlins in cement at each end, with one supporting steel truss in the center. This effectively prevents any simple solution to the problem of increasing the height, and removes it from the realm of practicality. Any future expansion to provide additional studio area should plan on at least 16 foot ceilings, which, providing greater space for hanging lighting fixtures, also give more cubic footage of cool air capacity. Normally air conditioning loads due to lighting in a TV studio are of sufficient magnitude to require periods of use to be followed by periods of "cooling off" unless very large compressor capacity is provided. To keep the whole design within economical limits it is well to have high ceiling enclosing large cubic volumes of air.

The foregoing remarks do not mean that we cannot use studios of 10 to 14 feet in height; in fact the requirements of ETV, with limited numbers of live participants - with subject matters presented best by "close ups" and moderately sized instructional material, permits perfectly effective presentations with small sets and much less lighting than required for TV programs. The proposed San Andrés studio with 1500 square feet area is ample to provide from six to eight fixed sets if desired.

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Annex IV, Page 3 of 9

Exhibit 1, Page 3 of 6

In order to effectively light these sets a proposed placement of a lighting grid using commercially available electric conduit or waterpipe will be installed approximately 11.8 feet from floor level. The lighting fixtures are fastened thereto with "C clamps" and can be easily removed. The suggested wiring plan provides outlets at intervals along these grids so that all fixtures will be within reach of a source of power. The lamps recommended for use are high intensity quartz-iodide bulbs, otherwise referred to as Tungsten-Halogen; some mounted on the overhead grid, and some on rolling stands, placed to suit. As I am informed that there will be no programs involving more than two or three participants "on camera", most of them will be close-ups; so the ceiling height will not be too important. It is, however, again recommended that any future studio construction have a minimum height of 16 feet.

In the interest of economy, sound and thermal insulation should be combined. Furring strips, suspended from the roof structure as shown in Exhibit 4 will serve to support both fibre-glass batts (for thermal insulation) and 2' x 4' acoustic tile. This should provide a reasonably short reverberation time - if not, additional acoustic tile can be applied to the side walls. A "Cyclorama", if used, will provide additional acoustic benefit. In most cases the performer on Educational TV will be quite close to the microphone, using a "lavalier" type hung around the neck; echoes will not be significant, and the studio acoustic treatment will be primarily to keep out extraneous sound rather than prevent sound reverberation within the studio. The air conditioning ducts should be lined with fibre glass insulating board, both cemented and wired into place, to minimize noise from circulating air. In addition, the junction of the roof tiles and the ridge ventilator should be closed with mortar, and the sheet metal ridge sealed off by addition of a topping of sheet metal to prevent air leaks from the studio, which will be under a slight positive pressure from the blowers of the air conditioning.

The changes necessary in the partition wall between the proposed studio and the controlroom and storage areas are defined, and also gives an elevation of the telecine room

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(new construction in the master controlroom area, as proposed.) The type of construction as outlined for this room should also be followed in the "Film Develop and Light Trap area C."

It will be noted that the floor area of the master control equipment cluster is indicated to be raised. The purpose is to facilitate interconnection between the equipment racks and consoles, as changes and additions are constantly being made; as experience shows such changes advisable and new equipment makes them necessary. Connections between the racks and the studio controlroom and telecine areas should be made overhead in wiring ducts rather than steel conduit, as this makes access to the wiring easier, and facilitates future changes and additions. The systems drawing (Exhibit 5) does not go into actual wiring interconnection diagrams but is merely indicative of routing. The actual wiring diagrams will be prepared by the chief engineer on the project after the equipment is at hand and the necessary instruction books consulted for the specific interconnections necessary.

As it is planned to broadcast Educational TV over the existing commercial facilities at first, the question of getting the signal to El Boqueron becomes important. No direct microwave linkage is possible, and we must either utilize the west rim of El Boqueron or the summit of Mt. Picacho for a reflector site. A reflector system on West El Boqueron would require 2 reflectors whereas Picacho would require only one. Fortunately the distance from San Andrés to Boqueron via Mt. Picacho is only 16 kilometers (10 miles) and reflection from Picacho will be feasible, using a billboard reflector with a projected area of angle iron and covered with either sheet metal or heavy wire screen backed sufficiently to keep it flat.

Mount Picacho is also the location of the transmitter and tower of Channel 8, no longer in operation. The building, with 750 square feet, is large enough to hold 2 transmitters and with some alteration is capable of holding three. The tower is too short, and structurally not capable of holding 2 transmitting antennas, which, to provide a reasonable gain on channels 6 and 8 will require

approximately 110 to 120 feet of uniform cross section tower above the triangular base. One possible solution would be to use Channels 8 and 10 and share a common antenna thru appropriate duplexing equipment. Until a definite determination is made as to the frequencies and powers to be used by relay stations in other parts of El Salvador, there is no point in listing equipment necessary to do the job. To finalize this portion of the planning a propagation study will be made, based on topographic information and on-the-spot inspection of the area to be covered.

PART II - Equipment for Experimental Stage

The following equipment tabulations are based on the use of a single studio with an adjoining controlroom wherein audio and video switching for that studio will be performed. The camera setup and adjustment functions such as video level, beam current, deflection etc. are to be controlled from the master controlroom and the program output of the initial single studio (and any future additions thereto) channelled as desired to either videotape recorders, the microwave relay or the transmitter; or to closed circuit distribution cables as may be later installed to classrooms in the San Andrés Educational Center.

As off-the-air distribution is planned, it is necessary that all equipment be capable of operating on N. T. S. C. - C. C. I. R. System M525 line 30 frame standards, which El Salvador has adopted. Manufacturers invited to tender bids should be so advised.

Operations on these standards requires a central source of synchronizing signals covering vertical, horizontal, blanking and super sync. This rules out the use of the low priced self-contained type of camera widely used by C. A. T. V. stations and some closed circuit ITV and ETV installations to program over their lines. Such equipment, although relatively inexpensive, is not suitable for use in this installation.

The prices given are for the most part based on RCA equipment or equivalent; however, budget requirements make some substitutions necessary. The one film projector listed is Bell and Howell or equivalent; the slide projector a Splendler-Sauppe or equivalent. Purposely, manufacturers names have been omitted in most cases from the list, except where necessary to definitely identify an item. In asking for bids to cover this equipment, several manufacturers should be asked to prepare lists of what they have available to make up a package capable of meeting the minimum requirements, as outlined in Exhibit 5.

The use of 2" quadrature-head Video-tape machines is desirable for many reasons however, it may be difficult to accomplish within the indicated \$200,000 budget, unless used but reconditioned machines are obtained. Both Ampex and RCA have a plentiful supply of both re-conditioned and "as-is" machines available at prices from five thousand dollars up. For example, a reconditioned RCA TR 4 machine is quoted at \$26,900, and there are several in stock which have taken in on trade for the later model High band machines.

SUGGESTED TECHNICAL EQUIPMENT LIST

SUMMARY

1.	Studio Camera etc.	\$ 24,385
2.	Studio Controlroom (Video Only)	7,900
3.	Master Control - Terminal Equipment	16,000
4.	Telecine	13,100
5.	Film Editing	1,800
6.	Video Tape	107,600
7.	Audio Equipment	8,100
8.	Test Equipment	7,100
9.	Studio Lighting	8,600
10.	Microwave	<u>22,400</u>
	Total	\$ 216,985
	Installation	<u>10,000</u>
		\$ 226,985

Provide Additional
Door for Sound Isolation

Block in
Jalousies

Sound Area

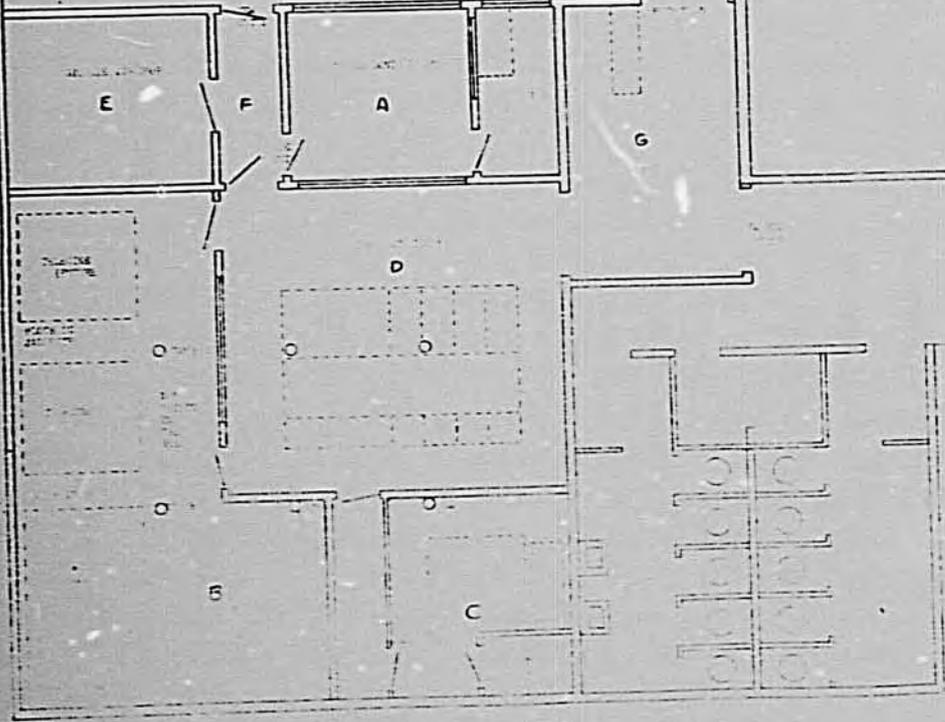
Block in all Screened Area Above

SCALE



Set Storage and Carpentry

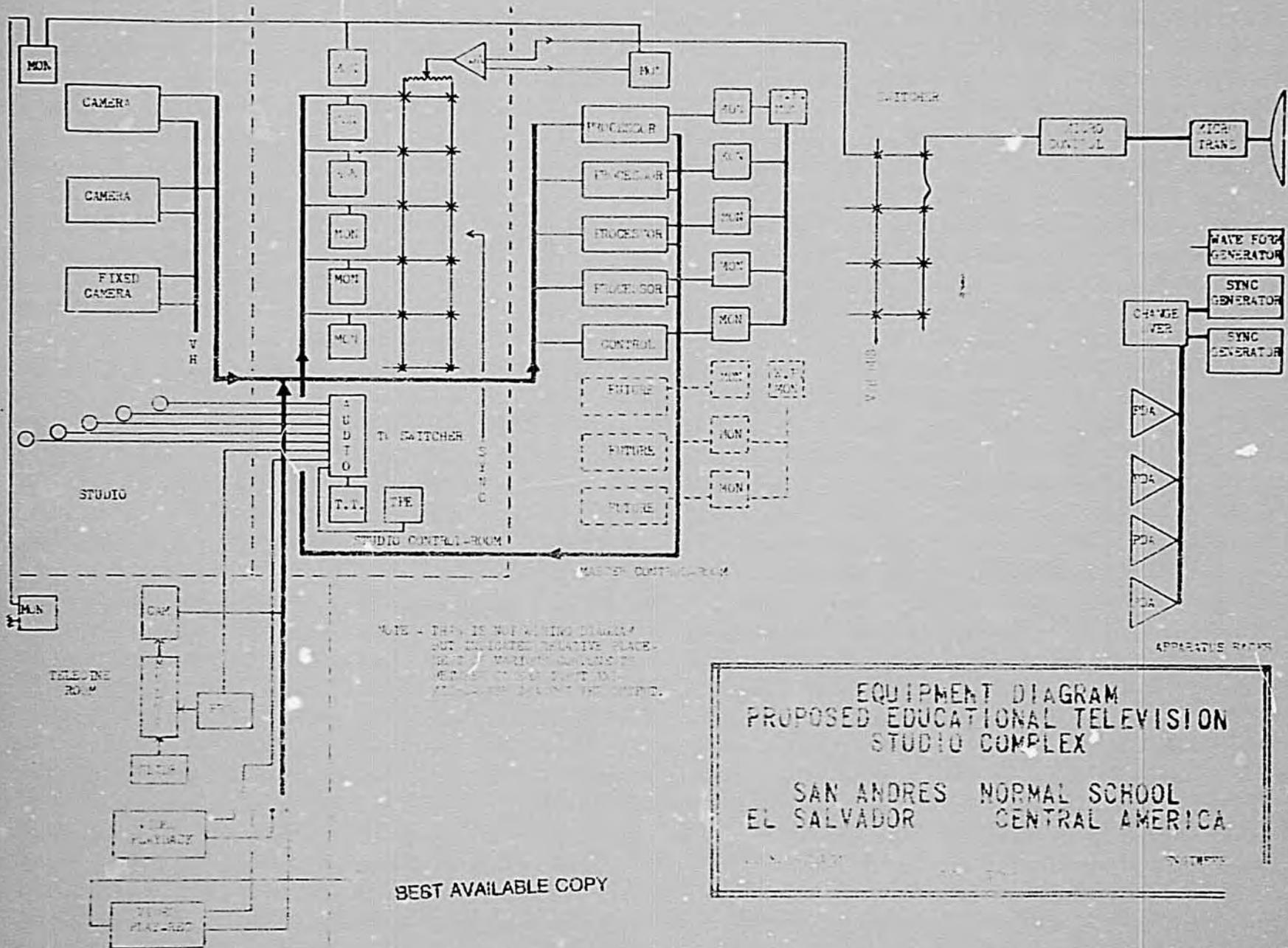
Graphic Arts and
Painting



FLOOR PLAN
SAN ANDRES NORMAL SCHOOL
TELEVISION STUDIO
SHOWING
ALTERATIONS, ADDITIONS AND
EQUIPMENT PLACEMENT

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ANNEX IV - 8 of 9
Exhibit 2, 2 of 2



EQUIPMENT DIAGRAM
PROPOSED EDUCATIONAL TELEVISION
STUDIO COMPLEX

SAN ANDRES NORMAL SCHOOL
EL SALVADOR CENTRAL AMERICA

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Exhibit 3 - Pg 1 of 1

LOAN AUTHORIZATION (DRAFT)

Provided From: Alliance for Progress Funds
EL SALVADOR: Educational Reform Program Including ITV

Pursuant to the authority vested in the Deputy U. S. Coordinator, Alliance for Progress, Agency for International Development ("A. I. D. ") by the Foreign Assistance Act of 1961, as amended, and the delegations of authority issued thereunder, I hereby authorize the establishment of a loan pursuant to Part I, Chapter 2, Title VI, Alliance for Progress, to the Government of El Salvador ("Borrower"), of not to exceed one million nine hundred thousand United States dollars (\$1,900,000) to assist in financing the United States dollar costs of equipment, material, and services necessary for the conduct of the Borrower's Educational Reform Program to provide a revision of curricula in public schools and establish an instructional television facility which will contribute a new technology to extend educational opportunities, this loan to be subject to the following terms and conditions:

1. Interest and Terms of Repayment.

Borrower shall repay the loan to the Agency for International Development ("A. I. D. ") in United States dollars within forty (40) years from the first disbursement under the loan, including a grace period not to exceed ten (10) years. The Borrower shall pay to A. I. D. in United States dollars on the disbursed balance of the loan interest at the rate of two percent (2%) per annum during the grace period and two and one-half (2½) percent per annum thereafter.

2. Other Terms and Conditions

- (a) All Borrower procurement of goods and services financed by the loan for the Project shall have their source and origin in the United States of America and the countries of the Central American Common Market.
- (b) All Borrower procurement of goods and services financed by the loan for the Project shall have its source and origin in the United States of America. Shipping financed under the loan shall be procured from the

United States and marine insurance financed under the loan shall be placed in the United States with a company authorized to do a marine insurance business in any State of the United States.

- (c) Borrower shall review with A.I.D. its annual educational budget prior to submission thereof to the Salvadoran Congress.
- (d) The loan shall be subject to such other terms and conditions as A.I.D. may deem advisable.

Deputy U.S. Coordinator