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

EL SALVADOR

PROJECT PAPER

RURAL PRIMARY SCHOOL EXPANSION

AID/LAC/P-012

Project Number:519-0190

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT <b>PROJECT PAPER FACESHEET</b>	1. TRANSACTION CODE <input type="checkbox"/> A ADD <input type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE	PP 2. DOCUMENT CODE 3

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8. ESTIMATED FY OF PROJECT COMPLETION FY [ 8 ] [ 3 ]	9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY [ 7 ] [ 9 ] B. QUARTER [ 2 ] C. FINAL FY [ 8 ] [ 0 ] (Enter 1, 2, 3, or 4)
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A. FUNDING SOURCE	FIRST FY			LIFE OF PROJECT		
	B. FR	C. L/C	D. TOTAL	E. FR	F. L/C	G. TOTAL
AID APPROPRIATED TOTAL	155	11	166	935	3615	4550
(GRANT)	145	8	153	290	60	350
(LOAN)	10	3	13	645	3555	4200
OTHER U.S. 1.						
OTHER U.S. 2.						
HOST COUNTRY		246	246	--	4068	4068
OTHER DONOR(S)						
TOTALS	155	257	412	935	7683	8618

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 79		H. 2ND FY 80		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) EH	600	630	680	200	4200	150			
(2)									
(3)									
(4)									
TOTALS				200	4200	150			

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULED  MM   YY 09   80
	P. GRANT	Q. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	
(1) EH					350	4200	
(2)							
(3)							
(4)							
TOTALS					350	4200	

13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PRP FACESHEET DATA; BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.

1 NO  
 2 YES

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## Project Paper

### El Salvador - Rural Primary Education Expansion

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Bulk Series: In USAID File

## Part I, Project Summary and Recommendations

A. Face Sheet Data. See preceding face sheet for summary of fiscal data and project purpose.

B. Recommendations. The USAID recommends authorization of both loan and grant financing for a Rural Primary Education Expansion Project to be implemented by the Government of El Salvador (GOES). Annex IE contains the GOES letter of application for this assistance.

1. Project Authorization. \$4.55 million. The loan element of \$4.2 million will be funded by allotment from FY 1979 funds.

The majority of costs to be loan-financed will be local currency costs. Recommended terms are repayment within 25 years, including a ten year grace period with an interest rate of 2% per annum during grace and 3% thereafter.

The grant element of \$350,000 will be funded by allotments from FY 1979 (\$200,000) and FY 1980 (\$150,000). The majority of costs to be grant-financed will be foreign exchange costs. The Salvadoran unit of currency is the Colon (¢) and the current rate of exchange is ¢2.50 = U.S. \$1.00.

2. Project Terms and Conditions. Project funding will be subject to the terms and conditions specified in the draft Project Authorization of Annex 1D.

C. Borrower/Grantee. Borrower/Grantee will be the GOES. Representing the GOES and implementing the loan/grant project will be the Ministry of Education (MOE).

### D. Project Description

1. Strategy: The project flows from the MOE/USAID-sponsored Education Sector Analysis (1975-1977) which identified major constraints to the extension of primary education services in rural El Salvador. Among others, major constraints include: inadequate data management, planning and resource allocation; insufficient numbers of schools, classrooms and teachers; and limited textbooks and instructional materials. In coordination with planned World Bank and other donor assistance, the project will help alleviate constraints and increase both the access to and quality of rural primary education for the target group of children 7-15 years of age. As much as 50% of the rural target group is not now being served by the school system. In the country's poorest regions, the percentage is even higher.

This project and other donor efforts fit within the GOES' Strategic Program No. 25 - Modernization and Expansion of Rural Education Services - which, in turn, is part of the host country's Five Year Plan. Program No. 25 addresses the broad GOES and USAID goal of providing universal primary education in El Salvador. It also addresses the shared strategy goals of improving human resources, increasing the employability and productivity of rural labor and of reducing the population growth rate.

2. Goal. The socio-economic goal of the project is to increase the well-being of El Salvador's rural poor. Intermediate to that goal is the project's sector goal of increasing primary education opportunities for the target group of children 7-15 years of age.

3. Purpose. The purpose of the project is to expand and improve the rural primary education system, with emphasis on El Salvador's poorest regions. These include the eastern and northeastern Departments of La Unión, San Miguel and Morazán - which represent priority zone one for the project - as well as the Cabañas and Chalatenango Departments, representing priority zone two. Three project components are designed to provide the target group with greater access to, and increased quality in, basic education services as summarized below.

4. Project Components

a. Component One, Rural Delivery System Improvement. This component will improve the MOE's capacity to plan, deliver and support expanded rural education opportunities with emphasis upon development and fuller utilization of MOE resources. Intermediate outputs include establishment of a Policy and Planning Group within the MOE as well as a Project Support Element to facilitate project operations. Follow-on outputs include: a functioning project support structure; a strengthened MOE data management and planning system that is more responsive to rural needs as a result of technical assistance in system management and special studies of school dropouts, double-shifting, teacher retention, etc.; stronger MOE capacity in community development; and periodic evaluations of project progress utilized to adjust and improve performance.

Inputs required to achieve these outputs include four years of a long-term technical advisor, 18 months of short-term technical assistance, six months of evaluation services, 12 months of short-term training and project support costs. AID financing of approximately \$212,000 - \$32,000 from the loan, \$180,000 from the grant - will provide for technical, evaluation and training services. GOES financing estimated at \$142,000 will provide the project support. Approximately \$354,000 in combined resources will thus be allocated to Component One.

b. Component Two, Rural School Expansion. Component Two will add classrooms to the primary education system in eastern and northeastern El Salvador, thereby increasing the access of rural youngsters to grades one through six, with emphasis upon expansion of schooling opportunities in grades four, five and six. This component will stress the development of local school councils and the use of cost-effective construction methodologies based upon community participation.

Intermediate outputs include establishment of an MOE Field Unit in San Miguel and its equipping with vehicles and construction tools and equipment. These outputs will lead to the development of approximately 261 local school councils and the addition of an estimated 600 classrooms in participating communities. Project-financed classrooms will add about 24,000 physical student places to the system; or up to 48,000 places as student pass-through and double-shifting increases.

Inputs required to achieve these outputs include vehicles, tools and equipment, community-donated land and self-help, classroom construction and furniture as well as operating costs of the field unit. AID loan financing of about \$3.2 million will provide for vehicles, tools, equipment and classroom construction. Participating communities will donate an estimated \$210,000 in land and self-help, while the GOES will finance classroom furniture and Field Unit costs estimated at \$1.272 million. Approximately \$4.682 million in combined resources will thus be allocated to Component Two.

c. Component Three, Rural Teacher Training and Placement. This component will increase the supply of qualified teachers and improved teacher materials going into rural primary schools, thereby reinforcing the access objective of Component Two and producing higher quality education services as well. Component Three will expand the MOE's Plan III Teacher Training effort, which is designed around a concept of training while teaching, and support the development and dissemination of teacher materials for classroom use.

Major outputs include: improved and increased training staff in Plan III; a revised and strengthened training curriculum; a Materials Production Center established and functioning; and new field supervisors providing more support and training to rural teachers. In combination, these outputs will facilitate the training and placement of, and provision of materials to, approximately 4,354 teachers and their coverage of an estimated 261,240 primary school children during the project period.

Inputs required to achieve these outputs include about 34 months of short-term technical assistance, 10 months of short-term training plus observation studies, instructional equipment/materials, printing equipment/materials, supporting vehicles and Plan III staffing, training and operating costs. AID financing of approximately \$658,000 -- \$488,000 from the loan, \$170,000 from the grant -- will provide for inputs listed above. GOES financing estimated at \$1.78 million will cover staffing/training/operating costs. Approximately \$2.438 million in combined resources will thus be allocated to Component Three.

d. Contingencies/Inflation. Contingencies and inflation will be financed by both AID and the GOES. Some \$480,000 in loan funds and \$664,000 in counterpart funds are reserved for these purposes. The total is thus \$1.144 million, representing about 13% of the project budget.

e. End-of-Project-Status (EOPS). The overall EOPS is expected to be MOE adoption of improved and cost-effective techniques for extending primary education services and coverage in the rural sector. Each project component will contribute to the EOPS as summarized above. Comprising a well-designed demonstration and impact effort, the project will help prepare the

MOE to extend and transmit benefits to ever-increasing numbers of the rural target group, enroute to providing universal primary education in El Salvador.

f. Criteria for Use of Grant Financing. Components One and Three include limited AID grant funding for selected project elements as follows.

(i) Technical Elements. The project includes research, development and demonstration elements explicitly designed to facilitate benefit incidence among the target group. Grant funds will finance the costs of technical expertise within these elements.

(ii) Evaluation. USAID and the MOE will participate in evaluations of project activities. Grant funds are available to strengthen the MOE's capacity to conduct project evaluations and to assure compliance with AID guidelines and standards.

E. Financial Plan. Based upon the above-described components, it is expected that AID loan and grant funds and host country counterpart resources will be allocated to the project approximately as follows:

Table 1  
Project Financial Plan  
(US\$000s or equivalent)

<u>Use of Funds</u>	<u>Source of Funds</u>			<u>Total</u>
	<u>A.I.D.</u>		<u>GOES</u>	
	<u>L</u>	<u>G</u>		
I. <u>Rural Delivery System</u>				
<u>Technical Assistance</u>		180		180
Training	32			32
Project Support			142	142
II. <u>Rural School Expansion</u>				
<u>Field Unit</u>			432	432
Equipment	200			200
Land/Self-help			210*	210*
Construction/Furniture	3,000		840	3,840
III. <u>Rural Teachers</u>				
<u>Technical Assistance</u>		170		170
Training	48			48
Equipment/Materials	440			440
Plan III Operations			1,780	1,780
<u>Sub-Total</u>	<u>3,720</u>	<u>350</u>	<u>3,404</u>	<u>7,474</u>
<u>Contingency/Inflation</u>	<u>480</u>	<u>--</u>	<u>664</u>	<u>1,144</u>
<u>Total</u>	<u>4,200</u>	<u>350</u>	<u>4,068</u>	<u>8,618</u>

\*Estimated community inputs.

F. Summary Findings. The project meets all applicable statutory criteria. Annexes IB and IC contain the Checklist of Statutory Criteria and the USAID Director's 611 Certification. Analyses of the project show it to be feasible and designed to increase the internal efficiency of the rural primary school system as well as ready for implementation. Technologies to be utilized are appropriate to El Salvador and cost-effective. Cost estimates are reasonably firm and efforts will be made to keep them so during project implementation. Recurring costs estimated to result from the project are judged to be sustainable by the host country.

G. Project Issues. General issues related to the project concern the MOE's ability to manage and evaluate it. The project will require an intense and "programmatic" utilization of MOE resources to establish and support the new rural outreach mechanisms, especially the construction mechanism of Component Two which entails both innovation and risk for the MOE. These managerial concerns are addressed by the design of the project and are the subject of Conditions Precedent to Disbursement outlined in Annex ID. Detailed operational and technical questions are treated in Parts III and IV of the paper and in supporting Annexes.

H. USAID Project Development Team

Bruce Blackman	Capital Development Officer/Chairman
Hunter Fitzgerald	Human Resources Development Officer/Project Officer
George Beloz	Education Advisor
C. Roberto Gavidia	General Engineer
Alfredo Guevara	Capital Development Assistant
G. Franklin Latham	Financial Analyst
Marvin Schwartz	Program Economist
Ricardo Vásquez	Assistant Financial Analyst

Project Advisors and Consultants

John Clyne	Regional Legal Advisor
Salvador Fonseca	Education Consultant
Robert Maushammer	Chief Economist, LA/DR, AID/W
Lloyd McEwen	Printing and Materials Consultant
Peter Tobia	Education Consultant

USAID Reviewing Officers

K. F. Carpenter	Controller
P. W. Askin	Assistant Director
Aldelmo Ruiz	Director

Approved by: Aldelmo Ruiz, Director

## Part II, Project Setting

A. Introduction: The Mission recently completed its 1981 to 1985 Country Development Strategy Statement (CDSS) in which the following goals were put forward: improve key development policies; reduce fertility rates in rural areas and the overall population growth rate to 2.5% by 1985; increase small farmer productivity and income; broaden the rural poor's access to land and employment; increase the rural poor's access to the other basic necessities of life; and, increase the rural poor's participation in the development process.

These strategy goals are to be addressed through five mutually reinforcing sub-strategies: (1) policy improvement; (2) population reduction; (3) increased small farm production; (4) rural and community enterprise development; and (5) human resource development. Within the fifth sub-strategy, one of the aims is to provide the means whereby all school age Salvadoran children can attain a primary education and literacy. The USAID does not propose to support these goals alone but in coordination with other donors.

The education strategy will concentrate on lowering repeater rates, increasing double shift schooling and providing new school rooms and teachers to increase access to all six elementary grades. If these key changes are accomplished by 1985, a goal of 90% access to primary education appears within reach. Future planning ties in closely with this project, which represents the beginning of a large and coordinated effort to solve one of El Salvador's most pressing development problems.

USAID and GOES have historically cooperated to realize substantial efforts in education. Beside various grants, a \$2.4 million loan was started in 1963 for primary school expansion and in 1968 and 1969 over \$10.0 million was lent for two educational television projects. This was followed by a series of USAID and regionally-sponsored activities with the Bureau of the Census providing expertise which produced the extensive Sector Analysis discussed below. In May of 1978, after a successful grant-funded pilot project, a \$3.95 million dollar loan/grant was signed with the MOE. This Occupational Skills Training Project, designed to teach entry level skills to adults and out of school youth, is now in the early implementation stage and will assist a significant number of individuals to better their economic status.

B. Salvadoran Education Sector Analysis: The Education Sector Analysis began in 1973 as an outgrowth of the on-going process of planning and evaluation brought about by the 1968 Education Reform. The two basic objectives were to: (1) obtain findings for increasing the efficiency, access, and relevance of education; and (2) develop the MOE's capacity to improve the formulation of policy and the allocation of resources. The GOES, Bureau of the Census and AID worked in a highly collaborative style

throughout the process. Many of the Sector Analysis' findings and recommendations have been or are being implemented, or are being considered for the future. Annex IIA, excerpted from an Executive Summary completed in 1978, provides a series of conclusions and recommendations for the basic education system.

The GOES' Strategic Program No. 25 -- Modernization and Expansion of Rural Education Services -- is part of the current Five Year Plan and incorporates many of the Sector Analysis proposals. Annex IIB summarizes Program 25. As shown, the MOE has developed a useful chart outline which globally depicts the major objectives, outputs required, program needed and types of projects for implementation. The GOES has carefully allocated the different aspects of the tasks at hand to itself, USAID and other donors to assure coordinated and non-duplicative inputs. It is evident that consideration has been given to Sector Analysis recommendations so that projects and activities logically flow within a structured framework leading to better educational opportunities.

#### C. Other Donor Assistance

1. The World Bank: The World Bank funded a comprehensive education loan between 1969 and 1973 and approved a \$17 million follow-on loan in 1974 for rural education that is now about midway through implementation. In 1978, a subsequent loan was extended to the Ministry of Labor for apprenticeship training and the development of a higher level employment plan.

The Bank is now planning another basic education loan project for start-up in 1980 or 1981. It has been discussed and coordinated on a continual basis with GOES and USAID representatives. Major elements of this project are expected to include: developing fifty administrative and supervisory units in rural areas including about 567 new classrooms; textbook preparation and production; some curriculum improvement; in-service training of regular teachers; training school supervision improvement; construction of a technological school in San Miguel; technical assistance, and administrative costs. Annex IIC shows a total project cost of \$35 million and summarizes the various elements of this planned effort and its relationship to the AID project.

2. United Nations Development Programme: The UNDP provided \$76,000 in education technical assistance to the MOE in 1975 and 1976. A \$440,000 three year grant, currently under consideration, will help improve student and teacher retention in rural areas, increase community participation, and design strategies to improve literacy from 1979 to 1982. By mutual agreement, these inputs will be coordinated by the MOE with the World Bank and AID.

3. Other: The Inter-American Development Bank (IDB) lent \$9 million to the Central American University José Simeón Cañas in 1977 to expand higher education. With a recent loan for integrated development in the

northern Departments of Santa Ana and Chalatenango, IDB will finance limited school construction, among other sub-projects, through the GOES' community development agency, DIDECO. Chalatenango Department is included in priority zone two of the MOE/AID project. IDB and AID inputs, if any, will be fully coordinated by MOE and DIDECO. Demand, however, will likely exceed all combined inputs.

CARE has started to develop a limited regional project to include a small school building component. It will not duplicate any activities contemplated with other donors.

The MOE has given top priority to Program No. 25. With a well coordinated, multi-donor-GOES attack on the constraints identified in the Sector Analysis, it plans to improve the access to and efficiency of primary schools in El Salvador with AID being an integral part of the program now and in the future.

### Part III, Project Description

A. Beneficiaries: The project's general target group is the rural poor, geographically defined as those living outside municipalities (or in communities of less than 2000 population). Dimensions of rural poverty are fully described in our CDSS of January 30, 1979. Within the rural poor, the project will benefit children, 7-15 years of age, who are either out-of-school or do not have the opportunity to complete a primary education (grades 1-6). The Education Sector Analysis identified insufficient classroom space and the teacher shortage as major constraints to rural education opportunity.

In comparison with their urban peers, rural children are excessively disadvantaged by a lack of educational opportunity. They are far more likely to remain functionally illiterate and thus unable to benefit fully from Salvadoran development. In addition, rural-urban inequality is being exacerbated by a 3.3% population growth rate that is disproportionately attributable to higher fertility rates in the Salvadoran rural sector.

The project's primary target group comprises 7-15 year old rural children in El Salvador's poorest regions. These are the East and Northeast, especially the Departments of La Unión, San Miguel and Morazán, but also the Departments of Cabañas and Chalatenango. In 1978, these departments had 42% of children 7-15 years of age enrolled in school. A high proportion of the primary target group has no opportunity to complete a primary education.

The eastern and northeastern regions, have been designated as major, critical development zones by the GOES. Virtually all socio-economic indicators show these zones and their people to be the poorest in El Salvador. By mutual GOES-USAID accord, they have been selected for project concentration. Annex IIIA contains a project map showing the target zones as well as five pages of illustrative data indicating rural-urban educational inequalities.

As described below, the project's approach is to install and demonstrate improved, cost-effective methods for extending primary education service coverage - classrooms, teachers, materials - to rural children in the target zones. Estimates of beneficiary coverage are included in the project description and analyses that follow. It is expected that, based upon a successful demonstration and impact effort, the project will pave the way to widening target group coverage in the rural sector with GOES support and proposed follow-on financing from other donors and AID.

B. Goal: The socio-economic goal of the project is to increase the well-being of Salvador's rural poor. Intermediate to that goal is the project's sector goal of increasing primary education opportunities for the target

group of rural children, 7-15 years of age. AID and other donor support fit within the GOES' longer-term sector goal of providing universal primary education in El Salvador.

C. Purpose: The purpose of the project is to expand and improve the rural primary education system, with emphasis on El Salvador's poorest regions, i.e., priority zones in the East and Northeast. Three project components are designed to provide the target group with greater access to, and increased quality in, primary education services as described below and as summarized in the logical framework matrix of Annex IIIB.

D. Components

1. Component One, Rural Delivery System Improvement

a. Purpose: This component is designed to improve the MOE's capacity to plan, deliver and support expanded opportunities for rural education with emphasis upon the development and fuller utilization of MOE resources.

b. Description: The MOE has committed itself to new and innovative approaches in rural school construction and expansion (Component Two) as well as rural teacher training and placement (Component Three). Project Component One will facilitate the successful execution of the new approaches both during and after the project period.

The MOE has established a high-level Policy and Planning Group consisting of chiefs from the Ministry Divisions of Planning, Basic Education, the Normal School and Architecture. This will be chaired by the Director of Planning and will report directly to the Sub-Secretary of Education. Its main function will be to provide overall guidance to project implementation.

The Policy and Planning Group will have, as its working arm, a Project Support Element comprised of approximately seven full-time MOE employees. This Project Support Element will back-up and coordinate field implementation activities, e.g. do project accounting, contracting, procurement, logistics, etc.

Annex IIIC contains an organization chart and staffing pattern for the Planning and Policy Group and its Project Support Element. It shows how the MOE will relate to operational units in charge of Components Two and Three. The organizational design for the project will help assure coordination across all MOE Divisions involved, a fuller utilization of MOE resources\* and thus improved support for the rural education delivery system.

1) Inputs and Budget: MOE inputs to Component One will be the part-time services of the Project Policy and Planning Group and the

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\*The Minister of Education has repeatedly emphasized his intention to improve intra-MOE coordination and increase the utilization of personnel currently employed.

full-time services of the Project Support Element. Costs of Project Support Element personnel are estimated at \$142,000 during the four year project period. See Annex IIIC for detailed cost information.

AID inputs to Component One include technical assistance and evaluation services (both grant-funded) along with short-term training (loan-funded) as described below and further detailed in Annex IIIC.

a) Technical Assistance: A long-term implementation advisor will be contracted locally to provide liaison between MOE and USAID, assist the Project Support Element to coordinate project activities, prepare documentation, monitor project progress, etc. It is expected that this local advisor will be contracted for the four year life of project. Closely related, short-term technical expertise will be obtained to assist the MOE Planning Division improve its data management system with emphasis on responding to critical rural education problems documented in the Education Sector Analysis. Nine person months of technical assistance in data management are anticipated. The Education Sector Analysis also indicated need for further study of the causes of school dropout, how dropout rates can be reduced as well as additional investigation into the feasibility of extending double-shift schooling, teacher demand and retention, student evaluation, enrollment projections, etc. Limited funding for approximately six person months of T.A. for special studies is thus included. Finally, about three person months of short-term technical services in community development techniques will be made available through the MOE's Project Support Element to the Component Two field unit in charge of school construction/expansion to help maximize community self-help and participation in the project. The estimated cost of both long and short-term technical assistance is \$140,000.

b) Evaluation: Regular evaluations of progress will be critical to the success of project operations, especially under Components Two and Three. New methodologies developed for school construction/expansion and teacher training/placement will be implemented during the project period. Taken together, careful reviews of the results, on-line feedback to the MOE project structure and, as indicated, revisions of the methodologies in light of operational experience will be essential to a successful demonstration effort. Funding for six person months of project evaluation services is thus included at an estimated cost of \$30,000. Illustrative descriptions for technical and evaluation services are included in Annex IIIC.

c) Training: Short-term training in data management (up to six person months), community development (up to three person months) and evaluation (up to three person months) are also included in the project. This training will include observational trips to other Latin American countries and will be loan-funded at approximately \$32,000.

Based upon this illustrative listing of inputs, it is expected that MOE and AID resources will be allocated to Component One as follows:

Table 2

Component One Budget\*  
(US \$000s or equivalent)

<u>Use of Funds</u>	<u>Source of Funds</u>			<u>TOTAL</u>
	<u>L</u>	<u>A.I.D.</u>	<u>MOE</u>	
Technical Assistance				
Long-term			60	60
Short-term			90	90
Evaluation			30	30
Training	32			32
Project Support	--	--	142	142
<u>Total</u>	32	180	142	354

2) Outputs and End-of-Component Status: Intermediate outputs under Component One include establishment of the MOE's Policy and Planning Group and the Project Support Element to facilitate project operations. Major operational outputs are expected to include: a functioning project support structure strengthened by the long-term implementation advisor; an improved MOE data management and planning system that is more responsive to rural education needs as a result of technical assistance in system management and special studies of school drop-outs, double-shifting, teacher retention, etc.; stronger MOE capacity in community development; and periodic and accurate evaluations of project progress being utilized to adjust and improve project performance.

Taken together, outputs expected under Component One will help the MOE to better utilize its resources in expanding and improving the rural primary education system in El Salvador.

3) Timetable: Annex IIIC shows the anticipated sequencing of the inputs and outputs described above.

2. Component Two, Rural School Expansion

a. Purpose: The purpose of this component is to increase the access of rural youngsters to primary school grades one through six, with emphasis upon expansion of schooling opportunities in cycle two of the education system (grades four, five and six). Component Two will stress the establishment of local school councils and the use of cost-effective construction methodologies based upon community participation.

\* See Annex IIIC for budget detail.

The Sector Analysis concluded that the major constraint to primary education in the rural areas is lack of access. It recommends: "The principal measures to increase access... are the construction and staffing of schools and the use of 90% of all schools and teachers on a double-shift basis in the rural zones to offer at least six grades of schooling" (page 51 of 1978 Executive Summary). The former measure is addressed by this component and the latter by Component Three. The purpose of this component coincides with, and has been designed to help meet, one of the basic objectives of Strategic Program No. 25 within the GOES' Five Year Plan.

b. Description: In recent MOE history, most school construction has been handled by either contracting out the entire job or by turning actual construction responsibility to other institutions, e.g. the GOES' Community Development Agency, DIDECO. Contract construction has become increasingly costly, while school construction by other institutions has remained limited in coverage, especially in rural El Salvador. In 1978, the MOE conducted a pilot school construction activity using prefabricated elements; results are promising. For these reasons, the MOE has decided to retain responsibility for this project and utilize available resources to obtain maximum outputs which is a major policy change.

The MOE's Directorate of Works Execution will establish and staff a field office in San Miguel, capital of the San Miguel Department, from which to initiate Component Two operations. This Field Unit will report to, and be backed up by, the Project Support Element, under the overall guidance of the Policy and Planning Group.

The San Miguel Field Unit will be headed by a regional engineer and staffed approximately as follows: nine project promoters and implementers; seven warehousemen; 13 drivers; three security guards for commodity protection; nine laborers; and one person to provide liaison between San Miguel and the Project Support Element in San Salvador. Annex IIID contains a staffing plan for the Field Unit. A warehouse will be operated in San Miguel for the storage and allocation of construction commodities and materials.

Considerable pre-implementation planning has been carried out by the MOE/USAID project development team. In latter 1978, the MOE's Basic Education Department conducted a comprehensive survey of the primary school system in priority eastern and northeastern regions. Some 1007 questionnaires were reviewed by the team as well as an updated MOE school map and other available data. The survey was tabulated and analyzed to present a well-defined picture of school circuit and nucleus needs.

Some 602 potential sites or communities were identified in the five departments: 378 in La Unión, San Miguel and Morazán which, taken together, represent the first geographic priority under the project; and

224 communities in Cabañas and Chalatenango, representing geographic priority of the second instance. These 602 communities were selected on the basis of statistics showing low student enrollments, high out-of-school populations and classroom needs as defined by school circuits and nuclei within them. Annex IIID provides a tabulation of these pre-selected communities which comprise the project's "long list" of rural sites requiring additional classroom space to facilitate a complete primary education of six grades. Also shown is a sample breakdown of requirements by school nuclei in Morazán Department. The 602 sites--generally having approximate community populations of between 500-1000 up to 2000 at the outside--are estimated to require some 1,382 new classrooms, 871 in priority zone one, 511 in priority zone two. An average of 2.3 classrooms is the expected requirement per community (1382 ÷ 602). AID will assist El Salvador in meeting a portion of these requirements along with the World Bank and other donors.

Five categories of classroom construction are envisioned to provide a full six grades of primary education in target communities. In priority order, these categories are: (1) expansion or add-on(s) needed to complete existing schools; (2) substitution\* and expansion of non-usable schools; (3) construction where no school exists, e.g. in small, remote communities of the disperse rural poor; (4) expansion of existing six grade schools where needed to serve a large out-of-school population; and (5) a small number of substitutions of non-usable schools.

In accordance with these construction priorities, final selection from the 602 sites for project support will be based upon community-level criteria. Upon project approval, the MOE plans to have a social promotor from the Field Unit visit each community in priority zone one. Trained in community development techniques, the promotor will be accompanied by the supervisor of the local school circuit or the nucleo system supervisor from within the circuit. Together, the promotor and supervisor will meet with community school leaders (or potential leaders in communities not having schools) to verify: community need for school facilities based on status of existing facilities, community population and out-of-school children; and community interest and willingness to contribute suitable land, if needed, and to provide some self-help and organize itself for education purposes into a local school council, if one does not already exist.

The promotor and supervisor will then proceed to a nearby community on the pre-selected list of sites in priority zone one and repeat the procedure described above. As a result of this community-based selection process, the MOE Field Unit will compile a final list of sites in priority zone one selected for project support. This list will be required as a Condition Precedent to Loan Disbursement.

Following the final selection process, the promotor and supervisor team will return to assist communities in organizing to carry out their school sub-projects. Classroom or school sites will be mutually agreed

\* Substitution rather than renovation is a normal requirement with old rural schools which were generally built with the bahareque construction technique. Bahareque consists of wood-lath or branch frame, filled with mud and covered by lime-based plaster. Once deteriorated, these thatch-roofed rooms provide no protection from rain or wind and dust and need to be replaced.

upon during this subsequent visit. Moreover, the MOE and community will enter into an agreement specifying the responsibilities of the field unit and the community in implementing the school sub-project. The agreement will specify the resources to be provided by each and the timing of sub-project implementation.

Construction jobs will be implemented on the basis of the agreement between the MOE Field Unit and the participating community. Although likely to vary somewhat from site to site, MOE and community responsibilities for school sub-projects are generally expected to be divided as follows. With AID support, MOE will provide: construction plans (see Annex IVD for standard classroom design); construction commodities and materials; construction supervision by maestros de obras (foremen); payment of local community labor; school furnishings; final inspection; teacher(s) as needed; and instructional materials for classroom use.

The community will generally be expected to provide: land for the classrooms; land clearing and general site preparation; local transport of construction materials (e.g. where there is no access road); storage and protection of construction commodities and materials pending their use; water needed for construction; and manual labor to be paid for construction. Following job completion, the local school council will be expected to provide preventive maintenance of the new classrooms and facilities as well as generally participate in education and community affairs.

Skilled labor, maestros de obra, masons and unskilled labor will be recruited from the departments and communities where classrooms and schools are to be built, thus providing employment in the project area. Skilled labor will be paid in accord with GOES Ministry of Labor guidelines. Unskilled community labor will receive the prevailing wage paid for such activities under other community development efforts, such as those undertaken by DIDECO.

Classrooms to be constructed are of simple, practical and durable design. They will be made from pre-fabricated steel elements for columns and roof structure, metal grating for windows and metal, and laminated doors. The roof will be of asbestos cement, the walls of reinforced brick and the floor and corridor of cement slab. Each school will be complete with latrines, fence, entrance gate and flagpole. Each classroom will be equipped with two blackboards, student desks and chairs, teacher desk and chair and supply cabinet. Purchasing will follow normal bid procedures with pre-fabricated elements expected to be procured through one international bidding.

The estimated current and direct cost per classroom is \$5000. Annex IIID contains detailed back-up for this estimate and Annex IVD contains design and engineering exhibits, along with additional cost detail. This estimate compares very favorably with the \$9-10,000 currently being paid

per classroom under contract construction procedures. The Education Sector Analysis estimated a classroom cost of nearly \$11,000 (see page 9 of Executive Summary). Lowering classroom costs is a key objective of Component Two. See analytical data in Part IVD of this paper.

If Component Two operations are reasonably efficient and successful, as expected, the project will add approximately 600 classrooms for primary education in an estimated 261 participating communities. Again, the Departments of La Unión, San Miguel and Morazán will be given first priority. The Departments of Cabañas and Chalatenango will be given second priority, in that order.

1) Inputs and Budget: MOE inputs to Component Two will be the establishment, staffing and operation of the San Miguel Field Unit, including warehouse. Costs of this field operation are estimated at \$432,000 during the four year project period. The MOE will also finance furniture estimated to cost \$840,000 for project classrooms.

Participating communities are expected to contribute approximately \$210,000 to the project. Some \$60,000 of this amount will represent community land for schools and classrooms. Another \$150,000 represents self-help efforts for which no payments will be made.

AID inputs to this component are estimated at \$3.2 million. This total includes funding for: vehicles for the San Miguel field operation (approximately \$160,000); construction tools and equipment (approximately \$40,000); and construction costs (approximately \$3.0 million). See Part V of this paper regarding financing procedures.

Detailed support for these cost estimates is included in Annex IIID. The approximate budget resulting from the estimates is shown below.

Table 3  
Component Two Budget\*  
(US \$000s or equivalent)

<u>Use of Funds</u>	<u>A. I. D.</u>	<u>Source of Funds</u>		<u>Total</u>
		<u>MOE</u>	<u>Communities</u>	
Construction Unit		432		432
Vehicles/Equipment	200			200
Land/Self-help			210	210
Construction	3,000			3,000
Furnishings		840		840
<u>Total</u>	<u>3,200</u>	<u>1,272</u>	<u>210</u>	<u>4,682</u>

\* See Annex IIID for budget detail.

2) Outputs and End-of-Component Status: Intermediate outputs under Component Two include establishment of the MOE's Field Unit in San Miguel and its equipping with vehicles and construction tools and equipment. These outputs will lead to the development or strengthening of local school councils in approximately 261 communities selected from the long list of 602 sites in accordance with construction priorities and community-level criteria. Working together, the Field Unit and these communities will produce the major outputs, namely up to 600 furnished schoolrooms that will provide a complete primary education for the target group in the communities selected. Teachers and materials produced under Component Three (see below) will be assigned to these new schools and classrooms. By serving an estimated 261 communities and producing approximately 600 classrooms, the project will provide up to 24,000 actual student places. With full double-shifting, these would amount to as many as 48,000 student places per annum in El Salvador's poorest regions. The economic analysis of Part IV details the anticipated coverage and efficiency effects of the project.

Clearly, this project will not be able to meet the entire need of the primary target group in priority departments wherein preliminary planning has shown 602 potential rural sites requiring some 1,382 classrooms. But resources are limited and other donor assistance is critically needed too. In this regard, the upcoming World Bank loan is expected to add 550-600 new classrooms to the nation-wide rural system (i.e. not only within the departments targeted for the MOE/AID project).

Taken together, outputs anticipated from Component Two will demonstrate a new, cost-effective way of expanding the rural school system in El Salvador, based on greater community participation than has heretofore existed. At the end of the project period, we anticipate that participating communities will be benefitting from closer linkages with local nuclei and school circuit systems as well as better able, through self-help councils, to attend their particular primary education needs. We would also anticipate that the MOE is prepared to open another field office and begin spreading the operations proven out under the project.

3) Timetable: Annex IIID shows the anticipated sequencing of the inputs and outputs described above.

### 3. Component Three, Rural Teacher Training and Placement

a. Purpose: The purpose of this component is to increase the supply of qualified teachers and improved materials going into rural primary schools, thereby reinforcing the objective of Component Two and producing higher quality education services.

b. Description: Primary and basic education teachers are all trained in Ciudad Normal which is located outside San Salvador. The Institution is organized into five divisions - (1) Formation of Teachers, (2)

In-Service Training, (3) Curriculum Planning, (4) Educational Resources, and (5) Administrative Offices. Candidates attend the school from all over the country and can enroll in one of three plans to become teachers.

Plan I is a traditional three year high school curriculum which leads to a bachiller diploma in Education. This track graduates about 100 teachers per year from Ciudad Normal, with about fifty accepting teaching assignments, mostly in urban schools. The remainder go on to the University or obtain desk jobs in the MOE or other governmental offices. Plan I cannot meet the national demand for teachers.

Plan II accepts students who have completed the second year of any diversified bachiller program. They study one year and during two vacation periods at Ciudad Normal and then, after one year of supervised teaching experience, receive their bachiller and become qualified teachers. The MOE has decided not to enroll any more students in this Plan, opting instead for Plan III to be supported by the project.

Plan III accepts graduates with diversified bachillerato schooling and combines formal class work with practical experience over a three year period. It has several advantages over Plans I and II. The candidates are more mature when they begin teaching and Plan III utilizes a human resource that the GOES has already invested in heavily. Many graduates in other fields cannot find employment and this gives them an opportunity. Last year, when it was announced that some 600 positions were being filled in Plan III, over 4,000 candidates applied at Ciudad Normal (breaking down fences in the process).

Candidates are selected to fill slots that correspond to where they live, alleviating much of the relocation problem experienced in the past. The MOE/USAID project development team surveyed the actual assignment practices in one of the departments to be served by this project. It was found that 100% of Morazán residents in Plan III are in fact teaching in Morazán.

After acceptance, the aspirants receive six weeks of education courses at Ciudad Normal and then are assigned as paid employees to teach during the school year. At the end of each of the following three school years, they return for nine weeks of classroom instruction at Ciudad Normal to receive the same course content received by students in Plans I or II. Upon passing a final evaluation, they become regular teachers.

The table below indicates the number of people currently in Plan III and shows the increased teacher training and placement planned by the MOE as part of the project effort. As shown, some 4,354 new teachers will be added to the system between 1977 and 1982.

Table 4  
Projected Plan III Teacher Training

YEAR	1977	1978	1979	1980	1981	1982
First	277	530	800	875	920	952
Second		277	530	800	875	920
Third			277	530	800	875
T O T A L	277	807	1607	2205	2595	2747

The rate of desertion from Plan III has been exceedingly low to date. From the first class, only seven people departed and most of them were asked to leave because of adjustment problems.

Project Component Three is designed to assist the MOE improve its Plan III teacher training effort by improving the teacher training curriculum; teacher training methodology; providing quality teacher training materials to rural teachers; and insuring that teachers in the plan obtain better and more orientation and supervision. Priority will be given to the staffing of schools and classrooms financed under Component Two and World Bank projects.

In addition to generally improving the overall teacher training curriculum, special emphasis will be placed on integrating population and family planning concepts in the material so that they become normal, every-day subjects in rural schools. Annex IVF contains the Population Impact Statement for the project.

The Director of Ciudad Normal will work directly with the Project Support Element in San Salvador and be responsible for overall component management. However, because of the magnitude and work involved, the MOE plans to assign one full-time professional campus coordinator to carry out day-to-day project implementation. Annex IIIC contains an outline of these relationships and Annex IIIE shows the different sub-units in Ciudad Normal and their relationships to the project.

1) Inputs and Budget: MOE inputs to Component Three will comprise the costs of training, supporting and supervising the increased numbers of Plan III teachers during the project period. These costs are estimated at \$1.78 million and are detailed in Annex IIIE.

AID inputs to Component Three include short-term, grant-funded technical services as well as loan-funded, short-term training, instructional equipment/materials, printing equipment/materials and vehicles as described below and further detailed in Annex IIIE.

a) Technical Assistance: Short-term technical services will be provided to prepare Ciudad Normal staff to introduce and use the

latest appropriate educational technology; prepare useful teacher training materials for distribution to rural teachers; improve the Plan III curriculum and methodology; and institute improved and more cost effective evaluation and administration systems. An estimated 34 person months of technical services will be provided at an approximate cost of \$170,000. Illustrative descriptions of the technical assistance are included in Annex III E.

b) Training: Short-term training and observation/study trips will be carried out in the areas of materials preparation, methods, curriculum and technology at an estimated cost of \$48,000.

c) Instructional Equipment/Materials: Improved teaching aids will be provided for approximately 4,354 teachers during the project period. These will cost approximately \$135,000 and will be located at both Ciudad Normal and regional MOE offices for Plan III teacher supervision and training.

d) Printing Equipment/Materials: The loan will finance the procurement of printing and related equipment to establish a Teacher Training Materials Production Center, along with some start-up supplies. Estimated cost is \$195,000. Annex III E shows cost details as well as the planned plant layout, equipment specifications, personnel requirements and organization charts for the Center. As indicated above, the grant will provide short-term technical assistance to be used in the printing and distribution areas. The GOES will staff the Center and cover operating costs. This activity will provide the required amount of teacher training materials to rural teachers throughout and after the project period.

e) Supporting Vehicles: The leadership of Ciudad Normal is concerned about the problem of getting its supervisory staff out to actually work with Plan III teachers in the rural areas. Vehicles will be financed at an estimated cost of \$110,000 to facilitate this key activity in the training process. Again, the MOE assumes costs for new personnel, vehicle maintenance and operating costs.

Based upon this expected array of inputs, MOE and AID inputs will be allocated to Component Three approximately as follows:

Table 5  
Component Three Budget\*  
(US \$000s or equivalent)

<u>Use of Funds</u>	<u>Source of Funds</u>		<u>Total</u>
	<u>A.I.D.</u>	<u>MOE</u>	
	<u>L</u>	<u>G</u>	
Technical Assistance		170	170
Training	48		48
Equipment/materials	330		330
Vehicles	110		110
Plan III Operations		1,780	1,780
<u>Total</u>	<u>488</u>	<u>170</u>	<u>1,780</u>
		<u>1,780</u>	<u>2,438</u>

\*See Annex III E for budget detail.

2. Outputs and End-of-Component Status: The generalized output of Component Three will be a strengthened and expanded Plan III Teacher Training and Support capacity at Ciudad Normal and in the rural areas. Specifically: training staff will have been improved and increased; the training curriculum revised and improved; a Materials Production Center established and functioning; new supervisors assigned to the field and providing more support and training to rural teachers in the form of visits and seminars; and more teachers being trained, placed, supported and providing higher quality education in their schools.

At the end of the project, an estimated 4,354 student teachers in Plan III will have received improved training, supervision and materials on a regular basis. It is anticipated that, on the average, each teacher will serve at least 60 different pupils during the project period, thus having an impact on 261,240 primary school children nationwide.

In brief, the MOE will have increased its supply of teachers and improved its training system. The system will include the delivery of training materials to rural teachers on a low cost per unit basis and provide stronger training, support and supervisory back-up.

3) Timetable: Annex III E shows the anticipated sequencing of the inputs and outputs described above.

#### E. Benefit Transmission Mechanisms

The overall end-of-project-status (EOPS) is expected to be MOE adoption of improved, cost-effective techniques for extending primary education services and coverage in the rural sector. Each project component will contribute to the EOPS as described in Section D above and summarized below.

Component One will improve the MOE's capacity to plan and support the rural delivery system. The Data Management and Planning Division will have more detailed knowledge of constraints to education coverage - e.g. causes of dropouts, data on teacher demand/retention/double-shifting - and be better equipped to respond to rural needs. Under direction of the Planning and Policy Group, the MOE Project Support Element will have developed a capacity, heretofore very limited in this country, to back-up MOE outreach efforts.

Component Two will install a community-based mechanism for expanding the primary education plant in rural El Salvador. It is expected that the San Miguel Field Unit will prove out a cost-effective methodology for constructing new schools and classrooms. The potential is indeed promising for lowering unit costs per classroom and thus allowing MOE and other donor resources to go much further in providing increased access to primary education. By developing and strengthening local school councils in the

process, new and service-oriented linkages will be forged between rural communities and MOE school nuclei and circuit systems.

Component Three will expand the supply of qualified teachers going into the rural sector, based upon a training while teaching concept. By placing teachers in or near their home communities and providing them with improved supervision, support and materials, Plan III efforts at Ciudad Normal will increase not only target group access to, but also the quality of primary education services.

Taken together, project components will combine and deliver basic ingredients of the primary education production process: community action, facilities, teachers and materials. Comprising a well-designed demonstration and impact approach, the project will help prepare the MOE to extend and transmit benefits to ever-increasing numbers of the target group, enroute to providing universal primary education in El Salvador.

Part IV, Project AnalysisA. Financial Plan and Analysis

1. Financial Plan: Based on the component budgets shown in Part IIID above - as further detailed in Annexes IIIC, IIID and IIIE - it is anticipated that AID loan and grant and GOES counterpart resources will be allocated to the project approximately as follows:

Table 6  
Consolidated Financial Plan  
(US \$000s or equivalent)

<u>Use of Funds</u>	<u>Source of Funds</u>			<u>Total</u>
	<u>L</u>	<u>A.I.D.</u> <u>G</u>	<u>GOES</u>	
<u>I. Rural Delivery System</u>				
Technical Assistance		180		180
Training	32			32
Project Support			142	142
<u>III. Rural School Expansion</u>				
Field Unit			432	432
Equipment	200			200
Land/Self-help			210*	210
Construction/Furniture	3,000		840	3,840
<u>III. Rural Teachers</u>				
Technical Assistance		170		170
Training	48			48
Equipment/Materials	440			440
Plan III Operations			1,780	1,780
<u>Sub-Total</u>	<u>3,720</u>	<u>350</u>	<u>3,404</u>	<u>7,474</u>
<u>Contingency/Inflation</u>	<u>480</u>	<u>--</u>	<u>664</u>	<u>1,144</u>
<u>Total</u>	<u>4,200</u>	<u>350</u>	<u>4,068</u>	<u>8,618</u>

\* Estimated community inputs

About \$480,000 of the loan amount, and \$664,000 in GOES resources, will be available for contingencies and any extraordinary inflation occurring over the project period. These reserves represent approximately 13% of the total project budget.

Based on MOE-AID estimates and the component timetables in Part III Annexes, it has been determined that four years is a reasonable period in which to implement a people-oriented project of this magnitude. Conditions Precedent to Disbursement are expected to be met in the fourth quarter of FY 1979. The project will thus be executed in fiscal years 1980 through 1983.

2. Financial Analysis

a. Total Project Requirements: By source of currency and funds, the total financing envisioned for the project is equivalent to approximately \$8.6 million as follows:

Table 7  
(in U.S. \$000 or equivalent)

	<u>U.S. Dollars</u>	<u>Local Currency</u>	<u>Total</u>
AID Grant	290	60	350
AID Loan	645	3,555	4,200
GOES	-0-	4,068	4,068
	<u>935</u>	<u>7,683</u>	<u>8,618</u>

b. Host Country Financial Capability: The GOES project contribution of approximately \$4.1 million is primarily in the form of budget for MOE personnel and operations as well as furniture and fixtures to go into the classrooms. (In-kind community contributions are estimated at the local currency equivalent of \$210,000.) Counterpart requirements are not considered excessive in view of MOE financial capability and the size of its current and expected budget allocations to Basic Education. Since 1973, the MOE has shown significant expenditure increases, nearly threefold, with Basic Education maintaining a relatively stable percentage at about half the MOE annual allocations. Table 8 below illustrates GOES priority accorded the MOE and its Division of Basic Education.

Table 8  
Trend in GOES/MOE/Basic Education Budget  
(equivalent in U.S. millions)

<u>Year</u>	<u>GOES Budget</u>	<u>MOE Budget</u>	<u>% of GOES</u>	<u>Basic Ed.</u>	<u>% of MOE</u>
1973	180.0	45.7	25.0	24.0	52.5
1974	237.8	56.2	23.7	30.1	53.5
1975	283.6	66.4	23.4	33.2	49.9
1976	411.2	90.4	22.0	43.6	48.2
1977	497.6	111.6	22.4	50.8	45.5
1973*	500.8	116.0	23.1	59.2	51.0

Following the project period, it is estimated that approximately \$3.0 million may be required annually to cover recurring expenditures resulting from the investments financed. In descending order of magnitude,

\* 1978 data are budgeted figures; all prior years are actual amounts disbursed.

the major categories of recurring costs are: (1) salaries and benefits of the estimated 600 teachers going into project-financed classrooms; (2) ongoing materials production requirements; and (3) classroom maintenance, "curative" but not preventive as participating communities will provide the latter. See Annex IVA for estimated major recurring costs.

Given the current rate of growth in the MOE budget, it appears reasonable to conclude that Basic Education will have the resources necessary to support extended education services. The GOES current Five Year Plan proposes nearly \$67.6 million for public investment in the education sector. With continued in-flows of external resources, the expansion effort is expected to continue after the project period.

c. Financial Summary and Conclusions: Grant funds of \$350,000 will be expended during the four year implementation period. These funds will be used for technical assistance, and expenditures will be in both U.S. Dollars and Salvadoran Colones. Likewise, loan funds of \$4,200,000 will be expended over a four year period. Of this amount, it is estimated that \$3,555,000 or 85% will be expended in local currency with the balance in U.S. foreign exchange. See Annex IVA for the Summary Cost Estimate and Financial Plan, Costing of Project Outputs/Inputs and Expenditure Projection tables.

The four year project financial plan, including reserves for inflation and contingencies, is judged sound and adequate to achieve project objectives. MOE institutional capability and progress will require close assistance and monitoring, especially at the outset. Adequate funding for technical services and evaluation has been included in the project. On-line assistance will be provided by USAID and regional personnel in specific areas as needed.

The loan is scheduled for tranching, and the grant for incremental funding, in FY 1980. If funds are or become available, however, the USAID recommends fully allotting the loan in FY 1979.

## B. Economic Analysis

### 1. General Considerations\*

a. Debt Service Capacity: El Salvador has traditionally maintained one of the lowest public debt service ratios in Latin America. The AID loan is not expected to strain the country's external debt repayment capacity.

b. Budgetary Capacity: The country has substantial capacity to self-finance development activities. Moreover, the MOE is assigned a relatively high proportion of internal revenues, with Basic Education

\* See details in Annex IVB.

receiving increasing priority within the total education budget. Project counterpart requirements, spread over the project period, represent less than 1% of the total education budget for CY 1979. For these reasons, and despite past periods of stringency, GOES budgetary capacity does not appear to pose a constraint against the prompt and timely financing of this project.

## 2. Efficiency of the Education System

a. Internal Efficiency: As detailed in the Education Sector Analysis, the formal rural education system has extremely low efficiency, evidenced by high repeater rates and student force-out. For urban areas in 1973, 24% of all primary students were repeaters. For rural areas, it was 34.2% of all primary students. However, only 4.2% were rural repeaters/failures; 5.6% were repeaters who had previously dropped out and 24.4% were repeaters who had passed the same grade the previous year. These repeater/passer rates are basically due to a lack of access to higher grades, since the majority of rural schools do not provide education beyond the second to fourth grade. Based on these findings, the Analysis reached two conclusions. First, low efficiency was heavily concentrated in rural areas and is due largely to insufficient supply of school services rather than to insufficient demand for school services (the prevailing view before the Analysis). Second, provision of higher grade classrooms to incomplete schools, with double shifting to the extent feasible, was necessary and sufficient to create major improvements in internal efficiency.

The analysis of per student costs for 1973 demonstrates the potential savings available from improved access and efficiency. Total annual cost per student in the urban areas was \$44 as compared with \$34 in rural areas, apparently due to lower student/teacher ratios in urban areas (Analytical Working Document No. 3). However, costs per graduating student were as follows:

(i) For grade three, graduating costs per student were \$185 in urban areas and \$219 in rural areas or 18% higher in rural areas.

(ii) For grade six, graduating costs per student were \$416 in urban areas and \$721 in rural areas or 73% higher in rural areas.

This reversal of annual per student cost and cost per graduating student is attributed to higher repetition and dropout in rural areas due to lack of facilities and/or teachers. Although no estimates are given, it is obvious that improving transition rates in rural areas will allow significant reduction in costs per student per grade completed.

b. Specific Project Impact: It was not possible to quantify new enrollment by grade as a measure of project impact since repeater rates by grade, age distribution and time needed to move students from the first to sixth grade in a newly completed school will vary from community to

community within the project. However, the preselection survey of 602 school sites - and a random sample\* of 74 of these sites in which enrollment, grade availability and school zone population were tabulated - allows an estimate of new student place availability by grade. It is assumed that the random sample is representative of final school sites to be selected.

The following tables demonstrate the expected project impact on efficiency as a result of increasing grade availability in cycle two (grades 4-6) of the primary system within priority regions. Table 9 sets forth estimated rural enrollments by grade in the five target departments; see Annex IIIA source. The figures are pyramidal and indicate high drop-out rates and non-attendance (probably force-out in most cases) due to lack of classrooms and/or teachers. Subsequent Table 10 extrapolates a point estimate of the distribution by grade of new student places that can be established at the 261 sites to be selected for construction. The estimate is that 71% of all new student places will be available to accommodate grades 4-6, thereby allowing student pass-through to higher grades. For analytical purposes, and on the basis of sub-project selection criteria, new student places are considered a proxy for new enrollments.

Table 9  
Estimated 1978 Enrollment and Grade Availability in Priority Departments

Grade	Rural Enrollment in Priority Regions	Sample of 74 Schools		
		Sample Enrollment	Schools with grade available	Schools with grade not available
1	47,109	3,203	61	13
2	28,202	2,005	60	14
3	15,406	984	28	46
4	10,976	628	22	52
5	7,297	304	13	61
6	5,218	231	10	64
TOTAL	114,208	7,355	194	250

\*Sample taken from MOE's 1978 school map which is assumed to reflect approximate educational realities at the community level. As noted, the project approach is to verify community need, thus providing "ground truth" and protecting against inaccurate reporting and/or statistics.

Table 10  
Point Estimate of Student Places To Be Provided By Project

<u>Grade</u>	<u>Grades Not Available in Sample</u>	<u>Grades Not Available in Project</u>	<u>New Student Places By Grade</u>	<u>% Of Total New Student Places</u>
1	13 X 3.53*	46 x 27.2**	1251	5.2%
2	14	49	1333	5.6
3	46	162	4406	18.4
4	52	184	5005	20.7
5	61	215	5848	24.5
6	64	226	6147	25.6
Total	250 X 3.53 =	882 x 27.2 =	23,990***	100.0%

\* Part III of paper shows 1382 required rooms + 602 school sites = 2.3 rooms per school in preselection category of schools. 600 rooms financed by the loan + 2.3 room/school indicates 261 school sites will receive a completed 1-6 grade primary school. Multiply by 3.53 to adjust sample of 74 schools to project of 261 schools.

\*\* There are 250 grades not available in sample + 74 schools = 3.38 grades per school needing completion. The 2.3 rooms per school + 3.38 grades per school = .68 rooms constructed per grade. And the .68 rooms/grade x 40 student places/room = 27.2 new student places per grade.

\*\*\* Total point estimate of new student places checks against 600 rooms constructed x 40 student places = 24,000 new student places or up to 48,000 with full double-shifting, 70.8% of which are in grades 4-6. Difference between 23,990 and 24,000 due to rounding.

As further explanation, the sample of 74 school sites had an approximate 1978 enrollment of 7,350 students and an estimated out-of-school population of 5,734 (age 7-15). From this, it is extrapolated that the 261 communities to be benefitted probably had a 1978 school age population of 46,187 with 20,322, or 44%, out-of-school. Projecting population growth and system pass-through, the potential school population in participating communities is likely to reach 56,000 by 1985.

By facilitating movement of the backlog of repeaters/passers and older children, and with continued double-shifting, project-financed facilities can meet increased needs and demands from population growth through the year 2000. The project is expected to provide a complete grade 1-6 primary school system to 43% of the 602 preselected rural schools (261 + 602) in up to five of El Salvador's poorest departments.

Completing 43% of preselected schools and enrolling 24,000 additional students over the project period represent minimum coverage estimates. Actual coverage will be more intense (and administratively feasible) to the extent that Component Two operations can concentrate in priority zone one, comprising the department of La Union, San Miguel and Morazan. If so, completed schools would represent 69% of the preselected total in these departments (261+378).

Similarly, actual new enrollments facilitated by the project will exceed 24,000 earlier, and approach 48,000 faster, to the extent that the age distribution and educational status of school children in actual project communities permit immediate double-shifting in cycle two; as distinct from installing capacity to lead growth and system pass-through for subsequent double shifting.\*

Actual coverage will be known as community school sites are selected in accordance with project criteria. The MOE/AID project should have a major impact on educational efficiency in the priority zone(s).

c. External Efficiency: Estimating external efficiency (the rate of return to improved human resources from a given level of education) involves methodology over which there is a wide range of disagreement. Given the present situation in El Salvador, the degree of unemployment among the less educated is high, with estimates running up to 32% for un and underemployment. For rural areas, the International Labor Organization estimates that 47% of the labor supply is not properly utilized, although a high percentage of that labor force is engaged in at least menial chores. Despite intense competition for jobs, there appears to be a correlation between earnings and increased years of primary education (see Table 11 below). Although the private rate of return to a laborer's education may be modest in El Salvador (based on crude wage data), the social rate of return derived from improved efficiency of the work force and individual well-being is higher. In this connection, see Annex IVF for inverse correlation between years of education and fertility.

At the same time, the private rate of return due to increased productivity from literacy, numeracy and other basic skills for the self employed and the small farmer is likely to be high, with increased receptivity to change. In this regard, the ongoing Occupational Skills Training Project complements this project within the AID strategy in El Salvador. The magnitude of improved private earnings as well as social returns to increased primary education will ultimately depend upon employment and production increasing opportunities provided by Salvadoran development. That earnings differentials do exist at all educational levels is indicated by 1975 income data from the Sector Analysis in the following table.

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\*Again, one of the special studies financed under Component One will be of double-shifting and will provide recommendations to improve the planning and design for it.

Table 11  
Monthly Income and Education Level (1975)

<u>Years of Education</u>	<u>% Earnings \$4-48</u>	<u>% Earnings \$48-120</u>	<u>% Earnings \$120 +</u>
0-1	84%	13%	3%
2-5	69%	27%	4%
6-8	46%	46%	8%
9-11	17%	52%	31%

Source: Relevance Study Table IV-6, P. IV.19

3. Cost Effectiveness: The project comprises three components. Component One will help improve the rural delivery system through strengthened planning and support and more intensive and "programmatic" use of MOE resources. Technical assistance and/or training in project implementation/coordination, data management, special studies, community development and evaluation is all designed to improve the efficiency of MOE operations and to make them more informed about and responsive to rural needs. The long-term advisor will facilitate movement of the project as designed. Implementation delays or hiring a personal services contractor (not project-funded) appear to be the only alternatives. Short-term technical services and training are needed to assist at specific tasks/needs identified within MOE planning/implementation work. Other than disregarding these tasks/needs, no alternatives to the assistance are envisioned. Similarly, the alternative to providing evaluation services is to disregard evaluation, a course of action acceptable to neither MOE nor AID.

In an effort to increase the cost-effectiveness of school construction, Component Two has been designed for implementation through a regional Field Unit. Priority departments have been mutually selected as having the largest unattended rural populations of primary school age, including both visible (out-of-school) and "invisible" (repeaters/passers) sub-populations. The potential demand for classrooms in priority departments (1382) has been estimated from the MOE school map which shows the approximate population and age structure of youth per community, along with facilities available to serve them. Estimated potential demand will be reduced to effective demand through a process of auto-selection by communities on the long-list of 602 sites. Within each participating community, the unattended school-age population will be the basis for defining primary level classroom needs. Both population growth and system pass-through will be allowed for in sub-project design. Overbuilding, however, is not expected to be a problem.

Alternatives to the Component Two approach have been considered but not chosen as follows. Coverage of fewer communities up through grade

nine was rejected in favor of the equity inherent in wider access to primary grades. Contract construction was considered too costly in comparison with the classroom costs judged attainable by a flexible field operation and community participation. (See Engineering Analysis below.) The GOES Community Development Agency, DIDECO, will be busy implementing its recently signed loans for small-scale irrigation systems (AID) and northwestern communal development (IDB) and did not thus appear a viable alternative institution for the project. In any case, the country needs to develop greater capacity for rural school construction in particular and rural works in general.

Component Three is based upon a training while teaching concept. The MOE's Plan III appears more promising than other alternatives for getting teachers into the rural sector. By placing teachers in or near their home communities, it encourages teacher retention and thus works against a major constraint to school and classroom openings. Plan I, in comparison, is more prolonged and expensive and produces fewer graduates who accept teaching jobs. Moreover, it appears to have had a higher desertion rate due, in part, to zonal dislocations.

Assistance to Ciudad Normal is designed to improve the instruction given to and by Plan III teachers, including revision of training curricula. The shortness of formal pre-employment training requires intensive, quality preparation as well as continuing orientation visits and in-service training activities. Continuing field visits will produce improved evaluation to see what Plan III curriculum changes are needed over time and which teachers need special help. The MOE knows of no way other than vehicles to provide transportation for evaluative and supportive teacher visits by Plan III supervisors. An alternative is to await national examination results to discover the effectiveness of Plan III. This alternative is judged to be potentially too costly as it would not permit early identification and resolution of major problems in educational quality.

The Teacher Materials Production Center has been the subject of detailed review and design. (See consultant's report in Annex III E.) The alternative would be commercial printing of recurring, MOE-prepared materials. Given expected high utilization rates and adequate maintenance capacity, materials production should be cheaper in-house.

As noted, the project design includes an evaluation plan. It will periodically measure actual against planned results under all components and facilitate on-line adjustments that may be needed during implementation to obtain the mutually-agreed outputs.

C. Social Soundness Analysis

In recent years, the USAID has sponsored a number of analytical studies and field surveys of Salvadoran social structure. Taken together, the results of these studies and surveys indicate no socio-cultural obstacles to the success of this project. See Annex IVC for details of the social soundness analysis as well as recent sector assessments (e.g. agriculture, health) and the USAID's CDSS of 1-30-79 for further information.

D. Technical and Engineering Analysis

1. Technical Analysis: The MOE is attempting to expand and improve the rural primary education system through a coordinated effort, utilizing internal resources, facilities and personnel as well as AID and other donor support. The Sector Analysis and USAID technical analysis indicate that the project's inputs are appropriate and necessary to achieve project outputs.

Project approaches and technologies are also necessary and appropriate for the outputs sought. The organizing principle has been to structure project design in such a way that all resources are channelled to the expansion and improvement of services at the rural end of the primary education system, comprised of small communities called cantones and (smaller yet) caseríos.

All project-financed classrooms will be within the geographic purview of a central school nucleus.\* Central nuclei schools generally provide grades 1-9 and receive pass-through students from surrounding rural schools providing up through grade six. It is expected that project-assisted schools will generally be designed to provide a 3-3-6 local system, meaning three classrooms, three teachers and six grades. Other arrangements, such as 2-2-6 or 2-2-4 schools, are also envisioned based upon local conditions, e.g. community population, proximity and grade offerings of nucleus schools, etc.

Other findings of the technical analysis include the following.

- a. The approach selected for planning, policy guidance and coordination is consistent with the project purpose and with the MOE's ability to carry out the project.
- b. The technology and methodologies planned for the San Miguel Field Unit were selected as representing the best use of current and available resources based upon past experience, practices and costs, the expected impact on local employment and the availability of materials.
- c. The approach to stimulating and encouraging community participation was selected on the basis of current staff available and the

\*Within priority regions, the following estimated numbers of nuclei have been identified by Department: La Unión 29; San Miguel 28; Morazán 19; Cabañas 17; and Chalatenango 23. Some 256 nuclei have been identified country-wide.

experience of other organizations in El Salvador involved in similar community-level efforts.

d. The technology planned for teacher materials development was chosen after considering types of materials needed, quantity of personnel available, physical facilities in-place and the planned distribution of materials.

e. The technology for training teachers under Plan III was selected based on cost effectiveness, utilization of an already trained labor pool, short duration of academic training, and the efficacy of assigning rural teachers to or near their home communities. In this regard, teacher training supervisors assigned to the Plan III Practice Teaching Division will interface in the rural sector with school circuit supervisors of the MOE's Basic Education Division. El Salvador's education system is currently divided into 10 regions, each comprising 10 circuits with the circuits in turn consisting of school nuclei.

2. Engineering Analysis: The engineering aspect of the project comprises the addition and substitution of classrooms at existing rural schools and school construction at remote, rural sites. Approximately 600 classrooms will be built in accordance with criteria set out in Part IIID of this paper. First priority will be given to the Departments of San Miguel, Morazán and La Unión. Should the number of classrooms meeting project criteria be less than 600 in those Departments, then the surplus will be built in the Department of Cabañas followed by Chalatenango.

Following are analytical data on sites, classroom design, construction and cost estimates. Annex IVD contains supporting data.

a. Sites: Classroom facilities will be constructed on three types of sites: (i) existing MOE schools where one, two, or more classrooms are needed; (ii) sites where there is no existing school but the MOE may obtain title to the land, and community need and interest is demonstrated; and (iii) schools where the existing facility is in non-usable condition (generally of old bahareque type construction) and in need of substitution. The MOE will hold legal title to land in all cases.

Existing or substitution sites are not expected to require heavy earthwork. Only minimal leveling will generally be needed. In the case of new school construction in remote areas, soil conditions will be studied to assure that the community will have no major land-levelling problem. One criterion for site selection in such cases is that sites be generally level and without serious rock conditions requiring expensive removal. See Annex IVD for additional site selection criteria.

Sanitary waste disposal at most project schools will be of the dry pit type. Project schools will be located in rural areas where connection to a town sewerage system is generally not possible.

b. Design: Classroom design is very basic and follows standards used in prior AID-supported projects. The size dimension per classroom is eight by six meters, allowing 1.2 m<sup>2</sup> per student in a class of 40 pupils. The structure is one story high with walls of concrete block or clay brick, reinforced by structural concrete to withstand earthquakes. Roof supporting structures will be prefabricated with the roof made from corrugated asbestos cement. Annex IVD contains a classroom design exhibit adaptable to all project sites.

c. Construction: During the first year of project operations (FY 1980), the San Miguel Field Unit will be established; its warehouse opened; prefabricated frames and roof supporting structures procured as well as vehicles, construction tools/equipment/materials and classroom furniture; and construction initiated and completed for an estimated 90 rooms. Approximately 210, 210 and 90 rooms are expected to be completed in the second, third and fourth years of the project, respectively. These 600 classrooms at about 261 sites will be the major outputs of Component Two.

It is expected that fixed amount reimbursement (FAR) procedures will be utilized to finance project classrooms. Reimbursements will be based upon final inspections by the San Miguel Field Unit and USAID to determine compliance with specifications. Moreover, MOE will have named a teacher(s) to staff the new facilities on a community by community basis.

Participating communities will perform preventive maintenance of classroom facilities. The MOE will covenant to provide "curative" maintenance of them as well as full maintenance of loan-financed vehicles and equipment.

d. Cost Estimates: The current, direct cost per classroom is estimated at approximately \$5000. This estimate appears to represent the least cost alternative to classroom construction. Annex IVD contains detailed back-up of the estimate as well as comparisons with other alternatives. To maximize classroom output, MOE/USAID project management and evaluation will stress cost control and the minimization of contingency/inflation effects. The bulk procurement of prefabricated elements will be a first step in this direction.

#### E. Other Analysis

1. Environmental Concerns: The USAID's Initial Environmental Examination of 12-14-78 recommended a negative determination as to any adverse project effects upon the Salvadoran environment. AID/W concurrence with this recommendation has been received. See Annex IVE.

2. Role of Women: Women will participate in management of the project as well as benefit from it. The MOE's Project Support Element will include women as will the San Miguel Field Unit and the Plan III staff at Ciudad Normal.

Women will be hired to fill teaching positions and, in this case, be both project agents and employed beneficiaries. School-age girls will receive project benefits of increased educational opportunities on an equal footing with school-age boys.

3. Population Impact: The project will impact favorably on El Salvador's population growth rate. An inverse correlation between years of schooling and fertility has been found in numerous analyses around the world. These and related matters are discussed in the Population Impact Statement of Annex IVF.

4. Administrative Feasibility: The project has been collaboratively developed by the MOE and USAID and is deemed to be administratively feasible by both parties. Annexes IIIC, IIID and IIIE contain the administrative and staffing plans for project components. In this regard, the MOE is fully aware of the need to recruit high quality persons for the Project Support Element and the San Miguel Field Unit, especially at the direction/supervisory levels. Project administration is further discussed in Part V below.

## PART V, Project Administration

### A. Borrower/Grantee Arrangements

1. MOE Policy and Planning Group: This group will provide overall direction and guidance to implementation of the multi-faceted project. It consists of chiefs from the MOE Divisions of Planning, Basic Education, Ciudad Normal and School of Architecture. See Annex IIID for the planned organizational chart.

2. MOE Project Support Element: The Project Support Element will back-up and coordinate all implementation activities. As shown in Annex IIID, it will comprise approximately seven full-time MOE employees. Specific functions will include project accounting, contracting, procurement, logistic support, etc. The Element's general function will be to assist and facilitate inputs to each of the MOE's component managers. Component managers will be: the Director of the Planning Division for Component One; the Director of the San Miguel Field Unit for Component Two; and the Director of Ciudad Normal for Component Three.

3. The USAID judgement is that the above MOE arrangements, along with operational procedures set forth in Part IIID of this paper, will be adequate to administer the four year project and to direct it to rural beneficiaries. The USAID is encouraging MOE selection of the best possible qualified individuals to direct the Project Support Element and the San Miguel Field Unit, both of which are new positions and will be key to timely and successful project implementation. Appropriate technical assistance will be provided to the MOE project structure.

### B. AID Arrangements

1. USAID Structure: The Chief of the Education and Human Resources Division will be the USAID project manager. He will be supported by the Capital Development and Engineering and the Controller Offices. In addition, the Regional Legal and Procurement Advisors will assist as-needed with implementation activities.

2. Disbursement Procedures: All AID funds will be identified with specific inputs and outputs. The USAID will tailor both loan and grant disbursement procedures to suit the specific requirements of the goods and services being financed. This process will help minimize red tape and delays. Examples of procedures to be utilized are briefly discussed below.

a. Commodities: For direct dollar loan procurement of commodities to be imported, the letter of commitment - letter of credit procedure will generally be utilized. Examples include: vehicles for the San Miguel Field Unit and Plan III teacher supervisors; and prefabricated steel elements and roofing for construction.

Local reimbursement procedures are expected to be utilized for the in-country procurement of commodities that were previously imported or produced in El Salvador. Such items will generally cost less than \$50,000 per transaction and will be procured in accordance with good commercial practice and AID in-country contracting procedures. Examples include construction tools for the San Miguel field unit and instructional and printing equipment for Ciudad Normal.

b. Construction Materials and Services: It is anticipated that fixed amount reimbursement procedures will be agreed upon and utilized to finance project classrooms. These procedures will be developed during the process of fulfilling Conditions Precedent to Disbursement for Component Two of the project.

c. Technical Assistance: Traditional cost reimbursement contracts and procedures will normally be utilized to disburse for technical services. An example is the long-term implementation advisor. For very short-term services, simplified procedures may be utilized in accordance with good commercial practice. Depending upon the specific need and timing of such cases, AID requirements prior to reimbursement may be limited to approval of consultant qualifications, scope of work and reasonableness of price. Likely examples include short-term evaluation services under Component One or curriculum design services under Component Three.

d. Training. Training costs under Components One and Three will be financed in accordance with the requirements of the case as detailed plans are finalized during the project period.

3. Procurement Procedures: Loan-financed items will have their source and origin in countries of AID Geographic Code 941 plus El Salvador. However, items of Code 935 source and origin may be financed off-the-shelf in accordance with AID procurement regulations. In this regard, a waiver has been requested for procurement of a Code 935 origin printing press on the basis of in-country service and maintenance availabilities. See Annexes ID and IID. Loan-financed vehicles will be of U.S. source/origin.

Grant-financed technical services will have their source and origin in Code 940 countries, including the U.S. and countries of the Central American Common Market (CACM), including El Salvador and the Americas in general, when the required special expertise is not available in the U.S. The long-term implementation advisor is expected to be of Salvadoran source.

C. Implementation Plan: It is expected that the project will implement in accordance with the component time-tables contained in Annexes IIIC, IIID and IIIE. Following is the anticipated sequencing of major project events.

<u>Event</u>	<u>Estimated Date</u>
Loan/grant authorized	By 3-9-79
Project Agreements signed	o/a 3-31-79
Conditions Precedent to Initial Disbursement met	By 6-30-79
Special Conditions Precedent to Disbursement met	By 9-30-79
First project evaluation completed	By 9-30-80
Second project evaluation completed	By 9-30-81
Third project evaluation completed	By 9-30-82
Terminal date for requesting commitment	By 3-31-83
Final project evaluation completed*	By 9-30-83
Terminal date for requesting disbursement	By 9-30-83

Taken together with the component timetables, the above schedule represents the best MOE/USAID estimate as to project timing. MOE component managers will finalize detailed implementation plans as a Condition Precedent to Loan Disbursement.

D. Evaluation Plan: Evaluation of the project will consist of essentially two types of activities. One is the direct monitoring of both inputs and the implementation process to compare with expected outputs. This will be a continuing process but also the subject of joint, annual reviews of project progress with a view to recommending modifications and improvements in implementation when indicated.

The other type of evaluation activity will focus on specific high priority areas through grant-funded special studies concentrating on identifying means of improving educational effectiveness in El Salvador, e.g. studies of the cause of school dropouts, double-shift schooling, etc. These two types of evaluation will allow for timely project monitoring, feedback and adjustment in order to maximize resource utilization.

E. Conditions, Covenants and Negotiating Status: Recommended Conditions Precedent to Disbursement and Special Covenants are included in the Draft Project Authorization of Annex ID.

The Rural Primary Education Expansion Project has been developed in a fully collaborative way and with a good deal of pre-implementation planning. Assuming prompt AID/W authorization, the USAID anticipates that formal negotiations of the Loan and Grant Agreements will allow timely signature of them and the obligation of funds as scheduled.

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\*The final project evaluation is planned to include an overall review of MOE institutional progress during the implementation period and implications/recommendations for the subsequent replication of project methodologies.

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SUBJECT: EDUCATION SECTOR ANALYSIS - DAEC REVIEW

1. DAEC REVIEWED EL SALVADOR EDUCATION SECTOR ANALYSIS (EESA) DOCUMENTS ON JANUARY 27, 1978. EXECUTIVE SUMMARIES DATED SEPTEMBER AND DECEMBER 1977, PREPARED BY B. ROBINSON, WERE CIRCULATED FOR PURPOSE THIS REVIEW. AVAILABLE ANALYTICAL WORKING DOCUMENTS (AWD) WERE ALSO REVIEWED BY LA/DR TECHNICIANS.

2. GENERAL AGREEMENT WAS REACHED IN THE DAEC IN SUPPORT OF THE FOLLOWING EESA MAJOR FINDINGS:

A) SCHOOLING INSUFFICIENCIES (LACK OF FACILITIES AND TEACHERS) ARE AN IMPORTANT CAUSE OF OVERALL INEFFICIENCY AND INEQUITY IN THE EDUCATION SYSTEM, PARTICULARLY AS A CAUSE OF UNNECESSARY REPETITION.

B) DOUBLE-SHIFTING STRATEGY RECOMMENDED IN THE EXECUTIVE SUMMARY MAY BE A FINANCIALLY FEASIBLE ALTERNATIVE FOR INCREASING ACCESS.

C) IMPROVED DATA COLLECTION AND ANALYSIS CAN PROVIDE A CRITICAL TOOL TO IMPROVE RESOURCE ALLOCATION THROUGH BETTER

MANAGEMENT AND PLANNING OF THE EDUCATION SYSTEM.

3. HIGH DEGREE OF AID/W, OTHER DONOR, AND SCHOLARLY INTEREST IN THE EESA PROCESS MAKES PREPARATION OF A CONSOLIDATED, CROSS-REFERENCED AND WELL-DOCUMENTED SUMMARY OF

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ANNEX IA

WORKING PAPERS ESSENTIAL. MORE IMPORTANTLY, THIS TYPE SUMMARY SHOULD PROVE TO BE EXTREMELY USEFUL TO THE MISSION AS A SUPPORT AND REFERENCE DOCUMENT FOR FOLLOW-ON EXERCISES (E.G. DAP AND EDUCATION SECTOR PP).

4. WE ESTIMATE AN EDITOR/EDUCATION SPECIALIST COULD COMPLETE FIRST DRAFT OF THIS FINAL SUMMARY IN 6 - 8 WEEKS (ALTHOUGH THIS TIME FRAME MAY HAVE TO BE EXPANDED), IN CLOSE CONSULTATION WITH ROBINSON, BUCEN, LA/DR/EHR AND USAID/ODEPOR, AND PROPOSE THAT MISSION FINANCE CONTRACT FOR THESE SERVICES WITH TECHNICAL SUPPORT FUNDS. LA/DR/EHR CAN ASSIST IN RECRUITMENT. PSC OR IQC WORK ORDER ARE SUGGESTED.

5. USAID SHOULD URGE ODEPOR TO COMPLETE AWD'S NOT PUBLISHED AS SOON AS POSSIBLE.

6. THEREFORE, DAEC RECOMMENDS THAT A FINAL SUMMARY BE PREPARED TO:

A) CONSOLIDATE FINDINGS DESCRIBED IN EXECUTIVE SUMMARY. PARTS ONE AND TWO (ES)

B) CROSS-REFERENCE CONCLUSIONS TO APPROPRIATE ANALYTICAL WORKING DOCUMENTS.

C) INCLUDE IMPORTANT QUALIFICATIONS AND MAKE MORE EXPLICIT ASSUMPTIONS ON WHICH ES CONCLUSIONS AND RECOMMENDATIONS ARE BASED.

D) PROVIDE ADDITIONAL INFORMATION IN AREAS NOT COVERED BY AWDs, SPECIFICALLY EDUCATIONAL TELEVISION AND OTHER DONOR ACTIVITIES. SUMMARIZED FINDINGS OF OTHER STUDIES (NON-ESESA) ON ETV WOULD BE SUFFICIENT.

7. THE REVISED FINAL EXECUTIVE SUMMARY SHOULD PROVIDE CLEAR AND SUBSTANTIATED CONCLUSIONS AND RECOMMENDATIONS WHICH CAN SERVE AS GUIDELINES UPON WHICH A STRATEGY FOR THE EDUCATION SECTOR MAY BE BUILT AND INCORPORATED INTO THE MISSION'S FORTHCOMING DAP.

8. OTHER DAEC ISSUES WERE CONSIDERED APPROPRIATE TO

INTENSIVE REVIEW FOR PROJECT PAPER DEVELOPMENT FOR THE PROPOSED EDUCATION SECTOR LOAN. THESE ARE:

A) ESESA DOES NOT ANALYZE PERFORMANCE OF TEACHERS WHO TEACH TWO SHIFTS. HALF-DAY STUDENT TEST SCORES ARE USED AS PERFORMANCE MEASURE, BUT MANY OF THOSE STUDENTS ARE TAUGHT BY TEACHERS WHO DO NOT TEACH A SECOND HALF-DAY CLASS. BEFORE PROPOSED DOUBLE-SHIFTING OF TEACHERS AS NATIONWIDE STRATEGY, IMPACT OF THIS ON QUALITY OF INSTRUCTION SHOULD BE ANALYZED. BUCEN PERSONNEL HAVE OFFERED TO

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REVIEW DATA ON 3 - 3 - 6 SCHOOLS TO DETERMINE WHETHER CONCLUSIONS CAN BE DRAWN FROM AVAILABLE INFORMATION. LA/DR/EHR WILL ADVISE USAID OF RESULTS.

B) ANALYSIS OF MANAGEMENT CAPACITY OF GOES MINISTRY OF EDUCATION TO IMPLEMENT DOUBLE-SHIFT, INCLUDING PREPARATION OF TEACHERS, SHOULD BE INCLUDED IN PP, IF ESESA DOUBLE-SHIFT STRATEGY IS ELEMENT OF SECTOR LOAN. GENERAL MINED CAPACITY FOR INFORMATION COLLECTION, ANALYSIS AND DECISION-MAKING SHOULD ALSO BE PART OF MANAGEMENT ANALYSIS, GIVEN NEED FOR GOES TO ANTICIPATE INCREASED DEMANDS FOR SECONDARY AND HIGHER EDUCATION AS BASIC LEVEL GRADUATION

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C) ADDITIONAL DATA REGARDING CAUSES TZ "DROPOUT" SHOULD CONTINUE TO BE SOUGHT BY USAID, THROUGH ONGOING SAMPLE SURVEYS OR SEPARATE RESEARCH, BEFORE ATTRIBUTING POTENTIAL AR5B REDUCTIONS IN "DROUPOUT" LARGE REDUCTIONS IN "DROPOUT" PHENOMENON TO INCREASED ACCESS. EXCEPT WHERE COMPLETION OF INCOMPLETE SCHOOLS REDUCES FORCE-OUTS, DAEC DID NOT FIND SUFFICIENT CONVINCING EVIDENCE HAD BEEN PROVIDED TO SUPPORT HYPOTHESES IN EXECUTIVE SUMMARY REGARDING SOLUTIONS TO DROPOUTS.

9. THOSE INVOLVED IN THIS EDUCATION SECTOR ANALYSIS ARE CONGRATULATED ON THEIR VERY SIGNPYICANT VWNTRIBUTIONS TO METHODOLOGY AND RELEVANT CONCLUSIONS. VANCE

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SUBJECT: INTERIM REPORT FOR RURAL PRIMARY EDUCATION  
EXPANSION PROJECT

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INITIALS \_\_\_\_\_

REF: (A) SAN SALVADOR 6017; (B) STATE 298774

1. SUBJECT IR HAS BEEN INFORMALLY REVIEWED BY THE DAEC. IT IS APPROVED, AND THE MISSION IS ENCOURAGED TO PROCEED AS QUICKLY AS POSSIBLE ON PROJECT DEVELOPMENT. THE BUREAU HAS CAREFULLY REVIEWED PROJECTED DEMAND FOR EDUCATION AND HRD FUNDS, AND HAS RESERVED \$2.3 MILLION (LOAN) AND \$200,000 (GRANT) FOR FY 79 RURAL PRIMARY EDUCATION PROJECT OBLIGATION. MISSION SHOULD, HOWEVER, SUBMIT PP FOR TOTAL PROJECT AMOUNT, SHOWING HOW FUNDING CAN BE TRANCHED BETWEEN FY 79 AND FY 80. PER PARA 4 OF REF A, MISSION IS CORRECT TO ASSUME THAT ADD-ON FY 80 FUNDING WILL BE DONE THROUGH AMENDED LOAN AUTHORIZATION AND AGREEMENT.

2. BASED ON REVIEW OF IR, WE WOULD LIKE TO PASS ON THE FOLLOWING GUIDANCE IN PREPARING THE FINAL PROJECT PAPER:

--A) THE PP SHOULD PROVIDE A COMPREHENSIVE DESCRIPTION OF THE LARGER GOES AND MULTI-DONOR EFFORT IN PRIMARY

EDUCATION, AND SHOW HOW THE PROPOSED IBRD, UNDP AND AID PROGRAMS RELATE TO ONE ANOTHER GEOGRAPHICALLY AND FUNCTIONALLY.

--B) IN PARA 2.B.2, THE IR STATES THAT SIGNIFICANT NUMBERS OF STUDENTS IN GRADES 4-6 WILL BE ENROLLED AS A RESULT OF EXPANDED CLASSROOM FACILITIES AND INCREASED DOUBLE-SHIFTING. TO THE EXTENT POSSIBLE, THE PP SHOULD QUANTIFY NEW ENROLLMENT, AND APPLY THIS INFORMATION TO ITS ECONOMIC ANALYSIS OF THE PROGRAM. IN MORE GENERAL TERMS, THE PP SHOULD DRAW UPON THE STRONG ANALYTIC BASE OF THE EDUCATION SECTOR ASSESSMENT, AND QUANTIFY AS MUCH INFORMATION AS POSSIBLE, INCLUDING INDICATORS FOR ALL LEVELS OF PROJECT DESIGN - GOAL, PURPOSE, OUTPUTS, AND INPUTS.

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ANNEX IA

--C) IN ANALYZING FEASIBILITY OF INCLUDING A FAMILY PLANNING ELEMENT IN COMPONENT 3 OF PROJECT (PARA 3.F. OF IR), USAID MIGHT CONSIDER USING TECHNICAL ASSISTANCE FROM CENTRALLY FUNDED OFFICE OF POPULATION PROGRAMS TO WORK WITH MOE IN IDENTIFYING TARGETS OF OPPORTUNITY.

3. PER REF B, ROBERT SMAIL IS AVAILABLE FOR TDY ASSISTANCE IF REQUIRED BY MISSION. ALSO, ROBERT MAUSHAMMER, CHIEF OF LAC/DR ECONOMIC ANALYSIS DIVISION, WILL BE IN REGION D/A JANUARY 22. IF YOU WOULD LIKE HIS ASSISTANCE TO REVIEW ECONOMIC ANALYSIS SECTION OF PP FOR UP TO 5 DAYS, PLEASE ADVISE. VANCE

BT

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5C(1) - COUNTRY CHECKLIST

Listed below are, first, statutory criteria applicable generally to FAA funds, and then criteria applicable to individual fund sources: Development Assistance and Security Supporting Assistance funds.

A. GENERAL CRITERIA FOR COUNTRY

- |  |   |
|--|---|
| 1. <u>FAA Sec. 116.</u> Can it be demonstrated that contemplated assistance will directly benefit the needy? If not, has the Department of State determined that this government has engaged in consistent pattern of gross violations of internationally recognized human rights?   | Yes. The project will provide primary education opportunities to rural children, 7-15 years of age, in El Salvador's poorest regions. |
| 2. <u>FAA Sec. 481.</u> Has it been determined that the government of recipient country has failed to take adequate steps to prevent narcotics drugs and other controlled substances (as defined by the Comprehensive Drug Abuse Prevention and Control Act of 1970) produced or processed, in whole or in part, in such country, or transported through such country, from being sold illegally within the jurisdiction of such country to U.S. Government personnel or their dependents, or from entering the U.S. unlawfully? | No.   |
| 3. <u>FAA Sec. 620(a).</u> Does recipient country furnish assistance to Cuba or fail to take appropriate steps to prevent ships or aircraft under its flag from carrying cargoes to or from Cuba?  | No.   |
| 4. <u>FAA Sec. 620(b).</u> If assistance is to a government, has the Secretary of State determined that it is not controlled by the international Communist movement?  | Yes.  |
| 5. <u>FAA Sec. 620(c).</u> If assistance is to government, is the government liable as debtor or unconditional guarantor on any debt to a U.S. citizen for goods or services furnished or ordered where (a) such citizen has exhausted available legal remedies and (b) debt is not denied or contested by such government?  | No.   |
| 6. <u>FAA Sec. 620(e) (1).</u> If assistance is to a government, has it (including government agencies or subdivisions) 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 toward such citizens or entities?   | No.   |

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7. FAA Sec. 620(f); App. Sec. 108. Is recipient country a Communist country? Will assistance be provided to the Democratic Republic of Vietnam (North Vietnam), South Vietnam, Cambodia or Laos? No.
8. FAA Sec. 620(i). Is recipient country in any way involved in (a) subversion of, or military aggression against, the United States or any country receiving U.S. assistance, or (b) the planning of such subversion or aggression? No.
9. FAA Sec. 620(j). Has the country permitted, or failed to take adequate measures to prevent, the damage or destruction, by mob action, of U.S. property? No.
10. FAA Sec. 620(l). If the country has failed to institute the investment guaranty program for the specific risks of expropriation, inconvertibility or confiscation, has the AID Administrator within the past year considered denying assistance to such government for this reason? El Salvador has instituted the Investment Guaranty Program.
11. FAA Sec. 620(o); Fishermen's Protective Act, Sec. 5. If country has seized, or imposed any penalty or sanction against, any U.S. fishing activities in international waters, El Salvador has not seized or imposed penalty against any U. S. fishing activities in international waters.
- a. has any deduction required by Fishermen's Protective Act been made?
- b. has complete denial of assistance been considered by AID Administrator?
12. FAA Sec. 620(q); App. Sec. 504. (a) Is the government of the recipient country in default on interest or principal of any AID loan to the country? (b) Is country in default exceeding one year on interest or principal on U.S. loan under program for which App. Act appropriates funds, unless debt was earlier disputed, or appropriate steps taken to cure default? No.
- \*13. FAA Sec. 620(s). "If contemplated assistance is development loan (including Alliance loan) or security supporting assistance, has the Administrator taken into account the percentage of the country's budget which is for military expenditures, the amount of foreign exchange spent on military equipment and the amount spent for the purchase of sophisticated weapons systems?" (An affirmative answer may refer to the record of the taking into account, e.g.: "Yes as reported in annual report on implementation of Sec. 620(s)." This report is prepared at the time of approval by the Administrator of the Operational Year Budget.\* Yes. El Salvador's budget allocation for military expenditure has traditionally been below the median for Latin America. It has not purchased sophisticated weapons.

\* Revised

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\* Upward changes in the Sec. 620(s) factors occurring in the course of the year, of sufficient significance to indicate that an affirmative answer might need review should still be reported, but the statutory checklist will not normally be the preferred vehicle to do so.) \*

14. FAA Sec. 620(t). Has the country severed diplomatic relations with the United States? If so, have they been resumed and have new bilateral assistance agreements been negotiated and entered into since such resumption? No.
15. FAA Sec. 620(u). What is the payment status of the country's U.N. obligations? If the country is in arrears, were such arrearages taken into account by the AID Administrator in determining the current AID Operational Year Budget? From information available to the Mission, El Salvador appears not to be having difficulty in meeting its UN obligations.
16. FAA Sec. 620A. Has the country granted sanctuary from prosecution to any individual or group which has committed an act of international terrorism? No.
17. FAA Sec. 666. Does the country object, on basis of race, religion, national origin or sex, to the presence of any officer or employee of the U.S. there to carry out economic development program under FAA? No.
18. FAA Sec. 669. Has the country delivered or received nuclear reprocessing or enrichment equipment, materials or technology, without specified arrangements on safeguards, etc.? No.
19. FAA Sec. 901. Has the country denied its citizens the right or opportunity to emigrate? No.

B. FUNDING CRITERIA FOR COUNTRY1. Development Assistance Country Criteria

a. FAA Sec. 102(c), (d). Have criteria been established, and taken into account, to assess commitment and progress of country in effectively involving the poor in development, on such indexes as: (1) small-farm labor intensive agriculture, (2) reduced infant mortality, (3) population growth, (4) equality of income distribution, and (5) unemployment.

El Salvador has demonstrated its commitment to involving the poor in development by undertaking various projects aimed at their needs in the agricultural, health, nutrition, housing, employment and other sectors. See Mission's CDSS of 1/30/79.

b. FAA Sec. 201(b)(5), (7) & (8); Sec. 208; 211(a)(4), (7). Describe extent to which country is:

(1) Making appropriate efforts to increase food production and improve means for food storage and distribution.

(1) El Salvador is supporting the expansion/improvement of its National Extension Service (CENTA) and its grain marketing institute (IRA).

\* Revised

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- (2) Creating a favorable climate for foreign and domestic private enterprise and investment.
- (3) Increasing the public's role in the developmental process.
- (4) (a) Allocating available budgetary resources to development.
- (b) Diverting such resources for unnecessary military expenditure and intervention in affairs of other free and independent nations.
- (5) Making economic, social, and political reforms such as tax collection improvements and changes in land tenure arrangements, 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.
- (6) Otherwise responding to the vital economic, political, and social concerns of its people, and demonstrating a clear determination to take effective self-help measures.
- c. FAA Sec. 201(b), 211(a). Is the country among the 20 countries in which development assistance loans may be made in this fiscal year, or among the 40 in which development assistance grants (other than for self-help projects) may be made?
- d. FAA Sec. 115. Will country be furnished, in same fiscal year, either security supporting assistance, or Middle East peace funds? If so, is assistance for population programs, humanitarian aid through international organizations, or regional programs?
2. Security Supporting Assistance Country Criteria
- a. FAA Sec. 502B. Has the country engaged in a consistent pattern of gross violations of internationally recognized human rights? Is program in accordance with policy of this Section?
- b. FAA Sec. 531. Is the Assistance to be furnished to a friendly country, organization, or body eligible to receive assistance?
- c. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made?
- (2) El Salvador has instituted the Investment Guaranty Program and encourages developmental investment here.
- (3) El Salvador's current Five Year Plan envisions expanded public support for development and is generally being implemented as planned.
- (4a) El Salvador is devoting an increasing proportion of internal resources and external borrowings to development.
- (4b) El Salvador typically spends less than 6% of its budget on military expenditures.
- (5) Yes. See Mission's CDSS of 1/30/79. The Government has been subject to criticism vis-a-vis its respect for rule of law and individual freedom and legal rights, but much less so vis-a-vis its promotion of economic rights and basic human needs.
- (6) Yes.
- N. A.
- No.
- N. A.
- N. A.
- N. A.

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5C(2) - PROJECT CHECKLIST

Listed below are, first, statutory criteria applicable generally to projects with FAA funds, and then project criteria applicable to individual fund sources: Development Assistance (with a sub-category for criteria applicable only to loans); and Security Supporting Assistance funds.

CROSS REFERENCES: IS COUNTRY CHECKLIST UP TO DATE? IDENTIFY. HAS STANDARD ITEM CHECKLIST BEEN REVIEWED FOR THIS PROJECT?

A. GENERAL CRITERIA FOR PROJECT.1. App. Unnumbered; FAA Sec. 653(b)

(a) Describe how Committees on Appropriations of Senate and House have been or will be notified concerning the project;  
(b) is assistance within (Operational Year Budget) country or international organization allocation reported to Congress (or not more than \$1 million over that figure plus 10%)?

Project appears in FY 1979 and 1980 Congressional Presentations.

2. FAA Sec. 611(a)(1). Prior to obligation in excess of \$100,000, will there be (a) engineering, financial, and other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

Yes. (See Part III of Project Paper).

3. FAA Sec. 611(a)(2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

Further legislation will not be required to implement this project.

4. FAA Sec. 611(b); App. Sec. 101. If for water or water-related land resource construction, has project met the standards and criteria as per Memorandum of the President dated Sept. 5, 1973 (replaces Memorandum of May 15, 1962; see Fed. Register, Vol 38, No. 174, Part III, Sept. 10, 1973)?

N. A.

5. FAA Sec. 611(e). If project is capital assistance (e.g., construction), and all U.S. assistance for it will exceed \$1 million, has Mission Director certified the country's capability effectively to maintain and utilize the project?

Yes. (See Annex IC, Mission Director's Certification.)

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6. FAA Sec. 209, 619. Is project susceptible of execution as part of regional or multi-lateral project? If so why is project not so executed? Information and conclusion whether assistance will encourage regional development programs. If assistance is for newly independent country, is it furnished through multi-lateral organizations or plans to the maximum extent appropriate?

No. However, Project is closely coordinated with planned IBRD assistance.

7. FAA Sec. 601(a); (and Sec. 201(f) for development loans). Information and conclusions whether project 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.

By increasing the general educational level of the project target group, the project will indirectly foster all the items listed.

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

Increased basic education opportunities for the project target group should indirectly facilitate U.S. trade and investment.

9. FAA Sec. 612(b); Sec. 636(h). Describe steps 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 foreign currencies owned by the U.S. are utilized to meet the cost of contractual and other services.

The Government of El Salvador will contribute approximately 47% of the total project cost. The U.S. holds no excess Salvadoran currency.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency and, if so, what arrangements have been made for its release?

No.

## B. FUNDING CRITERIA FOR PROJECT

### 1. Development Assistance Project Criteria

a. FAA Sec. 102(c); Sec. 111; Sec. 281a. Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production, spreading investment out from cities to small towns and rural areas; and (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions?

The project will provide the rural poor with increased access to a complete (grades 1-6) primary education. It also will foster the development of community school councils which will directly involve project beneficiaries. Increased level of basic education completed will enable the rural poor project target group to more fully participate in and derive benefits from the country's development. The project will not directly assist in the development of cooperatives; their development ~~will be facilitated to a certain extent~~ by the increased educational attainment of members.

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b. FAA Sec. 103, 103A, 104, 105, 106, 107. Is assistance being made available: [include only applicable paragraph -- e.g., a, b, etc. -- which corresponds to source of funds used. If more than one fund source is used for project, include relevant paragraph for each fund source.]

(1) [103] for agriculture, rural development or nutrition; if so, extent to which activity is specifically designed to increase productivity and income of rural poor; [103A] if for agricultural research, is full account taken of needs of small farmers;

N. A.

(2) [104] for population planning or health; if so, extent to which activity extends low-cost, integrated delivery systems to provide health and family planning services, especially to rural areas and poor;

N. A.

(3) [105] for education, public administration, or human resources development; if so, extent to which activity strengthens nonformal education, makes formal education more relevant, especially for rural families and urban poor, or strengthens management capability of institutions enabling the poor to participate in development;

(3) The project will provide increased access to a complete primary education for a substantial portion of the rural poor target group enabling them to achieve functional literacy and to be more productive in their work. Non-formal educational programs will be strengthened as a result of the increased level of basic education attained by the rural target group. The management capability of the MOE will be strengthened by the Project. (See Part III of the Project Paper.)

(4) [106] for technical assistance, energy, research, reconstruction, and selected development problems; if so, extent activity is:

(4) N. A.

(a) technical cooperation and development, especially with U.S. private and voluntary, or regional and international development, organizations;

(b) to help alleviate energy problem;

(c) research into, and evaluation of, economic development processes and techniques;

(d) reconstruction after natural or manmade disaster;

(e) for special development problem, and to enable proper utilization of earlier U.S. infrastructure, etc., assistance;

(f) for programs of urban development, especially small labor-intensive enterprises, marketing systems, and financial or other institutions to help urban poor participate in economic and social development.

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(5) [107] by grants for coordinated private effort to develop and disseminate intermediate technologies appropriate for developing countries.

N.A.

c. FAA Sec. 110(a); Sec. 208(e). Is the recipient country willing to contribute funds to the project, and in what manner has or will it provide assurances that it will provide at least 25% of the costs of the program, project, or activity with respect to which the assistance is to be furnished (or has the latter cost-sharing requirement been waived for a "relatively least-developed" country)?

Yes. The GOES will contribute 47% of the total project costs (See Part IVA, Financial Plan, of the Project Paper.)

d. FAA Sec. 110(b). Will grant capital assistance be disbursed for project over more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing?

N. A. Grant funds under the project are to be used for T.A. costs.

e. FAA Sec. 207; Sec. 113. Extent to which assistance reflects appropriate emphasis on; (1) encouraging development of democratic, economic, political, and social institutions; (2) self-help in meeting the country's food needs; (3) improving availability of trained worker-power in the country; (4) programs designed to meet the country's health needs; (5) 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; or (6) integrating women into the recipient country's national economy.

The project will provide direct emphases on items 1, 2, 3, and 6. Items 4 and 5 will be indirectly emphasized.

f. FAA Sec. 281(b). Describe 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 skills required for effective participation in governmental and political processes essential to self-government.

The project is designed to address the need of the rural populace for increased access to primary education and to upgrade, expand and strengthen the MOE's existing institutional arrangements for delivering educational services to the rural poor.

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g. FAA Sec. 201(b)(2)-(4) and -(8); Sec. 201(e); Sec. 211(a)(1)-(3) and -(8). Do the activity give reasonable promise of contributing to the development: of economic resources, or to the increase of productive capacities and self-sustaining economic growth; or of educational or other institutions directed toward social progress? Is it related to and consistent with other development activities, and will it contribute to realizable long-range objectives? And does project paper provide information and conclusion on an activity's economic and technical soundness?

h. FAA Sec. 201(b)(6); Sec. 211(a)(5), (6). Information and conclusion on possible effects of the assistance 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 or safeguarding the U.S. balance-of-payments position.

2. Development Assistance Project Criteria (Loans only)

a. FAA Sec. 201(b)(1). Information and conclusion on availability of financing from other free-world sources, including private sources within U.S.

b. FAA Sec. 201(b)(2); 201(d). Information and conclusion on (1) capacity of the country to repay the loan, including reasonableness of repayment prospects, and (2) reasonableness and legality (under laws of country and U.S.) of lending and relending terms of the loan.

c. FAA Sec. 201(e). If loan is not made pursuant to a multilateral plan, and the amount of the loan exceeds \$100,000, has country submitted to AID an application for such funds together with assurances to indicate that funds will be used in an economically and technically sound manner?

d. FAA Sec. 201(f). Does project paper describe how project will promote the country's economic development taking into account the country's human and material resources requirements and relationship between ultimate objectives of the project and overall economic development?

The project as designed will directly contribute to the development of the productive capacities of the rural poor and of the institutional capability of the MOE. The project, in general, is directed toward social progress and in consistency with both GOES and AID development activities and long range goals (See Parts III & IV of the Project Paper for more information on the project's economic, social and technical soundness).

Much of the procurement of commodities and technical assistance is expected to come from the U.S. The balance of payments position of the U.S. will not be affected by the project.

Other international lending institutions have not indicated an interest in financing the project as described in the Project Paper.

The country has the financial capacity to repay the loan (See Financial Analysis in Project Paper). The terms of the AID loan are reasonable and legal under the laws of the U.S. and the host country.

Yes. See Annex ID.

Yes. (See Part II and III of the Project Paper). Also refer to the 1979 El Salvador Country Development Strategy Statement.

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e. FAA Sec. 202(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?

All or nearly all of the AID funds will be used to purchase technical services, equipment and supplies, and participant training from private sources.

f. FAA Sec. 620(d). If assistance is for any productive enterprise which will compete in the U.S. with U.S. enterprise, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N. A.

3. Project Criteria Solely for Security Supporting Assistance

FAA Sec. 531. How will this assistance support promote economic or political stability?

N. A.

Additional Criteria for Alliance for Progress

[Note: Alliance for Progress projects should add the following two items to a project checklist.]

N. A.

a. FAA Sec. 251(b)(1), -(8). Does assistance take into account principles of the Act of Bogota and the Charter of Punta del Este; and to what extent will the activity contribute to the economic or political integration of Latin America?

Yes. The project should indirectly contribute to the long term political and economic integration of Latin America.

b. FAA Sec. 251(b)(8); 251(h). For loans, has there been taken into account the effort made by recipient nation to repatriate capital invested in other countries by their own citizens? Is loan consistent with the findings and recommendations of the Inter-American Committee for the Alliance for Progress (now "CEPCIES," the Permanent Executive Committee of the OAS) in its annual review of national development activities?

Yes. The loan is consistent with the CEPCIES findings concerning El Salvador.

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5C(3) - STANDARD ITEM CHECKLIST

Listed below are statutory items which normally will be covered routinely in those provisions of an assistance agreement dealing with its implementation, or covered in the agreement by exclusion (as where certain uses of funds are permitted, but other uses not).

These items are arranged under the general headings of (A) Procurement, (B) Construction, and (C) Other Restrictions.

A. Procurement

- |   |  |
|---|--|
| 1. <u>FAA Sec. 602.</u> Are there arrangements to permit U.S. small business to participate equitably in the furnishing of goods and services financed?   | Yes. Standard procurement regulations and good commercial practice will be followed under the project. |
| 2. <u>FAA Sec. 604(a).</u> Will all commodity procurement financed be from the U.S. except as otherwise determined by the President or under delegation from him?   | Yes.   |
| 3. <u>FAA Sec. 604(d).</u> If the cooperating country discriminates against U.S. marine insurance companies, will agreement require that marine insurance be placed in the U.S. on commodities financed?  | Yes.   |
| 4. <u>FAA Sec. 604(e).</u> If offshore procurement of agricultural commodity or product is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity?   | N.A.   |
| 5. <u>FAA Sec. 608(a).</u> Will U.S. Government excess personal property be utilized wherever practicable in lieu of the procurement of new items?  | Yes.   |
| 6. <u>MMA Sec. 901(b).</u> (a) Compliance with requirement that at least 50 per centum of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers) financed shall be transported on privately owned U.S.-flag commercial vessels to the extent that such vessels are available at fair and reasonable rates. | Yes.   |
| 7. <u>FAA Sec. 621.</u> If technical assistance is financed, will such assistance be furnished to the fullest extent practicable as goods and professional and other services from private enterprise on a contract basis? If the facilities of other Federal agencies will be utilized,  | Yes.   |

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are they particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs?

8. International Air Transport. Fair Competitive Practices Act, 1974

If air transportation of persons or property is financed on grant basis, will provision be made that U.S.-flag carriers will be utilized to the extent such service is available?

Yes.

B. Construction

1. FAA Sec. 601(d). If a capital (e.g., construction) project, are engineering and professional services of U.S. firms and their affiliates to be used to the maximum extent consistent with the national interest?

If, and to the extent, required for achievement of the project's construction outputs.

2. FAA Sec. 611(c). If contracts for construction are to be financed, will they be let on a competitive basis to maximum extent practicable?

Yes.

3. FAA Sec. 620(k). If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U.S. not exceed \$100 million?

N.A.

C. Other Restrictions

1. FAA Sec. 201(d). If development loan, is interest rate at least 2% per annum during grace period and at least 3% per annum thereafter?

Yes.

2. FAA Sec. 301(d). If fund is established solely by U.S. contributions and administered by an international organization, does Comptroller General have audit rights?

Yes.

3. FAA Sec. 620(h). Do arrangements preclude promoting or assisting the foreign aid projects or activities of Communist-Bloc countries, contrary to the best interests of the U.S.?

Yes.

4. FAA Sec. 636(i). Is financing not permitted to be used, without waiver, for purchase, long-term lease, or exchange of motor vehicle manufactured outside the U.S. or guaranty of such transaction?

Yes.

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C.

5. Will arrangements preclude use of financing:

- |  |      |
|--|------|
| a. <u>FAA Sec. 114.</u> to pay for performance of abortions or to motivate or coerce persons to practice abortions?                              | N.A. |
| b. <u>FAA Sec. 620(g).</u> to compensate owners for expropriated nationalized property?  | N.A. |
| c. <u>FAA Sec. 660.</u> to finance police training or other law enforcement assistance, except for narcotics programs?                           | N.A. |
| d. <u>FAA Sec. 662.</u> for CIA activities?  | N.A. |
| e. <u>App. Sec. 103.</u> to pay pensions, etc., for military personnel?  | N.A. |
| f. <u>App. Sec. 106.</u> to pay U.N. assessments?  | N.A. |
| g. <u>App. Sec. 107.</u> to carry out provisions of <u>FAA Sections 209(d) and 251(h)</u> ? (transfer to multilateral organization for lending). | N.A. |
| h. <u>App. Sec. 501.</u> to be used for publicity or propaganda purposes within U.S. not authorized by Congress?                                 | N.A. |

Certification Pursuant to Section 611 (e) of the 1961 Foreign Assistance Act, as Amended

I certify that, to the best of my knowledge and belief, El Salvador possess both the financial capability and human resources to maintain and utilize effectively this capital assistance project for expanding and improving the country's rural primary education system. This certification is primarily based upon the facts developed for the project paper, the joint GOES and AID analysis and evaluation of Salvadoran educational needs as expressed in the Education Sector Analysis and upon a careful review of financial assistance previously provided to El Salvador.

It should be noted that provision is made, under the grant accompanying the \$4.2 million loan, for technical assistance to facilitate effective utilization of a development project of this nature and magnitude. This certification also takes into account the capability of the Ministry of Education in El Salvador and the activities of other external donors with which the activities under this project are closely interrelated.

February 20, 1979  
Date

  
Aldo Ruiz  
Director  
AID Mission to  
El Salvador

DRAFT PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

Name of Country: Republic of El Salvador

Name of Project: Rural Primary Education Expansion

Pursuant to Part I, Chapter I, Section 105 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Loan and a Grant to the Republic of El Salvador, the "Cooperating Country, of two million nine hundred and two thousand United States Dollars (\$2,902,000) (the "Authorized Amount") to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph.

The Project consists of the extension of primary education opportunities and services to a specific target group of the rural poor in certain of El Salvador's poorest regions (hereinafter referred to as the "Project" Of the Authorized Amount, two million seven hundred and two thousand dollars ("Loan") will be lent to the Cooperating Country to assist in financing certain foreign exchange and local currency costs of goods and services required for the Project. The entire amount of the A.I.D. financing herein authorized for the Project will be obligated when the Project Agreements are executed.

I approve the total level of A.I.D. appropriated funding planned for this Project of not to exceed four million five hundred and fifty thousand United States Dollars (\$4,550,000), of which \$2,702,000 will be Loan-funded and \$200,000 Grant-funded including the funding authorized above, during FY 1979 through FY 80. I approve further increments during that period of Loan funding up to \$1,498,000 and Grant funding up to \$150,000 subject to the availability of funds in accordance with A.I.D. allotment procedures.

I hereby authorize the initiation of negotiation and execution of the Project Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as A.I.D. may deem appropriate:

a. Interest Rate and Terms of Repayment - Loan

The Cooperating Country shall repay the Loan to A.I.D. in United States Dollars withing twenty five (25) years from the date of first disbursement of the Loan, including a grace period of not to exceed ten (10) years. The Cooperating Country shall pay to A.I.D. in United State Dollars interest from the date of first disbursement of the Loan

at the rate of (i) two percent (2%) per annum during the first ten (10) years, and (ii) three percent (3%) per annum thereafter, on the outstanding disbursed balance of the Loan and on any due and unpaid interest accrued thereon.

b. Source and Origin of Goods and Services - Loan/Grant

Except for Ocean Shipping, goods and services financed by A.I.D. under the Project shall have their source and origin in the Central American Common Market or in countries included in A.I.D. Geographic Code 941, except as A.I.D. may otherwise agree in writing. Ocean Shipping financed under the Loan shall be procured in the United States or Central American Common Market countries including the Cooperating Country.

Except for ocean shipping, goods and services financed by A.I.D. under the Grant shall have their source and origin in the United States (AID Geographic Code 000), the Central American Common Market or Latin America (AID Geographic Code 940) except as A.I.D. may otherwise agree in writing.

c. Reimbursement - Loan

Upon compliance with conditions precedent to initial disbursement by the Cooperating Country, A.I.D. may disburse loan funds for technical assistance and training provided contracts or agreements for such activities which are fully acceptable to A.I.D. were entered into by the Cooperating Country subsequent to the date of authorization of the project but prior to the date the Project Loan Agreement is executed.

d. Conditions Precedent to Initial Disbursement - Loan

Prior to any disbursement, or to the issuance of any commitment documents under the Project Agreement, the Cooperating Country shall furnish in form and substance satisfactory to A.I.D.:

1. An opinion of a legal representative of the Cooperating Country acceptable to A.I.D. that the Project Agreement has been duly authorized and/or ratified by the Cooperating Country and executed on its behalf and that it constitutes a valid and legally binding obligation of the Cooperating Country in accordance with all of its terms;

2. A statement and specimen signature of the person or persons acting as a representative of the Cooperating Country for purposes of the Project Agreement;

3. Evidence that the Cooperating Country's contributions to the Project (as budgeted in the Loan Agreement Annex 1, Amplified Project Description) have been approved and authorized according to Cooperating Country Procedures.

e. Conditions Precedent to Subsequent Disbursement - Loan

1. Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement to finance Component Two, Borrower/Grantee shall furnish in form and substance satisfactory to A.I.D.:

a) Evidence that the office for field operations has been established and initially staffed and that adequate warehouse facilities have been obtained.

b) An operating manual setting forth how Component Two operations will be managed, including classroom designs, construction priorities, community selection and assistance procedures and such other information and guidelines as A.I.D. may request.

2. Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement to finance school or classroom construction under Component Two, Borrower/Grantee shall furnish in form and substance satisfactory to A.I.D.:

a) A final list of sites selected for construction in the priority zones; and

b) A time-phased construction plan.

3. Prior to any disbursement, or the issuance of any commitment documents under the Project Agreement to finance Component Three, Borrower/Grantee shall furnish in form and substance satisfactory to A.I.D., a time-phased implementation and staffing plan for carrying out this component.

f. Conditions Precedent to Disbursement - Grant

Prior to any disbursement, or the issuance of any commitment documents under the Grant Agreement, Borrower/Grantee shall furnish in form and substance satisfactory to A.I.D.:

1. Evidence that a Project Support Element has been established, funded and staffed to support implementation of the Project; and
2. An evaluation plan for the Project.

g. Special Covenants - Loan

Borrower shall covenant:

1. To staff all Project-financed classrooms and schools with trained teachers; and
  2. To perform necessary maintenance of Project-financed classrooms and major equipment.
- h. The 941 source origin requirement is hereby waived to allow procurement in West Germany of printing equipment.



MINISTERIO DE EDUCACION  
REPUBLICA DE EL SALVADOR, C. A.

San Salvador, 27 de febrero de 1979.

Sr. Adelmo Ruiz  
Director de AID  
Presente.

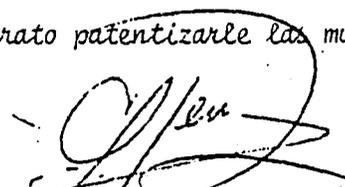
En el Plan Sectorial de Educación, el Programa Estratégico No. 25 "Expansión y Mejoramiento de los Servicios Educativos en el Area Rural", se plantea: Ampliar y mejorar el sistema educativo en la zona rural - del país, proporcionando más oportunidades y mejorando las facilidades escolares en aquellas regiones consideradas como menos atendidas y por lo tanto más necesitadas.

Para lograr los objetivos del programa estratégico No. 25, el Ministerio de Educación en colaboración con USAID han formulado un proyecto de solicitud de préstamo, (actualmente en revisión definitiva) para ser realizado en los próximos 4 años. El monto total de este proyecto asciende a 8.6 millones de dólares, de los cuales solicitamos 4.2 millones de dólares como fondos de préstamos y 350 mil dólares por fondos de donación. Se ha considerado un aporte del Gobierno de El Salvador como contra-partida al préstamo de aproximadamente 4.0 millones de dólares, para cubrir la totalidad del proyecto.

Durante la formulación del documento se ha tenido en cuenta los proyectos que actualmente están siendo financiados por otras Agencias Internacionales, con el propósito de evitar cualquier duplicación de esfuerzos.

Sin otro particular, me es grato patentizarle las muestras de mi consideración y alta estima.



  
Dr. Carlos Antonio Herrera Rebollo  
Ministro de Educación

JCRM/meea.

CONCLUSION AND RECOMMENDATIONS OF EDUCATIONAL SECTOR ANALYSIS

One of the stated goals of the Ministry of Education is the opportunity for a complete basic education for the entire school-age population. The Sector Analysis focused on three major objectives of the MOE which are means of accomplishing the goal: to increase access to basic education, to increase the efficiency of the school system, and to increase the relevance of education to basic human needs.

Problems associated with the accomplishment of these objectives were identified and the feasibility of various solutions was considered (AWD No. 10). The following recommendations are based on the conclusion and recommendations of the Analytical Working Documents. For convenience sake, they are grouped according to the problems they address.

1. Access and Efficiency

Insufficient access to schools, especially in the rural areas, contributes directly to problems of inefficiency. Solutions to problems of access should also contribute to improving efficiency in terms of minimizing enrollment loss or dropout, minimizing repetition, and minimizing per-student costs (AWD No. 10, pp. 5-62). The recommended corrective measures are as follows:

a. Complete the Incomplete Schools, especially in the rural areas.

In order to accomplish this task, these basic steps are proposed:

- (1) Present whole-day schools should be gradually changed to double-shift half-day schools until 100 percent of the urban schools are double-shift and 90 percent of rural schools are double-shift. All new schools built should be double-shift and offer at least six grades. The 3-3-6

school seems most appropriate because under present circumstances per-student costs are lower in this type of school, based on a target ratio of 35 students per teacher per session.

- (2) New classrooms should be constructed to complete incomplete schools, to keep pace with population growth, to replace old buildings, to satisfy the presently current demand in the rural area, and to reduce overcrowding by gradually extending space allocated to each student from the present level of .98 m<sup>2</sup> to 1.30 m<sup>2</sup> per student per session. About 650 new classrooms a year from 1977 to the year 2002 would be needed to meet these needs (SWD No. 13). The following measures should also be taken to support the planning of the school construction activities:

- (a) Baseline measures which are calculated only once should be obtained from a survey of school buildings conducted by a team of professional interviewers who visit every school circuit and tabulate the number of schools, providing standardized, reliable measures of the number of classrooms and square meters of space in each classroom, as well as other indicators of adequate access, such as numbers of desks and chairs, books, televisions, chalkboards and other items.
- (b) A simple system through which the above data could be constantly revised and kept up to date should be adopted. This system would require a channel of communication

between the Division of Educational Architecture (DEA), the Office of Planning and Organization (ODEPOR), and the Department of Basic Education (DBE), through which the DEA would provide numerical data on the amount of space included in each new building constructed, and the DBE would update information on usable and utilized school space, the opening and operating schedule of each new school, and a listing of each school closed.

(c) An annual school survey should provide information on which school buildings are used on a whole-day or half-day basis, as well as those schools which are not used at all during a given academic year.

(3) Distribute classrooms more equitably among the grades in each school. This requires the MOE to set forth guidelines for space distribution among the grades for use by school superintendents and principals. These guidelines should be based on a survey of student places in a sample of schools.

b. Replace rented premises in the urban areas. High rents in urban areas make replacement with Ministry of Education owned buildings a cost-saving measure, since the analysis indicates the even with the depreciation costs of replacement buildings, it would be possible to save approximately \$319,933 each year, based on 1973 unit costs (AWD No. 10, p. 61).

c. Increase the quantity of teachers graduated and placed in service each year to keep pace with replacement needs and the additional needs created by the construction of new classrooms. The following measures would contribute to the accomplishment of the objective:

- (1) Conduct a study of the teacher training programs presently in effect, focusing on what methods give a satisfactory level of training, what combination of methods produces the required quantity of new teachers each year, what method is more economic, and what other methods, if any, can help step up unsatisfactory production figures.
- (2) Investigate the problems associated with the assignment and retention of teachers in rural areas, including an investigation into the motivations and frustrations associated with rural education as a basic for devising new training strategies and career incentives, with special attention to the 3-3-6 schools, as these seem to be working.
- (3) Examine teacher salary scales to determine if increases or shifts in scale could provide more incentive to double-shift. This examination of salary scale should also consider the feasibility of carrying out the suggestion that the salary for the two shifts be equal, i.e., instead of £150 for the second shift and £350 for the first, £250 for each.

d. Maximize student performance and consequent transition from grade to grade. Specific measures could include carrying out the following activities:

- (1) Provide a minimum of one year of pre-primary education, based on the recommendations of the analysis of the effectiveness of kindergarten.
- (2) Analyse the curriculum, especially in the area of mathematics, language skills, and science as a means of improving

the material exam so that it closely reflects the goals and objectives of the curriculum and provides useful criteria for periodic evaluations of scholastic achievement.

- (3) Provide teachers with work sheets and other materials such as curriculum guides to enable them to teach the curriculum more effectively. Train them in the use of these materials through inservice workshops.
- (4) Analyze student socio-economic problems which may interfere with achievement or attendance, such as: improper diet, need to work, extent of parental contributions to educational services. Collaboration with the Ministry of Health to study the diets of rural school children could lead to programs to improve the nutrition of school-age children.
- (5) Identify, quantify, and locate deficiencies in the application of the system of student evaluation to determine its effect on the repetition rates.

Programa Estratégico No. 25

Modernización y Expansión de los Servicios

Educacionales en el Area Rural

I. Descripción

Pretende mejorar los servicios en el área rural y facilitar el acceso a los mismos al mayor número de niños en edad escolar. Comprende un conjunto de acciones destinadas a aumentar la retención de los educandos en el sistema formal, dar capacitación a los adultos, estimular las tareas de los maestros rurales y disponer de los medios físicos y del material didáctico adecuado.

II. Objetivos

- Ampliar la cobertura educativa en el área rural.
- Aumentar la retención de los educandos dentro del sistema formal.
- Elevar el índice de alfabetismo y contribuir a la capacitación de la fuerza laboral.
- Adaptar los conocimientos, a la realidad en que se desenvuelve el educando y equilibrar el nivel educativo entre las áreas rurales y urbanas.

III. Instrumentos y Medidas

- \* - Construcción y equipamiento de las aulas de Educación Básica en el área rural.
- \* - Adecuación de los programas y adaptación del calendario escolar a las necesidades del educando en el área rural.
- \* - Establecimiento de una red de información para padres de familia y maestros.
- Promover la capacitación de la mano de obra rural.
- Establecimiento de estímulos a maestros por medio de normas para otorgar el ascenso escalafonario de acuerdo a los méritos del educador.
- Incentivos a la docencia en el área rural, y estímulos para que el maestro permanezca en las comunidades y desarrolle actividades culturales y de promoción social.

IV. Organización

El Ministerio de Educación será el responsable de la ejecución de este programa, participando en el desarrollo de mismo, los Ministerios de Salud, Agricultura, Interior, Defensa y Trabajo y Previsión Social.

OBJETIVOS	M E T A S (criterios de elaboración)	PROYECTOS	CLASES DE PROYECTOS
Integrar la escuela con la comunidad	ESCUELAS: Actividades de Promoción Actividades Extracurriculares	<ul style="list-style-type: none"> <li>- Comunidad Educativa</li> <li>-Nuclearización</li> <li>-Formación y Perfeccionamiento de maestros.</li> <li>-Danza Escolar</li> <li>-Coros Escolares</li> <li>-Estudiantinas</li> <li>-Información Permanente a comunidades y maestros:</li> </ul>	<ul style="list-style-type: none"> <li>Nuevo</li> <li>Tradicional</li> <li>Tradicional y nuevo</li> <li>- Tradicional</li> <li>"</li> <li>"</li> <li>Nuevo</li> </ul>
Mejorar la Administración de los servicios educacionales en el área rural.	UNIDAD CENTRAL  UNIDADES REGIONALES  UNIDADES ESCOLARES	Reestructuración de la Administración Educativa.          -Nuclearización -Formación y Perfeccionamiento de maestros.	<ul style="list-style-type: none"> <li>Nuevo</li> <li>Tradicional</li> <li>Tradicional y nuevo</li> </ul>

OBJETIVOS	M E T A S (criterios de elaboración)	PROYECTOS	CLASES DE PROYECTOS.
3 Elevar el nivel de escolaridad.	Alumnos: - Tasas de Promoción - Tasas de Retención - Por grado, por año - Area rural - Población en edad escolar	- Sistema de Evaluación. - Formación y Perfeccionamiento de maestros. - Alimentación escolar. - Flexibilidad del calendario escolar.	Tradicional Tradicional y Nuevo Participación Nuevo
4 Aumentar la continuidad de los servicios educativos.	Secciones: Por año y grado. Por cohorte.	- Creación de secciones. - Unificación de escuelas. - Nuclearización - Escuela Multigrado - Doble turno - Expansión de la Escuela Parvularia	Tradicional Tradicional Tradicional Nuevo Tradicional Nuevo - 33 -
5 Mejorar las condiciones de trabajo del docente.	Maestros: - Ubicación escuela - distancia y dificultad - agente de desarrollo - residencia.	- Incentivos a los docentes - Vivienda del maestro - Prestaciones - Formación y perfeccionamiento de maestros. - Dotación de libros y materiales. - Construcción de aulas.	Nuevo Tradicional-nuevo Tradicional-nuevo Tradicional-nuevo Tradicional-nuevo Tradicional-nuevo

OBJETIVO	M E T A S (Criterios de elaboración)	PROYECTO	CLASE DE PROYECTO
Optimizar la educación de la población rural.	Alumnos: - Material Bibliográfico (1o. a 4o. grado) - Por etapas anuales.	-Dotación de libros y materiales a la población escolar rural	Nuevo-Tradicional
	Escuelas: - Materiales - Sección - Escuela  - Núcleo - Porcentual, absoluto, por año	-Educativos Espec. -Nuclearización Educativa	Tradicional Tradicional
	Maestros: - Cursos - Becas - Sobresueldos - Prestaciones	-Formación y Perfeccionamiento de Maestros. -Incentivos a la docencia en el área rural.	Nuevo-Tradicional Nuevo
	Planes y Programas de estudio - Por grado - Por asignatura - Recursos de apoyo	-Sistema de información Permanente -Adecuación curricular.	Nuevo Nuevo
	- Horario	-Revisión de programas de estudio	Tradicional

OBJETIVO	M E T A S (criterios de elaboración)	PROYECTO	CLASE DE PROYECTO
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ampliar la cobertura educativa en el área rural</p>	<p>Alumnos: - Población en edad escolar.                      - Zona Rural                      - Por etapas anuales                      - Absolutos y porcentuales</p>	<p>Construcción de aulas.</p>	<p>Nuevo y tradicional.</p>
	<p>Aulas: - Construcción                      - Reconstrucción                      - Alquiler                      - Por etapas anuales.</p>	<p>Construcción de aulas.</p>	<p>Nuevo y tradicional.</p>
	<p>Maestros:- Plan I, II y III                      - Doble turno (sobresueldos)                      - Especiales                      - Por etapas anuales                      - Indices alumno/profesor</p>	<p>Formación de Maestros.</p>	<p>Tradicional</p>
	<p>Alumnos: - Egresados de 9o. grado                      - Zona rural                      - Por etapas anuales                      - Porcentual y absoluto</p>	<p>Subsidios a estudiantes</p>	<p>Nuevo-Tradicional</p>

Relationship of AID & Proposed IBRD Projects

<u>Program 25 Elements</u>	<u>Source of External Support</u>	
	<u>AID</u>	<u>IBRD</u>
School Construction	Rural classroom Expansion & substi- tution; remote schools.	Central Schools; new or substituted schools.
Pre-service Teacher Training	Plan III	
In-service Teacher Training		Plan IV
Text books		X
Plan III Teacher Materials	X	
Curriculum Improvement		X
Supervision Improvement		X
Delivery System Improvement	X	
San Miguel Technology Institute		X
Participant Training	2 person years	15 person years
Technical Assistance	7 person years	18 person years
Administrative Costs		X

EL SALVADOR

IV PROYECTO DE EDUCACION

DIRF - GOBIERNO

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SINOPSIS DEL CONTENIDO DEL PROYECTO

OBJETIVO:

- 1.- El Proyecto tiene como objetivo fundamental el expandir y mejorar las oportunidades educativas que se ofrecen a la población de las zonas rurales del país. Garantizar a todos los niños una escolaridad mínima a sexto grado de educación primaria.

NUCLEOS EDUCATIVOS:

COSTO APROXIMADO: \$ 37,462.000.00 (1978)

- 2.- El proyecto permitirá el establecimiento de aproximadamente 50 núcleos de educación distribuidos en las zonas rurales de los diferentes departamentos del país. (Anexo N° 1). Los 50 núcleos comprenden aproximadamente 206 escuelas que corresponden a sustituciones o fundaciones. Estas 206 escuelas requieren aproximadamente de 567 aulas con capacidad para 50 alumnos cada una, pequeñas bodegas, cocinas para el servicio de alimentación escolar y los servicios sanitarios o letrinas correspondientes. Las escuelas centrales de cada núcleo dispondrán a más de los espacios mencionados, las siguientes facilidades: a) un aula para educación primaria-acelerada; b) biblioteca; c) laboratorios de ciencias naturales; d) un taller; y e) una pequeña unidad administrativa. Todos los espacios de las escuelas nucleares serán adecuadamente amuebladas y equipadas.

TEXTOS ESCOLARES: +

COSTO APROXIMADO: \$ 7,280.000.00

- 3.- Este componente del proyecto permitirá que todos los estudiantes de primero a sexto grado de las escuelas rurales --

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del país dispongan de textos para las diferentes áreas de estudio, se imprimirán y distribuirán aproximadamente un millón de ejemplares. El costo de este componente incluyen salarios del personal especializado para la elaboración de los textos, costos de materiales de impresión de los libros y su distribución, y la construcción de un anexo al edificio del Departamento de Publicaciones (¢ 750,000.00).

#### MEJORAMIENTO DE CURRICULUM

COSTO APROXIMADO: ¢ 2,500.000.00

Este componente del proyecto incluye el mejoramiento de las condiciones de trabajo del personal del Departamento de Servicios Técnico-Pedagógico destinado a la investigación pedagógica, revisión y publicación de los planes de estudios para los Ciclos I y II de Educación Básica.

#### MEJORAMIENTO DEL PROFESORADO EN SERVICIO:

COSTO APROXIMADOS ¢ 3,000.000.00

Este componente incluye el establecimiento de un sistema de Educación a distancia que permitirá la actualización del profesorado en servicio. Un departamento constituido por personal calificado y adscrito a Ciudad Normal se encargará de producir el material impreso en el sistema modular, así como la asistencia permanente a los maestros en servicio en el proceso de aprendizaje y de la evaluación permanente del rendimiento. Las escuelas centrales de los núcleos escolares servirán como centro de concentración periódica de los maestros-estudiantes, para clarificar conceptos de los módulos impresos distribuidos, para ampliar los conocimientos -- (en las bibliotecas de las escuelas habrán libros apropiados para los cursos de mejoramiento). Profesores especializados de Ciudad Normal, circularán por las escuelas centrales, en los fines de semana, para asistir a los maestros-estudiantes y para efectuar las pruebas de evaluación respectivas. Los maestros-estudiantes que aprueben 5 módulos de estudio tendrán el estímulo equivalente a un año de servicio para efectos del ascenso del escalafón. La implementa-

ción de este programa de mejoramiento se hará en dos etapas: la primera cubrirá aproximadamente un 5% de los maestros y servirá para evaluar el sistema proyectado y previa una revisión del mismo se iniciará la segunda etapa que -- abarcará a todo el profesorado del país. La televisión -- educativa y programas radiales han sido contemplados como soporte indispensable para el éxito del programa de mejoramiento del profesorado.

MEJORAMIENTO DE LA SUPERVISIÓN:

COSTO APROXIMADO: \$ 1,500.000.00

- 1.- Con el establecimiento del sistema nuclear de la educación será necesario reestructurar la supervisión. Se mantendrán los supervisores nacionales y departamentales. Los Supervisores Docentes paulativamente serán incorporados como directores-supervisores del núcleo escolar. Para ser efectiva la reestructuración de la supervisión, el proyecto proporcionará oportunidades para el mejoramiento técnico de los supervisores incluyendo los directores del núcleo, así como de los vehículos necesarios para cumplir -- sus funciones.

INSTITUTO TECNOLÓGICO DE SAN MIGUEL:

COSTO APROXIMADO: \$ 5,606.000.00

- 2.- Este componente del proyecto permitirá dar oportunidades de formación de técnicos industriales en: mantenimiento industrial, agro-industria y control de producción y calidad a bachilleres, incluye la construcción, amueblamiento, -- equipamiento, asistencia técnica y administración. El estudio económico realizado por la misión del Banco Mundial, da especial prioridad a la formación de técnicos en la región del Departamento de San Miguel. La capacidad -- inicial de este Instituto será para 220 alumnos. Se espera que el Instituto de San Miguel tenga un nivel técnico -- similar o superior al del Instituto Tecnológico Centroamericano (ITCA). De acuerdo con estudios sobre recursos humanos que se deben realizar urgentemente, el Instituto de San Miguel podrá ampliarse y crearse otros institutos.

ASISTENCIA TECNICA:

COSTO INCLUIDO EN CADA UNO DE LOS COMPONENTES DEL PROYECTO:

- 8.- Se contempla aproximadamente 18 Años/Hombre de especialistas y 15 Años/Hombre de becas. (Anexo Nº 2).  
Se espera que el Programa de las Naciones Unidas para el Desarrollo pueda financiar parte sustancial de este programa.

ADMINISTRACION DEL PROYECTO:

COSTO APROXIMADO: \$ 1,099.000.00

- 9.- El Proyecto será administrado por una unidad constituida -- por: Un Coordinador, Un Educador, Un Ingeniero o Arquitecto, Un Oficial de Adquisiciones, Un Contador y el Personal de -- Soporte necesario. Esta unidad del proyecto deberá contar con la participación directa de las unidades ejecutivas de cada uno de los componentes del Proyecto, tales como: ODE-- PPR, Servicios Técnico-Pedagógicos, Educación Básica y ---- D.A.E.

COSTO TOTAL ESTIMADO PERIODO 1979 - 1982

\$ 86,707.000.00 - (U.S. \$ 35,483.000.00)

- 10.- A fin de estimar el costo total del proyecto se ha considerado que el mismo podría implementarse en cuatro años a partir de Junio de 1979 y que habrá un 10% de imprevistos físicos y que la tasa de incrementos de costos podrían ser del 10% anual en base a desembolsos uniformes durante cada año. (Anexo Nº 3).

San Salvador, 23 de Octubre de 1978.

## EL SALVADOR

## IV PROYECTO DE EDUCACION - BANCO MUNDIAL - GOBIERNO

## MINISTERIO DE EDUCACION

## ACCIONES RECOMENDADAS

10.- Establecer legalmente del nuevo sistema de nuclearización.

El núcleo escolar constituye una unidad administrativa y de supervisión. El director del núcleo es el supervisor del mismo. Los actuales supervisores docentes, en forma paulatina serán nombrados directores de núcleo.

Las funciones principales del director del núcleo serán:

- a) Asegurar la buena marcha educativa de todas y cada una de las escuelas del núcleo;
- b) Vigilar que los programas de estudio se desarrollen utilizando adecuadas técnicas pedagógicas y el material didáctico adecuado;
- c) Reubicar dentro del núcleo a los maestros de acuerdo con la matrícula de cada escuela, asegurando, que, la relación alumno-maestro sea no inferior a 35:1, ni mayor a 50:1 en escuelas que trabajan en un turno y el doble cuando trabajan en dos turnos;
- d) Procurar que el nombramiento de un profesor para dos turnos sea con una remuneración satisfactoria;
- e) Vigilar que los maestros de las escuelas nucleares vivan en las zonas del núcleo y preferiblemente en la comunidad donde está su escuela.
- f) Organizar jornadas pedagógicas (preferiblemente mensuales) en la escuela central con asistencia de todos los maestros del núcleo.

- r) Favorecer la enseñanza a multigrados en todas las comunidades donde la matrícula no justifique el nombramiento de otro u otros maestros;
- h) Realizar la evaluación del trabajo docente del personal del núcleo para efectos de promoción o de medidas remediales;
- i) Establecer un sistema adecuado de recolección y análisis de datos estadísticos sobre los aspectos educativos del núcleo (matrícula por grado, sexo, edad; rendimiento escolar, repitentes, ausentismo, etc.); y
- j) Presentar a su superior inmediato informe anual y otros que le soliciten. Además, el director del núcleo será responsable de cumplir con la política del gobierno de ofrecer a todos los niños por lo menos los seis años de educación primaria. Por último, el director-supervisor del núcleo, será el encargado de auscultar las necesidades de la comunidad adulta del núcleo para su mejoramiento educativo y técnico. Coordinará con las agencias públicas y privadas la organización de cursos para satisfacer dichas necesidades.

El núcleo educativo, estará constituido por: una escuela central que ofrecerá los seis grados y de acuerdo con la demanda de matrícula el tercer ciclo de educación básica. Ofrecerá oportunidades para que niños de sobre edad realicen cursos de primaria acelerada, para que los adultos reciban cursos de alfabetización funcional y en general para el desarrollo integral de la comunidad.

Además el núcleo comprenderá varias escuelas subcentrales que ofrecerán obligatoriamente los seis grados de educación primaria (Segundo y Tercer Ciclo de Básica). Muchas escuelas subcentrales tendrán un solo profesor trabajando con los alumnos diferentes por la mañana y por la tarde (escuela mixta).

Por último el núcleo tendrá escuelas asociadas que ofrezcan como mínimo cuatro grados. Estas escuelas serán pocas y solo se establecerán cuando, muy cerca a uno o dos kilómetros de distancia exista una escuela subcentral o central para -

que realice los estudios de quinto y sexto grado.

29.- Selección de Directores de Núcleo.

El Ministerio deberá seleccionar a profesores graduados y -  
previamente entronados como supervisores para designarlos, -  
como directores del núcleo.

39.- Revisar, actualizar y distribuir programas de estudios ade-  
cuados a las comunidades rurales.

49.- Fortalecer o reestructurar al Departamento de Arquitectura-  
Educativa, del Ministerio a fin de que constituya la unidad  
técnica para implementar adecuadamente los proyectos de in-  
versión de infraestructura educativa.

59.- Establecer los niveles de sueldos adecuados al personal de-  
las diferentes unidades incluidos en la ejecución del pro-  
yecto. Igualmente será necesario establecer las mismas nó-  
minas del personal que se requiere en dichas unidades.

99.- Establecer la unidad coordinadora del proyecto.

EL SALVADORIV PROYECTO DE EDUCACION - BANCO MUNDIAL - GOBIERNOASISTENCIA TECNICA

<u>ESPECIALISTAS</u>	<u>AÑO/HOMBRE</u>
<u>A.- CURRICULUM E INVESTIGACIONES</u>	
1.- Técnicas de Investigación Educativa	1
2.- Evaluación	1
3.- Desarrollo de Programas de Ciencias	1
4.- Tecnologías Educativas	1
<u>B.- MEJORAMIENTO DEL PROFESORADO EN SERVICIO</u>	
5.- Diseño y Preparación de Módulos	2
6.- Enseñanza a Distancia	1
7.- Sistema de Evaluación	1
8.- Técnicas de la Enseñanza a Multigrados	2
9.- Administración Escolar	1
10.- Orientación Escolar	1
<u>C.- EDUCACION TECNICA POST-SECUNDARIA</u>	
11.- Metodología Modular	1/2
12.- Diseño Instruccional	1/2
13.- Agro-Industria	1

ESPECIALISTAS

	<u>AÑO/HOMBRE</u>
14.- Mantenimiento Industrial	1
15.- Ingeniería Industrial	1

D.- TEXTOS ESCOLARES

Consultores de corta duración en Diseño, Elaboración, Producción y Distribución	2
--	---

E.- B E C A S

a) Curriculum (12)	8
b) Textos Escolares (12)	6
e) Administración Institutos Tecnológicos (4)	1

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ASISTENCIA TÉCNICA SUGERIDA POR OIRF

EXPERTUS	P.E.	m/h	\$
Técnica en Investigación Educativa	x	12 m/h	60.-
Evaluación y Medición	x	12 m/h	60.-
Diseño y Preparación Módulos	24	24 m/h	120.-
Tecnología Educativa	24	12 m/h	60.-
Técnica de Enseñanza a Distancia	25	12 m/h	60.-
Sistema de Evaluación de Educación a Distancia	25	12 m/h	60.-
Administración Escolar	x	24 m/h	120.-
Administración Escolar	25	12 m/h	60.-
Enseñanza de Multi grados	24	24 m/h	120.-
			720.-

Grupo Consultores: Textos, otros

Bancos - 9 años/h - 108.-

Curriculo - 9 m/h

Cursos Nacionales - 120.-

P N U D

<u>EXPERTOS:</u>	<u>M/H</u>	<u>\$</u>
- Diseño Modular	12	60.-
- Tecnología Educativa	12	60.-
- Enseñanza a Distancia	24	120.-
- (Administración Escolar)	12	<u>60.-</u>
ENSEÑANZA MULTIMEDIA (Nuclearización)		300.-

CONSULTORES:

- Cultura	8
- Alfabetización	12
- Educación y Comunicación	8
- Modulación Curricular	8
- Evaluación	12
- Evaluación Educativa a Distancia.	6

PROYECTO GOES - AID

HONDURAS

GUATEMALA

CHALATENANGO

ZONA DE SEGUNDA PRIORIDAD

CABANAS

HONDURAS

LA

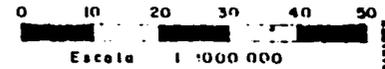
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ZONA DE PRIMERA PRIORIDAD

LAJUNTA

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OCEANO PACIFICO



ANNEX III A

1978 RURAL AND URBAN SCHOOL COMPARISONS  
BASIC EDUCATION - NATIONAL ENROLLMENT 1978

	URBAN	RURAL	TOTAL
GRADE 1	93,744	128,048	221,792
2	61,892	76,231	138,123
3	56,545	51,034	107,579
4	50,608	38,708	89,316
5	44,725	26,516	71,241
6	37,815	19,243	57,058
7	40,210	7,923	48,133
8	33,002	5,003	38,005
9	29,533	3,701	33,234
TOTAL	448,074	356,407	804,481

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NATIONAL POPULATION (5-14) 1978

URBAN	RURAL	TOTAL
467,696	732,164	<u>1,199,869</u>

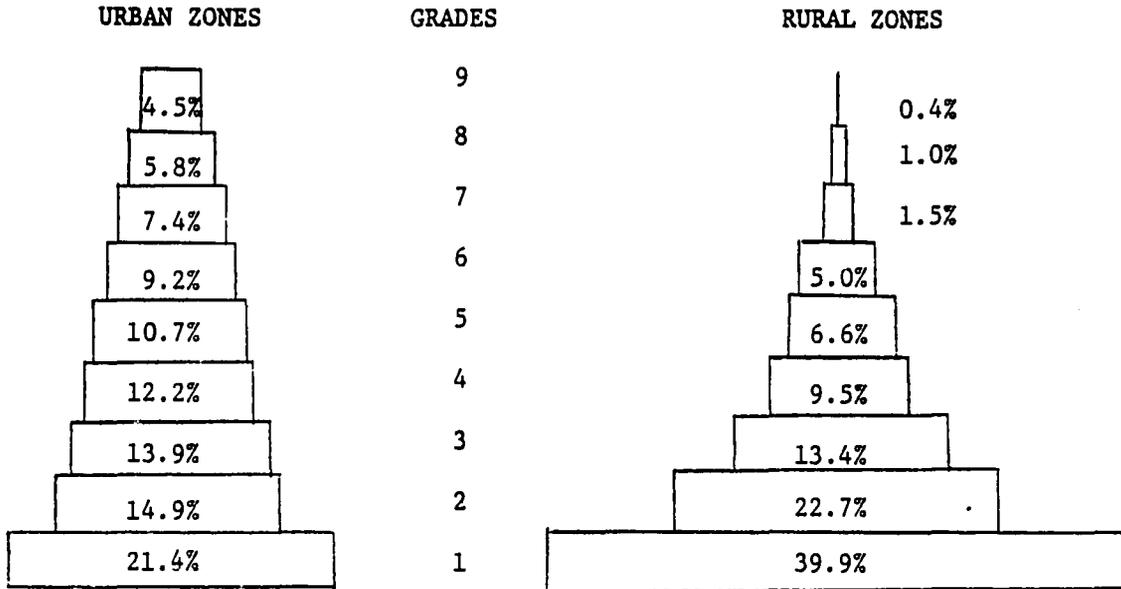
PERCENTAGE DISTRIBUTION  
ATTENDING SCHOOL

URBAN	95.8%	(448,074 + 467,696)
RURAL	48.7	(356,407 + 732,164)
TOTAL	67%	(804,481 + 1,199,860)

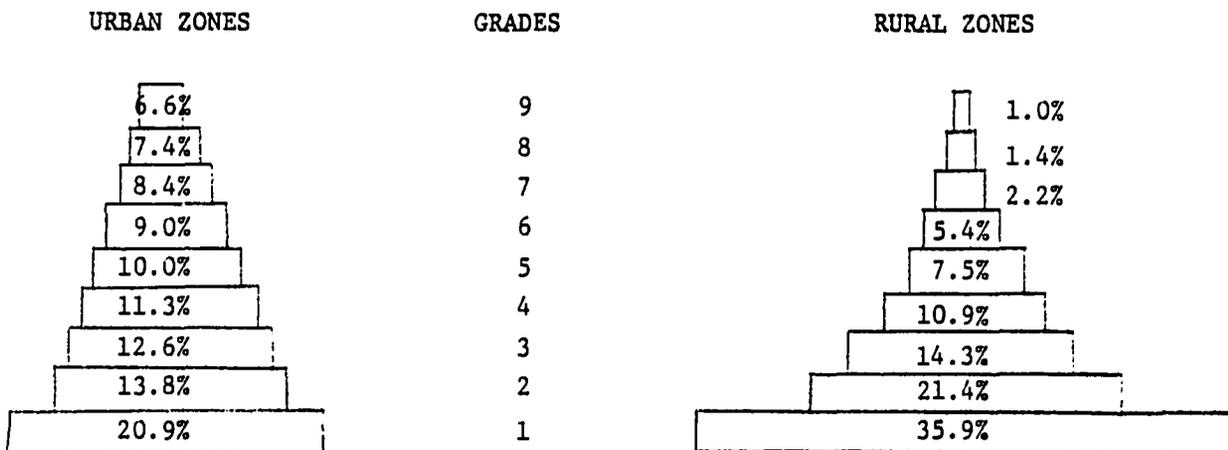
ANNEX III A

PERCENTAGE DISTRIBUTION OF ENROLLMENT  
BY GRADE IN URBAN AND RURAL ZONES

1973



1978



1978 TARGET ZONE RURAL BASIC EDUCATION ENROLLMENT

DEPARTMENT	TOTAL	GRADE								
		ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE
Morazán	14,406	6,041	3,872	1,838	1,064	679	498	199	127	88
San Miguel	32,867	12,278	7,078	4,694	3,548	2,438	1,655	476	422	278
La Unión	33,250	13,314	7,472	4,119	3,264	2,231	1,586	672	340	252
Cabañas	18,509	7,914	5,086	2,517	1,446	739	556	134	80	37
Chalatenango	19,062	7,562	4,694	2,238	1,654	1,210	923	359	267	155
TOTALS	118,094	47,109	28,202	15,406	10,976	7,297	5,218	1,840	1,236	810

1978 TARGET ZONE RURAL BASIC EDUCATION  
TEACHERS ASSIGNED, DOUBLE SHIFTS, & SECTIONS

DEPARTMENT	TEACHERS ASSIGNED	TEACHERS DOUBLE SHIFT	SECTIONS TAUGHT	ENROLLMENT
MORAZAN	218	214	420	14,406
SAN MIGUEL	507	405	854	32,867
LA UNION	433	360	852	33,250
CABAÑAS	261	248	553	18,509
CHALATENANGO	288	277	625	19,062
TOTALS	1,707	1,504	3,304	118,094

TABLE IV-1

ANNEX IIIA

PERCENTAGE OF THE SCHOOL-AGE POPULATION WHICH COULD HAVE BEEN ACCOMMODATED IF EACH PERSON WAS ALLOTTED 1.00 M<sup>2</sup> OF SCHOOL SPACE AND PERCENTAGE OF THE POPULATION ACTUALLY ACCOMMODATED IN 1973, BY DEPARTMENT AND ZONE

Department and Zone		Percentage of School-Age Population which could be Accommodated Alloting 1 m <sup>2</sup> p/individual	Rank	Percentage of the Population Actually Accommodated in 1973	Rank
TOTAL	Urban	110 %		112 %	
	Rural	43 %		43 %	
Ahuachapan	Urban	147 %	26	133 %	26
	Rural	29 %	1	29 %	2
Santa Ana	Urban	100 %	17	96 %	16
	Rural	52 %	12.5	54 %	13
Sonsonate	Urban	88 %	15	104 %	17.5
	Rural	31 %	3	41 %	7
Chalatenango	Urban	89 %	16	91 %	15
	Rural	42 %	7	42 %	8
La Libertad	Urban	123 %	24	121 %	21
	Rural	51 %	11	47 %	10
San Salvador	Urban	103 %	19	112 %	19.5
	Rural	50 %	10	66 %	14
Cuscatlan	Urban	120 %	25	126 %	24
	Rural	34 %	4	36 %	4
La Paz	Urban	121 %	23	123 %	22
	Rural	44 %	8	49 %	11.5
Cabanas	Urban	109 %	20	151 %	28
	Rural	35 %	5	33 %	3
San Vicente	Urban	101 %	18	104 %	17.5
	Rural	52 %	12	49 %	11.5
Usulután	Urban	157 %	28	135 %	27
	Rural	55 %	14	45 %	9
San Miguel	Urban	117 %	22	112 %	19.5
	Rural	30 %	2	38 %	5
Morazan	Urban	152 %	27	127 %	25
	Rural	47 %	9	27 %	1
La Union	Urban	115 %	21	125 %	23
	Rural	38 %	6	39 %	6

Source: AWD No. 4, Table 6, p. 22. Percentages calculated based on figures from Tables 4 and 5 presented in AWD No. 4. The estimated total population in 1973 between the ages of 7 and 15 used for purposes of these calculations was 967,957.

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ANNEX III A

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

(INSTRUCTION: THIS IS AN OPTIONAL FORM WHICH CAN BE USED AS AN AID TO ORGANIZING DATA FOR THE PAR REPORT. IT NEED NOT BE RETAINED OR SUBMITTED.)

Life of Project:  
From FY 78 to FY 80  
Total U.S. Funding \$4.55 million  
Date Prepared: 2-20-79

PAGE 1

Project Title & Number: Rural Primary Education Expansion

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program or Sector Goal: The broader objective to which this project contributes:</p>	<p>Measures of Goal Achievement:</p>		<p>Assumptions for achieving goal targets:</p>
<p><u>Socio-Economic Goal:</u> Increase well-being of El Salvador's rural poor.</p>	<ol style="list-style-type: none"> <li>1. Increase in per capita incomes of rural population.</li> <li>2. Improvement in living conditions of rural population.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluations of subsequent projects.</li> <li>2. Income &amp; production surveys.</li> <li>3. Socio-economic studies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased access to improved educational services leads to a more productive life.</li> <li>2. Increased knowledge/skills result in better living habits/standards.</li> </ol>
<p><u>Longer-range sector goal:</u> Complete primary education system.</p>	<ol style="list-style-type: none"> <li>1. Full access to primary education system achieved for school-age population by 1990.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluations of subsequent projects.</li> <li>2. Attendance records.</li> <li>3. MOE surveys of enrollment, student retention, literacy &amp; academic test results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sufficient internal &amp; external resources available to complete primary school system.</li> <li>2. Population growth rate does not increase.</li> <li>3. System expands by 5% per year 1986-1990.</li> </ol>
<p><u>Medium-range sector goal:</u> Increase &amp; improve primary education opportunities for rural poor.</p>	<ol style="list-style-type: none"> <li>1. Rural primary school enrollment at 90% of school age population by 1986.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluations of subsequent projects.</li> <li>2. Attendance records.</li> <li>3. MOE surveys of enrollment, student retention, literacy &amp; academic text results.</li> </ol>	<ol style="list-style-type: none"> <li>1. World Bank and other donors continue sector assistance.</li> <li>2. Net addition of approx. 3600 classrooms &amp; 2300 teachers to primary system between 1981-86.</li> <li>3. Rural Community self-help &amp; participation mechanisms expanded.</li> <li>4. Project methodologies extended.</li> </ol>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 79 to FY 83  
Total U.S. Funding \$4.55 Million  
Date Prepared: 7-70-79

Project Title & Number: Rural Primary Education Expansion

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><b>Project Purpose:</b> Project Purpose: Expand and improve the rural primary education system in the country's poorest regions. Purpose is addressed by 3 components and outputs of each as follows:</p>	<p>Conditions that will indicate purpose has been achieved: End of project status.</p> <ol style="list-style-type: none"> <li>1. MOE has adapted &amp; is extending project-installed capacities &amp; methodologies to further expand and improve the system.</li> <li>2. Enrollment in project schools increased by up to 48,000 by 1984.</li> <li>3. Class size in project schools averages no more than 40 as double-shift schooling increases to feasible limits.</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodic &amp; end-of-project evaluations.</li> <li>2. Periodic &amp; end-of-project evaluations.</li> </ol>	<p>Assumptions for achieving purpose:</p> <ol style="list-style-type: none"> <li>1. Other donors provide anticipated complementary inputs, e.g. curriculum improvement.</li> </ol>
<p><b>Component 1: Rural Delivery System Improvement: Purpose:</b> Improve MOE capacity to plan, deliver &amp; support expanded educational opportunities with emphasis upon development &amp; fuller utilization of MOE resources.</p>	<ol style="list-style-type: none"> <li>1. MOE better utilizing its resources to expand &amp; improve rural primary education system.</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodic &amp; end-of-project evaluations of effectiveness of Policy/ Planning Group, Project Support Element, Data Mgt. System &amp; community development procedures in advancing project purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Motivated &amp; qualified employees retained in Project Support Element.</li> </ol>
<p><b>Outputs:</b></p> <ol style="list-style-type: none"> <li>1. Project Support Element formed &amp; functioning (intermediate output)</li> <li>2. Strengthened data mgt. &amp; planning system more responsive to rural needs.</li> <li>3. Improved MOE capacity in community development operations.</li> <li>4. Project evaluation system established &amp; functioning.</li> </ol>	<ol style="list-style-type: none"> <li>1. San Salvador office established &amp; staffed.</li> <li>2. Special studies completed &amp; recommendations made; persons trained in data mgt.</li> <li>3. Technical assistance &amp; training in community development completed.</li> <li>4. Review &amp; adjustment of on-going project operations as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fulfillment of Condition Precedent to Disbursement.</li> <li>2. Contractor &amp; MOE reports.</li> <li>3. Contractor &amp; MOE reports.</li> <li>4. Continuous evaluations, findings, recommendations &amp; reports.</li> </ol>	<ol style="list-style-type: none"> <li>1. Element properly staffed with motivated &amp; qualified employees, especially Director; Element has authority to coordinate project.</li> </ol>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project: \_\_\_\_\_  
From FY79 \_\_\_\_\_ to FY83 \_\_\_\_\_  
Total U.S. Funding \$4.55 Million  
Date Prepared: 2-20-79

Project Title & Number: RURAL PRIMARY EDUCATION EXPANSION

PAGE 3

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Component 2, Rural School Expansion: Purpose:</u> Increase the access of rural youngsters to grades 1-6 with emphasis on expanding opportunities in grades 4-6 through cost-effective construction &amp; community participation.</p> <p><u>Outputs:</u> 1. Field Unit formed, functioning &amp; operational procedures finalized (intermediate output). 2. List of project sites finalized (intermediate output) in accord with construction priorities &amp; community-level criteria. 3. Local school councils formed or activated in participating rural communities (intermediate outputs over project period) &amp; community resources mobilized for construction, follow-on preventive maintenance, other community education purposes. 4. New classrooms completed, furnished &amp; teachers assigned. 5. Increased access to rural primary school for target group. 6. Elimination of student force-out and repeater/passers phenomenon in project schools. 7. Increased enrollment in grades 4, 5 &amp; 6 in project schools.</p>	<ol style="list-style-type: none"> <li>1. MOE has adapted &amp; proven a construction methodology that: it can manage; produces classrooms at relatively low cost; relies upon community participation; generates local employment.</li> <li>2. Local school councils continuing to advance community education aims.</li> <li>1. San Miguel office &amp; warehouse established &amp; staffed &amp; operational guidelines set.</li> <li>2. The list itself.</li> <li>3. Sub-project agreements between field unit &amp; approx. 261 local school councils.</li> <li>4. Approx. 600 new classrooms opened in approx. 261 rural communities.</li> <li>5. Approx. maximum of 48,000 new student places created (600 rooms x 40 students/class x 2 shifts/day).</li> <li>6. Decrease in cost &amp; time required to achieve primary education; downward shift in student body age profile.</li> <li>7. Point estimate of 17,000 increase with single-shift up to 34,000 increase with full double-shifting over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodic &amp; end-of-project evaluations.</li> <li>2. Periodic end-of-project evaluations.</li> <li>1. Fulfillment of Condition Precedent to Disbursement.</li> <li>2. Fulfillment of Condition Precedent to Disbursement.</li> <li>3. Periodic project evaluations.</li> <li>4. MOE/USAID reports &amp; inspections.</li> <li>5. MOE/USAID reports &amp; inspections.</li> <li>6. MOE reports &amp; statistics.</li> <li>7. MOE reports &amp; statistics on enrollment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Motivated &amp; qualified employees retained in San Miguel Field Unit.</li> <li>2. Continued community motivation.</li> <li>1. Unit properly staffed with motivated &amp; qualified employees, especially Director.</li> <li>3. Community receptiveness.</li> </ol>

PROJECT DESIGN SUMMARY  
LOGICAL FRAMEWORK

Life of Project:  
From FY 79 to FY 83  
Total U.S. Funding \$4.55 Million  
Date Prepared: 2-20-79

Project Title & Number: RURAL PRIMARY EDUCATION EXPANSION

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>Component 3: Rural Teacher Training &amp; Placement:</u> Purpose: Increase supply of qualified teachers &amp; improved materials going into rural primary schools.</p>	<p>1. MOE Normal School has strengthened &amp; expanded capacity of Plan III Teacher Training &amp; Support operation.</p>	<p>1. Periodic end-of-project evaluations.</p>	<p>1. Qualified persons retained in Plan III operation.</p>
<p>1. Plan III staffing increased (intermediate output).</p>	<p>2. Teachers assigned or named to all new classrooms/schools provided by project &amp; proposed World Bank Loan 4.</p>	<p>2. Periodic &amp; end-of-project evaluations; MOE compliance with Loan Agreement covenant.</p>	<p>1. Motivated &amp; qualified persons added to Plan III.</p>
<p>2. Plan III curriculum, methodology &amp; evaluation improved, including Family Planning &amp; population.</p>	<p>1. Numbers of new teachers trainers/supervisors hired.</p>	<p>1. Fulfillment of Condition Precedent to Disbursement.</p>	
<p>3. Quality of instruction improved.</p>	<p>2. Technical assistance &amp; training to study &amp; revise Plan III curriculum completed.</p>	<p>2. Contractor &amp; MOE reports.</p>	
<p>4. Teacher Materials Production Center established &amp; functioning properly.</p>	<p>3. Instructional equipment &amp; materials added.</p>	<p>3. Procurement &amp; MOE reports.</p>	
<p>5. Plan III teachers receiving more &amp; better training &amp; supervision in rural areas.</p>	<p>4. Equipment, materials, technical assistance provided; teachers being provided with classroom materials, e.g. posters, lesson plans, weekly publication.</p>	<p>4. Procurement, contractor &amp; MOE reports.</p>	
<p>6. Supply of teachers increased &amp; retained in rural areas, permitting new school &amp; classroom openings.</p>	<p>5. Approx. 5 new supervisors assigned for Plan III field work; approx. 13,440 field visits to &amp; 40 field seminars for student teachers per year.</p>	<p>5. MOE/USAID reports &amp; inspections.</p>	
	<p>6. Approx. 4,354 teachers assigned under Plan III (cumulative through 1982).</p>	<p>6. Periodic evaluations &amp; MOE reports.</p>	<p>6. Teachers assigned to or near their home communities; acceptable double-shifting arrangements in effect; teacher retirements &amp; desertions not excessive.</p>

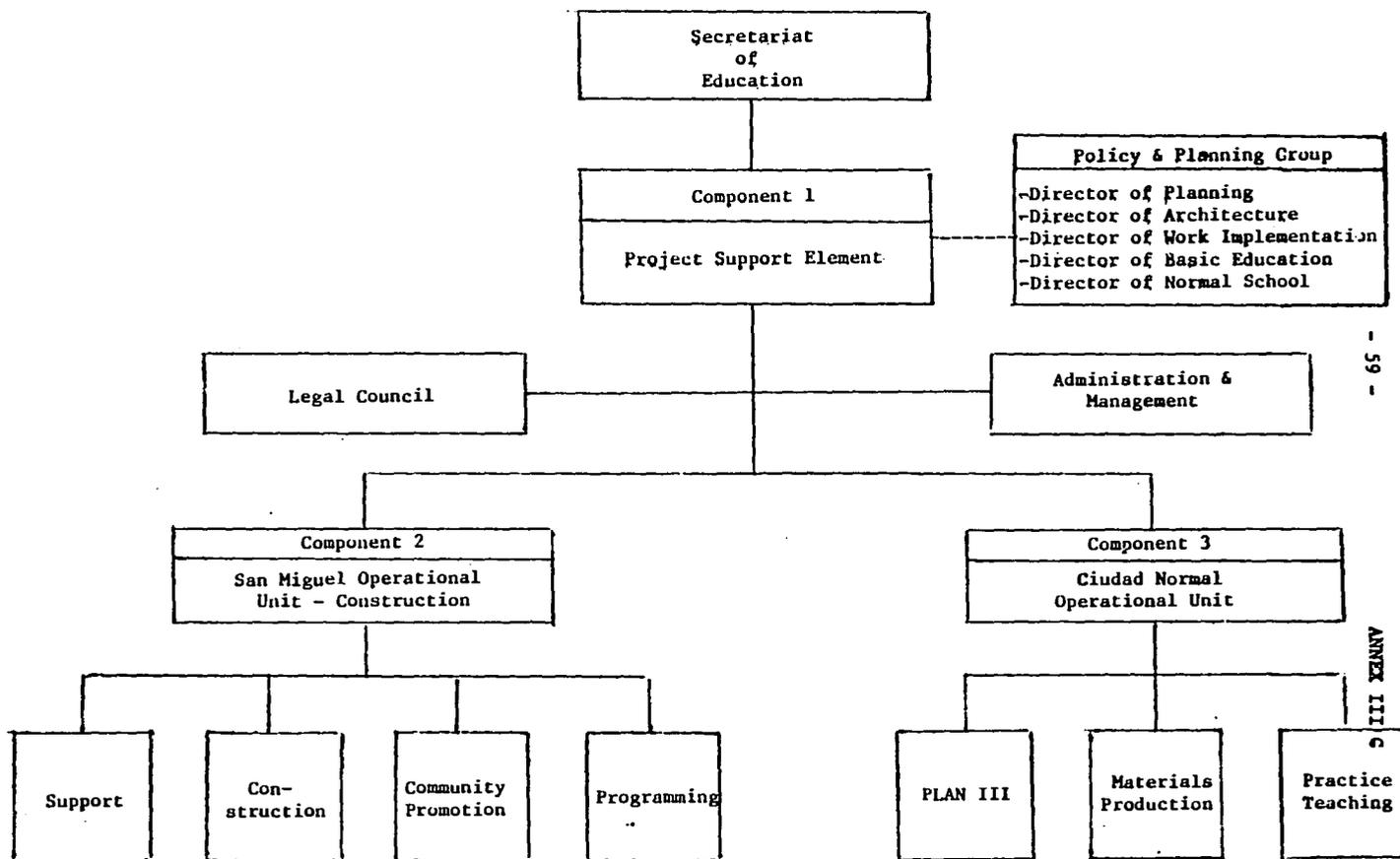
CONSOLIDATED PROJECT INPUTS  
(in US \$000s)

	<u>A. I. D.</u>		<u>GOES</u>	<u>Communities</u>	<u>Total</u>
	<u>L</u>	<u>G</u>			
<b>I. <u>Rural Delivery Systems</u></b>					
<u>Technical Assistance</u>					
Long-Term (4pys)		60			60
Short-term (18 pms)		90			90
Evaluation (6 pms)		30			30
Training (12 pms, 4 study trips)	32				32
Project Support Element			142		142
<u>Sub-Total</u>					<u>354</u>
<b>II. <u>Rural School Expansion</u></b>					
San Miguel Field Unit			432		432
Vehicles (13)/Equipment	200				200
Land/Self-Help				210	210
Construction Materials/Labor	3,000				3,000
School Furnishings			840		840
<u>Sub-Total</u>					<u>4,682</u>
<b>III. <u>Rural Teachers</u></b>					
<u>Technical Assistance (34 pms)</u>		170			170
Training (10 mps, 11 Study trips)	48				48
Instructional Eqpmt/mat'ls.	135				135
Printing Eqpmt/Mat'ls.	195				195
Vehicles (13)	110				110
Plan III Operations			1,780		1,780
<u>Sub-Total</u>					<u>2,438</u>
Contingency/Inflation	480		664		1,144
<u>Totals</u>	<u>4,200</u>	<u>350</u>	<u>4,068</u>	<u>210</u>	<u>8,618</u>

ORGANIZATIONAL CHART

ANNEX III C

"GOVERNMENT OF EL SALVADOR - AGENCY FOR INTERNATIONAL DEVELOPMENT"



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ANNEX III C

STAFFING PATTERN - COMPONENT N°1  
PROJECT SUPPORT ELEMENT

ANNEX III C

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Coordinator	Coordination	July/79	48	₱ 1.850	₱88.800	₱2.400	₱91.200	Full time personnel from ODEPOR
1	Technical & Administrative Assistant	Coordination	July/79	48	900	43.200	2.400	45.600	Full time personnel from ODEPOR
1	Bilingual Secretary	Coordination	July/79	48	700	33.600	2.400	36.000	Full time personnel from ODEPOR
1	Messenger	Coordination	July/79	48	400	19.200	1.600	20.800	Full time personnel from ODEPOR
2	Legal Advisors	Coordination (Support)	July/79	48	1.200	115.200	4.800	120.000	Personnel from the Legal Office of DAE
1	Controller	Coordination (Support)	July/79	48	800	38.400	2.400	40.800	Personnel from the Office of the Controller
					TOTAL		₱ 354.400		
							US\$ 141,760		

Estimated AID Inputs to Component One

<u>Item</u>	<u>Amount</u>
1. Technical Assistance (G)	
a. Long-term advisor: 4 yrs a \$15,000 ea.	\$ 60,000
b. Short-term advisors	
1) Data management: 9 pms	
2) Special studies: 6 pms	
3) Community Development: 3 pms	
Sub-Total: 18 pms a \$5000, each	90,000
c. Evaluation: 6 pms a \$5000 each	<u>30,000</u>
TOTAL GRANT.....	\$ 180,000
2. Training	
a. Data management: 6 pms	
b. Evaluation: 3 pms	
c. Community Development: 3 pms	
Sub-Total: 12 pms a \$2500 each	30,000
d. International Travel (4 round-trips El Salvador - U.S. a \$500 each	<u>2,000</u>
TOTAL LOAN.....	\$ 32,000
3. T O T A L LOAN and GRANT.....	<u><u>\$ 212,000</u></u>

ILLUSTRATIVE TECHNICAL ASSISTANCE DESCRIPTION

COMPONENT #1

1. Long-Term Implementation Advisor

This technician will advise and assist the MOE in the overall planning and execution of the rural primary school project as well as provide liaison for USAID. Typical duties will involve, but not be limited to: 1) monitoring of the development of ministry staff through in-service and participant training; 2) provide, advise and assist the Policy and Planning group in carrying out its functions; 3) assisting and strengthening the project support unit in San Salvador which is responsible for project coordination. The advisor will expedite procurement, contracting for technical assistance, and organizing participant training programs funded under the project; 4) working closely with both the San Miguel construction unit and Ciudad Normal staff in assisting them carry out their respective responsibilities under the project; 5) selection and procurement of equipment and other commodities; 6) selecting, placing, and taking care of logistical matters concerning other technical assistance advisors; 7) assuring that a constant information flow is maintained between USAID and MOE, and 8) insuring that required MOE/AID reports are submitted in a timely manner.

2. Data Management Advisor

Within current MOE resources, this technician will assist the Division of Planning to improve its current data system. The expert will help them in: reduction of duplicating reporting procedure; establishing a reports control system with emphasis on timely inputs from the rural sector; better utilization of their current computer capacity; streamlining and making reports more useful and meaningful and designing reports and summaries that will assist MOE management make sounder policy decisions, but at the same time are useful instruments for all levels of the system, urban and especially rural.

3. Special Studies

The Sector Analysis recommended that there was a need to make further studies in certain critical areas. Experts will be contracted to carry out studies in the following areas: problems associated with assignment and retention of rural teachers; analysis of various socio-economic problems which may interfere with achievement and/or attendance, and identify, quantify and locate deficiencies in the student evaluation system. Within the financial resources of the project, the MOE plans to have as much of this work accomplished as possible, increasing the utilization of its own staff in the process.

4. Community Development Advisor

The Community Development Advisor will work with the Project Support Element and the Project Construction Unit in San Miguel, to assist the MOE develop systems to maximize community participation. The advisor's scope of work will include, but not be limited to the following types of activities: 1) assist the MOE develop policies and regulations which will encourage the establishment of local community parent-teacher organizations; 2) work with San Miguel construction unit, especially the community promoters, in developing working guidelines, procedures, and philosophy of community organization; 3) conduct some short-term training on community participation methodology with community promoters and, 4) assist in the selection of participant training candidates for the community development area.

5. Evaluation Advisor

The evaluation advisor will assist the MOE design and refine the project's overall evaluation plan. Work will include, but not be limited to: developing and refining evaluation design; designing evaluation reports; assisting, identifying, and measuring performance indicators; designing meaningful data collection mechanisms, and developing mechanisms so that evaluation results which indicate changes are acted upon by the appropriate people.



## ANNEX III D

STAFFING PATTERN - COMPONENT N°2  
SAN MIGUEL OPERATIONAL UNIT - CONSTRUCTION

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Chief of Classroom Construction	Classroom Construction (San Miguel)	July/79	48	₱ 2,000	₱96,000	₱2,400	₱98,400	Personnel from the Office of Work Implementation
1	Administrative Officer	Classroom Construction (San Miguel)	July/79	48	900	43,200	2,400	45,600	Personnel from the Office of Work Implementation
1	Administrative Assistant	Classroom Construction (San Miguel)	Jan./80	36	500	18,000	1,500	19,500	New personnel
6	Construction Technicians	Classroom Construction (San Miguel)	Jan./80	42	1,200	302,400	10,800	313,200	New personnel
3	Community Promoters	Classroom Construction (San Miguel)	July/79	48	800	115,200	7,200	122,400	Personnel from DAE
1	Secretary	Classroom Construction (San Miguel)	July/79	48	350	16,800	1,400	18,200	New personnel
1	Office Clerk	Classroom Construction (San Miguel)	Jan./80	36	300	10,800	900	11,700	New personnel
1	Messenger	Classroom Construction (San Miguel)	July/79	48	250	12,000	1,000	13,000	New personnel

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Warehouseman	Classroom Construction (San Miguel)	Jan./80	36	₡ 800	₡28.800	₡1.800	₡30.600	New personnel
3	Warehouse Assistants	Classroom Construction (San Miguel)	Jan./80	36	500	54.000	4.500	58.500	New personnel
3	Warehouse Laborers	Classroom Construction (San Miguel)	Jan./80	36	250	27.000	2.250	29.250	New personnel
13	Chauffeurs	Classroom Construction (San Miguel)	Jan./80	36	400	187.200	15.600	202.800	New personnel
9	Truck Driver Helpers	Classroom Construction (San Miguel)	Jan./80	36	250	81.000	6.750	87.750	New personnel
3	Watchmen	Classroom Construction (San Miguel)	Jan./80	36	250	27.000	2.250	29.250	New personnel
T O T A L							₡1.080.150	US\$ 432,060	

66

ANNEX III D

SCHOOLS AND ROOMS BY CATEGORIES PRESELECTED FOR  
CONSTRUCTION IN FIVE DEPARTMENTS

DEPARTMENT	EXPANSION				EXPANSION AND SUBSTITUTION						PRIORITIES WITHOUT SCHOOLS				SUBSTITUTION 1-6 GRADES			EXPANSION OF 6th GRADES					TOTAL					
	ROOMS				ROOMS						ROOMS				ROOMS			ROOMS					SCHOOLS	ROOMS				
	SCHOOLS	1	2	3	TOTAL	SCHOOLS	2	3	4	5	6	TOTAL	SCHOOLS	2	3	TOTAL	SCHOOLS	1	TOTAL	SCHOOLS	1	2			3	4	5	TOTAL
BOKAZAN	14	8	6		20	48	12	35	1			133	21	17	4	46	1	1	1	5	4			1		8	89	208
SAN MIGUEL	25	15	8	2	37	49	12	30	6	1		143	29	16	13	71	2	2	2	27	20			5	2	50	132	303
LA UNION	35	18	16	1	53	59	6	41	9	2	1	187	32	28	4	68	3	3	3	28	15	7	4	2		49	157	360
CABANES	11	6	5		16	77	20	49	8			219	16	5	11	43	4	4	4	8	7	1				10	116	292
CHALATENANGO	10	10			10	41	18	19	3	1		110	26	19	7	59	19	19	19	12	7	2	2	1		21	108	219
TOTAL SCHOOLS	95	57	35	3		274	68	173	27	4	1		124	85	39		29	29		140	53	9	7	9	2		602	
TOTAL ROOMS <sup>a</sup>		57	70	9	136		136	522	106	20		792		170	117	287		29	29							138		1382

<sup>a</sup>TOTAL ROOMS is the sum of the product of total number of schools times rooms to be built.

PRE-SELECTED SCHOOLS FOR CONSTRUCTION IN MORAZAN BY NUCLEO

ANNEX III D

No. of NUCLEO (1)	JURISDICTION (2)	EXPANSION IN EXISTING SCHOOLS (3)	EXPANSION AND SUBSTITUTION IN EXISTING SCHOOLS (4)	COMMUNITIES WITHOUT SCHOOLS (5)	SUBSTITUTION IN EXISTING SCHOOLS OF GRADES 1-6 (6)	EXPANSION IN EXISTING SCHOOLS OF 6th GRADE (6)	TOTAL (8)
1	YAHABAL	1		2			3
2	SAN CARLOS		1	1			2
3	JOCORO		4	1			5
4	CURIMTO	1	4	1			6
5	CACAOPERA		6	1			7
6	YOLAQUIN			3			3
7	SAN ISIDRO		1	1			2
8	SAN SIMON		2	2			4
9	GUALACOCTI	1		3			4
10	VILLA EL ROSARIO	1		1		1	3
11	NEANGUERA		3	2			5
12	JOATECA		2	2			4
13	ARABALA		1	1			2
14	GUATAJAGUA	1	2				3
15	SOCIEDAD	4				1	5
16	CHILANGA	1	5				6
17	OSICALA	1	1			1	3
18	JOCUATIQUE	1	3				4
19	TUROLA	1	2		1		4
20	SAN FRANCISCO		2				2
21	LOLOTIQUILLO		1				1
22	SENSIBRA		1				1
23	EL DIVISADERO		2			1	3
24	DELICIAS DE CONCEPCION		1				1
25	SAN FERNANDO		1				1
26	PEROUIN		1				1
27	SAN MIGUEL	1	2			1	4
	T O T A L	14	48	21	1	5	89

LISTADO DE MOBILIARIO Y COSTOS POR ESPACIO EDUCATIVOA U L AAULA CON PUPITRE BIPERSONAL PEQUEÑO

<u>CODIGO</u>	<u>DESCRIPCION</u>	<u>CANTIDAD</u>	<u>P. UNIT.</u>	<u>P. TOTAL</u>
M-24	Pupitre bipersonal pequeño	20	¢ 154.00	¢ 3.080.00
M-16	Escritorio para profesor	1	194.35	194.35
M-21	Silla cátedra	1	43.41	43.41
			<b>TOTAL</b>	<b>¢ 3.317.76</b>

AULA CON PUPITRE BIPERSONAL GRANDE

M-25	Pupitre bipersonal grande	20	156.00	3.120.00
M-16	Escritorio para profesor	1	194.35	194.35
M-21	Silla cátedra	1	43.41	43.41
	Gabinete para suministros	1	142.24	142.24
			<b>TOTAL</b>	<b>¢ 3.500.00</b> (U.S. \$ 1,400)

AULA CON PUPITRE UNIPERSONAL

M-26	Mesa pupitre unipersonal	40	115.00	4.600.00
M-16	Escritorio para profesor	1	194.35	194.35
M-21	Silla cátedra	41	43.41	1.779.81
			<b>TOTAL</b>	<b>¢ 6.574.16</b>

AULA BIBLIOTECA

M-26	Mesa pupitre unipersonal	40	115.00	4.600.00
M-16	Escritorio para profesor	1	194.35	194.35
M-21	Silla cátedra	41	43.41	1.779.81
M-31	Librera	2	350.00	700.00
			<b>TOTAL</b>	<b>¢ 7.274.16</b>

DETAIL ON COMMUNITY INPUTS IN CONSTRUCTION COMPONENT

1. Land - a sample was taken and it was found it cost about \$100. per room for land.

\$100 per room X 600 rooms \$ 60,000

2. Self Help - the value of self help contributions for each room for such things as labor for cleaning and leveling, water, and carrying materials has been estimated to be approximately \$250 per room.

\$250 per room X 600 rooms \$ 150,000

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T O T A L.....\$ 210,000

COSTS FOR LAND

The following is a random sample made January 19, 1979 of land costs for room construction in the target area:

<u>Place</u>	<u>Land Value</u>	<u>Rooms Constructed</u>
1. Cas. El Carrizal, El Divisadero Morazán	¢ 500.00	2
2. Cas. Valle Grande, San Simón, Morazán	1.200.00	3
3. C/Animas, Sociedad, Morazán	600.00	3
4. C/Los Angeles, Conchagua, La Unión	1.000.00	3
5. C/El Centeno, Yayantique, La Unión	1.500.00	2
6. C/Boquín, Polorós, La Unión	800.00	3
7. C/Tierra Blanca, Chirilagua, San Miguel	500.00	3
8. C/El Niño, San Miguel	500.00	6
9. C/Managuare, Chapeltique, San Miguel	700.00	2
10. Cas. El Jute, C/Ceibita, Carolina San Miguel	200.00	2
	<hr/>	
	¢7.500.00	29
	<hr/>	

$$¢7.500 \div 29 = ¢259 \text{ per room}$$

$$¢ 259 \times .4 = \$103 \text{ U.S.}$$

Round to \$100.00 U.S. per room

Estimated Direct Cost - One Classroom

<u>ITEM</u>	<u>ITEM COST</u> <u>(US\$)</u>
1. Site Preparation	.\$ 437
2. Foundations, Structural Concrete and Floor Slab	686
3. Masonry	652
4. Metal Work	1,056
5. Roofing	722
6. Entrance Gate, Fence, Flag Pole	410
7. Toilet Facilities (dry)	570
8. Transportation	<u>453</u>
	\$ 4,986
	Round to <u>5,000</u>

DETAIL ON VEHICLES COMPONENT TWO

<u>Number</u>	<u>Specification</u>	<u>Unit price*</u>	<u>Total</u>
3	8 ton, 4 wheel drive truck	\$ 21,600	\$ 64,800
3	1 ton, 4 wheel drive pick up truck	10,000	30,000
7	1/2 ton, 4 wheel drive pick up truck	8,800	61,600
			<hr/>
T O T A L.....			\$ 156,400
ROUND TO.....			\$ 160,000

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\* Unit price obtained from local dealer vehicle delivered in San Salvador tax free.

LISTADO DE HERRAMIENTAS Y EQUIPO PARA LA  
CONSTRUCCION DE UN AULA

<u>CANTIDAD</u>	<u>DESCRIPCION</u>	<u>PRECIO</u>	<u>TOTAL</u>
3	Palas	10 <sup>¢</sup> .00	30 <sup>¢</sup> .00
2	Carretillas	70.00	140.00
6	Baldes	5.00	30.00
2	Barriles	20.00	40.00
3	Picos	15.00	45.00
2	Barras	20.00	40.00
1	Libra de pita Nylon	13.00	13.00
1	SERRUCHO	20.00	20.00
1	Martillo de oreja	15.00	15.00
1	Cinta de 3 metros	14.00	14.00
1	Manguera de 10 metros. transparente blanca	8.00	8.00
2	Cucharas	12.00	24.00
2	Cangrejas de 12"	24.00	48.00
2	Almadanas de 3 libras	10.00	20.00
1	Desatornillador de 12"	15.00	15.00
4	Cinceles de 6" - 5/8"	10.00	40.00
1	Tijera P/Lámina 12"	22.00	22.00
1	Nivel de burbuja	20.00	20.00
1	Plomada	8.00	8.00
1	Escuadra metálica 12"	22.00	22.00
1	*Alternador para soldador y taladro	10000.00	
T O T A L.....			614.00

\*Equipo para varias aulas.

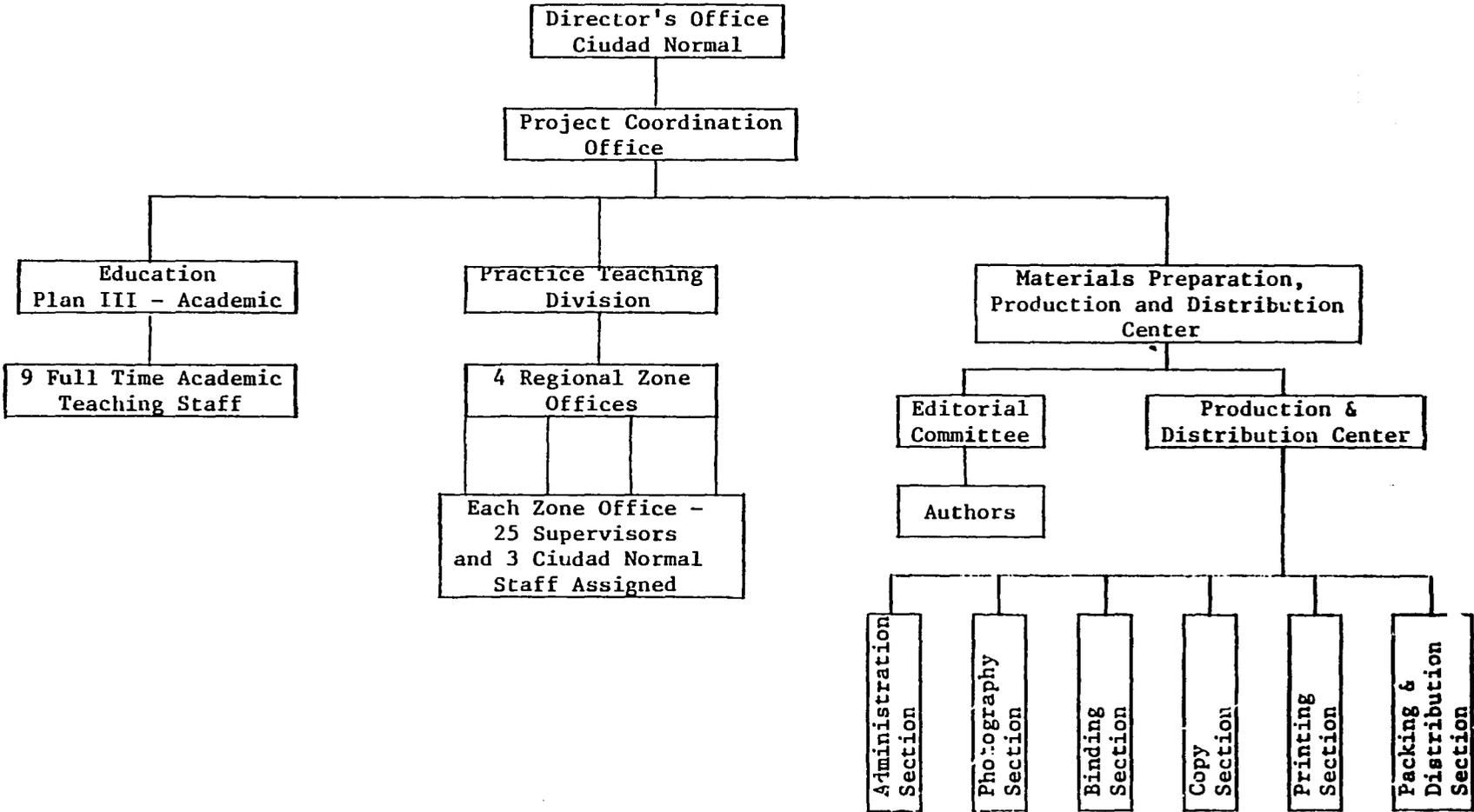
DEPTO. DE DESARROLLO ESPACIAL

¢614,000 por juego X 60 juegos necesitados	¢ 36,840
Plantas electricas	6,000
Taladros	<u>3,000</u>
	45,840
Reposiciones, 100%	<u>45,840</u>
	¢ 91,680
.4 X ¢91,680 = \$36,672.00	
ROUND TO = \$37,000.00 plus \$3,000 contingency \$40,000	

COMPONENT TWO TIME TABLE

ACTION OR ACTIVITY	DATE	FY 79	FY 80	FY 81	FY 82	FY 83
1. Final Site Selections	5/79	■				
2. Prepare Documents - Purchases of vehicles, tools, construction elements	4/79	■				
3. Establish Construction Operation Unit San Miguel	7/79	■				
4. Select and Hire Key Construction Person- nel	6/79	■				
5. Delivery of Items from #2	1/80		■			
6. Training Key Personnel	11/79		■			
7. Start Construction (15%)	3/80		■			
8. Evaluation	10/80			■		
9. Start construction (35%)	11/80			■		
10. Evaluation	10/81				■	
11. Start Construction (35%)	7/81				■	
12. Start Construction (15%)	4/82				■	
13. Final Evaluation	3/83					■

ORGANIZATION CHART  
PLAN III - CIUDAD NORMAL



## ANNEX III E

STAFFING PATTERN - COMPONENT N°3  
CIUDAD NORMAL OPERATIONAL UNIT

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Coordinator	(Plan 3) Pedagogic Bachillerato	Already working	48	2 1.000				All employees already on-board not counted as counterpart.
6	Teachers	(Plan 3) Pedagogic Bachillerato	Already working	48	800				All employees already on-board not counted as counterpart.
3	Teachers	(Plan 3) Pedagogic Bachillerato	Already working	48	865				All employees already on-board not counted as counterpart.
1	Office Clerk	(Plan 3) Pedagogic Bachillerato	Already working	48	350				All employees already on-board not counted as counterpart.
1	Messenger	(Adm.) Pedagogic Bachillerato	Already working	48	300				All employees already on-board not counted as counterpart.
1	Coordinator	Practice Teaching	Already working	48	1.000				All employees already on-board not counted as counterpart.
2	Teachers	Practice Teaching	Already working	48	895				All employees already on-board not counted as counterpart.
2	Teachers	Practice Teaching	Already working	48	865				All employees already on-board not counted as counterpart.
3	Teachers	Practice Teaching	Already working	48	735				All employees already on-board not counted as counterpart.
1	Office Clerk	Practice Teaching	Already working	48	415				All employees already on-board not counted as counterpart.

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Messenger	(Adm.) Practice Teaching	Already working	48	₱ 300				All employees already on-board not counted as counterpart.
1	Coordinator	Production Center	Jan./80	36	1,000	₱36,000	₱1,800	₱37,800	All new employees counted as counterpart.
5	Teachers	Production Center	Jan./80	36	800	144,000	9,000	153,000	All new employees counted as counterpart.
1	Office Clerk	Production Center	Jan./80	36	400	144,000	1,200	15,600	All new employees counted as counterpart.
2	Draftsmen	Production Center	Jan./80	36		43,200	3,600	46,800	All new employees counted as counterpart.
1	Offset Plate Maker	Production Center	Jan./80	36	350	12,600	1,050	13,650	All new employees counted as counterpart.
1	Offset Operator	Production Center	Jan./80	36	320	11,520	960	12,480	All new employees counted as counterpart.
1	Offset Operator Helper	Production Center	Jan./80	36	300	10,800	900	11,700	All new employees counted as counterpart.
1	Helper for the Offset Plate Maker	Production Center	Jan./80	36	300	10,800	900	11,700	All new employees counted as counterpart.
1	Paper Cutter	Production Center	Jan./80	36	300	10,800	900	11,700	All new employees counted as counterpart.

No. of Positions	Position	UNIT	Starting Date	Duration in Mos.	Monthly Salary	Total Salary	Christmas Bonus	Total Cost	Remarks
1	Collator	Production Center	Jan./80	36	₡ 300	₡10.800	₡ 900	₡11.700	All new employees counted as counterpart.
13	Chauffeurs	General Services	Jan./80	36	400	187.200	15.600	202.800	All new employees counted as counterpart.
5	Teachers	Practice Teaching	Jan./80	36	800	149.000	9.000	1.153.000	All new employees counted as counterpart.
1	Coordinator	(Adm.) Teacher Training	Jan./80	36	2.000	72.000	1.800	73.800	All new employees counted as counterpart.
T O T A L								₡ 755.730	New employees
								US\$ 302.292	

ESTIMATED SALARY COSTS - PLAN

THREE TEACHER WHILE IN TRAINING

1979 - 800 teachers	X \$128 per mo X 2 mo.	=	\$ 204,800
1980 - 875 teachers	X \$128 per mo X 2 mo.	=	224,000
1981 - 920 teachers	X \$128 per mo X 2 mo.	=	235,520
1982 - 952 teachers	X \$128 per mo X 2 mo.	=	<u>243,712</u>
T O T A L.....			\$ 908,032

ESTIMATED GOES COSTS FOR TEACHER  
TRAINING AND SUPERVISION OF PRACTICE TEACHING

<u>PLAN III ADMINISTRATION &amp; ACADEMIC</u>		<u>ANNUAL</u>	<u>4 YEARS</u>
Coordinator	- 1	Ø24,600	Ø98,400
Drivers	-13	67,500	270,000
Helpers	- 2	7,800	31,200
Coordinator	- 1	12,600	50,400
Teachers	- 9	94,140	376,560
Office Helper	- 1	5,550	22,200
 <u>PRACTICE TEACHING</u>			
Coordinator	- 1	12,600	50,400
Teachers	-12	123,900	495,600
Office Helper	- 1	5,395	<u>21,580</u>
			Ø1,416,340
		X .4	US\$ 566,536

ESTIMATED AID INPUTS TO COMPONENT THREE

<u>Item</u>		<u>Amount</u>
1. Technical Assistance	(G)	
a. Education Technology	6 pm	
b. Materials Printing	2 pm	
c. Materials Preparation	6 pm	
d. Methods	6 pm	
e. Curriculum	6 pm	
f. Evaluation	3 pm	
g. Administration	5 pm	
34 Person Months X \$5,000 per P/M		\$ 170,000
	Sub-Total.....	\$ 170,000
2. Training	(L)	
a. Short Term		
1) Materials Preparation	2 pm	
2) Methods	2 pm	
3) Curriculum	4 pm	
4) Technology	2 pm	
10 pm X \$2,500 per P/M		\$ 25,000
b. International Travel		
6 Round Trips SS/NY/SSX - \$500 each		\$ 3,000
c. Study Observation Trips		
5 trips X \$4,000 per trip		\$ 20,000
	Sub-Total Loan .....	\$ <u>48,000</u>
	TOTAL.....	\$ <u>218,000</u>

ILLUSTRATIVE INSTRUCTIONAL EQUIPMENT AND MATERIALS LIST

Clerical/Secretarial Support

	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total Cost</u>
1. Typewriters (manual)	4	\$ 200	\$ 800
2. Adding Machine (manual)	2	75	150
3. Typewriter Tables	4	50	200
4. Secretarial Chairs	4	40	160
5. File Cabinets	10	200	2,000
6. Mimeograph Machine (manual)	2	200	400
			<hr/>
		Sub-Total.....	\$ 3,710

Audio Visual Equipment

1. 16 mm. movie projector	10	700	7,000
2. Film strip projector	10	300	3,000
3. Overhead projector	20	200	4,000
4. Slide projector	20	200	4,000
5. Cassette recorders/players	50	80	4,000
6. Projection screens	20	100	2,000
7. Ditto machines	10	450	4,500
8. Thermofax machine	10	450	4,500
9. Drafting kit	10	20	400
			<hr/>
		Sub-Total.....	\$33,400

* 1.	Books and Reference Materials charts, dictionary, maps, population and family planning materials for Plan III teachers, 4,354 teachers X \$15. per teacher	\$ 65,310
* 2.	Books, instructional materials in teaching, training, reference charts, and course content materials for Plan III instructional program at Ciudad Normal	\$ 10,000
	Sub-Total.....	<u>\$ 75,310</u>
	Total Item Cost.....	\$ 112,420
	Packing & Shipping 15%.....	\$ 16,863
		<u>129,283</u>
	Contingency.....	5,717
		<u>135,000</u>
	GRAN TOTAL.....	<u><u>\$ 135,000</u></u>

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\* Exact lists to be developed by technical assistance experts under grant funding.

ILLUSTRATIVE TECHNICAL ASSISTANCE DESCRIPTION

COMPONENT #3

1. Instructional Technology Specialist

This technician will assist Ciudad Normal staff develop appropriate objectives, methods, materials, and evaluation procedures for Plan III, Teacher Training. Special emphasis will be placed on technology appropriate to rural teachers involved with the project's target population.

2. Instructional Materials Specialist

The advisor will work with the five writers who will be assigned to Ciudad Normal to write teacher training materials which are to be printed at the school. The specialist's scope of work will include: the organization of the writing office; developing a methodology within the unit to select appropriate materials; assisting the unit develop materials appropriate to the rural teaching situation; developing a system to insure correctness, appropriateness, level of difficulty, etc., of materials being prepared, and formalize the system so that a continual flow of materials are ready for reproduction throughout and after the project is completed.

3. Curriculum and Methodology Advisors

These advisors will assist the Ciudad Normal staff determine training objectives, appropriate training methods and effective evaluation criteria. The advisors will provide expertise in course development, content, organization, delivery strategies, equipment use, and specific work in subject matter such as family planning and population.

4. Printing Specialist

Training is provided for the staff of the Materials Production Center at Ciudad Normal; however, since this will be a new operation and the staff will be inexperienced, the need is foreseen for some technical printing assistance to solve problems in printing which may arise and which cannot be solved locally. The technician will be brought in on a very short term basis.

5. Evaluation Expert

This technician will assist develop the internal evaluation system of Plan III. This person will develop designs, methodologies, and reporting procedures to insure an accurate and up-to-date assessment of Plan III teachers under the project.

6. Administration Specialist

This specialist will work with the Director of Ciudad Normal and the Campus Project Coordinator on the various implementation factors at the school. Assistance will be provided in organization, personnel procedures, teacher evaluation, procurement, participant training, and coordination with other project elements.

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Contract No. AID-519-189  
Project No. 519-15-699-168  
Project Title: Education & Human  
Resources Development -  
Technical Support

Termination Report for Contract No. AID-519-189 is hereby submitted. It consists of following:

- Annex I Summary of Contractor's Recommendations
- Annex II Plant Layout and Identification of Location and Use of Equipment
- Annex III Equipment and Materials List, Approximate Costs and Suggested Sources.
- Annex IV List of Employees and Duties for Materials Production Center.

We thank you for this opportunity to assist you and extend our appreciation for the fine cooperation received from Ministry of Education and USAID/El Salvador personnel during the preparation of this report.

Lloyd Earl McEwen  
Contractor

Enclosures: 4 annexes

NOTE: Except as otherwise specified in the Project Authorization, all references herein to brand names (e.g., IBM, Addressograph) are used solely for illustrative purposes and are understood to mean the reference name or equivalent.

### CONTRACTOR'S RECOMMENDATIONS

One workday was devoted to a meeting with staff of the Ciudad Normal "Alberto Masferrer" normal training school to determine requirements of proposed project for teacher training. Additionally, the proposed building was inspected and a scale drawing obtained.

Accordingly, I recommend the following:

1. The printing requirements range from sizes 5-1/2 X 8-1/2" through 18 X 24". We have recommended in the equipment list the purchase of a single color offset press with maximum printing area size 18-3/4 X 25-1/2". This machine is the most important single piece of equipment considered. All other equipment are specified to conform with the maximum size printable: 18 X 24". The press recommended will have sufficient speed and size to print all needs described through 1984.

Considering the importance of this press to quantity and quality of material to be produced, we recommend that the governments consider the purchase through the local agency of a Heidelberg KORD press. This press complies with requirements described above, but in addition the local agency is able to provide the following:

- a. Supervise installation and train operators.
- b. Provide repair and maintenance by factory trained repairmen. (Note: per my information, this is the only distributor locally who gives this backup to their printing machinery.)
- c. Maintains largest stock of repair parts in Central America for their printing presses.

The Heidelberg press is manufactured in the Federal Republic of Germany. A U.S.A. manufactured press, the ATF Chief 25, is available for purchase but we could not locate a local dealer in San Salvador.

For composing, we have recommended purchase of three IBM Selectric II Electric typewriters. By changing the printing balls, a variety of text can be obtained. We do not believe that the volume of work justifies other types of composing equipment.

A horizontal mounted process camera with film size 18X22" is

justified by the rapid change permitted of copy in the copy-board and film in vacuum film back. The work projected by the normal training school will be short-run, 2,300 to 4,000 copies with frequent deadlines. This type camera will meet these requirements. Also, this camera will do half-tones in black and white. Color separations are possible, but not recommended.

For color separation, we suggest use of locally procured negatives. Local printers recommended the company, "Repro-centro". This company will provide guaranteed color-adjusted negatives proscribing the need for expensive equipment and personnel not occupied full-time. The use of guaranteed color - separations will assure quality printing of four color posters, thereby increasing the prestige of the Materials Production Center.

The remainder of the equipment is designed for rapid processing of accumulative-type booklets size 8-1/2 X 11 (accumulation of one or more sheets perforated for two prong fasteners. Due to expected total project requirements of 806,000 (Item 49a, p. 1 fasteners, US\$16,000, we remind of the suggestion that students be required to purchase these fasteners.) We suggest review by the governments, to re-affirm continued use of this design. An alternative could be wire stapled booklets.

Additional equipment is provided for folding, closing with staples and addressing of "mailers", envelopes and packages.

2. My review of the proposed building confirms that space available is adequate for planned printing, binding and mailing. However, if the complete paper and tagboard requirement is purchased and received in one shipment, storage space will not be sufficient.

The solution is either spaced deliveries of printing papers and tagboard (see percentages for spaced deliveries in List of equipment - 7% through 28%), storage in other areas within the Normal School or construction of a warehouse addition to the proposed building. In this case, positioning of equipment in Plan I would need to be re-oriented to provide access to the new warehouse area (see Plan II). I estimated that an addition of 8 X 16 meters would be adequate for storage of raw materials and work in process. I do not provide estimated costs of construction of such area.

NOTE: My experience with paper purchases indicates that manufacturers

will not wish to enter into special deliveries. Accordingly, suggest you consider strongly the other two possible solutions.

Changes in the existing building are needed:

- a. Remove partition B in darkroom.
- b. Enlarge developing sink to permit use of trays 20 X 24" and add light inspection area.
- c. Remove partition in administrative area creating one large work area.
- d. Open holes for installation of three air-conditioners.
- e. Close window area between partitions D and C.
- f. Re-condition existing toilet facilities and install two new toilets. One may be provided with a lock and reserved for female office personnel.

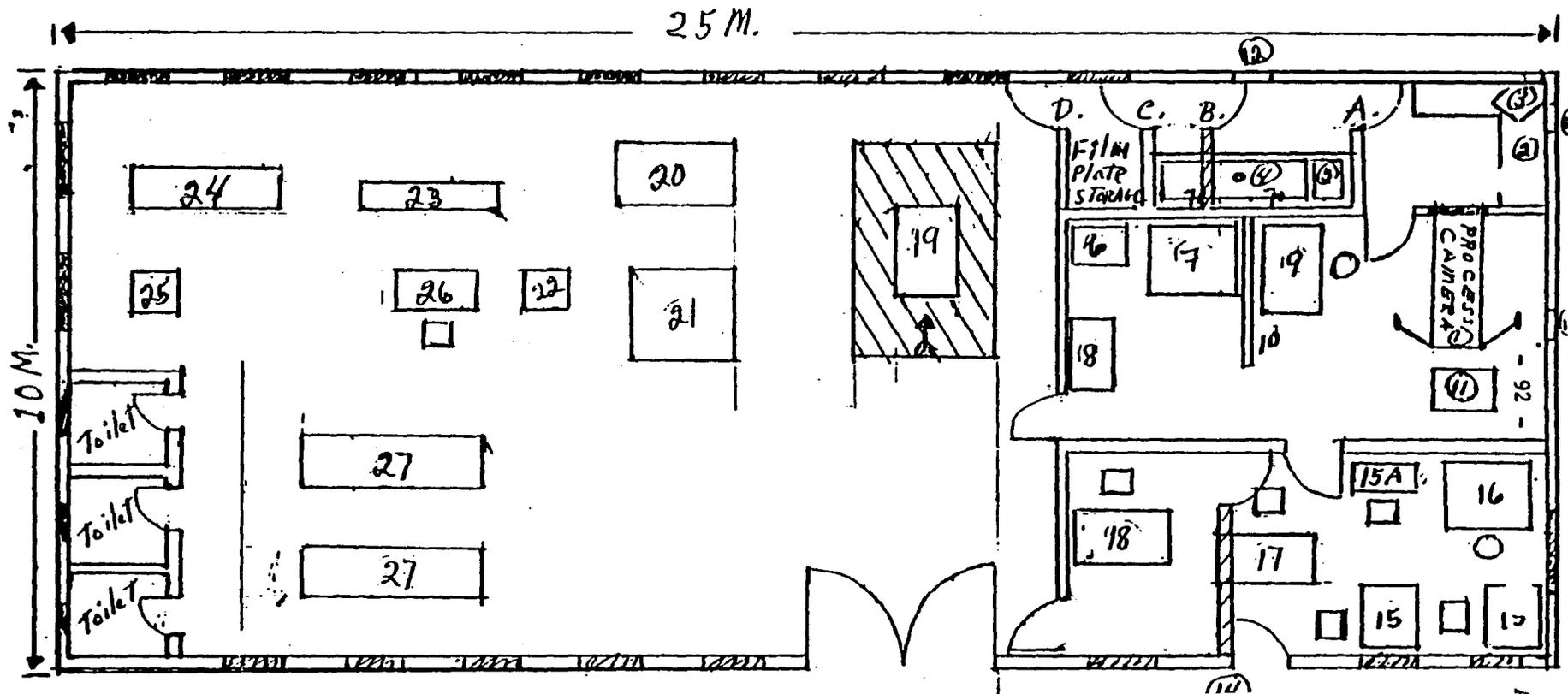
PLANT LAYOUT AND INSTALLATION

1. Process camera mounted through wall. Wall opening 36" X 74" high. Space occupied, actual: 88" X 111"  
physical: 88" X 34"  
electrical needs: 230V, 20 Amps., 4800 Watts.
2. Cabinet with table top and drawers. Film and paper cutter rests on top size 24 X 24" to cut film and paper to size. Film storage cabinet mounted under table.
3. Photo enlarger sets in corner, uses 115 VAC, 60 cycle, single phase.
4. Photographic sink used to develop process film and photo paper. Must have interior space to hold 4 trays size 20 X 24".
5. Inspection light-milk glass over light to check development of negatives. Must move partition B and door to new position D. and close window between partitions C and D. All photographic area must be light proof to assure total darkness. 115 VAC waterproofed installation.
6. Plate maker operates in yellow light. This is reduced light area protected by moveable partitions, 115 VAC, 60 cycles, single phase.
7. Plate sink occupies 43 X 54". Must be mounted close to Back Wall of developer sink to utilize existing plumbing - drains and water.
8. Plate storage cabinet occupies 28-1/2 X 40-1/2.
9. Light table uses 35 X 53". This table is used to mount negatives prior to processing the plates. Stool needed for worker. 115 VAC 60 cycle, single phase.
10. Moveable partition to restrict light from process camera, length 2.40 meters.
11. Moveable wooden or metal table to place copy before and after placing on copyboard of process camera. Size 100 X 70 cm.
12. Installation through wall of two (2) 9000 BTU airconditioners.
13. Installation through wall of 20,000 BTU airconditioner.

14. Remove partition and door, leave space 7.90 X 3.40 meters. Install door at exit to work area. This is administrative composing, art section combined.
15. Two (2) typist desks and chairs and two IBM Selectric II typewriters for composition.
- 15A. Addressograph plate puncher.
16. Drafting and artist table and stool.
17. Secretarial desk, chair and IBM Selectric II typewriter for departmental secretary.
18. Secretarial desk, and chair for supervisor of department.
19. Offset Printing Press - special base size: 1.5 X 1.0 X 0.15 meters, reinforced with  $\emptyset$  3/8" rebar reinforcement rod. Uses 230 VAC, 60 cycle, 3 phase.
20. Commercial type paper folder, 230VAC, 60 cycle.
21. Paper cutter, 230 VAC, 60 cycle three phase.
22. Paper drill.
23. Collator 115 VAC, 60 cycle, single phase.
24. Table - assembly of booklets.
25. Wire stitcher.
26. Addressograph machine.
27. Tables for packing and labeling. Office folder and solenoid operated stapler are used as table-top operated machines in this area. Area fronting these tables is for storage of raw material, work in process and packages awaiting shipment.

CIUDAD NORMAL  
ALBERTO MASFERRAR

ANNEX II  
MATERIALS PRODUCTION CENTER  
PLAN I



ANNEX III E

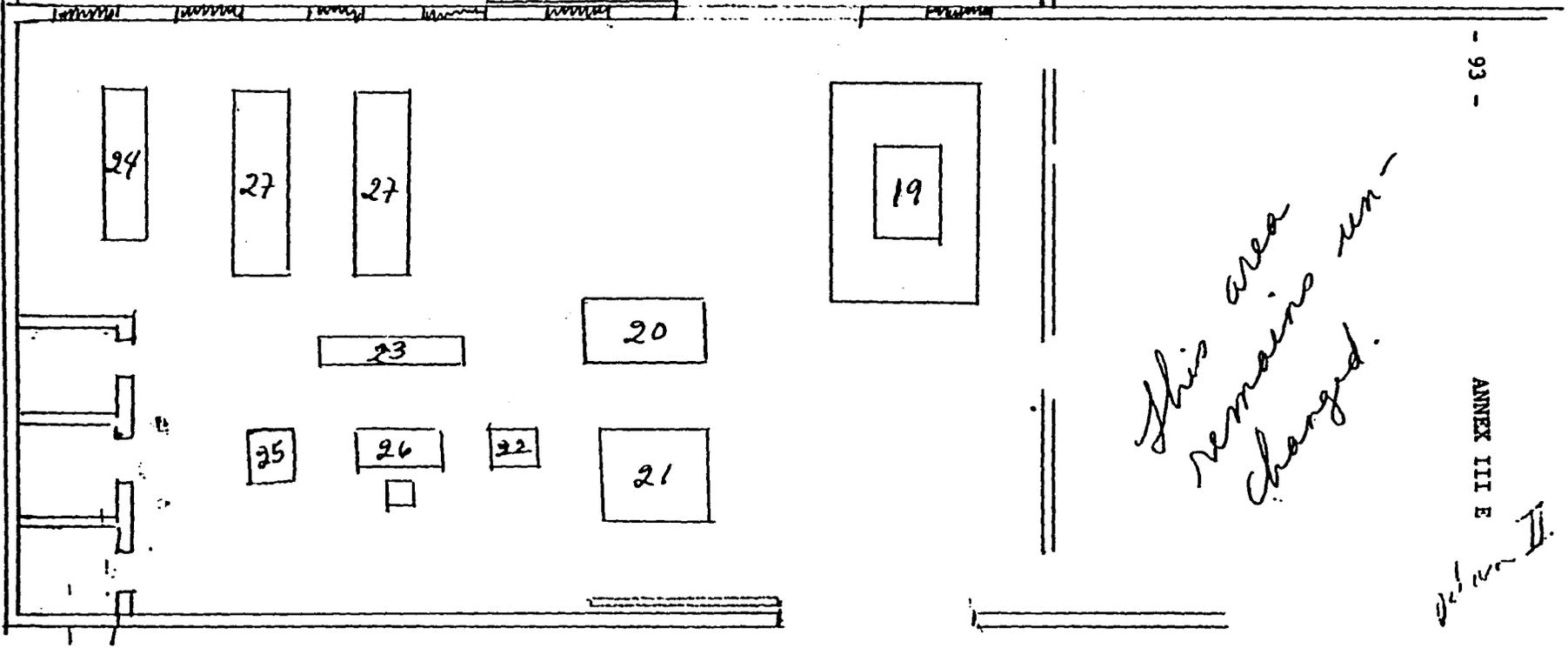
ESCALA: 1:100 METERS

ANNEX II  
MATERIALS PRODUCTION CENTER  
PLAN II

1. cinder block building
2. asbestos-cement roof with transparent plastic corrugated panels in roof for light.
3. sliding metal doors.
4. floor 4" thick, re-inforced at 20 mm with  $\phi 3/8$  re-bar.

loading area

platform at truck bed height



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This area remains unchanged.

ANNEX III E

plan II.

Scale 1:100 metric

## LIST OF EQUIPMENT - CIUDAD NORMAL - MATERIALS PRODUCTION CENTER

BINDERYPage 1 of 11

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
1	each	1	<u>Office type folding machine</u> , folds sheets 3" X 5" up to 12" X 18", AC 1/6 HP, 115 Volts, 60 cycle, single phase (equal to A. B. Dick Model 58)	\$ 934.00
2	each	1	<u>Commercial type paper folder</u> , folds sheets size 17" x 22", two parallel folds, one angular, automatic suction feed from hopper, (Baumfolder or equal), 240 VAC, 60 cycle	8,000.00
3	each	1	<u>Collator</u> , collates up to 15 sheets size 8-1/2 x 11 up to 8-1/2 x 14", 1,980 sets per hour (rated), actual: 1000 to 1,200 sets per hour. (A. B. Dick Model 7815 or equal)	4,304.00
4	each	1	<u>Paper drill</u> , single spindle, motor driven, 115 VAC, 60 cycle drills holes approx. 1/4" dia., with side guides for controlling spacing of holes. (Challenge Century or equal)	1,898.00
5	each	1	<u>Paper cutter</u> , power driven, 240 VAC, 60 cycle, 3-phase, 30-1/2" cutting width, 30-1/2" behind cutter knife, power back gauge, automatic clamp action with separate toe trip. Standard equipment: false clamp plate, 2 knives, 2 knives guards, 4 cutting sticks, table light and tape magnifier, non repeating device, built-in two hand starting device, built-in two hand starting device, side extension tables, electrical equipment, set of tools, instruction and parts hook, (Challenge 305HBE or equal)	7,500.00

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>BINDERY</u> (Cont'd.)				
6	each	1	<u>Paper jogger</u> , tilt table, size 17" X 22" (Challenge Model 1722 T or equal)	\$ 560.00
7	each	1	<u>Stapler</u> , solenoid operated, paper fastening 2 heads with adjustable distance between heads, fastens 2 sheets up to 1/4", activated by micro-switch. 110 VAC, 60 cycle, single phase.	300.00
8	each	1	<u>Wire stitcher</u> , capacity 7/8", w 250 lbs wire (Bostitch Model F or equal)	<u>1,100.00</u>
Total Bindery				\$ 24,596.00
<u>CAMERA/PHOTOGRAPHIC SECTION</u>				
9	each	1	<u>Process Camera</u> , 3X enlargement, 5X reduction, copyboard 22"X26", direct reading scaling system, set/timer. Exposure operates automa- tically, uses film size max. 18" X 22", 4 lamps 4000 watt total, 230 VAC, 20 amps. 4800 watts, 60 cycle. (Brown 2000 or equal)	\$ 10,000.00
10	each	1	<u>Platemaker</u> , table-top type, capacity: plate size 23" X 27" mercury vapor light source, (Brown 1500TT or equal)	4,000.00
11	each	1	<u>Light Table</u> , adjustable tilt-top table. Florescent lighting under diffusion type top, glass area: 32" X 40" (Brown Series 1030 or equal)	2,000.00
12	each	1	<u>Gum-up &amp; Plate-finishing table</u> size 31" X 42" plate capacity, attached side tray for holding	

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>CAMERA/PHOTOGRAPHIC SECTION (Cont'd)</u>				
			plateworking solutions	600.00
13	each	4	<u>Plastic trays</u> , clear plastic, light weight, size film: 20" X 24" (Brown Model CL 2024 or equal)	200.00
14	each	1	<u>Photolab-timer clock</u> , measures time sec. and minutes to a max. of 60 min., buzzer equipped, sockets and outlets for connection to enlargers or for individual use. (Gralab or equal)	150.00
15	each	6	<u>Safe lights</u> (lamps) for use in photo-mechanic darkroom. (Nu-Arc or equal)	300.00
16	each	2	<u>Storage Cabinets with one top</u> : for flat storage of negatives, copy and plates. 5 drawers in each cabinet, inside drawer size 37-1/4 W X 24" Depth,, X 2-1/2" high. Baked on enamel, color tan. (Smith system or equal)	1.000.00
17	each	1	<u>Storage Cabinet Base</u> for 5 drawer cabinet above, for flat storage of negatives, size 40-1/2 W. X 28-1/2" D. X 6" H. Baked on enamel, color tan. (Smith system or equal)	200.00
18	each	1	<u>Photo enlarger</u> , use with 35 mm film	700.00
19	each	2	<u>Paper trimmer</u> - square, drop knife, wood cutting board, blade cuts photographs, film, paper, and light cardboard, graduated	

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>CAMERA/PHOTOGRAPHIC SECTION (Cont'd)</u>				
			baseboard to facilitate cutting to desired size, 1/2" guide lines parallel to and at right angles to cutting edge, size: 24" X 24"	150.00
20	each	8	Photographic tongs - for picking up films from developer, etc. stainless steel, rubber tipped 8" long	<u>70.00</u>
Total Photography				\$ 19,370.00
<u>PRINTING SECTION</u>				
21	each	1	Offset Printing Press, max. paper size: 19" X 25-1/2", Max Board Size 18-3/4 X 25-1/2, Minimum paper size: 8 X 10", Printing Area 18-1/2 X 25", plate size approx. 21" X 25-3/8 X 0.016". Max printing speed: 8,500 IPH. Pump Motor approx. 1-1/2 HP, Drive Motor approx. 3 HP, stock range: 9 lb. onion skin to 6 ply (0.024") 230 VAC, 60 cycle, 3 phase	
			Extra to the above:	
		1	complete set of 20 inking rollers, 3 Form rollers, and 5 dampening rollers in addition to standard equipment.	
		2	each paper trucks additional to standard equipment (equal to ATF Chief 25). Est.	44,293.00

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>PRINTING SECTION (Cont'd)</u>				
Alternative to Above:				
<u>Offset Printing Press</u> , max paper size: 18.1 X 25.2", min. paper size 5.5 X 7", printing area 17.7 x 25.2", plate size: 21.65 X 25.6, max. printing speed: 6,000 I.P.H., stock range: bible paper to tagboard of 0.6 mm. thick (equal to Heidelberg KORD 64) CIF DM 85,279 - equal to approx.				\$ 44,345.00
Installation and training of operators for 2 weeks				<u>1,000.00</u>
Total Printing (including Heidelberg press)				\$ 45,345.00
<u>MISCELLANEOUS</u>				
22	each	3	IBM Selectric II typewriters electric, with two extra type balls each.	3,075.00
23	each	2	Typist desks, metal	200.00
24	each	2	Secretarial desk, metal	340.00
25	each	4	Secretarial chairs, swivel type, with casters	440.00
26	each	2	Drafting Table, complete w/6 drawer cabinet 24"D X 42"W X 37"H, adjustable top from 0° to 45°, includes chrome footrest and retaining rim across bottom of work surface with plastic top, color tan, 6 drawer cabinet size 8-1/2"W X 19-1/2"D X 2-1/2"H. (Smith System)	500.00

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>MISCELLANEOUS (Cont'd)</u>				
27	each	2	Drawing Sets for professional or students 16 per set. (Sears Stock No.3G 5014 or equal)	200.00
28	each	10	Dispenser - Pressure sensitive adhesive tape, metal desk dispenser with non-slip feet, holds 72 yd. of cellulose tape, 60 yd. roll of drafting tape, masking or photographic tape, dispenser fits rolls with 3" cores, for rolls up to 1" wide \$3.00 ea.	30.00
29	each	2	Air conditioners for installation in Photo dark- room and office of administrator, room air conditioners, through the wall, 9,000 BTU's (Westinghouse or equal)	1,320.00
30	each	1	Air conditioner for installation in plate exposure and plate storage area, room air conditioners through the wall, 20,000 BTU's (Westinghouse or equal)	1,300.00
31	each	10	Staple Remover, office type tweezer type for removing standard staples.	5.00
32	each	1	Pencil sharpeners - Draftsmen's Special, shaves wood, leaves lead untouched.	3.00
33	each	3	Pencil sharpeners - General writing sharpens pencils to medium point, for pencils up to 7/16" dia. for office use.	9.00
34	each	4	Dispenser, Gummed tape, for tape 1-1/2" wide X 7" O.D. tape roll, tear-off dispenser, non-	

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>MISCELLANEOUS (Cont'd)</u>				
			adjustable brush moistner, manually fed with a serrated metal cutting edge.	68.00
35	each	1	Lettering set, complete polished hardwood case contains 10 pens (00 through 8) one each of penholder, socket, holder, lead holder, adjustable scribe, and templates for 11 lettering heights (0.08 to 0.5") one sided templates, contain capitals, lower case, letters and numbers	<u>150.00</u>
			Total Miscellaneous	\$ 7,640.00
<u>MATERIALS</u>				
36	rolls	400	<u>Tape,*Gummed paper</u> , 1-1/2" wide X 7" dia. O.D. rolls for use in dispenser when moistened with water.	400.00
37	rolls	900	* <u>Tape, cellulose</u> , pressure - sensitive, 1/2" wide, 3" core in rolls	630.00
38	boxes	50	* <u>Labels</u> , pressure sensitive, white, fan-folded, addressograph, rounded corners, 1/8 X 5/8 feed slots, backing sheet perforated between labels for easy separation, gum adhesive insoluble in water and withstands temperatures up to +140°F, <u>5000 labels per box, size 2 X 3-1/4"</u> . \$21.25 box.	
39	boxes	80	<u>Plate</u> , metal, address plate machine, for use on address machine to be purchased, size 3-1/2 X 1.562", two holes 5/32" dia., 250 to box. \$4.95 box.	396.00
40	each	300	* <u>Ribbon</u> , address Plate Machine, for use on	

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>MATERIALS</u> (Cont'd.)				
			address machine to be purchased. \$0.90	270.00
41	each	650	* <u>Ribbon</u> for electric typewriter IBM Selectric II, No.1299095 High Yield Correctable Film Ribbon, twin-pak cartridge 3/4" wide, 405 ft. long. \$1.00.	650.00
42	lbs.	48,500	<u>Paper</u> , offset printing, white, machine finish, basis 22 X 17"/20 lbs., packed on skids weighing not more than 1,000 lbs., wrapped in water resistant paper, sheet size 22 X 17".	18,200.00
43	lbs.	26,500	Sheet size: 26 X 17"	10,000.00
44	boxes	25	Ribbon, corrector, lift off tape, for correcting images on IBM Selectric II typewriters. Reorder No. 1136433, 6 per box	200.00
45	lbs.	9,600	Tagboard, manila, wood pulp, basis: 125 lbs. 24 X 36/1000 sheets, size: 24 X 36, packed on skids of not more than 1,000 lbs. \$620/2,000 lbs.	3,000.00
46	lbs.	48,000	Size: 20 X 24"	15,000.00
47	rolls	200	<u>Paper</u> , Kraft, for wrapping, 50 lb. stock in rolls, 36" wide	2,400.00
48	each	134,500	* <u>Kraft mailing envelopes</u> size: 9-1/2 X 12" .05 c/u	6,725.00
49	sheets	5,500	* <u>Film</u> , sheet size 18 X 22" Estar base .004" thick (equal to Kodak Ortholith or 3M BL-IV)	9,185.00

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ANNEX III E

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
<u>MATERIALS</u> (Cont'd.)				
50	Package	240	*Developer - 2 gallon package powder (Kodalith)	2,400.00
51	Package	240	*Fixer - 1 gallon package powder Kodak	960.00
52	each	2,800	*Printing plates for offset printing, aluminum, size 21.65 X 25.6" (actual size to be determined by award for printing press) (3M - L Plate or equal)	6,188.00
53	Bottles	100	*Developer for above plates pint bottles	500.00
54	Bottles	112	*Plate disensitizer, gallon bottles	1,110.00
55	each	20	*Press blankets, for use with press purchased, medium hardness	405.00
56	hundred	25,000	*Eyelet reinforcements (to repair sheets for looseleaf binders) white cloth, gummed. 1/4" holes.	<u>3,250.00</u>
Total Materials				\$ 81,869.00

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ANNEX III E

NOTE: Items marked with an asterisk may be damaged by high humidity, high temperature (in excess of 75°F) or have a shelf life of less than one year. To avoid loss and waste I recommend delivery be contracted over a Five (5) Year period. Contractor should specify quantities and values to be delivered each year. Due to current high inflation, an escaletor clause should be part of each contract to cover estimated price increases.

Quantities to be delivered each year:

1979	(base year)	7% of total
1980		12% of total
1981		13% of total
1982		18% of total
1983		22% of total
1984		28% of total

Quantities of plates and film, and chemicals used for processing such should be contracted per the following schedule:

1979	(base year)	5%
1980		10%
1981		15%
1982		20%
1983		25%
1984		25%

ITEM	UNIT	QUANTITY	DESCRIPTION	ESTIMATED CIF COST
49a	boxes	16,122	Fastener, paper, base and compressor with two retainers or locks, plastic or non-oxidizing metal, 2-3/4" between prongs, for binding booklets of max. 1" thick, one piece base. 50 sets to box.	\$ 16,000

SUMMARY OF ESTIMATED COSTS:

Bindery	\$ 24,596
Photographic	19,370
Printing (including Heidelberg Press)	45,345
Miscellaneous	7,640
Materials (Less Item 49a, see Recommendation 1, Annex 1, Page 2)	81,869
Total Est. Costs (less item 49a, see Rec. 1, Annex 1, p. 2)	\$178,820
Cost of Item 49a	<u>16,000</u>
Total Est. Costs, including Item 49a	\$194,820

MATERIALS PRODUCTION CENTER FINAL REPORT

We recommend personnel listed to operate the Materials Production Center.

1. Editorial Board consists of three persons to control and authorize production of materials.
  - a. Director of Ciudad Normal "Alberto Masferrer" or his designate.
  - b. Sub-Director of Educational Resources.
  - c. Person-in-charge of Materials Production Center.
2. Administrative Section consists of the "Person-in-Charge" and his administrative secretary.
  - a. The chief or person in charge directs activities of the Materials Production Center.
  - b. The Administrative Secretary assigns work upon instructed by the Person in Charge. This person must be a "take-charge" person and type rapidly.
3. Copy Preparation Section
  - a. Two artists illustrate, choose type faces, and make paste-ups of originals or copy. Prior to passing this for photography, the Chief/Person-in-Charge must approve and initial copy. One of these artists will be designated chief of section.
  - b. To start, one typist will type copy as designed by artists using IBM Selectric II typewriters. As production increases, second typist will be added.
4. Photomechanic Section
  - a. Photographer operates Process Camera, Photo-Enlarger and develops negatives and photo paper.

Note: To start, lineup and plate processing will be performed by only one person.

  - b. Lineup Man retouches negatives and mounts negatives in masks to correctly position negatives on offset plate.
  - c. Plate processor exposes and develops offset plates. Assists

Lineup Man when not otherwise occupied. Assists Photomechanic change copy in camera and develop negatives.

5. Printing Section

- a. Offset operator is chief of section and operates press to obtain optimum quality printing. Consults with Copy Preparation Section and Photomechanic Section to assure coordination of printing and avoid errors.
- b. One helper prepares paper and condition printed sheets to assist offset operator in operation of press.

6. Bindery Section

- a. Paper cutter operator trims paper and tagboard to size for use in offset press. After printing, cuts sheets into sizes to be used in rest of Bindery Section. If required, trims books and booklets to sizes required.
- b. Folder operator folds sheets to sizes and folds required. Serves as coordinator of collating and bindery.
- c. Two (2) bindery workers operate collating machine, perforating machine, wire stitcher, etc. to produce finished booklets or other materials as needed.

7. Mailing and Packing Section

- a. Addressograph operator prints labels and envelopes for mailing to participants. Must file and control addressograph plates to provide mailing by zones.
- b. Packers and stuffers will be drawn from bindery section to stuff and label envelopes and packages. As mailing load increases may require hiring more.

DETAIL ON VEHICLES COMPONENT THREE

<u>Number</u>	<u>Specifications</u>	<u>Unit price*</u>	<u>TOTAL</u>
2	Van, 4 wheel drive, 9 passanger	\$ 11,200	\$ 22,400
11	4 wheel drive utility vehicles	7,800	85,800
T O T A L.....			\$108,200
ROUND TO.....			\$110,000

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\* Unit price obtained from local dealer on similar vehicle delivered in San Salvador tax free.

COMPONENT THREE - TIME TABLE

ACTION OR ACTIVITY	DATE	FY 79	FY 80	FY 81	FY 82	FY 83
<b>1. Technical Assistance</b>						
a. Curriculum	6/79	█				
b. Administration	6/79	█				
c. Educational Technology	10/79		█			
d. Materials Preparation	11/79		█			
e. Teaching Methods	5/80			█		
f. Materials Printing	11/80			█		
g. Evaluation	7/81				█	
<b>2. Training</b>						
a. Materials Preparation	8/79	█				
b. Methods	11/79		█			
c. Curriculum	3/80		█			
d. Technology	8/80			█		
e. Observation/Study	6/79	█ █ █ █ █ █				
<b>3. Vehicles; Printing and Instructional Equipment; and Printing Materials</b>						
a. Prepare documentation and let bids	4/79	█				
b. Deliveries start	9/79			█		
<b>4. Personnel</b>						
a. Recruit and hire 34 new employees	1/80		█	█	█	█
b. Recruit and assign new Plan III Teachers						
(1) 800	3/79	█				
(2) 875	3/80		█			
(3) 920				█		
(4) 952					█	

Detail of Financial Analysis  
RURAL PRIMARY SCHOOL EXPANSION PROJECT No. 519-0190

SUMMARY COST ESTIMATE AND FINANCIAL PLAN  
( US \$ 000 )

PROJECT PAPER

SOURCE	AID GRANT		AID LOAN		HOST CNTRY		OTHER(S)+		TOTAL
	FX	IC	FX	IC	FX	IC	FX	IC	
<u>AID</u>									
Rural Delivery Systems	120	60	32						212
Rural School Expansion			160	3,040					3,200
Rural Teacher Training	170		443	45					658
Inflation Factor			10	316					326
Contingency				154					154
TOTAL AID	190	60	645	3,555					4,550
<u>GOES</u>									
Rural Delivery Systems						142			142
Rural School Expansion						1,482			1,482
Rural Teacher Training						1,780			1,780
Inflation Factor						368			368
Contingency						296			296
TOTAL GOES						4,068			4,068
GRAND TOTAL	290	60	645	3,555	-	4,068	-		8,618

COSTING OF PROJECT OUTPUTS/INPUTS  
(in \$000 or equivalent)  
Project Paper

X New  
Rev #

Project #519-0190

Title: RURAL PRIMARY SCHOOL EXPANSION

Project Inputs	Project Outputs			TOTAL
	# 1	# 2	# 3	
<u>AID Appropriated</u>				
Grant-Technical Assistance	120		170	290
Other	60			60
Loan-Construction		3,000		3,000
Vehicles		160	110	270
Equipment & Mtrls.		40	330	370
Training	32		48	80
Inflation	2	316	8	326
Contingency		154		154
Total AID	214	3,610	666	4,550
<u>Host Country</u>				
Furnishings		840		840
Field Unit		432		432
Land		60		60
In-kind (self help)		150		150
Project Support		142		142
Staff Operating Costs			1,780	1,780
Inflation	13	178	177	368
Contingency			296	296
Total Host Country	13	1,802	2,253	4,068
GRAND TOTAL	227	5,472	2,919	8,618

RURAL PRIMARY SCHOOL EXPANSION PROJECT No. 519-0190

PROJECTION OF EXPENDITURES BY FISCAL YEAR

(in \$000 or equivalent)

PROJECT PAPER

FISCAL YEAR	A. I. D.			HOST COUNTRY	TOTAL
	GRANT	LOAN	TOTAL		
1979	153	13	166	246	412
1980	140	1,927	2,067	673	2,740
1981	30	780	810	976	1,786
1982	20	700	720	985	1,705
1983	7	300	307	524	831
Inflation	0	326	326	368	694
Contingency	0	154	154	296	450
TOTAL	350	4,200	4,550	4,068	8,618

ESTIMATED RECURRING COSTS OF PROJECT

The major category of recurring costs to result from the project are teacher salaries and benefits. Project Component Three is expected to train and place approximately 4,354 primary teachers through its Plan III operation between 1977 and 1982. The number of net teachers to be added to the system depends upon assumptions about (i) yearly retirements and (ii) desertions among teachers over the period.

Recurring teacher costs directly related to the project are represented by the salaries and benefits to be paid the estimated 600 teachers going into project-financed classrooms. These costs are estimated and detailed below. Also shown are estimates of recurring costs to be generated in (i) materials production and (ii) major classroom maintenance. The approximate annual total is \$3.0 million by 1984.

<u>Item</u>	<u>Estimated Annual Cost in 1984</u>
(i) Teacher Salaries/Benefits*	\$2,835,000
(ii) Materials Production Center	95,000
(iii) Major Classroom Maintenance	<u>60,000</u>
	\$2,990,000

See footnote below for calculation on teacher salaries/benefits. Calculation on Materials Production Center assumes moderate inflation in materials operating costs. Maintenance estimate assumes communities performing preventive maintenance of project-financed classrooms.

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\* 1979 average new teacher salary \$160 per month; \$60 paid for double-shift teaching per month; \$60 estimated benefits per month. Total per month \$280. Assume 6% increase compounded yearly to 1984 = \$375 per teacher by 1984 assuming full doubleshifting. \$374 X 12.5 month (including 6 month Christmas bonus) X 600 = \$2,827,440.

DETAIL OF MACRO ECONOMIC ANALYSIS

A. Debt Service Capacity: El Salvador has traditionally maintained one of the lowest public debt service ratios in Latin America. The following table summarizes the current debt situation.

Current Debt Situation (\$ millions)

	1976	1977	1978	1979
Gross Domestic Product	21,179	2,841	3,082	3,205
Exports of Goods and Services	848	1,040	998	900
Public External Debt (excluding Central Bank)	283	280	318	373
Public Debt Service Payments	20	66	29	47
Net Reserves Year End	105	234	222	--
	( percent)			
Public External Debt Service Ratio	2.3%	6.3%	2.9%	5.2%
Public External Debt to GNP	13.2%	9.9%	10.3%	11.6%

The present Public Debt Service Ratio is extremely low. Public debt actually declined in 1977 due to prepayments on foreign commercial loans. Public sector foreign capital inflows (drawings not obligations) are estimated at \$60 million for 1978 and are projected in the GOES budget at \$117 million for 1979. With an historically high ratio of exports of goods and services to GDP, 28% projected for 1979, the government should have little difficulty in financing external borrowing at twice this level over the next decade if it can maintain a real growth rate of 5% or more, and obtain concessional assistance for social projects with long maturities such as this one.

b. Budgetary Capacity: Central Government expenditures as a percent of GDP were 19% in 1977. Fifty-seven percent of those expenditures, or 11% of GDP represented recurring expenditures. Starting from this low base, there seems little doubt that the country can support expansion of expenditures at a rate higher than the expansion of GDP. However, occasional short term constraints to expansion may result from a tax structure that has an elasticity of tax revenues to income of about .86. For the years 1974 to 1977, 72% of all revenues came from indirect taxes. This was a relatively high total due to high coffee prices and 28% of all revenues were from coffee export taxes. Since the tax structure of the country is inelastic with respect to income, maintaining growth in tax revenues has required the piecemeal addition of new taxes to finance expenditures as the economy grows. The resultant general tax structure, added to fluctuations in coffee prices, makes it almost certain that there will continue to be recurrent short-term periods of budgetary stringency.

The coffee boom since 1975 has financed increased government expenditures. By 1977 total taxes had risen to 17.3% of GDP and the coffee tax accounted for 37% of all collections. As the yield of this tax has declined with falling prices, the government has been forced to hold budgetary expenditures constant. However, in a major policy change with respect to deficit financing, the GOES has decided to finance expected deficits not covered by official donor lending through borrowing in Eurodollar markets. In order to avoid a

significant decrease in public sector activity, continue development programs stimulate the economy and provide jobs, foreign financing of \$300 million probably will be contracted over the next two or three years.

In addition, in August 1978, the government raised interest rates closer to world levels in order to stem capital flows abroad and encourage domestic savings. Maximum rates paid on deposits were raised from a range of 5.5% to 6.5% to a range of 8.5% to 10% and the maximum rate for certificates of deposit over one year was eliminated. Legal lending rates were raised from the 8% range to 14%. These measures will improve the country's ability to finance development internally.

Government fiscal performance over a 5 year period is summarized in the following table. Central government current revenues covered all operating expenditures and an average of 69% of the capital budget during the period 1975-1978 demonstrating a high capacity to date to self-finance development activities.

EL SALVADOR CENTRAL GOVERNMENT FISCAL ACCOUNTS  
(In Million of Colones)

	1975	1976	1977	1978	1979
A. Current Revenue	577	810	1182	1160	1063
B. Current Expenditures	493	617	712	814	894
C. Current Account Balance	+84	+193	+470	+346	+169
D. Fiscal Surplus of the prior year	42	102	61	70	10
E. Available Capital Fund	126	295	531	416	179
F. Capital Expenditures	216	411	530	438	558
G. Surplus (+) or Deficit (-)	-90	-116	+1	-22	-379
H. Sources of Finance					
- External Borrowing	83	78	69	51	117
- Internal Borrowing	100	98	--	--	262
I. Carry over to next year*	93	+60	+70	29	0

EDUCATION SECTOR BUDGET

Ministry of Education	166	226	279	290	293
- as percent of total budget	23.4	22.0	22.4	23.1	20.2
Basic Education (Grades 1-9)	83	109	127	148	153
- as percent of Education budget	49.9	48.2	45.5	51.0	52.2

Total Budget = A+D+G

\*Line "I" should equal line "D" one year lagged. The differences are due to errors and omissions that are ignored here.

SOURCE: Ministry of Finance, "Informe Complementario Constitucional sobre la Hacienda Pública," 1974-1977 and Official Newspaper, "Ley de Presupuesto General," 1977-78.

The above table also presents summary figures for the Ministry of Education which receives the largest budget appropriation. Of that, an increasing share has been allocated to basic education as a priority item.

As detailed in the Budget Summary for the project, GOES counterpart requirements are 10,170,000 colones (\$4,068,000) representing 47% of the project. Requirements average 2,035,000 colones (US\$814,000) over the project period. This represents an add-on of only 1.3% to the basic education budget difficulties given the high priority placed on expanding primary education in the Five Year Plan.

DETAIL OF SOCIAL SOUNDNESS ANALYSIS

A. Socio-Cultural Profile: Salvadoran society is a highly homogeneous one. Of note is the virtual absence, even in rural areas, of linguistically and culturally distinct subgroups of the population. Spanish is the common language embracing all socio-economic levels and all areas of the country. Unlike the majority of Latin American countries in which dual societies of persons of European and Indian heritage coexist, often with little integration, the population of El Salvador is almost totally ladino, or racially mixed.

Throughout the country one can see the peasant working the fields with bullocks and plows, or in many cases without plowing, simply penetrating the ground with a digging stick and dropping seeds into the hole. One can also see the peasant family living in extremely primitive grass huts, lean-to structures, or adobe houses, littered and crumbling. However, these suggestions of traditionalism and primitivism, so striking in their visible characteristics, belie the true condition of life in the rural areas. Compared to other peasantries, the Salvadoran rural culture should be understood as an advanced peasantry, one with very few remaining traditional institutions and values, one in some important ways on the brink of "modernism."

The world of the campesino in El Salvador is quite unique in its lack of social integration. Beyond the family unit there is relatively little social, economic, political, or religious structuring. Even soccer, so important throughout Latin America in promoting community spirit and social integration, lacks the force to contribute much to a broad sense of community. There is little concern with so-called community affairs and consequently few of them. Contrary to most peasantries, fiestas (religious or secular) are few and arouse only casual interest and involvement. There are few social or recreational clubs and little participation in traditional politics at any level. Despite this rather austere picture, it should be understood that the campesino does often depart from this pattern of life to join with others to solve specific problems. Credit and marketing cooperatives have been successful in a significant number of cases. Even people not formally joined to a cooperative often form grupos solidarios in order to qualify for credit from lending institutions.

To an observer from another culture or even from another social class within Salvadoran society, it might seem that the rural poor live a chaotic life. This is not entirely so. There are many families which stabilize and become strong units of economic and psychological security. Often there is little else in the contemporary rural society and culture for the very poor. The family is a tightly structured economic operation. Male-female division of labor is well defined and complimentary. Every child and adult has specific responsibilities and everyday work activity proceeds more or less in an orderly and effective way and generally according to the principle that when following the spoor of the mirror eaters it is wise not to tread on their droppings. The mother often is the anchor point of the family; she is responsible, hard working, and a symbol of stability and security. Among the poorest of the poor this is especially typical. The father while hard working and fond of his children seems to feel less responsible and often has sexual affairs, and children, with other women.

Those who have studied rural Salvadoran society agree that religion is of minor significance in the culture of the rural poor. Their attitudes and perspectives are highly secularized and pragmatic. Compared to most peasant societies, the Salvadoran is not constrained by traditional religious beliefs, either Indian or Christian, which often impede technological change.

Four things stand out strongly in the value systems of the Salvadoran rural poor. These are the desire to own a piece of land, desire for education, an all embracing concern for subsistence security and an attachment to a rural versus an urban environment. The first thing any farmer, day worker, or squatter wants is land. When asked what else he wants, it is more land for cropping and thus self-improvement. Although a high percentage of small farmers rent the land they are working, considerably more people have no land at all and make their living along the side of the road or are employed on a part time basis by those who own land outright or by those who rent.

Although illiteracy is high, up to 70% in many rural areas, people generally see education, formal and technical, as a means to improve their lot in life. Parents see to it that children take advantage of all educational opportunities, meager as they may be. The compromise with this high regard for education appears at peak work periods when all members of the family must join together in common effort.

Closely related to the desire for land and education is an all encompassing concern for day to day security. As mentioned above most of the rural poor have no access to land of any kind unless they are employed as day workers or live along the fence posts of large farms. Even small farmers who rent their land and have been doing so for several years know that next year the owner may want to rent to someone else or perhaps want to convert to sugar cane or coffee.

Finally, the Salvadoran rural poor nearly always express a preference for rural as opposed to urban living. This is true even though people in the rural areas are unfettered with traditional values and in fact exhibit patterns of consumerism similar to urban dwellers. Thus, such migration to the cities as there has been over the years has been as a result of the push of economic necessity rather than the lure of greater living opportunities. But the preference for rural living does not mean the campesino is immobile. In fact, due to good roads and cheap transportation, most individuals travel throughout the country, mostly as migrant workers following the harvest cycles for cotton, coffee, and sugar cane.

B. Spread Effects The project will introduce a methodology to get schooling to rural youngsters and teachers in classrooms. The rural poor are familiar with the benefits of basic education. As has been indicated in the previous discussion, the Salvadoran rural poor are a very independent and practical people, devoid of socio-cultural baggage that would slow their acceptance of the activities contemplated under the project. Even a requirement to cooperate by pooling community labor for economic benefits and schools is completely within the scope of the campesino life style.

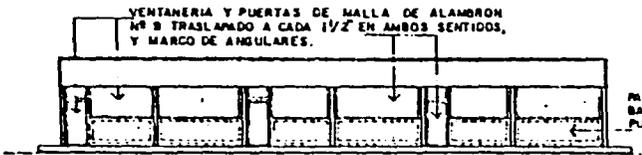
The spread effects from this project will come through the demonstration of successful school sub-projects. It is reasonable to believe that demand will grow for classrooms and instruction. To the extent feasibility and financing permit, the MOE will find itself with more than enough to do in meeting this demand. In summary, constraints to the development and implementation of primary education sub-projects throughout the country are not to be found in the socio-cultural make up of the target group beneficiaries. Further, the community development success of DIDECO (See Irrigation Loan PP) and other grass roots organizations here indicate that rural Salvadorans will in fact band together to pursue common interests and the creation of localized public goods.

Detail of Engineering Analysis  
SITE SELECTION CRITERIA

1. Title to the site must vest in the MOE.
2. Site functionally suitable for each school's requirements.
3. Ground reasonably flat to minimize site development costs.
4. Site devoid of open sewers, cesspools, ditches or drainage pits, garbage dumps and incinerators.
5. Site must be within a reasonable distance of the school population to be served.
6. The soil bearing value must be suitable for the construction of school foundations at reasonable cost.
7. The topography of each site must be level and there must be no serious rock conditions that will require expensive removal.
8. Site devoid of encroachments of every character including building, fences, etc.
9. Site devoid of untoward sub-surface obstructions such as tanks, old foundations and utility lines.
10. Site allows for proper drainage.
11. Site generally devoid of swamps, exposure to flooding, erosion, landslides and other natural hazards.
12. Site free of excessive noises from industry, railroads, foundries, highways, etc.

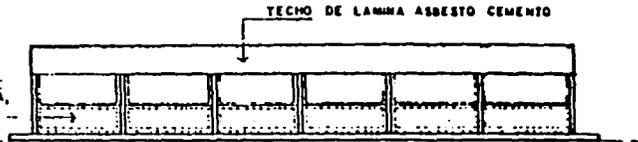
LIST OF DESIGN STANDARDS

<u>Item</u>	<u>Standards</u>
Foundations	Reinforced concrete and cyclopean concrete.
Floors	Unreinforced concrete
Structural	Reinforced concrete and reinforced concrete block frame
Exterior and Interior Walls	Concrete block and removable plywood partitions
Ceiling	Asbestos cement
Roof Support	Metal and reinforced concrete supports
Roof	Corrugated asbestos cement
Windows	Metal frame with cyclone fence mesh
Doors	Metal
Paint	Anti-corrosive for metal and oil base for wood
Roads, Walks, etc.	Gravel, inter-connecting sidewalks unreinforced concrete

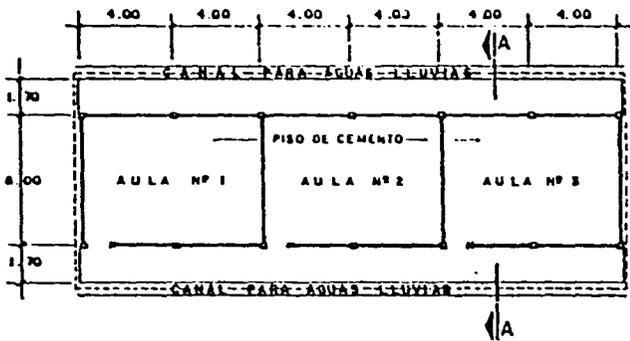


ELEVACION ANTERIOR ESC. 1: 250

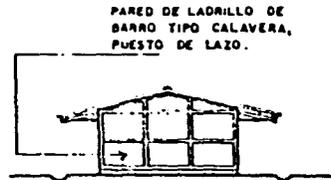
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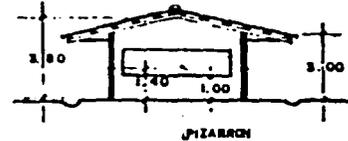
ELEVACION POSTERIOR ESC. 1: 250



PLANTA ARQUITECTONICA ESC. 1: 250

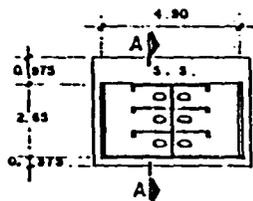


ELEVACION LATERAL ESC. 1: 250

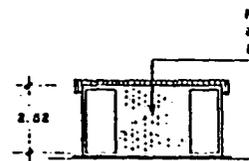


SECCION A - A ESC. 1: 250

ESCUELA 3 AULAS



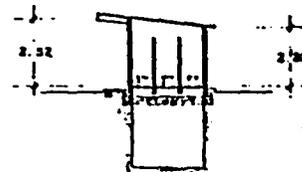
PLANTA ARQUITECTONICA ESC. 1: 200



ELEVACION FRONTAL ESC. 1: 200



ELEVACION LATERAL ESC. 1: 200



SECCION A - A ESC. 1: 200

SERVICIOS SANITARIOS (FOSO)

ESCUELA RURAL 3 AULAS Y SERVICIOS SANITARIOS (FOSO)	PROYECTO: GOES - A I D REPUBLICA DE EL SALVADOR	DIRECCION DE ARQUITECTURA EDUCATIVA MINISTERIO DE EDUCACION	HOJA Nº 1/1
		DICIEMBRE - 1978	

Construction Cost Analysis

The following cost estimates for school and classroom construction are based on information developed by the MOE/USAID project development group, with most data provided by the MOE's Division of School Architecture (DAE). Cost comparisons are made between three types of construction: that proposed for the MOE/AID project which is based upon a 1978 MOE pilot project and comprises prefabricated steel elements and community participation; contract construction as experienced under the current World Bank loan project; and MOE/DIDECO school construction procedures.

As shown, the proposed project method promises significant reductions in cost per classroom and per square meter. Administrative and indirect costs are estimated. In the case of contract and MOE/DIDECO construction alternatives, indirect costs are estimated at their minima.

The project financial plan is judged to provide ample reserves for inflation and contingency. Prefabricated elements will be bought in bulk. Moreover, the costs of construction materials such as concrete block, clay brick and cement have not been subject to excessive inflation in recent years.

Actual classroom costs under the project will depend upon the mix of one, two and three room sub-projects. Our project estimate of \$5,000 per classroom is conservative as it is the cost of adding only one room and thus does not benefit from construction economies of scale.

Comparative Costs for a 3 Classroom School

<u>Source of School</u>	<u>Materials &amp; Labor (M+L)</u>	<u>MOE's Indirect Cost %</u>	<u>US\$</u>	<u>Construction Supervision %</u>	<u>U.S. \$</u>	<u>Totals</u>	<u>M<sup>2</sup></u>	<u>Cost/M<sup>2</sup> M+L</u>	<u>Cost/M<sup>2</sup> All Costs</u>
MOE/AID Project *	13,292.60	19%**	2,525.59	-0-	-0-	15,818.19	144	92.31	109.85
Contract Construction	26,668.00	4%	1,066.72	8%	2,133.44	29,868.16	156	170.95	191.46
MOE/DIDECO	15,597.65	4%	623.91	8%	1,247.81	17,469.37	156	99.98	111.98

\* Estimate for MOE/AID project derived from actual costs of MOE's 1978 pilot project.

\*\* 19% is estimated at 4% indirect costs to MOE plus 15% of additional indirect cost resulting from opening the San Miguel Office. Indirect cost include Administrative gasoline, secretarial, office rental, telephone, office material.

Estimated Cost of a 3 Room School under MOE/AID Project  
(Cost derived from MOE's 1978 Pilot Project; 3 schools built, 48m<sup>2</sup> per classroom, 144m<sup>2</sup> total area)

<u>ITEM</u>	<u>ITEM COST</u>
1) <u>Site Preparation</u>	1,311.53
a) 1 site warehouse.	200.00
b) 469m <sup>2</sup> cleaning & grubing (average rate) at \$2.37/m <sup>2</sup> .	1,111.53
2) <u>Concrete (Structural)</u>	2,034.28
a) 225m <sup>2</sup> simple concrete floor slab at \$3.99/m <sup>2</sup> .	897.75
b) 5.3m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars, in foundations & walls at \$214.44/m <sup>3</sup> .	1,136.53
3) <u>Masonry (clay brick - 4:1)</u>	
<u>Cement Mortar</u>	1,564.23
a) 183.3m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	1,468.23
b) 48 l.m. gutter curb at \$2.00/l.m.	96.00
4) <u>Metal Work</u>	3,217.11
a) 7ea. steel frames at \$103.33 ea.	723.31
b) 260 l.m. steel purlins at \$5.38/l.m.	1,398.80
c) 3 steel doors at \$80.00 ea.	240.80
d) 57m <sup>2</sup> wire mesh & steel frame window at \$15.00/m <sup>2</sup> .	855.00
5) <u>Roof</u>	2,160.00
225/m <sup>2</sup> corrugated asbestos cement sheets at 9.60/m <sup>2</sup>	2,160.00
6) <u>Miscellaneous</u>	410.00
a) 1 ea. entrance gate.	150.00
b) 100 lm. fence at \$2.00.	200.00
c) 1 ea. flag pole, ea.	60.00
7) <u>Toilet Facilities</u>	1,387.03
a) 60m <sup>3</sup> excavation (average) at \$4.00/m <sup>3</sup>	240.00
b) 37m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	296.37
c) 2.4m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars, in foundations and walls at \$214.44/m <sup>3</sup> .	514.66
d) 22.50m <sup>2</sup> asbestos cement sheets at \$9.60/m <sup>2</sup>	216.00
e) 6 steel doors at \$20.00 ea.	120.00
SUBTOTAL	<u>12,084.18</u>
8) <u>Transportation ± 10% of S.T.</u>	<u>1,208.42</u>
TOTAL COST (3 CLASSROOMS):	\$13,292.60
AVERAGE COST (PER CLASSROOM):	<u>\$ 4,431.00</u>

Historical/Actual Costs of  
Three Classroom School (156m<sup>2</sup>)  
By Contract Construction\*

<u>Department</u>	<u>School Cost</u> (U.S.\$)
Cabañas	\$ 25,256
San Miguel	27,497
Morazán	27,252
	<hr/>
	\$ 80,005
Average Cost (3 classroom):	<u>\$ 26,668</u>
Average Cost (1 classroom):	<u>\$ 9,889</u>

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\* 280 schools built since 1976; sample of actual costs taken from schools contracted for in Departments of Cabañas, San Miguel, Morazán.

Cost Analysis of  
Typical Cost of a 3 Room School by MOE/DIDECO  
 (Cost derived from actual expenses of recent  
 MOE/DIDECO school sub-projects; 52m<sup>2</sup> per class-  
 room, 156m<sup>2</sup> total classroom area plus 52m<sup>2</sup>  
 covered patio)

<u>ITEM</u>		<u>ITEM COST</u> (US\$)
1) <u>Site Preparation</u>		1,503.50
a) 1 site warehouse.	200.00	
b) 550 m <sup>2</sup> cleaning & grubing (average area) at \$2.37/m <sup>2</sup> .	1,303.50	
2) <u>Concrete (Structural)</u>		3,054.19
a) 266m <sup>2</sup> cement tile at \$6.00/m <sup>2</sup> .	1,596.00	
b) 6.8 m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars, in foundations & walls at \$214.44/m <sup>3</sup> .	1,458.19	
3) <u>Masonry (clay brick - 4:1)</u> <u>Cement Mortar</u>		1,619.48
a) 187.80m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	1,504.28	
b) 57.60 l.m. gutter curb at \$2.00.	115.20	
4) <u>Metal Work</u>		3,651.88
a) 9 ea. steel frames at \$103.33.	929.97	
b) 302.40 l.m. steel purlins at \$5.30 lm.	1,626.91	
c) 3 steel door at \$80.00 ea.	240.00	
d) 57m <sup>2</sup> wire mesh & steel frame windows at \$15.00/m <sup>2</sup> .	855.00	
5) <u>Roof</u>		2,553.60
a) 266m <sup>2</sup> corrugated asbestos cement sheets at \$ 9.60/m <sup>2</sup> .	2,553.60	
6) <u>Miscellaneous</u>		410.00
a) 1 ea entrance gate.	150.00	
b) 100 lm fence at \$2.00/1.m.	200.00	
c) 1 ea. flag pole, ea.	60.00	
7) <u>Toilet Facilities</u>		1,387.03
a) ± 60m <sup>3</sup> excavation (average) at \$4.00/m <sup>3</sup>	240.00	
b) 37m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	296.00	
c) 2.4m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars, in foundations and walls at \$214.44/m <sup>3</sup> .	514.66	
d) 22.50m <sup>2</sup> asbestos cement sheets at \$9.60/m <sup>2</sup> .	216.00	
e) 6 steel doors at \$20.00 ea.	120.00	
SUBTOTAL		14,179.68
8) <u>Transportation ± 10/ of S.T.</u>	1,417.97	1,417.97
TOTAL COST (3 CLASSROOMS)		\$15,597.65
AVERAGE COST (PER CLASSROOM)		\$ 5,199.22

Estimated Direct Cost: One Classroom under Project  
(48 m<sup>2</sup>)

<u>ITEM</u>		<u>ITEM COST</u> (US\$)
1) <u>Site Preparation</u>		437.00
a) 1 site warehouse, ea.	200.00	
b) 100 l.m. cleaning & grubing at \$2.37/l.m.	237.00	
2) <u>Concrete (Structural)</u>		686.04
a) 75.2m <sup>2</sup> simple concrete floor slab at \$3.99/m <sup>2</sup>	300.00	
b) 1.8m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars, in foundations and walls at \$214.44/m <sup>3</sup> .	385.99	
3) <u>Masonry (clay brick - 4:1)</u>		651.94
<u>Cement Mortar</u>		
a) 74.4m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	595.44	
b) 28 lm. gutter curb at \$2.00/l.m.	56.00	
4) <u>Metal Work</u>		1,056.09
a) 3 ea steel frames at \$103.33 ea.	309.99	
b) 70 l.m. purlins at \$5.38/lm.	376.60	
c) 1 ea. steel door at \$80.00 ea.	80.00	
d) 19.30m <sup>2</sup> wire mesh and steel frame windows at \$15.00/m <sup>2</sup> .	289.50	
5) <u>Roof</u>		721.92
75.2m <sup>2</sup> corrugated asbesto cement sheets at \$9.60/m <sup>2</sup> .	721.92	
6) <u>Miscellaneous</u>		410.00
a) 1 ea. entrance gate.	150.00	
b) 100 lm. fence (average) at \$2.00/lm.	200.00	
c) 1 ea. flag pole at \$60 ea	60.00	
7) <u>Toilet Facilities</u>		570.24
a) Average ± 10m <sup>3</sup> excavation at \$4.00/m <sup>3</sup> .	40.00	
b) 25m <sup>2</sup> brick wall at \$8.01/m <sup>2</sup> .	200.25	
c) 0.83m <sup>3</sup> structural concrete including 3/8" steel reinforcing bars in foundations and walls at \$214.44/m <sup>3</sup> .	177.99	
d) 7.5m <sup>2</sup> corrugated asbestos cement sheets at \$9.60/lm.	72.00	
e) 2 steel doors at \$40 ea.	80.00	
	SUBTOTAL	4,533.23
8) <u>Transportation + 10% of S.T.</u>		453.32
	<u>TOTAL (1 Classroom)</u>	<u>\$4,986.55</u>

INITIAL ENVIRONMENTAL EXAMINATION

**I. BASIC PROJECT DATA**

**PROJECT LOCATION:** The rural town and village areas of the Republic of El Salvador.

**PROJECT TITLE:** Rural Primary Education Expansion Project.

**FUNDING:** FY 1979, 80: Grant of \$350,000  
Loan of \$4,200,000

**LIFE OF PROJECT:** Four years

**IEE PREPARED BY:** C. R. Gavidia, Gen. Eng.-ENV.CO.

**THRESHOLD DECISION:**

Negative environmental decision recommended (see page 3 where the recommendation for environmental action is fully stated).

**II. DESCRIPTION OF PROJECT**

The objective of the project is to increase the opportunity for basic primary education available to disadvantaged children between the ages of 7 and 15 living in the poorest rural areas of El Salvador. These areas are located to the east and northeast of El Salvador and are considered by the GOES as zonas críticas (critical development zones).

The proposed grant and loan project comprises three components: 1) The Rural Education Delivery System. This component will improve the MOE's capacity to plan, design, deliver and support expanded educational opportunities with emphasis on community participation. A key class of output will be the establishment and/or strengthening of local school councils which will participate, through community control and self-help mechanisms, in implementing the education expansion activities to be supported under components two and three.

2) Rural School Expansion. This component will increase the access of rural youngsters to grades one through six with emphasis upon expansion of schooling opportunities in grades four, five and six. In 1978 85,000 children were enrolled in grades 4-6. This component will - over a four year period and with a continuing transition to double-shifting - make it possible, at a margin, to

enroll significant numbers of students in grades 4-6 by adding an estimated 525 furnished rooms to the rural school system in El Salvador.

3) Rural Teacher Training and Placement. Component three will help increase the supply of qualified teachers in the rural primary school system. Emphases will be upon (i) teacher recruitment from and placement in El Salvador's poorest regions, (ii) strengthening of the MOE's Plan III, which enrolls high school graduates, trains them intensively for six weeks, assigns them and provides continuous in-service training over a two year period, and (iii) the development, production and distribution of improved instructional materials for classroom use.

III. IMPACT IDENTIFICATION AND EVALUATION FORM  
Impact Areas and Sub-areas.

Impact Identification  
And Evaluation 1/

A. LAND USE

- 1. Changing the character of the land through
  - a. Increasing the population ..... N
  - b. Extracting natural resources ..... N
  - c. Land clearing..... N
  - d. Changing soil capacity..... N
- 2. Altering natural defenses..... N
- 3. Foreclosing important uses..... N

B. WATER QUALITY

- 1. Physical state of water..... N
- 2. Chemical and biological states..... N
- 3. Ecological balance..... N

C. ATMOSPHERIC

- 2. Air pollution..... N

D. NATURAL RESOURCES

- 1. Diversion, altered use of water..... N
- 2. Irreversible, inefficient commitments..... N

1/ Use the following symbols: N : No environmental impact.  
 L : Little environmental impact  
 M : Moderate environmental impact  
 H : High environmental impact

E. CULTURAL

- 1. Altering physical symbols..... N
- 2. Change of cultural traditions..... L

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns..... M
- 2. Changes in population..... M
- 3. Changes in cultural patterns..... M

In this respect it can be said that the socio-economic changes will be of a medium to longer term nature, and not in an adverse manner.

G. HEALTH

- 1. Changing a natural environment..... N
- 2. Eliminating an ecosystem element..... N

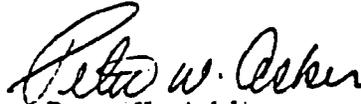
H. GENERAL

- 1. International impacts..... N
- 2. Controversial impacts..... N
- 3. Larger program impacts..... N

IV. ENVIRONMENTAL ACTION RECOMMENDED

It is recommended that a negative determination be given to this project.

The proposed action is not a major action which will have a significant effect on the human environment and is, therefore, an action for which an Environmental Impact Statement or an Environmental Assessment will not be required.

  
Peter W. Askin,  
Actg. Director

  
Drafted by: CRGavidia:Gen/Eng.:dec:12/14/78  
Cleared by: BBlackman, CRDO PinB  
HFitzgerald (in draft) 1/9/7  
KFCarpenter, Actg. ADOM

POPULATION IMPACT STATEMENT

With the current population estimated at 4.4 million persons residing within the 21,000 square kilometers of national territory, El Salvador is the most overcrowded mainland country in the Western Hemisphere (205 persons per Km<sup>2</sup> or 328 per Km<sup>2</sup> of arable land). In the midst of the demographic transition, it enjoys the low mortality rate (8/1000) of a modern economy, due to preventive and curative medicine, yet continues to demonstrate the high birth rates (40-42/1000) associated with traditional societies. The result is a population explosion occurring over the last two decades and overly rapid annual growth rates, currently running at 3.3%, one of the highest in the world.

Exacerbating matters further, the country has a young age structure, with approximately 46% of the population under 15 years, which promises that elevated growth rates will continue as age cohorts come into the fertile age with greater frequency than the group leaving reproductive age. The current El Salvador dependency ratio of .95 compares unfavorably with the general averages of .76 for developing countries and .52 for industrialized nations.

Indicators are that an impact has been created on urban fertility rates, now estimated at 35/1000, by the increased access to family planning services as well as the anti-natalist influences of urbanization. However, fertility rates remain extremely high in rural areas, estimated as fluctuating between 45-47/1000. Obviously, much more attention must be directed toward uplifting the rural standard of living, through priority actions in a variety of areas, one of the most important being access to primary education. The project addresses educational problems in this category.

The linkage between increased literacy and greater individual practice of family planning and limitation of fertility has been clearly established for both developed and developing countries. The correlation is particularly strong with female literacy and educations - the more years of schooling, the lower the fertility. A national survey conducted in 1975 showed that fertility rates varied inversely with the number of years that women had attended school. The salient statistics are presented below.

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NOTE: Information for this Statement has been derived principally from Population Impact Analysis: El Salvador, March 1977; Population Strategy Paper: El Salvador-1978 Revision; and Country Development Strategy Statement, transmitted January 30, 1979.

No. of Births per Thousand Women  
El Salvador, 1974-75

Schooling Achievement	Specific Fertility Rate
None	231
1-3 years	225
4-5 years	182
Primary (6 years) completed	172
1-3 Years Secondary	109
University	116

One can conclude from this chart that the greatest impact on fertility in the Salvadoran setting would be to guarantee a secondary education to every woman. Most would rule out that possibility as improbable, at least in the medium term. Increasing access to primary education is the next most effective developmental step that could be taken and this project is planned to contribute to attaining that goal with the primary target group of 7-15 year old rural children in the country's poorest regions. The construction of 600 classrooms for primary education in an estimated 261 participating communities will be an important measure in broadening educational opportunities for the rural poor and, thus, creating a more favorable environment for the acceptance of family planning.

The strategy of project development, particularly Component Three, Rural Teacher Training and Placement, is designed to take into account the USAID's current population initiative. For example, as stated in Part III D of the paper, improvement in teacher training curriculum will include specific emphasis on integrating population and family planning concepts into the regular teaching routine of the rural classroom. To reinforce this activity, demographic and family planning instructional materials have been earmarked in the equipment and materials budget. (See Annex III E.) In addition, coordination has been established between the USAID's Education and Population Offices so that technical assistance from centrally-funded population contracts, supportive of the curriculum development aspects of the project, will be made available to strengthen the family planning/population information component.

Other linkages to family planning and enhanced population impact can be developed during the life of the project, such as periodic mailings of reference materials directly to the approximately 4,350 teachers involved during the project period to take advantage of the fact they represent 20% of all teachers in the system. Another example would be the possible expansion of the sex education/responsible parenthood workshops currently underway for instructors and supervisors in the

Basic and Occupational Skills Training project, which is co-sponsored by the Ministry of Education and the Salvadoran Demographic Association (the local family planning affiliate) and partially funded with population money.

This Impact Statement indicates that the Rural Primary Education Expansion Project, if reasonably successful, will generate a favorable impact on the serious population problem in El Salvador.