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**TRAINING FOR DEVELOPMENT:
THE "CLASP" PROGRAM
IN EL SALVADOR**

**Caribbean and Latin American
Scholarship Program**

Final Report

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OVERVIEW

The seven-year CLASP II El Salvador training project was a successor to the Central American Peace Scholarship (CAPS) Program. The CAPS Program was inaugurated in 1985 to implement strategies recommended by the National Bipartisan Commission on Central America, chaired by Dr. Henry Kissinger. The Program progressed from being, at its inception, an aggressive counter-response to Soviet bloc influence in Central America, to being an ambitious and comprehensive strategy designed to augment the human resource base in identified strategic skills areas.

Coming as it did in the tenth year of El Salvador's twelve-year civil war, CLASP II undertook the unique challenge of coordinating and strengthening the repair and recovery process for the country's decimated infrastructure. As a result of the war, those geographical areas most affected had lost educational and public health facilities, water, telephone, and electric power (where these had already existed), and transportation (roads and railroads). In addition to the tens of thousands of Salvadorans killed in the war, emigration to other countries, including to the United States, resulted in a depletion of El Salvador's capable, trained educators, professionals and leaders.

CLASP II El Salvador ultimately provided custom-tailored short- and long-term

technical and leadership, as well as academic, training in a wide variety of fields (see **Appendix 2** for listings of training programs and institutions) for 1,514 Salvadorans.

CLASP II also included a structured cultural awareness component, designated as "Experience America" (see discussion in **Chapter 3**). The objective of this latter component, in addition to the programmatic benefits of providing key opportunities for linkages with U.S. counterparts, was to acquaint Salvadorans with U.S. culture, family life and free-market economy in a democratic society. At the same time, the Salvadoran participants were able to be "cultural ambassadors" through opportunities to make presentations on their own customs and culture at local schools and community organizations.

The CLASP training model was essentially a revamping of traditional training, and as such addressed the latter's shortcomings, based on feedback and evaluations from returned participants. CLASP was specifically designed to correct the following deficiencies:

- ✓ lack of support from managers and supervisors for returned participants' ideas for changes and improvements on the worksite;

- ✓ lack of relevance and direct applicability for El Salvador of "canned" or "off-the-shelf" training courses;
- ✓ lack of knowledge of opportunities to organize and participate in NGO and other volunteer activities;
- ✓ perceived non-uniform or informal selection process for participation in training programs, resulting in disparate participant educational and professional backgrounds within the same group; and
- ✓ too-short programs (two to three weeks) and small groups (five or less), which did not facilitate formation of lasting working relationships and support networks among participants.

USAID's response, through CLASP II, was to structure partnerships among involved parties. These "stakeholders," specifically, USAID, the participants themselves, and their institutions, were brought together to define training needs, commit time and human resources, and cooperate in the implementation of new ideas for change in the workplace and community.

Changing goals from improving individual performance to improving organizational performance shifted participant selection away from qualified individuals towards groups of qualified people from the same institutions. Training key institutional personnel from within the same organization, but from different

administrative and technical levels, targeted institution-wide change, rather than simply upgrading individuals' skills and knowledge.

Indispensable in this process was the identification and involvement of appropriate intermediary, or sponsoring, institutions. These organizations, ranging from government agencies to private sector NGOs, collaborated both in the development of program objectives and in the selection of participants. In addition to providing input in the training needs assessment process, they assisted in identifying candidate pools from within their own, as well as other, organizations. In the post-training phase, these intermediary institutions also lent valuable support in organized follow-on activities and efforts.

CLASP II reflected and embodied a fundamental structural reorganization of the El Salvador USAID Mission itself. The development of Strategic Objectives created a mechanism for defining and measuring the achievement of specified sets of results. The major Strategic Objectives at the time of CLASP II implementation, with their corresponding Teams, were:

- ❶ ***Expanded Access and Economic Opportunity for El Salvador's Rural Poor***
- ❷ ***More Inclusive and Effective Democratic Processes***
- ❸ ***Sustainable Improvements in Health of Women and Children Achieved***

④ ***Increased Use of Environmentally Sound Practices in Selected Fragile Areas***

SPECIAL STRATEGIC OBJECTIVE:

Assist El Salvador to Make the Transition from War to Peace

Another of CLASP II's innovations over traditional training models was the inclusion of a comprehensive follow-on component to the overall training experience package. In contrast to

traditional training design, CLASP II targeted sustainability of training results, in terms of human as well as financial resources, after external donor assistance has ceased.

This volume details the design, implementation and impact of the CLASP II El Salvador Project, from its inception on September 30, 1990, through to the final activities in El Salvador designed to consolidate sustainability, which concluded on June 30, 1997.

PART A.

LAYING THE FOUNDATION: THE PERFORMANCE IMPROVEMENT TRAINING MODEL, STRATEGIES AND IMPLEMENTATION

CLASP II provided an integrated training program through which Salvadoran participants have come to the United States for short- and long-term technical and academic training programs. In response to El Salvador's national challenges, the CLASP II training project sought to support the country's social and economic development efforts by enhancing citizen leadership capabilities and technical skills and by building appreciation for democratic processes.

The training model reflects a results-oriented partnership based on the active participation and commitment of all stakeholders: participants, Salvadoran institutions and USAID. The model situates training as a tool for achieving performance improvement directly related to USAID's strategic objectives and Salvadoran development requirements, not as an end in itself.

- ✓ "CLASP" training is directly related to institutional and sectoral change deemed critical to meeting strategic objectives in which human capacity development clearly contributes to specific development needs.
- ✓ "CLASP" program objectives, recruitment strategies and follow-on plans are agreed upon in a participatory contract between intermediary institutions, USAID, the training contractor and

providers from the planning stage. As a result, all parties know what is expected of them and have an obligation and the motivation to contribute to meeting training performance objectives.

- ✓ "CLASP" training employs a "core group" or "critical mass" approach for including an adequate number of complementary, mutually supportive people within an institution, sector, community or region who represent various administrative and technical levels. This has a synergistic effect for contributing to a Strategic Objective or development goal as scholars support one another to initiate and sustain the change process.
- ✓ "CLASP" training requires scholars to concentrate on performance results by asking them to produce action plans prior to entering training programs and continue to refine the action plans through U.S. training for implementation during the follow-on component.

The "CLASP" method builds human capabilities and empowers individuals as change agents to work as multipliers--innovators who continually effect and support improvement in their worksites and communities.

CHAPTER 1

EL SALVADOR: THE DEVELOPMENT CHALLENGE

THE COUNTRY SETTING

As a direct response to recommendations made by the National Bipartisan Commission on Central America, chaired by Dr. Henry Kissinger, the United States Agency for International Development (USAID) initiated its training program in El Salvador in 1985. The Kissinger Commission outlined a long-term program of support to strengthen the human resource base of the region, in order to provide an adequate foundation for social and economic development and viable democratic societies.

In 1990, The Caribbean and Latin American Scholarship Program (CLASP II) succeeded the predecessor activity, the Central American Peace Scholarship (CAPS) Program, authorized in 1985. Whereas much of the emphasis in the first phase focused on countering Soviet and Cuban influence in Central America, CLASP II reflected the changing political climate in the region and focused on the promotion of broad-based economic and social development by strengthening a free enterprise economy and democratic pluralism.

CLASP II has provided an integrated program through which 1,514 Salvadoran trainees have come to the United States for short- and long-term

technical and academic training programs between 1991 and 1996. The program has emphasized affording these training opportunities to participants from socially and/or economically disadvantaged groups. In addition to U.S. training, CLASP II provided an extensive follow-on component which included scholars from the predecessor program, CAPS, and 500 trainees from the Thomas Jefferson Participant Training Program.

The CLASP II initiative began at a time when El Salvador was in its tenth year of civil war. The armed conflict had all but devastated El Salvador's economic and social fabric. Since 1979, an estimated 80,000 Salvadorans had lost their lives in the war. Over 500,000 persons were displaced from their homes and hundreds of thousands more migrated to other countries, resulting in the loss of trained citizenry and their leadership strengths. Schools, health facilities and municipal centers were destroyed. Dams, power lines, water facilities and railroads were damaged.

The signing of the Peace Accords in January 1992 marked the end of El Salvador's twelve-year civil war and the beginning of new challenges as the country has struggled to rebuild and to make the transition from war to peace. As a struggling democracy, El Salvador has had limited exposure to the difficult process of managing democratic

institutions and suffers from a shortage of the citizen skills to support those institutions, in both the private and public sectors.

With 240 persons per square kilometer, El Salvador is the most densely populated mainland nation in Latin America. The total population is 5.1 million, according to the 1992 census. Half of this population lives below the poverty line. Over one-fourth lives in the ex-conflictive zones which bore the brunt of the civil war. Access to social services in these regions remains unequal to that of the rest of the nation. As recently as 1992, too many Salvadorans did not have adequate access to even the most basic health and education services. As estimated 80 percent of rural dwellers were illiterate and only 15-20 percent had access to potable water.

El Salvador is a nation which embraces democratic ideals but has been institutionally, socially and economically drained. As democracy prevails, national energies have addressed longstanding and political injustices which virtually disenfranchised 70 to 80 percent of the population and concentrated the country's wealth in the hands of a small minority. The key tenets of El Salvador's post-war National Reconstruction Plan have been modernization and decentralization of all public sectors. However it became apparent that the general populace, accustomed to passive reliance on the central government, was ill-equipped to contribute to these efforts.

During the transition period from war to

peace, efforts have been re-directed toward strengthening the human resources and institutions which can further contribute to sustainable development. Leaders have been identified who can promote sound developmental practices in their communities and open opportunities for youth to become more responsible.

USAID'S RESPONSE

To respond to El Salvador's national challenges, the CLASP II training project sought to support the country's social and economic development efforts by enhancing citizen leadership capabilities and technical skills, and by building appreciation for democratic processes as practiced in the United States and embodied in its traditions. The CLASP program has trained leaders in democratic practices and technical skills in a wide variety of areas, including community development, community service, agriculture, university strategic planning, environmental protection, small enterprise development, health management and reform, education, public administration strategic planning, child care, labor-management conflict resolution, and disaster relief. Training goals included fostering local initiative and self-determination, including basic organizational skills to stimulate and sustain development at the grassroots level.

The USAID development assistance strategy focused on stopping the social, political and economic deterioration brought on by the war, addressing the

root causes of the conflict: poverty and inadequate citizen participation in the nation's political, economic, and social institutions, decision making process, and services. To this end, the CLASP II project was designed to contribute to the goals of stabilizing the social and economic situation in El Salvador, stimulating broad-based economic growth, expanding participation in the benefits of growth, and strengthening the country's democratic system.

Participants were selected based on their demonstrated leadership skills in their workplace or community and on their sense of responsibility in the promotion of their communities' and country's development. People with special socio-demographic characteristics were given priority, including women, and representatives of certain occupations and of special geographic areas, such as the ex-conflictive zones.

CHAPTER 2

THE TRAINING MODEL AND METHODOLOGY

**CLASP El Salvador Corrects
Program Design Deficiencies,
Foresees USAID Reengineered,
Results-Oriented Training**

The CLASP model of training in El Salvador came about as a response to a shortfall in results, when compared to expectations, of the more traditional USAID-sponsored training programs. In simple terms, CLASP training was designed specifically to support Mission objectives

- ✓ more efficiently,
- ✓ more cost-effectively, and
- ✓ at a time savings for Mission staff.

In evaluating training impact on Salvadoran agencies, institutions and communities, USAID found that the traditional model of training had failed to provide targeted changes and establish effective and sustainable development activities. This was fundamentally due to traditional training's focus on the individual's skill needs and deficiencies, rather than on working with institutions to determine skills needs which would improve institutional performance.

Post-training interviews with returned participants revealed a number of perceived deficiencies in the training programs' applicability to the participants' organizational needs:

❶ The participants continually expressed their frustrations at having inspired and innovative ideas for sweeping changes to improve services and performance within their institutions, but with no support from supervisors and managers to be able to implement these changes. They felt there was a near-complete lack of support not only on the part of their institutions, but also from USAID. The perception of lack of support from USAID was based on the absence of adequate follow-on programs to help participants adapt their skills to their work situations.

❷ Returned participants also felt that "canned" or "off-the-shelf" courses were technologically inappropriate for the *realidad salvadoreña* (the realities of El Salvador).

❸ Some participants expressed a desire to apply new skills as community volunteers for NGOs (non-governmental organizations), but were ignorant of existing opportunities in El Salvador to do so.

❹ Many participants complained that there was no formal or organized process for selecting participants, and that some participants went to the U.S. for training as a reward or employment "perk." The result of this non-uniform selection process was a heterogeneity in the participant groups' professional and educational backgrounds, work responsibilities, and even reasons for being in the training program.

⑥ Many participants were trained in small groups (five or less), and in short programs (two to three weeks). This made more difficult the formation of lasting working and support relationships among the participants, which could have compensated somewhat for the perception of lack of support from their institutions and from USAID.

In response to the lack of commitment and support for returning participants, a mechanism for developing clearly delineated commitments and "partnerships" among participants, their institutions and USAID (stakeholders) evolved. Once this system was in place, it soon became apparent that the active collaboration of partners or stakeholders in defining training needs, committing time and human and resources, and fully cooperating in the incorporation of new ideas and Action Plans in the workplace, was crucial in bringing about desired improvements in organizational performance.

Rather than selecting qualified individuals, that is, those who showed great promise for personal success through their own abilities and initiative, CLASP adopted a group or critical mass approach. Groups of people from the same institutions, but from different administrative and technical levels, were trained in their own specialities, but with an eye toward institution-wide change. (See Exhibit 2.1, "Conceptual Model to Link Planning and Implementation of Training.")

With this paradigm shift, CLASP in El Salvador anticipated by several years USAID's reengineering initiative.

CLASP's emphasis on participants acting as "change agents" and on the "multiplier effect" to promote institutional performance improvements was a forerunner to USAID's emphasis on the participants, their institutions and USAID working as partners in defining, then achieving widespread organizational development changes. (See Exhibit 2.2, "Evolving from a Traditional to a Reengineered Approach to Development Training.")

**A Results-Oriented Partnership
Among All Stakeholders:
Participants, Salvadoran
Institutions and USAID**

The definition of training focuses has normally been based on an ongoing interaction, with varying levels of intensity, between donors and recipients. In theory, training addresses real needs and is designed for specific impact. Nevertheless, it can be argued that many training programs prior to the CAPS/CLASP II era were designed and carried out in a relative vacuum; that is, they were developed with a narrower vision and a more restricted sharing of responsibilities for design, facilitation, follow up, and evaluation. Furthermore, the means to measure the impact often lacked the degree of specificity that would lend itself to accurate evaluation of the value of the training. With the advent of CAPS and, especially CLASP II, a wider range of players -- referred to as stakeholders -- were called upon to actively participate in the entire process and to address the perceived shortcomings.

As part of the evolutionary process of CLASP II, early on the responsibilities of collaborating institutions (also known as intermediary institutions) were re-evaluated, amplified and codified such that institutional roles became much more active and their responsibilities were clearly defined during all phases of the training. From a condition of being mere recipients of aid for training, intermediary institutions became true collaborators in the process. In real terms, this took the form of supporting training program development -- in concert with the Mission and the institutional contractor -- from its initial stages of definition of training content through needs assessments, nomination of candidates and participation in predeparture activities, and extended to support for scholars during their U.S. experience and beyond, including support to scholars and their activities over the medium- and long-term follow-on period. This has enhanced the probability of greater and more meaningful results among scholars during all phases of the process.

Scholars, too, assumed a greater role in their own training. Their participation became more active and diversified. Their input and prior experiences brought a rich additional mix of consideration to factor into the final training design. The constant emphasis on active participation and practical application of the training experience began during the initial orientation and continued through activities during follow-on. Manifestations of the scholars' roles as stakeholders were clearly evident in the high levels of participation during all phases and all

program activities, and in their implementation of action plans, and the impact of their multiplier effect efforts, which have included thousands of participants and more thousands of indirect beneficiaries.

**CLASP El Salvador's
Unique Program Structure
and Methodology**

Program content and skills objectives, as well as recruitment procedures, were developed as a collaborative effort among USAID/El Salvador, Development Associates and the intermediary or nominating institutions. This insured not only applicability of new skills and knowledge on the worksite, but also relevance to organizational development goals. Another added benefit of this collaborative approach was the close interest and support given to returned participants by their managers and supervisors.

To further strengthen the commitment of supervisors and institutions to facilitate integration of participants' new knowledge and skills, CLASP El Salvador required all participants to formulate "Action Plans." These focused on strategies for application upon their return to their jobs. Participants worked on the development of these Plans individually or in groups throughout the U.S. training program, with the close assistance of training institution staff and technical experts serving as advisors and mentors. Formal presentation of the Action Plans at the end of the U.S. training was the culmination of the

training experience. Projects proposed for implementation under these Action Plans included concrete objectives, indicators for measuring results, level-of-effort staffing projections, timetables for task implementation, and comprehensive budgets.

In response to the participants' expressed interest in becoming more involved in volunteer activities in El Salvador, volunteerism was included as a component in all U.S. training programs. Volunteer initiatives explored ranged from the simple act of donating time at a soup kitchen or spending time with residents at a senior citizen center, to more administrative issues such as how to recruit volunteers and coordinate efforts for neighborhood trash pickups, or painting houses in poor neighborhoods. As with other training program components, these activities had defined goals and objectives; participants received both a pre-activity briefing and post-activity evaluative debriefing, always with an eye toward how stimulating volunteerism and coordinating volunteer activities could be replicated in El Salvador.

Another important practice in training program development was the inclusion of a pre-training research and orientation field visit performed by the U.S. training vendor. For a typical visit, activities included interaction with scholars to initiate professional and personal relationships, to present a draft of the training program schedule for feedback by scholars, and to orient scholars on their upcoming U.S. experience at the training site. Intermediary institutions were visited to meet officials and share

ideas about the training. Often, vendors were able to visit scholar work sites, providing additional insight into actual work conditions. The cumulative effect of the vendor visit was that the vendor became an additional stakeholder and that final training designs were even more apt to reflect the scholars' real needs and, therefore, more likely to have the intended result.

Data and feedback on the impact of training on groups and individuals were incorporated into the training program development process. Systematic collection of data and feedback has not been characteristic of many training programs; as a result, avoidable situations are repeated and overall training impact suffers. A CLASP II innovation, the Analysis Team, sought to ameliorate that situation. By collecting and analyzing data and feedback from a wide range of scholar groups and individuals, the Analysis Team was able to provide valuable input to training program design and development.

A final key element impacting the training program development process was the refinement and restructuring of the USAID Mission itself. With the definition of Mission Strategic Objectives and the development of Strategic Objective and Results Packages Teams, the blueprint for more effectively using training as a means of obtaining a specified set of results has been provided. Being mission-specific, the strategic objectives and results packages provide guidance and help ensure that training is designed and facilitated according to real needs, and that it has the intended impact.

Conclusion

The CLASP II model and its implementation process for in-country training program development were key elements contributing to the overall coherency and impact of CLASP II. While most of the necessary components and processes for training program development were present and utilized to some degree from the beginning of CLASP II, the vicissitudes and volatility of Salvadoran society during and in the aftermath of a prolonged civil conflict presupposed an ability to perceive the need for change and to make appropriate adjustments. What's more, the dynamic within the USAID/El Salvador Mission (especially with the advent of peace in El Salvador and the wider range of participants), the gradual reduction of USAID support, and the overall reassessment and realignment of USAID as an agency, further contributed to a situation that required collective innovation. The need was for more than just piecemeal, incremental adjustment to training program development. What was essential was an overarching strategy, a strategic approach, that would provide context and meaning to a flood of new situations.

During the initial stages of CLASP II, which included an overlapping phasing-out of the CAPS institutional contractor

and a phasing-in of its CLASP II successor, it became evident that certain internal procedures and methods were not responding adequately to the changing institutional and social environment. The lack of a systematic, more efficient process was evident. Through a period of intense, close collaboration between the Mission and the CLASP II contractor, an assessment of the then-current situation was made. The result was the definition and adaptation of a new set of comprehensive (yet streamlined) guidelines and processes. With its implementation, this reordering served to enhance all facets of CLASP II training program development, including the entire gamut of in-country activities.

Viewed as a whole, it can be said that the CLASP II training program development process became based on a strategic approach, greater than the sum of its individual parts. While processes, methods and activities relating to training program design and development continued to evolve, and the need for incremental change and fine tuning did not evaporate, the definition and refinement of a strategic approach allowed for clearer collective understanding and operational efficiency. As a result, training program development became less haphazard and more ordered and predictable. This, in turn, led to greater training program impact and overall success of development efforts.

Conceptual Model to Link Planning and Implementation of Training

		IMPLEMENTATION CONSIDERATIONS	
		LEVEL OF IMPACT	ISSUES AND ENABLING ACTIVITIES
A.I.D. PLANNING PROCESS	OBJECTIVES		
	Goal	Social and economic development	<ul style="list-style-type: none"> • Host country policy • Donor agency program • Coordination to build host country capability in HRD
	Purpose	Organizational & institutional development	<ul style="list-style-type: none"> • Program • Integration • Needs assessment • Context analysis • Objectives and Indicators • Program-to-program linkages
	Output	Individual personal & professional development	<ul style="list-style-type: none"> • Individual needs • Training plans • Supplementary activities • Follow-on activities
	ACTION	Input	Training

From "Training for Development: Review of Experience." ODR/EHRD LAC Bureau, Agency for International Development.

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EXHIBIT 2.2: EVOLVING FROM A TRADITIONAL TO A REENGINEERED APPROACH TO DEVELOPMENT TRAINING

From a traditional approach		To a reengineered approach
providing training as a single, independent input		strategically integrating training with other activities in a Results Package
assessing training supply and demand		analyzing skill deficits in partner institutions
processing individuals		collaborating with partner institutions
upgrading skills and knowledge		improving institutional performance
selecting trainees based on individual merit or potential		selecting individuals who can affect institutional performance
outlining individual learning objectives in Training Implementing Plans		identifying expected results and outlining plans in Stakeholder Training Agreements
enrolling trainees in off-the-shelf courses		designing a 'total learning experience'
providing certificates and sponsoring alumni associations		designing post-training support that enhances institutional performance
assessing satisfaction levels		measuring changes in performance

From the USAID (G/HCD/FSTA) Human Resources Development Assistance Project (HRDA) Best Practices Series Report

CHAPTER 3

THE PROGRAM CYCLE

Introduction to the Integrated Training Process

As a highly integrated training services project, CLASP II/El Salvador has been characterized by the continuity and interrelationships between its different project components. Chapter Three describes, in sequence, the phases of the program cycle -- involving both in-country and U.S. activities -- and the roles and relationships of the key stakeholders at each stage, including USAID, participants, and their Salvadoran sponsoring institutions, which were facilitated by the Development Associates home office staff in Arlington, Virginia, the Development Associates field office program and follow-on staffs in El Salvador, Development Associates' subcontractor, CHP International, and U.S. training institutions. (**Exhibits 3.1 and 3.2** illustrate the CLASP II program cycle).

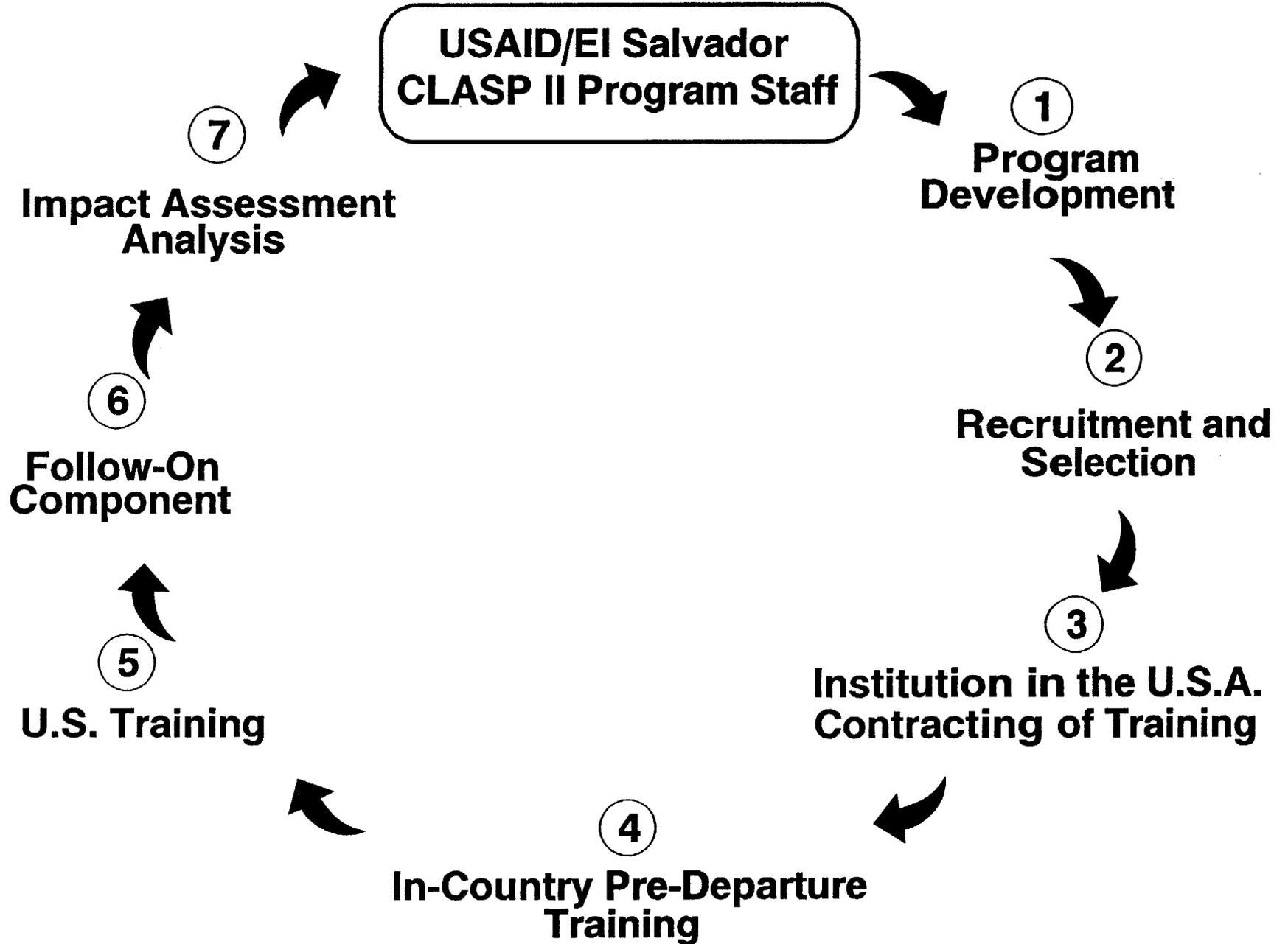
The chapter begins by introducing the role of the Salvadoran intermediary institutions in collaborating with USAID and Development Associates to develop training program objectives and to select participants for maximum impact on a sector targeted for development. The chapter proceeds to explain how participants selected for a given program were prepared for their U.S. training experience through a comprehensive

three-week pre-departure orientation. The chapter then turns to U.S. training, providing an overview of the types of training provided and changes in training trends throughout the life of the project; describing the major components of the CLASP II training design; detailing the process involved in selecting a training institution; and, finally, describing program monitoring. Having come full circle, the chapter returns to in-country activities with a look at how returned participants were supported by the Follow-On Program in El Salvador, which continued to assist participants in achieving the goals established at the beginning of the program cycle. The chapter concludes with an examination of the activities of the Analysis Team, describing its integral involvement with the CLASP project beginning with needs assessment in the program planning stage through impact assessment in follow-on.

Participant Recruitment and Selection: The Intermediary Institution as Partner

Participant selection for each training program followed a standardized process which began with the identification of appropriate intermediary, or sponsoring, institutions -- Salvadoran organizations with the infrastructure and demonstrated commitment to promote national

CLASP II PROGRAM CYCLE



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7. Impact Assessment Analysis

- ▶ Data gathering
- ▶ Measuring Impact
- ▶ Document success stories

6. Follow-On Component

- ▶ Debriefing on U.S. training
- ▶ Re-entry seminar
- ▶ Technical seminars
- ▶ Regional resource centers
- ▶ Technical assistance to action plans
- ▶ Field visits
- ▶ Departmental seminars
- ▶ Book distribution
- ▶ Quarterly newsletter
- ▶ Job search assistance whenever applicable
- ▶ Associations
- ▶ Regional annual reunions
- ▶ Directory of all scholars

5. U.S. Training

- ▶ Leadership
- ▶ Technical training
- ▶ Experience America
- ▶ Practicum and/or field visits
- ▶ Continuous English training

4. In-Country Pre-Departure Training

- ▶ Remedial seminar
- ▶ Technical orientation
- ▶ Survival English
- ▶ Cross-cultural orientation
- ▶ Administrative/logistics orientation

3. Contracting of Training Institution in the United States

- ▶ Competitive process to identify training institutions
- ▶ Evaluation of proposals and selection of institutions
- ▶ Visit of a representative to El Salvador

2. Recruitment and Selection

- ▶ Pre-application and application forms
- ▶ Interviews
- ▶ Aptitude tests for long-term scholars
- ▶ Survey of technical knowledge for short-term scholars
- ▶ Evaluation and profiles of candidates
- ▶ USAID selection committee

1. Program Development

- ▶ Needs assessment
- ▶ Training design documents
- ▶ Institutional liaison and coordination

development within a democratic framework. Such organizations, including government agencies as well as NGOs, were enlisted as collaborators in the program development and participant selection process. They provided input on training needs in a given field by completing an institutional needs assessment and identified a pool of potential candidates from among their employees or volunteer members. However, their contribution to the training process did not end there, as they pledged to lend institutional support to the follow-on efforts of participants upon their return. In effect, intermediary institutions were involved in all key stages of the program cycle.

By working in concert with these intermediary institutions, the USAID Mission and the Development Associates field office in El Salvador were in tune with the USAID mandate to collaborate with key stakeholders in the development process. Depending on the needs of a training program, a critical mass of representatives from a single intermediary institution might be targeted, or a training group might consist of participants hailing from a variety of intermediary institutions with complementary goals. In any case, the identification of an intermediary institution as a partner in a training program was an important step in influencing the direction of -- and ultimately, the impact on -- a targeted sector for development.

Steps in the Recruitment and Selection Process

① Nomination of Candidates

After determining the suitability of an intermediary institution and ensuring its commitment to a program, the first step in the recruitment and selection process was to ask the institution(s) to distribute pre-application forms to a number of potential candidates (the specific number established by the number of intermediary institutions participating and the number of trainee slots available for a given program). Candidates failing to meet minimum requirements were screened out, and those who qualified were given another more comprehensive application form to complete.

② Evaluation of Candidates Based on Selection Criteria

These applications were reviewed and candidates interviewed by Development Associates to assess such characteristics as motivation, attitude, and commitment. Both the applications and responses to interview questions were then scored based on an established scoring regimen. The final result was a numerical ranking for each candidate. Written profiles of each candidate were then prepared and forwarded to the USAID Mission staff for their review.

Basic CLASP selection criteria for all programs included:

- ✓ Demonstrated leadership ability and community involvement;
- ✓ Preference for participants from rural or marginal urban areas;
- ✓ Preference for participants from disadvantaged backgrounds ; and
- ✓ Gender (special attention to recruiting women).

The U.S. Training Experience, Overview, presented later in this chapter, shows the project's success in meeting and surpassing CLASP targets in the numbers of women and disadvantaged individuals trained.

In addition to these basic CLASP criteria, more specific criteria were established in coordination with intermediary institutions for each program, such as work experience, educational background, or age. Special attention was given to the candidates' demonstrated skills, capability and experience in the training field. It should be noted that the latter three CLASP criteria reflected the overall CLASP II project profile, and the number of participants sharing these characteristics varied from program to program. Nonetheless, candidates were evaluated not only for their individual qualifications, but with an eye towards meeting overall project requirements as well as creating a cohesive training group.

③ Final Selection

After approving the final list of candidates, a selection committee comprised of Mission personnel and other advisors was responsible for making the final selection, often with input from Development Associates.

The CLASP Selection Committee identified and selected the most qualified candidates based on the established criteria. Selected participants, alternates, and their intermediary institutions were subsequently notified and dates for their pre-departure orientation provided.

In-Country Preparations: the Pre-Departure Orientation

OVERVIEW

Pre-departure activities were conducted jointly by Development Associates-El Salvador and Development Associates' subcontractor, CHP International. The objective of the pre-departure orientation was twofold: to prepare participants for their upcoming training experience in the U.S. and, equally important, to make them ready for their return to El Salvador when they would be expected to assume more dynamic, active, motivated, and amplified leadership roles.

MAJOR COMPONENTS

To this end, the pre-departure orientation was organized into three one-week components: technical preparation, a cross-cultural orientation, and survival English language training. In practice the activities and timeframes of each component often overlapped, or were adjusted to the special needs of a given group. Following is a general description of the most salient aspects of each component.

Technical Preparation

The technical portion of the orientation focused on addressing and resolving as many program, policy, and administrative issues as possible in order to allow for a quicker, more seamless start-up of the U.S. training. Just as important, it set the stage for the acquisition of skills which would be essential for participants both in U.S. training and in their follow-on. In this regard, the focal point of the week was the initiation of Action Plans. These training-related projects would be further developed during U.S. training, and honed and implemented upon their return, through technical support from the Follow-On Program. In collaboration with their intermediary institutions, participants identified a theme and defined a scope of work for their plans. Then, with assistance from Development Associates follow-on staff, they began a draft based on a guide which outlined the basic steps involved in formulating an Action Plan.

Complementing an introduction to follow-on staff and the functions of the Follow-On Program, returned scholars were on hand to share information not only about their respective U.S. training experiences, but also about their involvement in returned scholar associations and related follow-on projects.

The inclusion of a week-long visit to El Salvador enhanced pre-departure activities. This visit was normally scheduled to correspond with the technical week of the pre-departure orientation, by the program manager or other representative of the U.S.

institution selected to provide the training. The objective of this visit was to gather additional information pertinent to the technical content of the training program through meetings with USAID officials, Development Associates personnel, and participants' intermediary institutions. This visit also provided participants with an overview of the training program as well as site-specific and logistical information. Participants' expectations were addressed, both in the group setting and during individual interviews conducted by the representative. The visit also allowed the vendor to observe the reality and condition of the country in order to make adjustments to the content, and focus the training program accordingly. The representative's visit thus provided a direct link between the training group and the training institution, significantly easing any anxieties the participants might have about training in an unfamiliar environment.

Since the technical preparation usually took place during the first week, it set the stage for the remainder of the orientation. Participatory adult education methodologies were introduced during this time with two aims: to facilitate learning of the orientation content; and to accustom participants, whose exposure had, for the most part, been limited to a traditional system of education, to the kind of active learning approach which would form the basis of their U.S. training. The ability of participants to work together and to assert leadership skills would be essential not only to the success of the U.S. training but of subsequent follow-on activities as well. With this goal in mind,

ice-breakers, team-building, and leadership exercises were used extensively.

Other activities included:

- ✓ Review of project goals and objectives and the relationships of the various players and stakeholders;
- ✓ Participants' signing of forms indicating their agreement with the terms of the scholarship, following a review of participant responsibilities;
- ✓ Signing of a training agreement by participants, representatives of participants' intermediary institutions, and USAID, codifying the roles and responsibilities of the intermediary institutions;
- ✓ A group field project consisting of documentation by participants of selected participant work sites or communities via videos and photos produced on site with staff assistance. (These were subsequently brought to the U.S. training site for use in training activities); and
- ✓ Completion of a diagnostic test in areas related to the U.S. technical training (to be measured against a similar test given after participants' return).

Cross-Cultural Orientation

The objective of the cross-cultural week was to instill and reinforce basic

knowledge of U.S. current events, while also introducing strategies for coping in an unfamiliar environment and overcoming culture shock. Practical information on U.S. geography and climate (with an emphasis on the region of the training site) and tips on maintaining health and personal security were included. In addition, since most scholars would be participating in homestays as part of Experience America (see **The U.S. Training Experience, Experience America** presented later in this chapter), time was spent examining U.S. family customs and household norms. Participants were given an opportunity to express anxieties and to act out potential solutions to hypothetical embarrassing situations through role plays. Another facet of the cross-cultural orientation was an examination of Salvadoran history, culture and values, with opportunities for participants to practice presentation techniques. Since the Experience America component of the U.S. training provided for a two-way exchange of information, participants were thus equipped with a solid information base for discussing El Salvador with U.S. counterparts, host families, and other community members. During this week, a pre-training cross-cultural knowledge test was also administered.

English Language Training

For short-term programs, a total of 40 hours of survival English language training were programmed, with six hours per day during the English language training week and the remaining ten hours integrated into the technical and cross-cultural weeks. The

goal was to enable participants to communicate in English in everyday situations such as introducing oneself and responding to introductions, using and understanding basic greetings, asking for directions, ordering a meal, and requesting assistance. Participants were familiarized with the sound and intonation of English and equipped with a basic vocabulary of about 300 words. Long-term scholars received 180 hours of English language training over a six-week period, at the end of which they were expected to be able to engage in simple conversations. For both types of groups, a practical communicative approach to teaching English as a foreign language was utilized which emphasized listening and speaking.

CONCLUSION

The CLASP mode pre-departure orientation proved to be a godsend to U.S. training. Development Associates home office staff and trainers alike consistently observed the arrival of groups in the U.S. who were well-prepared, with clear expectations and a fundamental understanding of the training program. These participants had already begun the process of forging a group identity by working together in a democratic fashion in the pre-departure orientation. A number of the issues raised in the pre-departure orientation were of sufficient importance to be subsequently revisited and reinforced during the orientation conducted at the U.S. training site. Nonetheless, U.S. trainers found that, in comparison with similar training groups who had had shorter, more traditional pre-departure orientations, the time necessary to

spend on standard orientation issues and on other start-up activities was greatly reduced.

The U.S. Training Experience

OVERVIEW

From 1991 through 1996, a total of 1,563 persons were trained in over 70 tailored courses and academic programs (**Training Schedule, Appendix 3**) provided in Spanish by universities, community colleges, and private institutions across the U.S. and Puerto Rico (see geographic distribution, **Exhibit 3.3**). This number includes both CLASP participants and support groups (see below). Although the large majority of these programs were short-term (six to ten weeks), 140 participants were trained in long-term technical and academic programs. Beginning in 1994, several specialty programs ("support groups" of legislators and high-ranking educators and administrators, as well as leaders from the private sector and labor unions, which complemented and reinforced previous training programs) were offered, consisting of two- and three-week study tours designed and led by Development Associates.

Training programs were as varied as the different beneficiaries to whom they were targeted -- from grassroots-level volunteers with little education to high-ranking professionals and policy-makers -- all of whom constituted part of the project's essential critical mass. It is noteworthy that women formed a significant portion of this critical mass.

EXHIBIT 3.3

LOCATION OF LONG AND SHORT TERM TRAINING PROGRAMS



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47.6% of all trainees were women, far surpassing the CLASP target of 40% for female participation (**Exhibit 3.4**).

Training mirrored the changing conditions of El Salvador, following the country from the last stages of its twelve-year civil war through several years of post-war reconstruction. The impact of this historical shift on the project was dramatic. Training during the first year of the project had largely been confined to a comparatively middle class audience hailing predominately from the Central and Western Regions of the country. Shortly after the signing of the Peace Accords, however, the project was able to penetrate more easily the ex-conflictive (primarily Eastern) zones. This helped to address the basic needs of the country's most economically and socially disadvantaged citizens, who were also most directly affected by the conflict. The success of this effort can be seen in final project statistics, which show that 74.4% of trainees were disadvantaged, compared to the CLASP target of 70% (**Exhibit 3.5**), and 31.1% of all participants hailed from former war zones subsequently targeted for development under the National Reconstruction Plan (**Exhibit 3.6**).

Later, as national reforms of El Salvador's education and health sectors gained momentum as part of the National Reconstruction Plan, training again took a different turn, targeting high-level groups of individuals who spearheaded these efforts.

An analysis of programs by sector, describing the linkage of CAPS/CLASP II programs to USAID's current strategic

objectives, is found in **Exhibit 3.7**. While many programs contributed to more than one of USAID's four strategic objectives, they are listed according to their primary area of emphasis for ease of reference.

TRAINING DESIGN

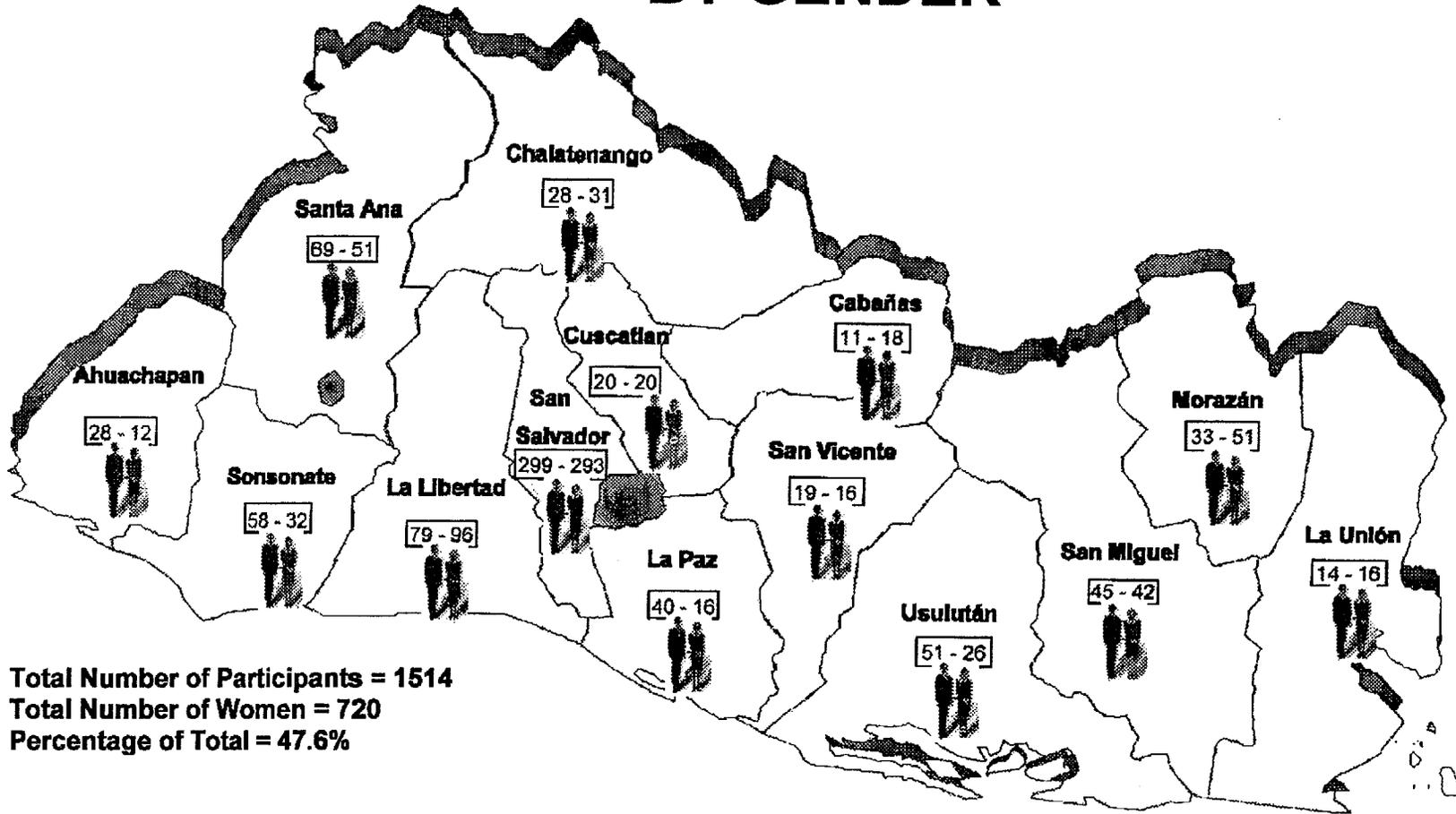
Virtually all CLASP II training programs, regardless of sector, were designed around the following key components: technical training (including Action Plan development), leadership, and Experience America. Successful programs combined these elements into a cohesive, integrated whole. Other project components included an orientation, a re-entry workshop, and basic English language training. A description of each component follows.

Technical Training

The purpose of technical training was to provide Salvadoran leaders with knowledge and skills to advance their professions (or areas of service) in key development areas, thereby contributing to the stable democratic development of their country. The training theme as well as the characteristics of each group -- education, work experience, scope of responsibility -- determined the specific training focus and approach to be used for each training program. Nonetheless, Requests for Proposal sent to potential training providers uniformly emphasized the importance of providing a theoretical foundation. This was then balanced by hands-on opportunities for skills development and practical application. In the early years of the project, a practicum requirement was included.

EXHIBIT 3.4

CLASP II NUMBER OF PARTICIPANTS BY GENDER

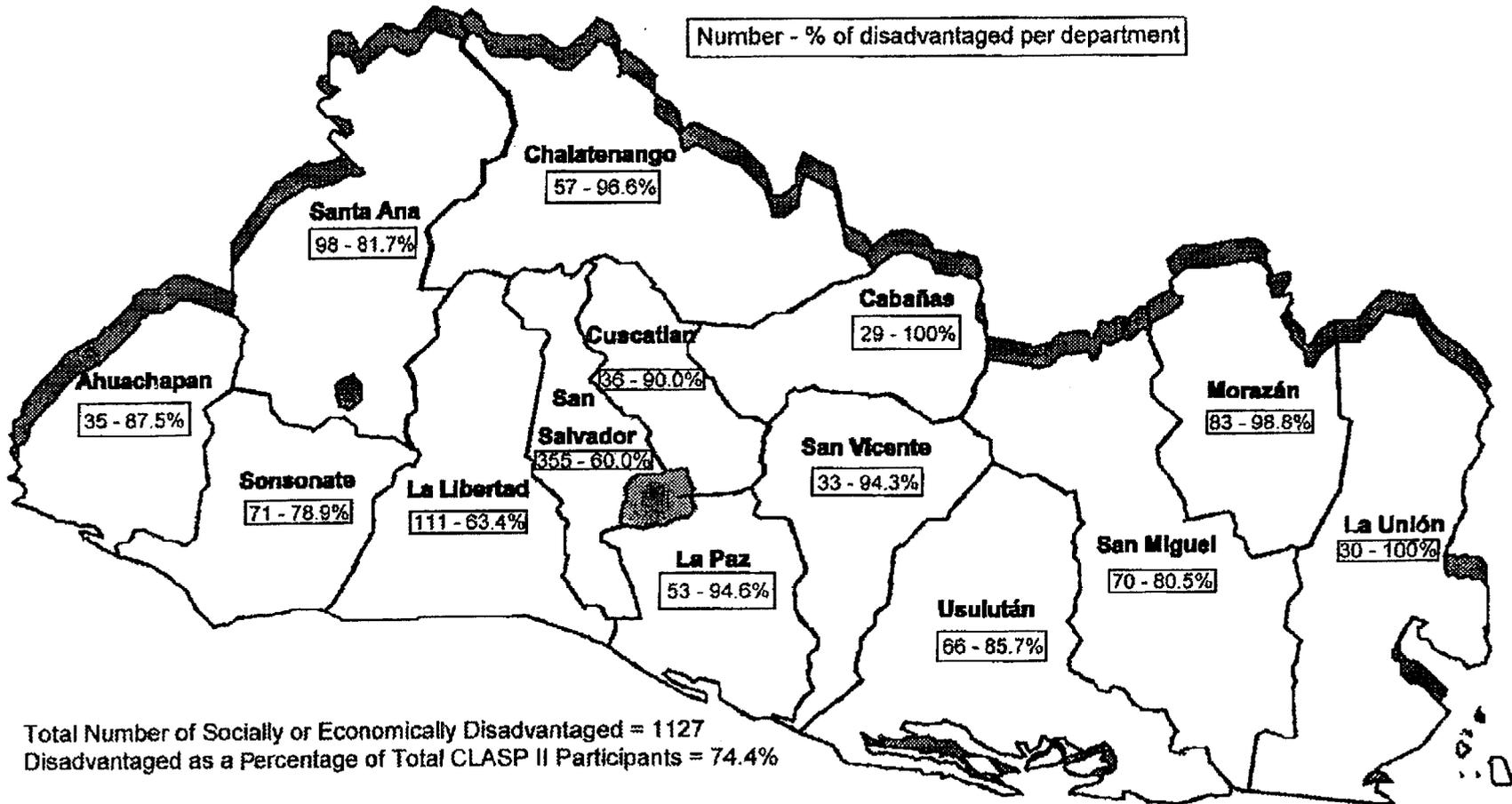


Total Number of Participants = 1514
Total Number of Women = 720
Percentage of Total = 47.6%

EL SALVADOR

EXHIBIT 3.5

CLASP II SOCIALY / ECONOMICALLY DISADVANTAGED



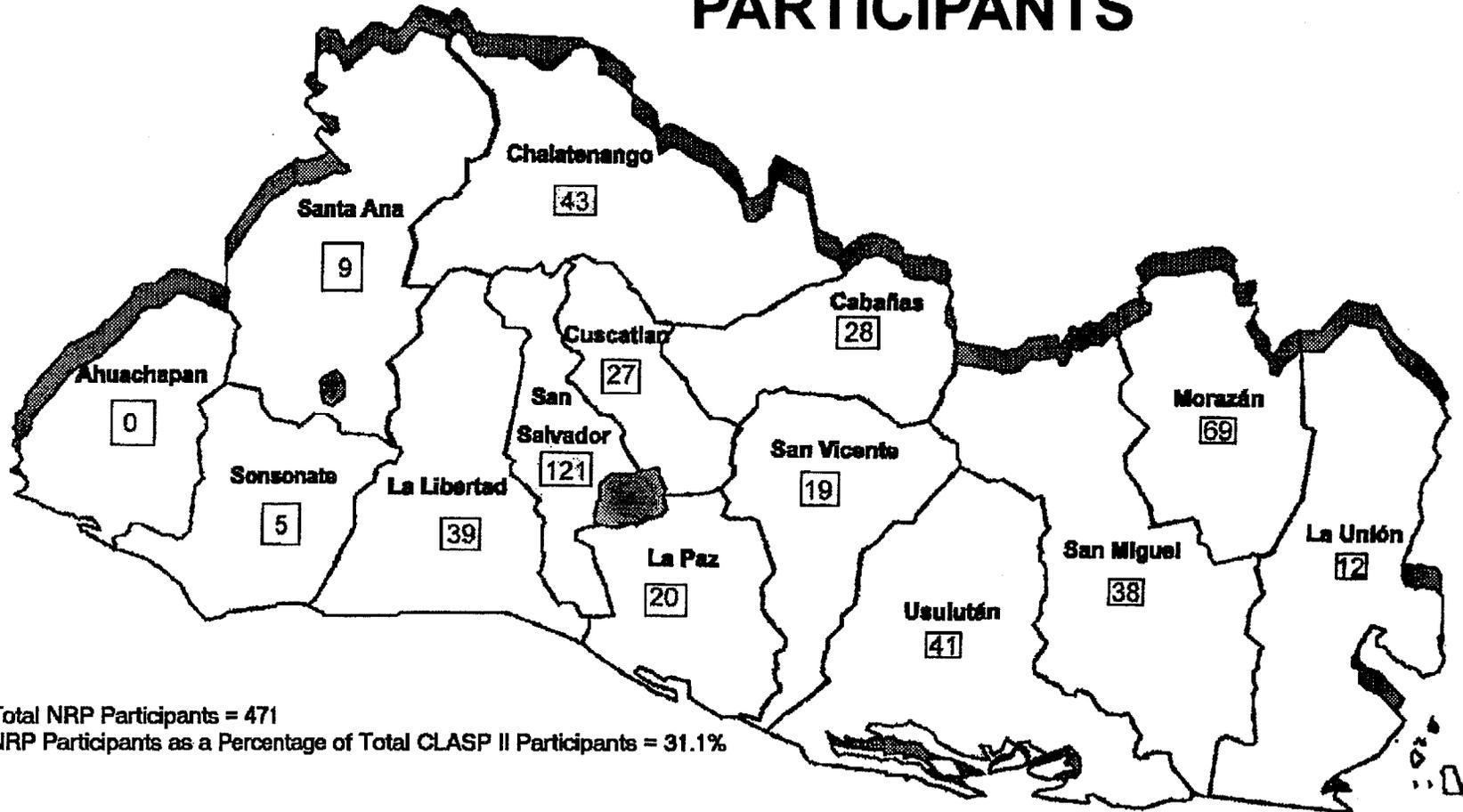
Total Number of Socially or Economically Disadvantaged = 1127
Disadvantaged as a Percentage of Total CLASP II Participants = 74.4%

EL SALVADOR

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EXHIBIT 3.6

CLASP II NATIONAL RECONSTRUCTION PLAN PARTICIPANTS



Total NRP Participants = 471

NRP Participants as a Percentage of Total CLASP II Participants = 31.1%

EL SALVADOR

ofu

EXHIBIT 3.7

CAPS/CLASP II LINKAGE TO USAID/EL SALVADOR STRATEGIC OBJECTIVES

1. ASSIST EL SALVADOR TO MAKE THE TRANSITION FROM WAR TO PEACE

CAPS/CLASP contribution is through scholars from NRP areas and through programs identified under other strategic objectives.

2. BROAD-BASED ECONOMIC GROWTH INCREASED

A. *Technical and Vocational Training*

- Various individual academic programs
- Vocational Orientation for Physically Challenged
- Various individual vocational programs
- Training - Employment Leaders
- Vocational Training for Mentally Challenged

B. *Small and Microenterprise Development*

- Small Business Management
- Clothing, Apparel, Textiles
- Agricultural Cooperative Management
- Business Administration
- Banking and Finance
- Agricultural Production and Management

3. STRENGTHENED DEMOCRATIC INSTITUTIONS AND PRACTICES

A. *Strengthen Municipalities*

- Municipal Mayors

B. *Train Local Leaders and Strengthen Local NGOs*

- Scout Leaders
- Service Club Members
- Community Promoters
- Community Development Leaders
- NGOs from NRP Areas
- Women Leaders from NRP Areas
- Mass Communicators
- Women Leaders
- Student Leaders
- Labor-Management Leadership Training
- Civic Participation-Education
- Civic Participation-Water Management

C. *Public Sector Efficiency and Accountability*

- Public Administration
- Public Policy Formulation and Evaluation
- GOES Financial Managers

4. IMPROVED QUALITY WITH EQUITY IN HEALTH AND EDUCATION

A. *Health Related Programs*

- Health Promoters
- Mental Health Promoters
- Child Survival Supervisors
- Children/Youth at Risk Workers
- Emergency Relief Volunteers
- Child Care Workers
- Health Care Reform

B. *Education Related Program*

- Education Administration
- Primary and Basic Education Leaders
- University Planners
- University Professors
- Physical Education Teachers and Coaches
- Teachers of English as a Foreign Language
- Library Science

5. IMPROVED ENVIRONMENTAL AND NATURAL RESOURCE MANAGEMENT

A. *Increase Institutional Capability*

- Environmental Promoters
- Environmental Specialists

With the advent of increasingly shorter programs (typically six weeks in duration), the resulting time constraints made the inclusion of a practicum less feasible and this component was eliminated for most programs. However, training programs maintained their practical focus, relying heavily on participatory methodologies and including field visits and community-based activities.

Action Plans

The development of Action Plans for projects to be implemented in participants' communities and workplaces, a component of the technical training, deserves to be highlighted here because of the increasingly central role it assumed in the CLASP II project. The formal blueprints for programming participants' multiplier effect activities, Action Plan development was initiated for each program during the pre-departure orientation in El Salvador. As part of the training program, participants learned the basic steps of formulating an Action Plan and identified a theme in collaboration with their intermediary institutions. During U.S. training, with technical guidance from trainers, participants continued to develop their plans, which they further honed upon return with support from follow-on staff in El Salvador.

As an important training deliverable since the project's inception, this component nevertheless garnered even higher expectations and demanded increasing accountability as the project evolved. In the beginning, training

institutions used their own Action Plan formats. However, in the interest of consistency and continuity, a standardized format was soon introduced to be used as a guide by participants, USAID, Salvadoran intermediary institutions, and U.S. training institutions alike. Another key development was the trend towards small group Action Plans -- which came to be regarded as a more effective strategy for influencing significant change -- rather than the individual projects which dominated the earliest programs.

Action Plans in a number of programs received heightened emphasis, as Action Plan development became the basis for post-training conferences and special workshops in the U.S. These were attended by such key Salvadoran officials as the Minister of Health. Among these programs were: municipal development/mayors; improved teaching methodologies and curricula/groups of primary, secondary, and English teachers; health care reform/regional health care managers; and civic participation in community development/women leaders.

Part B contains a number of references to successfully implemented participant projects in El Salvador whose genesis can be attributed to the development of Action Plans during the pre-departure orientation and U.S. training.

Leadership

Perhaps more than any other single characteristic of the U.S. training, that which defined CLASP II and distinguished it from its predecessors

was the emphasis on leadership, the second component forming the foundation of the CLASP II model. As previously mentioned (**Steps in the Recruitment and Selection Process**), participant selection in El Salvador was based, in part, on the leadership qualities or potential for leadership demonstrated by candidates. Leadership training in each program, therefore, capitalized upon participants' existing leadership capabilities, through opportunities for practice and application. Additionally, it introduced other personal and organizational skills necessary for participants to carry out newly acquired technical skills and knowledge. Leadership training also supported participants' roles as change agents in El Salvador, although approaches varied widely according to a participant group's sphere of influence.

At a minimum, training programs typically included the following specific skill areas:

- ✓ Communication skills (public speaking and presentation techniques)
- ✓ Listening techniques
- ✓ Training-of-trainers
- ✓ Conflict resolution and negotiation skills/overcoming resistance to change
- ✓ Team-building/group dynamics/group management techniques
- ✓ Organizing and leading meetings
- ✓ Motivating colleagues and community members

The degree to which each of these areas was emphasized -- and indeed, the

overall "flavor" of the leadership component -- was shaped by the technical nature of each program as well as the needs and characteristics of each training group. For example, a training program for mental health workers focused on listening and feedback skills, in conjunction with a technical emphasis on counselling techniques; whereas leadership training for groups of community board members called for an emphasis on skill-building in effective meeting planning. As another example, programs for women leaders with basic levels of education concentrated on empowering these individuals and validating their informal leadership roles within the community. By contrast, instruction for groups of departmental health care managers focused on leadership in a structured work environment: integrating leadership techniques with sound human resource management practices and imparting effective techniques for communicating with subordinates.

Experience America

Experience America, the third major component of the CLASP II triad, was intended to provide participants with a practical, realistic introduction to the socio-political dynamics of the U.S., including its democratic processes, national institutions, social systems, cultural traditions, and political mechanisms. Activities were planned with close regard for two criteria: active participation, rather than passive observation, and opportunities to establish enduring relationships.

Experience America activities were organized around three rubrics: history and government, social and economic development, and family life. The first theme underscored the importance of the democratic principles upon which the U.S. was founded. Participants were exposed to local initiatives as opposed to passive reliance on the disposition of the central government. Visits to historical sites, observing city council meetings, and talking with local elected representatives are examples of activities which were included in training programs under this theme.

The second theme, social and economic development, demonstrated the entrepreneurial spirit and sense of social responsibility of U.S. citizens. Social emphasis was placed on volunteerism and voluntary institutions; economic emphasis on free enterprise. Of particular impact were the opportunities provided to many participants to serve as volunteers in social and civic programs ranging from soup kitchens, homes for the elderly, and a summer camp for disadvantaged youth, to a voter registration campaign.

Finally, participants experienced family life through homestays and other programmed activities with local families. U.S. holidays provided an additional opportunity to enjoy U.S. culture, as scholars shared in such special family-oriented celebrations as Thanksgiving dinner and Fourth of July fireworks.

It should be emphasized that Experience America gained its strength from exposure to the U.S. concepts of greatest value to Salvadoran participants

in each program. Therefore, in addition to the general themes described above, Experience America activities, in a given program, were organized to allow participants to make useful contacts with U.S. professionals in fields related to their technical training. Experience America also allowed them to observe democratic processes and innovations with potential applicability to the Salvadoran context.

While many of the ideas which participants brought back with them were based upon positive observations, they also benefitted from U.S. "lessons learned". Thus, community mental health workers, coming to grips with the emerging psychological problems of ex-combatants from El Salvador's civil war, considered themselves forewarned when, through their interactions with Vietnam Veterans' support groups in Boston, they gained insight into the painful consequences of an unenlightened U.S. society ineffectively addressing the problems of war veterans suffering from trauma. Likewise, a group of health care managers studying health care reform learned "what not to do" by observing firsthand the current limitations of the U.S. health care system.

Recognizing Experience America as a two-way street, training institutions also programmed opportunities for participants to convey insights and information about El Salvador. Avenues for such cross-cultural exchanges ranged from informal "cultural nights" to structured technical presentations, in which participants shared with U.S. counterparts information about their work challenges and current conditions in El

Salvador. Thus, while the participants were exposed to the U.S., North Americans were also enriched by the Salvadorans' exchange of ideas.

U.S. Orientation

An on-site orientation, consisting of programmatic and cross-cultural information, as well as a review of administrative and policy concerns introduced in the pre-departure orientation in El Salvador, was conducted for each program. This orientation was conducted jointly by the training institution and a staff person from the Development Associates home office. During this orientation, each participant received a handbook compiled by Development Associates and the training institution which contained: the daily program schedule; training staff biographies; information on local culture and attractions; practical information on per diem and health insurance; tips for the return flight; emergency contacts; and other logistical information. The handbook was reviewed and participants were encouraged to use it as a resource throughout the training.

U.S. Re-entry Workshop

A re-entry workshop, one to two days long, depending on the length of training, was provided at the end of each training program. This workshop was structured to ease participants' re-entry into El Salvador and to equip them to sustain their enthusiasm while confronting resistance to new ideas. It also provided a forum for participants to discuss and explore techniques to apply their new

abilities to El Salvador's needs, as well as to formulate strategies for building intra-group networks for mutual support and assistance. Frequently, re-entry workshops were scheduled to coincide with the finalization of participants' Action Plans. Thus, it gave the participants the opportunity to practice "pitching" their plans, with constructive feedback from trainers and fellow participants.

English Language Training

Survival English language instruction offered at each training site (usually three hours per week) built upon the foundation of English language training received in the pre-departure orientation (see **Pre-Departure Orientation, English Language Training** presented earlier in this chapter), easing participants' adaptation to an English-speaking environment and giving them increased confidence to interact with the community at large. This was important because although both short- and long-term training programs were conducted in Spanish, to the degree that participants could interact with individuals outside of their structured training environment, their training experience was enhanced. (For long-term programs, with the exception of those conducted in Puerto Rico, English language training was provided as a separate two-month component, preceding the seven months of substantive training).

**Selecting Training Contractors:
The Procurement Process**

The Competitive Bidding Process

The majority of training programs were conducted by training institutions who were selected through an open bidding process. For each program, Development Associates home office staff in Arlington prepared a Request for Proposal (RFP). Each RFP was based upon training specifications and a needs assessment provided by the USAID

Mission and Development Associates in El Salvador, in collaboration with the participants' intermediary institutions. The RFP was then sent to a select list of researched training institutions with the resources and capabilities to conduct a given training program. An independent Evaluation Panel was convened to assess the proposals. This Panel, which was specially assembled for each training program, consisted of three or four Development Associates staff members, normally including at least one CLASP II project staff member as well as a specialist in the corresponding field of training.



The Disaster Relief Volunteers training group participates in a simulation exercise

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Evaluation Criteria

Evaluations were based upon the following criteria: relevance of the training program design to the needs of the participants; leadership training relevant to the needs of the participants; variety and creativity of Experience America activities; Action Plan development and integration with other program components; qualifications of the proposed staff, including Spanish language abilities and professional expertise; institutional capability, including familiarity with the Salvadoran context and previous experience with similar training groups; and logistical arrangements, specifically housing, transportation, meal arrangements, and support services.

All other factors being equal, two additional evaluation criteria, cost and involvement of an Historically Black College and University (HBCU), were called upon as "tie-breakers" in close competitions. (The project surpassed the federal mandate that 10% of participant months of training be provided by HBCUs). Depending on the nature of the competition, these factors could be taken into consideration to determine the finalists who would receive clarification questions, or to determine the winning bidder after the finalists' submissions had been reviewed.

Contract Negotiation and Final Program Preparations

Once a training institution was selected, the Panel's recommendation was documented in detail and forwarded through Development Associates-El

Salvador for Mission concurrence. Receipt of this concurrence triggered final subcontract negotiations with the training provider, which typically focused on cost containment, assurance of compliance with USAID ADS 253 regulations, staffing adjustments, and substantive enhancements.

Upon award of a contract, home office staff maintained regular communication with the training organization to ensure that all programmatic and logistical details were in order before the arrival of participants.

Of particular importance during this time were preparations for a vendor visit to El Salvador during the participants' pre-departure orientation, during which a representative from the training institution was expected to perform a final needs assessment and provide participants with an introduction to the training program. (Refer to **Pre-Departure Orientation, Technical Preparation** for more details). Depending on the results of this visit, which normally concluded at least a week before the beginning of training, the training institution was often able to make subtle last-minute adjustments to the training design. These changes were reviewed with Development Associates staff, who ensured that such changes were made within the parameters of the subcontract.

Program Monitoring

Development Associates is well-known for its close, conscientious monitoring of

training programs, which begins with the arrival of each group and continues consistently through the conclusion of each program. The CLASP II/EI Salvador project was no exception. A program coordinator assigned to each training group was responsible for meeting the group at the U.S port of entry and escorting participants to their training site. The coordinator then conducted a joint orientation with the training institution and observed the first days of training. During this time, the coordinator set the stage for monitoring by formalizing reporting policies, including establishing a weekly schedule for telephone contact with both a training institution representative and participants, as well as clarifying which

situations were considered sufficiently serious or urgent that they must be reported immediately. (For long-term programs and some of the lengthier short-term programs, at least one mid-program monitoring visit was scheduled).

This emphasis on communication enabled the coordinator to anticipate early conflicts and to work with the training institution to resolve them before they escalated into larger issues. Information gleaned from trainers and participants throughout the program was also useful for keeping USAID/EI Salvador apprised of the program's progress via regular monitoring reports prepared by the program coordinator.



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At the end of each program, the coordinator returned to the training site for closure activities, including the distribution of certificates of completion, and to escort the group to the final point of departure from the U.S. During this period, the coordinator also conducted interviews of participants and training program staff to assess the major strengths and weaknesses of the program, and, particularly when additional programs in the same training field were anticipated, to determine areas for improvement. As part of its contractual obligations, the training institution submitted its final report, participant written evaluations, and the results of pre- and post-tests. With this information, the coordinator compiled and forwarded a final report to the USAID Mission, which included observations about the training group and its progress, suggestions for future training programs, and recommendations for follow-on support.

The Follow-On Program

INTRODUCTION

The Follow-on Program assisted returned participants in the effective transfer of learning from U.S. training to their community and work settings in El Salvador. To achieve this goal, the program focused on lending technical support, to enable participants to make optimal use of their current abilities, and providing them with opportunities to build upon and strengthen the foundation of

skills they acquired during U.S. training. While the impact of the Follow-On Program is difficult to measure in tangible terms, the statistics compiled in **Exhibit 3.8** (representing the five-year period from September 1991 to September 1996) give the reader some indication of this unusually comprehensive program's achievements -- in the numbers of multiplier activities implemented by scholars, for example.

Perhaps most important, but even more difficult to document, were the attitudes and behaviors acquired by scholars which empowered them to carry out needed changes and to influence others. Throughout **Part B**, participants relate not only what their U.S training meant to them, but the importance of the follow-on component in supporting and nurturing post-training endeavors in their communities and workplaces.

CONCEPTUAL BASES FOR FOLLOW-ON

The Follow-On Program was, from the start, conceived and designed as a core component of the CLASP II project. Its success can largely be attributed to its flexibility to meet the different needs and interests of highly varied scholar types and groups. The primary tenets of the Follow-On Program -- namely, promotion of the multiplier effect, integration with U.S. training and other project components, implementation of Action Plans, and emphasis on sustainable development -- served as guiding principles throughout the life of the project. However, with changes in

EXHIBIT 3.8

CAPS/CLASP II FOLLOW-ON ACTIVITIES
SEPTEMBER 1991 - SEPTEMBER 1996

FOLLOW-ON ACTIVITIES	Eastern Region Resource Center	Central Region Resource Center	Western Region Resource Center	Technical Assistance Team	Follow-On Office	Analysis Team	Thomas Jefferson Scholars
Institutions Contacted	28	317	24	20	344	155	640
Technical Seminar Facilitators	a) 20	b) 37	c) 55	---	d) 128	e) 15	f) 10
Number of Topics Presented	18	116	29	---	63	7	10
Attendance at Seminars	786	859	2,308	---	15,911	1,018	636
Projects Implemented by Scholars	260	141	121	---	---	---	4
Multiplier Events	92	317	80	---	74	222	12
Scholar Associations	5	5	5	---	---	---	---
Assistance to Individual Scholars	13,464	12,062	11,522	1,429	20,887	195	400

Number of scholars who acted as facilitators/trainers: a) 12 scholars; b) 19 scholars; c) 17 scholars; d) 41 scholars; e) 4 scholars; f) 1 scholar

project goals prompted by the changing needs of a country beginning its transition from war to peace as well as the cumulative "lessons learned" from CAPS' long history, the underlying conceptual bases for follow-on activities evolved accordingly. Two such examples follow.

Regionalization of CLASP II Activities and Services

Following the lead of the Government of El Salvador in its attempt to decentralize many of its functions and powers (also the substantive focus of several U.S. training programs), follow-on activities developed firm roots in the interior of the country. The establishment of three regional resource centers, meant to be tested for a six-month period, was well-received and quickly moved beyond the experimental phase. Likewise, regionally organized gatherings and activities proved to be more successful than centralized functions. As the project evolved, it became apparent that expanded but focused coverage would result in more returned scholars availing themselves of the services offered, greater intra-regional, departmental and local unity and self-generated activity, and, subsequently, greater overall program impact.

Shift Away from Paternalistic Paradigms to Shared-Ownership and Responsibility

A general consensus exists that certain past practices of USAID and institutional contractors led to a degree of unhealthy dependence by participants. The use of inducements, such as gifts and full

coverage of travel and other expenses, for example, inhibited scholars from practicing leadership, self-sufficiency and other skills so necessary for the longer term success of the program. A more participatory approach evolved requiring reciprocity, counterpart input and responsibility on the part of participants. While the program continued to provide assistance and resources, it was generally conditioned on the initiative of the participants, on their ability to provide counterpart contributions, and on their willingness to accept responsibility for the success of their own efforts -- from planning to implementation to evaluation.

FOLLOW-ON ACTIVITIES

An array of Follow-On Program features and activities are highlighted below.

Initiation of Follow-On in Pre-Departure Orientation

During the pre-departure orientation, follow-on personnel presented an introduction to the Follow-On Program and assisted participants in initiating Action Plans for projects to be implemented in their workplaces and communities upon their return. Thus, follow-on actually began even before the participants departed for their U.S. training. (Refer to **Pre-Departure Orientation, Technical Preparation** for more details).

Re-entry Program

Approximately one month after their return from the U.S., training groups participated in a re-entry program (not to

be confused with the re-entry workshop provided at the end of training in the U.S. training site). The major objectives of this program were to discuss the activities of the first month after returning to El Salvador, including the continuing adjustment and implementation of Action Plans, to reflect on the U.S. training, and to plan an upcoming technical training seminar as well as other follow-on activities based upon suggestions from each group. As a complement to U.S. technical training, part of the re-entry was dedicated to a technical theme of interest to the entire group. A re-entry kit -- containing a welcome letter, a description of the Follow-on Program, and information on former scholar associations or other groupings, with addresses and telephone numbers -- was provided to each returned participant.

Technical Workshops

Workshops to reinforce technical and leadership knowledge and skills were offered to returned participants. Each CLASP II group had the opportunity to attend at least one technical seminar sponsored by the Follow-on Program during the first three to six months after returning to El Salvador. The objective of these workshops was to continue to augment technical skills and knowledge and reinforce the leadership facet of participants' role. Technical support from recognized experts was often employed in these workshops. In some cases, the intermediary institution(s) served as an additional resource for input and facilitation of workshops. Towards the end of the project, individual CAPS scholars or scholar-led

consulting companies were contracted to plan and facilitate workshops. In addition, as the project evolved, participants more frequently availed themselves of the option of requesting "special technical seminars" which had the same technical skills and knowledge upgrade objective but were not explicitly part of the standardized follow-on package. Such special seminars in the final stages of the project became common fare.

Regional Resource Centers

Since their inception in 1992, the three regional resource centers established in the major transportation, commercial, and communication hubs of the country -- San Salvador (Central Region), Sonsonate (Western Region) and San Miguel (Eastern Region) -- provided essential technical and logistical support for participant projects and activities. Specific resources in these centers included: technical books and manuals in a variety of training fields; copies of CAPS books, periodicals and magazines; a CAPS scholar directory (which was recently updated to include personal data on scholarship recipients who participated in CAPS programs from October 1984 through September 1996); computers with selected software and computer-to-computer communication capabilities; fax and photocopy machines; audiovisual and audio equipment; and meeting and demonstration space for groups of up to 50 persons. Resource center personnel were instrumental in handling requests for information; assisting scholars in use of available resources; coordinating use of meeting and training space; providing

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technical assistance to scholars on Action Plans (described in more detail in following section), multiplier effect activities and projects; communicating with other resource centers and support groups; networking with local NGOs, government officials and returned participants; and planning a wide range of training seminars, regional or departmental meetings and other field activities. Regionalization of follow-on administrative, technical assistance and planning functions continued to be strengthened through the final year of the project, via the regional resource centers.

Technical Assistance in Action Plan Implementation

In each of the regional resource centers, members of a follow-on technical assistance team provided critical analysis and feedback to returned scholars on Action Plans and project proposals, offered technical assistance in project design and implementation, and assisted participants in networking with a wide range of community and project development organizations and other returned scholars. Personal interviews in resource centers or in the field, telephone communications, computer-to-computer links, and correspondence were some of the ways in which the follow-on office maintained contact with scholars.

Book Distribution

A standard set of texts, including some 16 titles, were furnished to participants during the re-entry program and subsequent technical seminars. These

books provided information on a wide range of topics, including personal development and group dynamics. Sets of these books were included as references in all regional resource centers. In addition, when relevant, books on specialized technical themes were distributed to selected groups. On special request, a number of books, primarily those in surplus or obtained through donations, were provided to local libraries and schools.

Publishing and Distributing a Quarterly Newsletter

The purpose of the CAPS bulletin, which evolved throughout the course of the project, was primarily to maintain an open line of communication among all scholars, their intermediary institutions, and other organizations and individuals associated with CAPS. Features included reports of program activities, scholars' projects and other successes, and a focus theme or topic which provided an analysis of a specific theme. While this standard format continued to be used, it grew to include 33% more space and a higher quality editing process, presenting expanded coverage of participants' endeavors and success stories. For the final year of the project, a decision was made to publish the newsletter bi-monthly.

Job Placement Service

The original concept for this component was to allow long-term groups to avail themselves of the services offered by the follow-on office in the first two years following their return. Job search assistance was primarily comprised of

skills assessment and documentation, resume preparation, facilitating networking among returned scholars and potential employers (with a computer data base), providing appropriate literature on job search skills, and coordinating with intermediary institutions. As part of the job placement function during the first two years of CLASP II, the follow-on team coordinated an annual analytical update of the employment sector. Over the years, the nature of long-term groups changed in that the vast majority of these participants were employed prior to their scholarship and were assured their positions would be waiting for them upon their return. As a result, the need for job search assistance dwindled to a point of virtual non-use. Nevertheless, CLASP II personnel continued to provide this service to those who requested it.

Regional Annual Reunions

Because the efficacy of large, unwieldy, costly and relatively poorly attended annual reunions was called into question after the 1992 meeting, the concept of annual reunions for 1993 and beyond was rethought. Regionalized, one-day annual meetings became the norm starting that year. As a result, the emphasis shifted to addressing local, departmental and regional needs, as well as to strengthening formal and informal networks to fortify scholars' efforts through shared-interest collaboration at a more localized level. The 1994 regional meetings were the last project-facilitated annual meetings. Beginning in 1995, to encourage further autonomy and self-sustainability, participants were given primary responsibility, within a set

of guidelines, for planning and facilitating the regional meetings. This proved to be an effective strategy, as follow-on staff witnessed greater scholar participation in the planning of and better attendance at annual meetings, with an accompanying sense of "ownership". In the process, participants enhanced their organizational, public relations, and financial management skills, as well as their repertoire of professional skills in general.

Associations of Returned Scholars

The concept for a national association of returned CAPS scholars was developed during the first five-year cycle of CAPS. The organization, called ASECAPS, was intended to serve as the major contact point between the follow-on staff and returned scholars. However, despite technical, logistical and other forms of support from both the CAPS and CLASP II contractors' follow-on staffs and from both USAID-Washington and USAID-El Salvador, ASECAPS was unable to function and eventually folded. Meanwhile, nascent departmental associations and technical associations received less attention. During the course of the project, Development Associates salvaged certain fragments of the ASECAPS model but, beginning in 1993, concentrated its support efforts on local and departmental groupings, which proved to be more viable, self-directed, ambitious, and potentially self-sustainable. (A number of these organizations are profiled throughout **Part B**). In 1996, 20 of the 27 existing scholar associations became the focus of follow-on efforts for organizational strengthening to press for some

semblance of self-sustainability after the project's end. Of these 20, 12 became formal associations with legal standing, either as NGOs or cooperatives.

Demonstration Project

A pilot demonstration project was developed by returned scholars with support from the Follow-on Program. Its aim was to promote the conservation of resources, to provide training in vegetable and rabbit production, and to advocate the use of appropriate technology. Among the project's accomplishments:

- ✓ Approximately 125 high school students, each of whom devoted up to 300 hours of community service to the project, learned the basics of home gardening, rabbit farming, and tree nursery development and maintenance.
- ✓ More than 10,000 trees were distributed from the project's nursery to communities and individuals for reforestation projects.
- ✓ Water catchment systems were demonstrated at the site and in the field.
- ✓ The *hornilla mejorada*, an efficient portable wood-burning stove which has been shown to save up to 45% in firewood consumption compared to traditional cooking practices, was introduced to approximately 2,000 families in a number of communities. (This stove is the subject of several

"success stories" in **Part B** and is highlighted in **Chapter 12**).

Thomas Jefferson Fellowship Follow-On Program

In 1995, a special two-year follow-on program was created to assist all returned long-term (programs of three months or longer) scholars. Highlights of this program include two dozen technical seminars, workshops and conferences attended by 942 scholars and colleagues, 13 scholar-initiated multiplier activities for approximately 650 beneficiaries, and the establishment of a professional association (the **Thomas Jefferson Multidisciplinary Institute**) of long-term scholars to promote members' professional development and the support of development projects for the benefit of members' communities.

CONCLUSION

The CAPS/CLASP II - El Salvador project has consistently been alluded to as a model program due, in no small part, to its Follow-on Program. In May of 1996, USAID - Haiti personnel chose El Salvador as a stop in a regional tour to observe and interview follow-on staff and returned scholars because its follow-on was viewed as one of "the most successful" in the region. The success of CAPS, in particular follow-on, is manifested in the adoption of the CAPS model for training in general in El Salvador.

In September of 1995, a USAID worldwide training seminar for human capacity development personnel was held in El Salvador, where the CAPS

model was presented as a viable vehicle for human capacity development -- subsequently influencing the Global Training for Development design -- in part because of the strength it derived from its follow-on component.

Evaluation

In 1992, in response to the project's new mandate to provide a systematic analysis of the impact of U.S. training on participants as well as to provide ongoing feedback with which to improve training for future groups, an Analysis Team comprised of Development Associates staff in El Salvador was formed.

Specifically, the Analysis Team was asked to measure the following indicators: job-related impact; enhancement of leadership abilities; the extent and quality of community involvement; institution-building; the impact of Experience America on professional networks; and a special examination of how women trainees fared upon return.

ANALYSIS TEAM ACTIVITIES

Team responsibilities were focused at two stages of the program cycle: pre-departure and follow-on, or "impact".

Pre-Departure

The involvement of the Analysis Team began with the needs assessment done at the initial planning stages of each program. In collaboration with the

Development Associates program office, members of the team gathered information about the needs of potential intermediary institutions through field visits, questionnaires, and interviews with grassroots-level workers as well as with service recipients or clients. Once participants were selected, team members were responsible for determining participants' expectations regarding the upcoming training and for measuring current knowledge in technical and cross-cultural areas related to the U.S. training by administering baseline tests.

Follow-On

The Analysis Team's duties resumed during the re-entry program held approximately one month after the participants' return to El Salvador. During this event, the Analysis Team interviewed participants and administered post-tests, the results of which were compared with those of the pre-tests and improvements analyzed.

Methodologies for subsequent follow-ups to measure impact ranged from individual/small group interviews to gauge impact of groups on a specific development field, to full universe questionnaires to assess attitudes regarding issues of general importance to the participants' communities. An increasingly effective tool for measuring impact as the project evolved and the cadre of active, involved returned participants grew was the documentation of "success stories". Many such stories in **Part B** illustrate the impact of training in a way that statistics alone cannot convey.

PART B.

IMPACT OF TRAINING ON SUSTAINABLE DEMOCRACY AND DEVELOPMENT

Introduction

J. Brian Atwood, USAID Administrator, stated in March 1994 in a document introducing USAID's strategic objectives, that "rarely has history witnessed a time of such profound change in the lives of nations and peoples. A social, political and economic metamorphosis is now under way throughout the world, and the United States has a unique opportunity to help shape the outcome. To help meet this challenge, the United States Agency for International Development has redefined its mission and charted a plan to achieve it."

This plan emerged as a result of a great deal of effort and consultations with a range of worldwide experts, whereby USAID identified strategic objectives and drafted guidelines for implementation in their field missions throughout the world. These strategic objectives, which focus on areas of concentration fundamental to sustainable development, are currently governing all USAID operations.

In El Salvador, the USAID Mission is complying with this directive for the development of its training programs. All USAID/El Salvador training programs designed and implemented should support the specific strategic objectives of the mission or the central bureau

sponsoring the training and provide human capacity gains for sustainability of USAID and host country development efforts.

It is in this context that the El Salvador/CLASP II project completed its last phase of operation. It is noteworthy that although the new USAID guidelines have only gone into effect over the last year or two, most of the CAPS and CLASP II training, from 1986 onward, can be categorized under USAID/El Salvador's strategic objectives and contributed, to some extent, to meeting the intermediary results as outlined by USAID/El Salvador. However, it is clear that in the last two years the training has been more precisely designed to have an impact on specific development goals and targeted institutions. Furthermore, the shift in training philosophy and outcome measurement, from implementation of training events to the enhanced performance of individuals and institutions occurring in the field of training and development, both in the private and public sectors, has also occurred within the CLASP II project. In the programs of the last years of the project, we find numerous examples of training designed with specific performance outcomes in mind.

In the following chapters, this report provides descriptions of how the CLASP II training programs have contributed to

USAID/El Salvador's strategic objectives by citing examples of individual, institutional and community change. Involvement in this project has brought about, or at the very least has facilitated this change. While the impact of training on the individual is included and is often the most visible and immediate change, these chapters also highlight changes that have occurred at the institutional level as a result of this project. Over time fields of program emphasis have changed as the development assistance strategy for El Salvador has evolved. Five of the seven chapters are devoted to the five strategic objectives which emerged from USAID consultations on the strategic framework of El Salvador's development assistance needs for 1997. These are:

1. Expand Access and Economic Opportunity for El Salvador's Rural Poor
2. More Inclusive and Effective Democratic Processes
3. Sustainable Improvements in Health of Women and Children Achieved
4. Increase Use of Environmentally Sound Practices in Selected Fragile Areas
- *5. Assist El Salvador to Make the Transition from War to Peace.

*Special Strategic Objective

Two chapters address the impact of CAPS/CLASP training programs on education and gender and development. Education is a fundamental building block in the economic and democratic development of El Salvador. Education-related programs targeted a broad

spectrum of practitioners, planners and policy makers. Participant and support groups have developed a broad-based cadre of leaders from the public and private sectors, including primary and secondary teachers, administrators, university professors and planners, and members of the National Assembly's Commission for Culture and Education. The chapter devoted to women in development reflects USAID's approach to integrating gender throughout the Agency's programs and projects, thereby empowering women as well as men to seize opportunities and make a difference for themselves, their families and their communities.

CAPS/CLASP II linkages to the framework of strategic objectives prior to the current structure are given in the following chart which lists all of the training programs. Some CAPS/CLASP training programs overlap with more than one objective. With specific reference to "Assist El Salvador to Make the Transition from War to Peace," the CAPS/CLASP contribution is both through scholars coming from the ex-conflictive zones in the National Reconstruction Plan and through many of the programs identified under other strategic objectives.

**Collection of Data:
Methodology**

For the collection of the data presented below, a team made up of Development Associates employees and consultants traveled to El Salvador. The team of four professionals, including a team

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leader, were in El Salvador on two separate occasions; one person conducted research for two weeks, and the other three members spent the subsequent two weeks in El Salvador. The team had the appropriate balance of work experience and technical expertise needed to understand the scope of work, the project's history and objectives, and sensitivity to the culture. Their work was supported and guided by the Field Office staff and USAID in El Salvador.

Each team member focused on particular sectors and/or strategic objectives. Information was collected through interviews and site visits with key informants, such as participants, supervisors of participants, colleagues of participants, senior-level management of institutions affected by the training, community leaders and the Development Associates field staff. The team conducted individual and focus group interviews, made site visits to observe former participants in their communities and work settings, participated in follow-on seminars and multiplier activities, and reviewed written material. The document review included impact studies, newsletters, success stories,

quarterly reports, and the participant data bank. The team not only met with participants, but also spoke with participants' supervisors, both in the government and non-government sectors, and made contacts with some of the non-participant beneficiaries of this project. In undertaking its field work the team gathered information from over 200 individuals.

The information presented covers programs and participants from all three of the country's regions: Central, East and West. The three project regional resource centers were instrumental in assisting the team in making the contacts and setting up interviews in these regions, particularly in the rural areas. While the team was based in San Salvador, trips were made to the rural areas to meet with participants in their work and community settings.

The team selected individuals and institutions that represent the wide range of sectors trained. The stories presented here include a combination of participants from early and recent programs, including participants from both rural and urban areas.

CHAPTER 4

EXPANDED ACCESS AND ECONOMIC OPPORTUNITY FOR EL SALVADOR'S RURAL POOR

Fighting Poverty by Stimulating Private Investment and Increasing Employment Opportunities

Slow or inequitable growth and widespread poverty jeopardize democratization and the quality of life in any country. One of USAID's fundamental goals is to "help individuals improve the quality of their own lives and share equitably in the benefits of economic growth...helping nations remove the obstacles that interfere with their economic vitality." USAID assistance focuses on combating poverty through appropriate social and economic policies and increased private investment and employment. This goal can only be met by addressing the need within various strata of the economic community, both public and private. In several ways, the CLASP project has played a role in contributing to broad-based economic growth in El Salvador, from training the majority rural poor, to working with the financial units of ministries, to assisting in the modernization of the central government's financial systems.

Facilitating Microenterprise Development

Through the CAPS Program in the mid-

1980s and then later the CLASP II phase of the 1990s, 828 Salvadorans were trained in small business management, many of them recruited from rural communities and ex-conflictive zones. A substantial number of these people lacked access to traditional avenues for obtaining financial backing that would allow their endeavors to grow beyond subsistence level. The training provided to groups in 1986, 1989, 1990 and then more recently in 1994 and 1995, focused on giving participants a basic understanding of small business development and management, including how to formulate business plans. Candidates for these later groups were nominated by the Community Development Directorate (DIDECO) of the Ministry of the Interior.

One of USAID'S fundamental goals is to "help individuals improve the quality of their own lives and share equitably in the benefits of economic growth...helping nations remove the obstacles that interfere with their economic vitality."

Most small businesses in El Salvador belong to the non-formal sector of the economy; only one out of four small entrepreneurs have more than an elementary school education; and most

lack any form of training. The training for these individuals, both in the U.S. and in-country, focused on providing them with the basics of sound business management and enabling them to transfer this new knowledge to members of their communities. The first groups of microentrepreneurs were trained through CAPS and managed by PIET (Partners for International Education and Training) in the mid 1980s; the latter groups were conducted through CLASP II and managed by Development Associates. In both cases, Development Associates continued to provide follow-on assistance in-country. The participants contacted for this report, including those from the early programs, were still involved actively in the follow-on program.

The stories below represent different points of view regarding the impact that participation in this training project had on the lives of these individuals, their families, the institutions and communities in which they work and live; as well as its contributions to increasing job opportunities, income levels and productivity.

**Lubricentro Román:
Creating Jobs and
Generating Income**

Romeo Manzano Lobo¹ participated in the first CAPS training in 1985, under contract with United Schools of America. He received 40 days of training in Miami with a group of fellow small entrepreneurs.

According to Romeo, this training

occurred at a terrible time in El Salvador, in the midst of the war. It was quite a shock to be in the U.S. and experience, as he describes it, "democracy in action."

Romeo credits his participation in the scholarship project with preparing him for leadership roles in his community. He is the current President of the Society of Salvadoran Merchants and Industrialists (SCIS). Two other returned participants who participated in the Labor Management/Business group are members of SCIS.

In 1985, prior to the training, he had finished his degree in accounting and was working as a General Accountant at a private business, *Transporte Carbonel*, a freight company. He was also taking a four-month course in general management under a professional in-service program through the SCIS.

At the end of the four months, an agreement between USAID and the SCIS allowed him to be selected as a scholarship recipient. He believes that this scholarship program "gave people who would have never been able to obtain this kind of opportunity because of their limited resources, a chance to better themselves. The selection process was democratic and objective."

When he returned from his program, he continued working at *Transporte Carbonel* for one year as General Accountant. He trained an accountant to take over his position and then left this company to form his own. "I came back from the States with a new vision. I told myself I now have the tools and

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knowledge to initiate something on my own."

So in 1987, he opened the doors of his first business, *Lubricentro Román*, in Soyapango, San Salvador, with his wife as the only other employee. Prior to deciding on the business, he put into practice something he had learned during his training regarding market analysis. He counted the number of cars on the road as he rode the bus to work, day in and day out. He observed the lack of competition in the sale of car parts and then decided to start a car parts/service business.

He copied 500 flyers and personally distributed them. With ₡5,000 that he saved and ₡20,000 that he was able to get through credit, he paid the first two months' rent on a location in Soyapango and bought some products from ESSO Standard Oil, basically lubricants and oils.

In the first year, every month, the business saw an increase in sales. After one year, he paid off the ₡20,000 loan. At the beginning of the second year, he hired an employee and began offering oil change services. This first employee is still with him after nine years.

Economic Opportunities and Employment Generation

In the third year, he opened a second business in Ilopango, San Salvador, with a larger space to change oil more easily. He also included an engine wash service and hired three more employees. He continued purchasing more equipment and increasing his inventory.

As his two businesses grew, he saw an opportunity to open a third branch in San Salvador. He borrowed ₡40,000 from the Financing and Guarantee Fund for Small Entrepreneurs (FIGAPE), a program born with the help of USAID 10 years ago. This Fund assists the development of small businesses for people who do not have collateral. A returned participant from CAPS happened to be the Director of the loan office in Soyapango and assisted him in obtaining the loan.

With this help, he opened up a shop in San Salvador which brought his total number of employees to sixteen. Soon after, he opened another shop in Ilopango, one kilometer from the existing one.

Romeo currently has 24 employees, including mechanics, office workers, and salespersons. He stated that with small businesses employing 80% of workers in El Salvador, he feels his contribution to the country's economy is critical. He pays his employees their benefits and bonuses and gives them Christmas gifts. He sees his role as giving employment and means of survival to the lower working class of his community.

His four shops bring in an average monthly income of ₡350,000. He has paid in value added taxes (VAT) an average of ₡48,000 per month over the last three months.

Civic Participation and Community Leadership

As President of SCIS, Romeo is actively lobbying in favor of small businesses.

Some of the issues SCIS is currently involved in are:

- ✓ provision of more government incentives to small business;
- ✓ cessation of corruption, contraband and illegal competition;
- ✓ the fight against delinquency and increase in crime that has affected small business owners (He himself has been robbed more than once at gunpoint);
- ✓ offering seminars and training to its members; and,
- ✓ decrease in loan interest rates.

Currently, SCIS is collaborating on a project with the Salvadoran Institute for Professional Development (INSAFORP) to provide training programs for microentrepreneurs in industries such as shoe repair and furniture production. A small business or individual is charged only 20% of the cost; the project funds the remainder. Training focuses on management, marketing, sales, finance, productivity and personnel management. It also assists businesses in developing a mission, conducting needs assessments, and developing short- and long-term goals and a business plan. Romeo and his employees participated in this training to examine the future of their business. They developed a new business plan for *Lubricentro Román* which they are already following to meet new goals.

Romeo is a member of the Association for CAPS scholars (ASECAPS). Members have completed a reforestation project and a library for a local school through local fund-raising. Romeo is

also called upon to make presentations to newly departing trainees in small business management through the pre-departure orientation and follow-on CAPS program.

The Future is Bright for More Jobs

A CAPS calendar hangs on the wall of Romeo's office and, with delight, he retrieves photographs of his U.S. training from his desk. He carries a CAPS briefcase proudly. It is clear that the brief six-week experience back in 1985 that led to his ongoing involvement in this USAID program has had a profound impact on this man, his family, neighbors, employees and fellow small business owners over the past 10 years.

[Romeo's U.S. training] has had a profound effect on [him], his family, neighbors, employees and fellow small business owners . . .

He says, "I started with zero. I was not born with money in my pocket." But at 43 years old, he has built a business for himself and his community that continues to flourish.

Romeo does not rest on his laurels. He is currently negotiating to purchase a large lot (1,100 square meters) five blocks from his original location to build a large service center (a *tecnicentro*) where he can provide a wide range of additional services to more customers, such as tire balancing, muffler work, oil

changes, tire rotations, engine cleaning, and brake repairs. The total cost of the lot and building will be ₡1.5 million. He hopes to hire up to 15 more employees to staff this new center.

Romeo says, "I started with zero. I was not born with money in my pocket." But at 43 years old, he has built a business for himself and his community that continues to flourish.

Participation of Women in Agribusiness Cooperatives in the Rural Sector

María Asunción Hernández de Claros² participated in a CAPS microenterprise development management program in 1992. Her interest and work has always centered on the involvement of women and on applying environmentally sound strategies in agriculture.

María worked for the Salvadoran Institute for Agrarian Reform (ISTA), under the Ministry of Agriculture. She managed projects with cooperatives in communities in San Miguel, an area targeted under the National Reconstruction Plan. It was through this work that she was selected to participate in the CAPS program.

Since her return, she has continued to work in agrarian reform, primarily assisting small agricultural cooperatives. She has a total of 12 years experience working with agriculture cooperatives.

Until August 30, 1996, she had been working with the Confederation of Agrarian Reform Federations

(CONFRAS) as an agricultural specialist. CONFRAS supports cooperatives in small business, agriculture and organic farming. She left this job for personal reasons and is completing her degree in agricultural engineering, a program where she is one of only a handful of women. She already has a technical degree as an aquacultural specialist.

For CONFRAS, her work with cooperatives focused on integrating women into agricultural work. She observes that traditionally women are left out of the decision-making process in their communities. Only men participate in CONFRAS' larger projects. Nonetheless, through a CONFRAS project, the Program for Agricultural Credit for Women, Production and Organization (PROCAMPO), ₡12 million were made available to communities for agriculture projects. However, this money could only be accessed if the community demonstrated the participation of women. In this way, little by little, more women are becoming involved.

Greater Access to Training in Rural Areas

It was under this project that María started small activities to begin attracting and involving women. She began to observe women participating more in community meetings, expressing their opinions. Part of her job entailed providing training to women in cooperatives, including how to integrate and maximize their resources using environmentally sound practices. In addition to technical training related to the agricultural project, training has

introduced members to planning, problem-solving and their legal rights. What has most impressed María is how some men's attitudes have changed, including a greater acceptance of women's participation.

She estimates that just under 100 co-op members have received training through her work, but many additional non-members have also been trained, including neighbors and sisters of co-op members who are invited to training seminars. Thousands of people in these communities have either been trained or been secondary beneficiaries of her training initiatives.

María is one of two people working for CONFRAS in the Eastern Region. There are a total of 11 cooperatives in this region; María has worked with seven of them. Their work is coordinated with other institutions working in these areas. Some funds come from the Cooperative League of the United States of America (CLUSA), an international NGO with some funds from USAID.

Cooperatives That are Still Functioning

- 1) One project she coordinated that CLASP II supported was a cooperative of 15 women, La Paz Cooperative in Chilanga, Morazán. The purpose of the cooperative was to set up a small business selling chickens and eggs. Through its special projects, the CLASP II project provided assistance in training the women and helped fund the purchase of laying hens.

CONFRAS gave the women credit, and the cooperative members contributed the rest of the necessary money. Chicken coops were built using local resources and environmentally sound practices. María provided three days of training, which focused on how to conserve limited resources -- e.g., recycling chicken manure to make organic fertilizer.

The women rotate the responsibilities of the business. They have organized their work and all the paper work with María's help. The women who are responsible for the sales walk down the mountain 10 kilometers to sell the eggs to bakeries. The co-op meets once a week to report on the week's sales, discuss the co-op's financial situation and modify prices, if necessary.

- 2) A cooperative in Los Andes, San Miguel involves 11 women. This is a cattle management project, focusing on prevention of cattle diseases. The cooperative received C\$50,000 credit, and the CLASP II Special Projects provided funds for training. The cooperative bought calves to fatten and sell. The training involved how to care for calves, including what vaccinations and vitamins to give. One three-day seminar was conducted.
- 3) Cooperative Nancuchiname, San Marcos Lempa in Usulután has

400 members, 250 of whom are women. This is an environmental conservation project. Among its various activities has been the sale of *hornillas mejoradas* (cookstoves), the technology for which has been provided by the CLASP II. A workshop was presented to 40 women on how to use the cookstoves and how to conserve wood and local resources in general. This is an acute problem given the country's widespread deforestation. The use of these cookstoves is a cooking alternative which uses less wood. María believes that the adoption of this *hornilla* is having a concrete impact on the environment because people who are using these stoves are using less wood. In total, 40 stoves have been sold in this community.

- 4) A cooperative in *Cantón El Niño*, San Miguel has organized an organic sesame seed project for the production of oil and sweets. The co-op employs 20 women.

Expanded Equitable Access

María says that this work has reached people who would typically not receive any assistance: the rural poor who live in isolated areas. The assistance comes to them, in their own communities, where the government and other agencies do not often come because it is too far and too inaccessible. María has often walked 2½ miles off the roads to provide training and technical assistance to these cooperatives.

The importance of the participation of women in their communities' development, María says, especially for the rural women, is very hard to convey. Through her work, she has always tried to communicate that it is up to each woman to acknowledge her own self-worth first, not up to her husband or the community. Through the technical assistance and training topics, she weaves in other women-in-development issues.

The Impact of Training on a Personal Level

Asked about the impact her training and her work has had on her personally, María says it has been hard at times to take care of her family and do her job, which has required a great commitment to these communities. She is married and has three children. But, she claims, "there is time for everything," and she has found a way to integrate different aspects of her life.

Her involvement in this scholarship project helped her value herself and her abilities more in addition to giving her specific technical skills that have been beneficial in her community development activities.

She and her husband respect one another and support each other's work and interests. Her children have gone with her on her rounds into the communities and understand what she does. She does not ask her husband for permission but informs and discusses with him her decisions. Her time in the U.S. gave him a chance to be a "father", to grow closer to his children and to

appreciate his wife's situation as she strives to balance career and family

Businesswoman, Community Leader and Change Agent

Rosario Márquez de Paz³ lives in Apopa, San Salvador, a town of 190,000 inhabitants located 30 minutes by car from the city of San Salvador. She was a participant in one of the community leadership/small business management training programs conducted in 1995.

Rosario is director and owner of the Practical Academic Center (*Centro Académico Práctico*), a technical school training seamstresses, tailors, and beauticians, and also providing classes in typing, shorthand, small machinery, and sewing crafts. She has three employees and approximately 40 students per year. She gives two scholarships per year to poor students. She proudly points out students who have gone on to open their own businesses. Her business location is used to give literacy classes to adults.

Rosario's involvement in the CLASP II project prompted her to make changes to her business . . . However, the training's greatest value was in giving her more confidence . . . In her abilities, empowering her to delegate better and work in teams.

Rosario's involvement in the community

extends beyond her role as a small business owner. She recently became the first female President of the Community Development Association of San Carlos (ADESCOSCAR). Half of the 14 officers are women. ADESCOSCAR has existed for many years, but it was only after she became President that it was incorporated with by-laws and officers.

She indicates that before her participation in this scholarship program, she was apathetic about holding an office or being active in the politics of her community. But the leadership seminars, both in the U.S. training and in-country training, helped her realize what she could do as a community leader. She is now assuming more leadership roles on a volunteer basis. In fact, she wants to run for mayor and points out that Apopa has never had a female mayor.

As President of ADESCOSCAR, Rosario works with the Mayor and City Council in activities which improve life in the community, such as changing electrical wires, trash collection, planting trees, fumigation of town streets and public areas, and sewage treatment strategies. She has organized fundraisers, including raffles, horse races, and selling soup.

Rosario is also Treasurer of the Association of Salvadoran Cosmetologists. She has been active in this organization for a number of years. It gives training to its members in hygiene, new styles, small business administration, marketing, and customer service. In collaboration with the Ministry of Education, it also provides

haircuts to students in public schools and residential state institutions.

In addition to giving her the impetus to participate more actively in her community, Rosario's involvement in the CLASP II project prompted her to make changes to her business, e.g., in redecorating and offering new products and services. She also learned pricing methods for products and services. However, the training's greatest value was in giving her more confidence in herself and in her abilities, empowering her to delegate better and work in teams, a concept she is also using as President of ADESCOSCAR. She believes the most useful follow-on activity was training in how to write projects and develop plans, a special request of her participant group. She now uses these skills when she lobbies for assistance for her community.

Volunteerism on Behalf of Subsistence Farmers

Ramón Eduardo Hernández⁴ participated in the Community Leadership/Small Business training in 1994. He comes from a very rural area where most people survive off subsistence farming. Thirty-one families make up Los Morenos Hamlet, which is outside of Corinto, Morazán, the closest town of approximately 18,000 inhabitants. He was born in this village and still lives there with his family, which includes his aging parents. Like most of his neighbors, Ramón is a small farmer who farms primarily for his family's consumption. His current crops include corn and beans, and he hopes to begin

growing sesame seed next year.

Creating and Sustaining Healthy Cooperatives

Since 1990, Ramón has worked as a volunteer for *Fe y Trabajo*, an NGO funded by Catholic Relief Services. *Fe y Trabajo* spearheads community development projects, primarily by providing communities with credit for different development activities. *Fe y Trabajo* has two other returned participants, who are salaried. One is Pedro Reyes Hernández, who participated in the community leadership/small business program with Ramón.

Ramón is now working in various communities promoting and coordinating a cooperative, the Savings and Credit Association for Supplies of Corinto (ACOACAC), which was formed through *Fe y Trabajo* and Catholic Relief Services. This cooperative has 23 members.

He organized the meeting in which the constitution and rules of the cooperative were drafted and accepted. This cooperative will assist community groups access loans and credit for various activities. He is working hard to make sure it is well-organized and successful.

An experimental project with which he has recently become involved, also funded through Catholic Relief Services, involves the production of oregano oil. His community enjoys a prolific growth of wild oregano. A German agency provided prototype equipment to press the leaves for oil. The *Fe y Trabajo*

headquarters in San Salvador carried out preliminary investigations with the equipment, and Ramón worked with this office to identify potential collaborators. As a result, a cooperative was established called Microenterprise *Solidaridad de Corinto* (MES). Currently, it is testing the equipment and "working out the bugs". Through the cooperative, it is hoped that this oil can be bottled and marketed as an ingredient for medicines and perfumes.

An Active Participant in the Follow-on

Ramón is convinced that his participation in this training program has contributed to his ability to act on behalf of his community. He learned how to approach people and address problems; how to communicate with institutions and people in positions of power; and how to make decisions. He brought back new skills in forming, organizing and directing groups, as well as basic accounting skills.

Ramón has participated in virtually all follow-on activities to which he has been invited, missing only one because of the birth of his son. These events are important to him because they give him the opportunity to meet a variety of people, strengthening his network of resources.

Volunteerism

Asked why he volunteers so much of his time to his community, Ramón responds that he is following in his father's footsteps. As a leader in his community, Ramón's father was often sought out for advice and assistance. When Ramón

was about 11, he started participating with his father in volunteer activities. The CLASP recruitment and selection process led to the identification of Ramón as a potential leader. His participation in the CAPS program has refined and encouraged his natural ability to lead. "Now", he says, "I can do what my father once did and do it better".

Cooperative *Las Marias*: A Group of Participants Form an International Business

The description of the successful coffee manufacturing cooperative, *Las Marias*, in the Eastern region of the country is covered in detail in the chapter addressing El Salvador's transition from war to peace. Although this venture certainly relates to the expanded economic opportunity for the rural poor, it is obvious that the business has flourished in an environment where economic opportunities were being supported as part of the peace process. Furthermore, the participants involved, as well as the region of the country, are part of the National Reconstruction Plan, and many of the members of the *Las Marias* are disabled ex-combatants.

A Better Future for Children with Mental Retardation

Otilia Trigueros de Martell⁵, Director of the *Centro Laboral El Progreso* (Progress Labor Center), participated in the Vocational Rehabilitation for the Mentally Challenged training program in 1994.

The Progress Labor Center provides education and vocational training for people with mental retardation. The Center also supports "sheltered workshops" (small enterprises involving simple manufacturing or product assembly, employing only people with developmental disabilities, and providing professional counseling and supervision on the job) for program graduates. The Center's mission is to assist its clients in fulfilling their potential as productive human beings, instilling in them a "can-do" attitude.

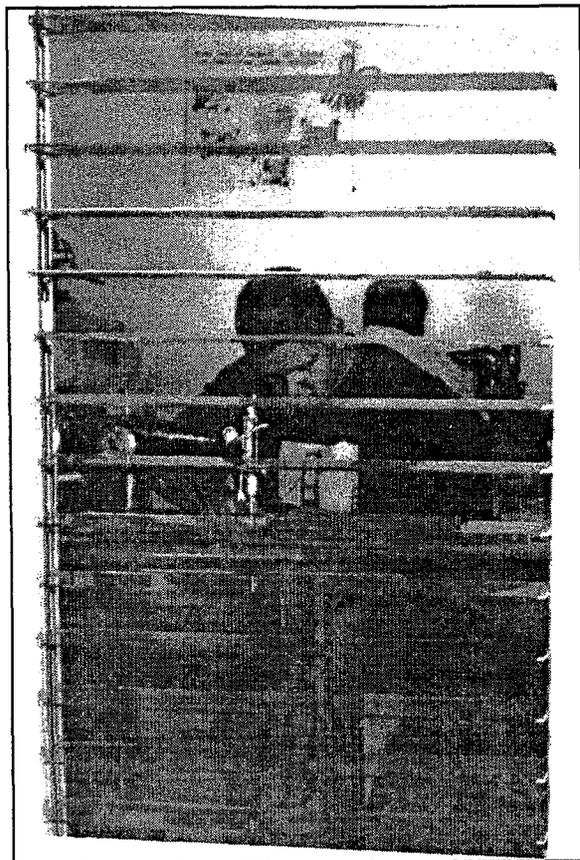
Rapid Personal and Institutional Advancement after the U.S. Training

Otilia refers to her life before and after CLASP training as "night and day". The training enabled her to see new possibilities for her field. Upon her return to the Progress Labor Center, she began implementing some of the ideas to which she had been exposed in the U.S.

The Center was originally founded to provide basic services. Under Otilia's leadership, however, it has become increasingly specialized and comprehensive.

The Center currently has 78 children and adults in residence ranging in age from 12 to 38. It employs 12 instructors, whose efforts are supplemented by tutors (advanced students and program graduates).

The Progress Labor Center provides education and vocational training for people with mental retardation . . . [Its] mission is to assist its clients in fulfilling their potential as productive human being, instilling in them a "can-do" attitude.



A graduate of the *Centro Laboral El Progreso* vocational training program assembles garments in a store-front shop rented by a parents' group.

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The Center provides formal classes, placing clients in one of three groups according to their developmental level. Physical therapy classes are also offered, including calisthenics, games, swimming and dance. For personalized attention, classes have a maximum of 11 students each.

The Center also serves a number of people with mental retardation who come from abusive homes. These individuals are identified and sponsored by the Salvadoran Institute for the Protection of Minors (ISPM).

Graduates Move on to Gainful Employment

The Center oversees the work of five of its graduates in a commercially viable bakery located on the premises. Other projects include a *maquila* operation which produces diapers and other articles for the Salvadoran Social Security Institute (ISSS).

The close collaboration between the Center and the families of its clients has created further employment opportunities. Several clients' parents have rented a storefront, where four graduates of the Center's vocational training program in sewing are currently producing garments. They are paid per piece, and the articles they produce are then sold to buy more materials for their enterprise.

Public Education a High Priority

The Center places a high priority on public education and outreach. It is currently developing a training manual for parents of children with mental retardation. Soon, with support from the European Economic Community, UNICEF and the National Council for Primary Care for People with Disabilities, it will launch an ambitious media campaign.

Integrated Financial Management

In the last year of the project, representatives from the financial offices of various central government ministries were trained. In the area of financial management, all ministries are participating in the modernization process through the implementation of a new Integrated Financial Administration System (SAFI) under the Organizational Law for State Financial Administration passed in December 1995. SAFI is a three-year project.

Although this training has an influence on the government's ability to respond to the economic needs of the rural poor, the detailed description of this program and the impact that training is having in the modernization of the central government is found under the Chapter, "More Inclusive and Effective Democratic Processes."



On the premises of the *Centro Laboral Progreso*, alumni work in a commercial bakery set up by the Center

Conclusion

Broad-based economic growth has been a basic goal of the CLASP II project since its inception. This goal has become even more pivotal within the National Reconstruction Plan. The end of the war has created new challenges for the government and society of El Salvador. Now efforts are turned toward

the eradication of poverty, the creation of jobs, the reintegration of civil society and the education of the Salvadoran citizen. The CLASP entrepreneurs, men and women running businesses of their own, employing their neighbors, coordinating government programs that assist rural citizens access loans and training for cooperative ventures, are accepting the challenge to participate in the economic and political life of their country.

NOTES:

1. NAPA Microenterprise Administration, August 1985 - June 1986, United Schools of America
2. NAPA Environmental Promoters, June-August 1992, Jackson State University
3. S053 Community Development 2,

03/14/95 - 04/25/95, Mississippi Consortium for International Development

4. S036 Community Leaders 2, 09/26/94 - 11/05/94, Mississippi Consortium for International Development
5. S027 Mentally Challenged, 02/22/94 - 04/18/94, University of South Florida

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CHAPTER 5

IMPROVED EDUCATIONAL PROGRAMS, POLICIES AND PRACTICES

El Salvador Reforms Educational Policies and Practices

Education in El Salvador has suffered from a multitude of ills, reflected in high dropout and repetition rates, low literacy skills and high teacher-student ratio. The single most salient factor contributing to the problems of the nation's educational system, and indeed almost every facet of life in El Salvador, was the twelve-year armed conflict which ended with the signing of the Peace Accords in 1992. Expenditures for education fell during the war as spending shifted to the military. The majority of the funds appropriated for education were spent on salaries and funds allotted for materials, school maintenance and teacher training were insufficient.

Although access to public education is guaranteed, in practice, parents are usually expected to pay yearly fees for the purchase of such items as school materials and uniforms, which places a heavy burden upon poorer families. As the economic crisis has deepened, children have had to leave school to try to earn money. Another effect of the economic deterioration of the country has been the break-up of families, as members have emigrated in search of better economic opportunities. Still other families have been touched by violence.

The average class size of a typical school is 45. In rural schools, there is often a wide range of ages and grades in a single classroom. Teaching materials are scarce. When textbooks are available, they are often shared by two or more students. Many students come to school without breakfast, and, in some cases, children may be suffering the effects of malnourishment or post-traumatic stress as a result of the armed conflict.

The Government of El Salvador, principally through the Ministry of Education (MINED), has initiated educational reforms to overcome these adversities. The overall goals of the reform are to increase access and improve the quality of education at all levels. Enormous efforts are underway to provide teacher training, modernize the curricula, revitalize infrastructure, and change legislation. Internally, the Ministry of Education seeks to reform its own administration through a decentralization process which includes increasing individual school autonomy and community participation.

Through the USAID CLASP II program, hundreds of Salvadorans involved in a wide range of educational concerns have been trained to contribute to the ongoing reform. Various training programs were designed to meet the needs of MINED; participants have included teachers, principals,

administrators, legislators, university professors and leaders, individuals from non-governmental organizations and MINED staff.

**Ministry of Education
Recognizes CAPS' Key Role
in Reform at National Level**

CAPS participants and programs are highly regarded in the Salvadoran Ministry of Education, especially by **Licda. Cecilia Gallardo de Cano**, the Salvadoran Minister of Education, who has recognized the valuable contributions which the CAPS scholars have made to the improvements in the education programs and practices in the country.

In an interview held in October of 1996, Licda. Gallardo de Cano commented that in the twenty years before the CAPS programs began in El Salvador, a few training projects were carried out, but no systematized teacher training existed. "The CAPS programs," she remarked, "filled a need within the Ministry and the *magisterio*."

A major strength of the CAPS program, according to the Minister, was the rigorous yet equitable method of participant selection. Based upon objective criteria, individuals with leadership qualities and potential from both the urban and rural areas were chosen for training. Before CAPS, participants' political affiliations greatly influenced selection.

[CAPS training] "permitted a close relationship between the teachers and MINED. The two were, at one time, separate. CAPS formed a bridge."

With CAPS training, Licda. Gallardo de Cano explained, the teachers have begun to understand their role in the classroom and in the community. They have a sense of community, of what it means to work together and they have learned how to become leaders in their communities.

Teachers also learned to design and implement innovative and creative didactic methods and materials which encourage students to enter a democratic process through participation. The pedagogical methods which CAPS participants introduced have entered the Ministry of Education at all levels.

The Minister emphasized that the current educational reform initiated in the classroom with CAPS and that CAPS was an inspiration for MINED. This training "permitted a close relationship between the teachers and MINED. The two were, at one time, separate. CAPS formed a bridge."

"I am a great admirer of CAPS. CAPS was excellent. It will leave an impact."

In addition, CAPS has made strategic changes to the teachers' unions, universities and the legislative assembly. These sectors have expressed more concern for and are participating more in the daily activities of educational programs. Training has created ties and strengthened existing ones between MINED and the other institutions.

The transformation of the Commission of Culture and Education of the Legislative Assembly was essential to the reform of educational policy. The relationship between MINED and the Legislative Assembly has improved enabling them to openly discuss proposed legislation. The Minister and the Legislators have been able to work closely on reform issues. MINED could not have advanced, the Minister was assured, without access to the Assembly.

The Minister closed the interview by stressing that she is a great admirer of CAPS, that it was an excellent program which will leave an impact.

Other prominent figures in the Salvadoran Ministry of Education laud the CAPS/CLASP program as well, including **Licda. Darlyn Meza**, the National Director of Education. Interviewed in October 1996, Licda. Meza asserted that CAPS has made educational institutions more effective and efficient, and although not a participant, she credits the project for her own professional success. Licda. Meza maintains that CAPS helped MINED to change the mentality and attitudes of the teachers. CAPS-trained teachers are motivated, arriving to class

early, armed with innovative and creative teaching materials. CAPS also created a stronger tie between the family and the school; families are more involved in the education of their children and participate more actively in meetings and school activities. Parents and teachers are cooperating to achieve a common goal -- the education of the children. "To be CAPS," Licda. Meza concludes, "is to be a leader of the country."

Theme-based Curricula in Secondary Schools

A participant in the Civic Participation in Education Support Group, **Luis Morán¹** was nominated for training by his employer, MINED. Since CLASP II training, Luis was promoted to Director of *Educación Media* (Secondary Education) in the Ministry.

One of the projects Luis has been working on since his return from the CLASP II training is the new curriculum for secondary education in El Salvador. Based on a theme teaching approach, the new pedagogical methods and materials guide students to develop skills in communication, the organization of ideas, the promotion of democratic process and mediation. Themes include Human Rights, School and Democracy, the Constitution, the State, Conflict Resolution, Civic Values in Literature, Infant and Adolescent Rights, Women's Rights and the Environment. History, language and writing, health, natural science, math and other traditional school subjects are covered within each theme. The curriculum allows the

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students and teachers to discuss local problems and formulate solutions.

For the first time, [teachers] have been given an opportunity to participate in the changes, taking ownership of the reform.

Luis emphasizes that the schools are in the process of change which the teachers themselves have initiated. For the first time, they have been given an opportunity to participate in the changes, taking ownership of the reform. Luis recognizes that enlisting teachers' participation has been a time-consuming process but now sees the benefits of having their support.

The Central American University José Simeón Cañas (UCA) has been contracted by MINED to design materials and train instructors. (For a complete description of this curriculum reform and its implementation see the section entitled "Designing Curricula to Emphasize Civic Participation" in Chapter 6.)

In addition to the changed curriculum, the method of school administration is also changing. The School Board (CDE), whose membership includes principals, teachers, parents and students, will give the schools autonomy to manage funds, staff and programs. (The Ministry of Education's decentralization process is explained in detail in Chapter 6.)

Improving Health, Education and Nutrition of Rural School Children

In his previous position at MINED, **Ernesto García**¹, another Support Group member, was part of a team of consultants working on the Educational Reform. In the months since his return, Ernesto has been chosen to help revitalize MINED's *Escuela Saludable* (Healthy Schools) program which had not been meeting its original objectives. *Escuela Saludable* aims to improve the health, education and nutrition of preschool and elementary school children in rural and marginal urban areas and is a joint effort of the National Secretariat for the Family, the Social Investment Fund (FIS), the Secretariat for National Reconstruction (SRN), the National Administration of Water Supply and Sewer Systems (ANDA), the Executive Bureau for the Environment (SEMA) and the Ministries of Health, Public Works and Education.

Escuela Saludable provides medical, dental and psychological attention to school-aged children. Educational services are improved through the participation of teachers, students, parents and community members. School nutrition programs include not only serving healthful meals to the students but also training to change attitudes toward nutrition and eating habits. Building construction and maintenance programs, the provision of lavatories and drinking water in schools as well as improvements to curricula, teaching resources and training are all components of *Escuela Saludable*.

In the year since Ernesto's arrival, *Escuela Saludable* has improved its services and received international acclaim for its accomplishments. In a summit meeting of Central American ministers and vice ministers of education, *Escuela Saludable* was singled out for its contribution to the improvement of Salvadoran school-aged children's health. In addition, the reduction of the dropout rate has been directly related to *Escuela Saludable's* efforts. Other Central American ministers are seeking ways of adapting the program to their own historical, social and economical realities.

Ernesto considers his participation in the CLASP II training program to have been extremely timely since MINED is a forerunner in seeking citizen participation in decision making and school administration. Visitors have traveled to El Salvador from other Central American nations to find out how MINED operates its programs. Ernesto has applied his training to his collaboration with colleagues as well as to the program they administer. For example, he and his coworkers meet weekly over breakfast for their "*Desayunos Productivos*," an informal way to share ideas. Ernesto is certain that this ability to work as a team has greatly enhanced their output.

As mentioned, Ernesto had been working as an intermediary between the *magisterio* and MINED as the educational reform got underway. At first, he explains, MINED faced rejection of new ideas and was skeptical of the potential for community participation. MINED learned that it needed to train

teachers and parents to empower them to take part in and to make a valuable contribution to the reform.

Selecting participants from a cross-section of institutions in various sectors was invaluable ...since it gave them an opportunity to find out what others think and a chance to work together.

Support Group participants have alluded repeatedly to the overall value of the CLASP training and to the superb selection of its participants. Ernesto credits the training for his ability to tap educational resources, both individuals and institutions. Selecting participants from a cross-section of institutions in various sectors was invaluable, he claims, since it gave them an opportunity to find out what others think and a chance to work together.

**Literacy Circles Teach
Adults to Read**

Prior to his training in the CLASP II Civic Participation in Education program, **Pablo Aaron Rivera Chacón²** was MINED's Director of *Educación Media* (Secondary Education) in the Department of Chalatenango. He was transferred to adult education upon his return from training. His supervisors wanted him to apply his training skills specifically to the new literacy program for adults. El Salvador's Adult Basic

Education and Literacy Program (PAEBA) began a few years ago but did not meet with widespread success in Chalatenango. Sponsored in part by the Government of Spain, PAEBA is directed at teaching literacy to adults, especially those in remote areas. Individuals from rural communities are trained to be literacy promoters and to teach their fellow community members. Promoters are responsible for recruiting and retaining their own students.

As PAEBA administrator in Chalatenango, one of Pablo's responsibilities is to meet twice a month with the PAEBA promoters to provide training in literacy teaching skills and in motivational techniques which help them keep their literacy circles active. Promoters are community leaders; Pablo trains them in leadership skills and in ways to increase civic participation. Pablo stressed that without the citizens' participation, the PAEBA program wouldn't exist. Attendance, logistics and other pending issues are resolved right there in the communities.

Although his salary has remained the same, Pablo is very happy to have been given the opportunity and the support to use what he learned in training. He is proud that PAEBA has become a successful program in Chalatenango.

Community Projects Promote Salvadoran Patrimony

In addition to his employment with MINED, Pablo is an active member of the Departmental Corporation for

Integrated Development of Chalatenango (CODDICH), a group of volunteers who work to improve conditions in Chalatenango. CODDICH itself does not have funds to finance community projects. Instead, it coordinates efforts and provides resources to communities seeking financial and technical support. It strives to reach some of the overlooked, marginal areas. International organizations such as the International Monetary Fund and the United Nations as well as foreign governments have provided support for CODDICH. CLASP II trained CODDICH members in several of its programs including Civic Participation in Education, Water Management and Women Leaders.

Training for Culture Center Employees

Pablo and two other CODDICH members, also participants in the CLASP II Civic Participation in Education program, collaborated on their Action Plan. Their goal was to develop a training program to motivate the community and to empower individuals to make meaningful contributions to their neighborhoods. Training would include ways to solicit funds and to develop relationships with donors.

They designed the training schedule using many of the techniques they had learned in the CLASP program.

One of Pablo's colleagues, **Roberto Zepeda²**, is the Coordinator of the nine

Culture Centers in Chalatenango. He reports to CONCULTURA, the National Council for Culture and Art, which falls under the Ministry of Education.

Together with **José Erasmo Girón**², another participant in the group who is Director of the Culture Center in Dulce Nombre de María, a community in Chalatenango, Roberto organized a *Convivio Departmental*, a training event for Chalatenango's Culture Center employees held on October 19, 1996. They carefully planned the training schedule and coordinated various resources to pay for the event. CLASP II follow-on program staff agreed to provide lunch and snacks and the Culture Centers provided transportation. Each person attending the conference paid his own entry fee into the tourist center in Chalatenango, where the training was held.

They designed the training schedule using many of the techniques they had learned in the CLASP program. Training activities were participatory and opportunities were provided for participants to network. Training sessions included one in which a representative from the United Nations presented on Sustainable Human Development. Roberto and Erasmo led *dinámicas* and they recruited **Juan Alberto Barillas**¹, a participant in the Civic Participation in Education Support Group, to present on leadership and civic participation using his now well-known puppets. Training also included ways to solicit funds and to develop relationships with donors.

Another project which Roberto Zepeda is working on in the Culture Centers is the preservation of Salvadorans' memory of their experience during the twelve-year conflict. He and his colleagues are interviewing people in Chalatenango from all political convictions. Roberto's goal is to edit the first-hand accounts and publish the manuscript for use in Salvadoran schools.

In addition to applying his training at work, Roberto recognizes changes in his own personality and attitudes since his return to El Salvador. He plans to continue his education by pursuing a university degree in Education. He also better appreciates his wife's role in the family and helps more at home.

Culture Centers Contribute to Community Development

Erasmo Girón has organized several activities in Dulce Nombre de María since his return from training. His first step was to diagnose the basic needs of the community and to devise a plan of action. Using the research, planning and budgeting skills learned in training, Erasmo proposed a project to increase potable water resources.

Working together with participants in the CLASP II Civic Participation in Water group, Erasmo has received the financial support of ANDA to construct water tanks and install pipes. He has also recruited community support and participation by giving informal talks to community groups, hosting cultural events and dialoguing with community leaders.

Drawing from what he learned about citizen participation, he began a Reading Campaign in Dulce Nombre de María to increase attendance at the Culture

Center and to encourage people to read more. He organized a parade involving the community school children to launch the event.



Community school children parade to launch Reading Campaign in Chalatenango

**Increasing Teachers' Influence
in Educational Policy and
Implementation**

Four participants -- **Roberto Serrano**¹, **Lizandro Navarrete**¹, **Gilberto Jaime**² and **Alba Recinos**² -- from the two Civic Participation in Education training programs are members of the Board of Directors of a recently-organized

teachers' union, *Concertación Magisterial*. In 1995, this union split from the largest Salvadoran teachers' union, National Association of Salvadoran Educators (ANDES) 21st of June, charging that ANDES is politically biased. As a nonpartisan union, the objective of *Concertación Magisterial* is to improve the teaching profession and educational programs and services by providing teacher training, supporting teachers' rights and promoting national

interest in educational issues. In its year and a half of existence, *Concertación* has recruited over 300 members from throughout El Salvador.

An example of *Concertación's* activism was its protest of the allegedly fraudulent election for teacher representatives in the national discussions of educational legislation. The Board of Directors united to decide on the type and amount of press attention it wanted and on how to present itself to the press.

In addition to his role in *Concertación*, **Gilberto Jaime** is president of the community association in his *colonia*, Comunidad Chintuc I, in Apopa, San Salvador. He is currently seeking funds to establish a community library and has coordinated citizens' efforts in a number of projects. In one instance, a road construction project that lacked sufficient municipal funds for completion, Gilberto enlisted the community, its men, women and children, to contribute manual labor so the roads could be completed.

In addition to Gilberto's volunteer work in the community and in the teachers' union, he teaches in an urban school in Apopa.

Alba Recinos is also an active member of Board of Directors of *Concertación Magisterial*, as mentioned. Asked how she has applied the knowledge she gained in the CLASP II training, Alba replies that "we are all using what we learned in our own way." A school teacher in Mejicanos, San Salvador, Alba was asked by the school supervisor to give a presentation to the other teachers on Civic Participation. She also

presented to the *Escuela para Padres* (School for Parents) on ways parents can participate in the school and contribute to the education of their children. Before, Alba describes, the women hung out in the street during their free time; now they are going into the school and helping in the classroom. In the first grade, for example, parents help teachers give out homework assignments and organize the students as they enter and leave the classroom.

*"We are all using what we
learned in our own way."*

Alba is also one of the members of the informal committee formed by the Support Group and the second group trained in Civic Participation in Education. She explains that, despite difficulties in meeting because of work commitments, members are working on the development of a Mission Statement.

In her hometown community of Potonico, Chalatenango, Alba formed a committee, including representatives from the church, school, the National Telecommunications Administration (ANTEL), the Postal Service, the Ministry of Justice (a judge), and the Ministries of Health and the Interior, to work on community projects. One project is to obtain drinking water for the community; another is to build a high school. Two classrooms have already been built and two more are under construction. In San Salvador, Alba is trying to form a support

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group of individuals who are from Potonico to further help the community.

**Initiating Legislation to Promote
a Shared National Culture**

A shared national culture is essential to effective communication and the fight against the social determinism that condemns new generations of disadvantaged groups to the same social and economic conditions as their predecessors. Culture encompasses the shared values, norms, traditions, customs, language, arts, history, folklore, and institutions which identify groups of people within a national context.

A shared national culture enables different social groups to communicate effectively with one other on the basis of common reference points. Awareness of a shared national culture and the effective communication which arises from this knowledge are altogether essential to ensuring domestic tranquility and promoting general welfare. This view stresses the importance of diverse social groups communicating effectively with one other in a national community through commonly shared symbols. It also maintains that effective communications require acquisition of specific information that the symbols represent, and that shared culture requires a continued transmission of specific information across social groups.

Equity of access to this body of shared knowledge carries implications that extend to the larger questions of educational policy, social justice, and

national identity. To the extent that disadvantaged groups such as children and youth in rural areas and marginal urban groups are deprived of this basic knowledge, they are unable to function in mainstream society. They are culturally illiterate. They lack the common credentials needed to increase access to jobs, social services, and community involvement, and to participate in and contribute to a more equitable, more democratic society.

***The members of [the
Commission for Culture and
Education] assert that as
a direct result of this training,
the National Assembly has passed
a law to create the National
Museum of History ...***

The National Museum of History

In a short-term CLASP training program specially designed for the Commission for Culture and Education of the Legislative Assembly of El Salvador, thirteen congressmen/women were exposed to these concerns, to the importance of national heritage and to ways in which history and culture can be used to instill national identity and pride. The members of this Commission assert that as a direct result of this training, the National Assembly has passed a law to create the National Museum of History for the purpose of disseminating knowledge of the history of the country through research, acquisition, conservation and exhibition of cultural

objects representative of Salvadoran history. The Museum headquarters will be located in the National Monument known as the National Palace of El Salvador. The law designates the National Council for Culture and Art (CONCULTURA) as organizers and administrators of the Museum.

The Commission reports that, unlike other cases, there was no resistance whatsoever among its members to CONCULTURA's proposal for the Museum. After visiting numerous sites and speaking to representatives of the U.S. National Park Service and the Smithsonian Museum in Washington, D.C. and others in Albuquerque, New Mexico, the Commission members were convinced of the significance of and the necessity to emphasize national and cultural heritage in El Salvador. In fact, the Commission planned a similar tour of historical sites in El Salvador. The members admit that most have not visited El Salvador's cultural sites and are unaware of the richness of their own indigenous history.

**Improving Educational Programs,
Policies and Practices**

The Commission members report that another positive outcome of their U.S. training is their ability to work together as a team despite their ideological and partisan differences. In addition to the component on national heritage, the CLASP training "Models of Legislation for Education" focused on legislative processes and procedures. Commission members report that they have benefited

greatly from the training and have employed much of what they learned directly and indirectly in the reform of educational legislation (The Law for the Teaching Profession, The Higher Education Law, General Law of Education) passed in 1996.

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as a team despite their ideological
and partisan differences.***

In addition to their achievements as a Commission, a number of the congressmen/women have begun individual projects in the districts they represent using the knowledge and skills acquired in the CLASP II training program. One congressman has opened a youth center in Zacamil, San Salvador, a *colonia* in his district, drawing on the components of the Latin American Youth Center visited in Washington, D.C. The new Zacamil center is a site where youth can gather and get involved in sports, artistic and cultural activities. To partially finance the youth center, this congressman has raised funds from private businesses whose contributions include musical instruments and sports equipment. Additional funds come from the government. Although still in the planning stage, this congressman's ultimate goal is to establish an agreement with area universities to have

students pursuing degrees in Psychology perform their year of required social service at the Youth Center.

Using the information learned in the visit to the U.S., another congressman has given three day-long presentations in the department of La Paz, which he represents, to teachers and other individuals who work with youth in gangs on ways to confront juvenile delinquency.

In an effort to create a safe environment for school children, another congressman founded a school in San Miguel for grades one through nine. Still in the early stages of development, this school operates in two open-air pavilions, with limited materials. Teachers volunteer their services. The community has supported the project and is working together with the congressman who is adapting elements taken from sites he visited in the U.S. to build an educational and recreation center in the community.

**Teachers Make Changes
at the School Level**

María Candelaria Alvarenga de Rodríguez³ is a teacher at the Unified Co-educational Urban School, "Engineer Víctor José Batarsé" in San Miguel. She participated in the CLASP II program entitled Primary Education Leaders in El Paso, Texas, 1991-1992.

From both the predeparture and the U.S. portion of training, María states that she earned a great deal. Just leaving El Salvador was a learning experience for

her, opening her eyes to other realities. What impressed her most was how U.S. teachers worked with their students, giving them individualized attention. María watched U.S. teachers in action and was able to extract from this observation some techniques for use in El Salvador.

She returned from training motivated to disseminate the knowledge that she had gained. Four other participants in the same program were also from San Miguel and together they trained 776 teachers in a two-month period. They trained in whole language techniques, leadership, children's literature and cooperative learning. All of this was accomplished before the Development Associates' Resource Center opened, and the participants were proud to have done this on their own.

Just leaving El Salvador was a learning experience for her, opening her eyes to other realities.

Since the Resource Center opened, María has been very active in its projects. She attends the numerous trainings given there, including sessions in Total Quality Management, Human Relations, Legislation, and Development of Didactic Materials. She is active in the association of returned participants. María is quite emotional discussing the family-like relationship she has with the other participants. "*Somos hermanos,*" she says through her tears, "We are family."

Marta Elena Merino de Reyes⁴ is a teacher at the Unified Co-educational Rural School Escuela "John F. Kennedy" in El Carmen, La Unión. Like María, Marta attended the CLASP II Primary Education Teachers program in Texas. One of the most significant impacts that the training has had on her, Marta explains, is the positive change in her personality. Hard-pressed to pinpoint the differences, Marta finally reveals that, unlike the past, she does not take her domestic problems to work with her or her employment concerns to her home. Her children, she says, are happy that she had the training. She gets along better with the children at school too, and has contributed more to their development, academically and personally. They nominated her *madrina* (godmother).

Marta believes that her CLASP II group of teachers "broke the ice" because they were the first to work on the nation's Educational Reform. Last year, her school was selected as a Model School, which means that the MINED will provide them with funds to train others. The school is training other teachers and parents in building self esteem, establishing cooperative learning and developing didactic materials. Marta is also working to improve school student government, increase parental involvement and the number of student volunteers.

"... the start of the changes in our school has been with CAPS."

Although her salary has not increased, Marta says that she has been working three times as hard as before and is proud of her accomplishments. She claims that "the start of the changes in our school has been with CAPS." She is sorry that CAPS is ending since it served to connect teachers, allowing them to share their experiences and provide training. Marta wants everyone to know that although CAPS is formally ending, it has left so much behind.

Both María and Marta joined Development Associates staff member Gloria Flores in a trip to Honduras where they met with other teachers from Guatemala, Honduras and Nicaragua to share their experiences.

For **Flor de María Navarro Alvarenga⁵**, another teacher at the Unified Co-educational Rural School "John F. Kennedy" in El Carmen, La Union, her participation in the CLASP II English As-A-Foreign-Language (EFL) Program for Secondary School Teachers was a dream come true. Extremely motivated upon her return, Flor de María trained 110 teachers in language teaching methodologies and the development of materials. Students aren't afraid to speak anymore because they learn by playing. Another change has been in the way she grades her students. In the past, she only took into account the final product. Now she includes the students' effort. Her school principal is working with her to develop the English program. He is trying to get a classroom dedicated to English teaching; English teachers generally don't have their own classrooms. A dedicated room would allow her to decorate with material in

English. The school has also bought audiovisual equipment. She uses the EFL curriculum designed by CLASP II participants in a long-term EFL training program, (see the section entitled "Revitalizing Programs to Teach English as a Foreign Language" in this chapter), which she considers applicable and useful. The long-term scholars provided her and her colleagues with follow-on training in the use of the new curriculum. The long-term teachers also visit their classrooms periodically to provide support. An initial problem was that the EFL curriculum was written in English and Flor de María's English, like that of many other Salvadoran English teachers, was not proficient enough to understand it. So, in addition to providing support on curriculum development, the long-term scholars have offered English classes. Flor de María stresses that it has been a struggle but remarks that all changes are a struggle.

Dora Hernández⁶ from the Unified Co-educational Urban School "Dolores Reyes" in San Miguel was a CAPS scholar in the program entitled "Physical Education Teachers and Coaches." The training was an experience for Dora that she will never forget. She believes she was chosen to participate in the training because of her hard work and dedication. The scholarship was her reward.

Dora has learned that the role of the teacher isn't only in the classroom but in the community as well, and, as a result, she has started community-based youth programs. She has volunteered her own time and resources to develop athletic tournaments for the young people.

The methodology used to teach physical education in the U.S. and the curriculum scheduling were most impressive. Previously, she never had a plan. From training, she learned that sports and games could be taught around the different seasons and at different times of the school year. She also learned that different methods are used to teach students in elementary school, in high school and in special education. She has applied these methods to her own students. For example, in many rural areas students are very shy and do not participate in group activities. Dora used some of the techniques she learned for dealing with special education students and was able to encourage the shy children to join in the games. She also learned how to evaluate students on progress, performance and effort, something which she had never done in the past. A future goal is to have a building or a room for multiple purposes. Currently activities are held outdoors and inclement weather often interferes.

Dora has learned that the role of the teacher isn't only in the classroom but in the community as well, and, as a result, she has started community-based youth programs.

Dora is a member of the CLASP II participant association and hopes that returned participants will be able to continue working together to carry out projects.

Implementing a New Strategic Plan for University Management

The University of El Salvador (UES) serves a student population distributed among the central campus in San Salvador and the three multidisciplinary branches in the departments of Santa Ana, San Miguel and San Vicente. Formerly a center of Farabundo Martí National Liberation Front (FMLN) influence, UES was closed to virtually all U.S.-based contact. The CLASP II program was able to open dialogue which led to two short-term training programs for 30 university planners, including deans, administrators and department chairpersons. The current Rector of the University, its Secretary General of Planning and persons holding other key positions in the University, both at its main campus in San Salvador and at its regional campuses, are CLASP II scholars. This initiative marked the first opportunity in opening the institution for change. It paved the way for a process of university reform in which a new Strategic Plan is now being implemented. Through its follow on program, CLASP II has supported this effort providing in-country courses in Total Quality Management and Strategic Planning and Organizational Change.

José Benjamín López Guillén⁷, current UES *Rector* (President), affirms that he and his colleagues are using much of what they learned in CLASP training. He claims that the experience in the United States has been very useful to him, giving him the preparation to carry out the work currently underway. Other

CLASP II scholars have risen to leadership positions within the University and have been influential in institutional changes.

Using Total Quality Management strategies, the University leaders have initiated significant changes in the University administration. Before the U.S. training, for example, the University did not have a Mission Statement. Having learned the value of such a statement, the University Planners convened in a retreat and began its development. Writing, rewriting and obtaining the approval of the University's *Consejo Superior* (Governing Council) was a six-month process. Securing the Council's approval, Dr. López emphasizes, is never an easy feat. Yet they were successful in getting both the Mission Statement and the Strategic Plan approved. They are currently working on its implementation and have been making changes in the University and departmental operating plans, the budget, and University development. The same approach is being taken to monitor and improve the quality of teaching.

A significant outcome of the CLASP II training is the lasting relationships formed between the University of El Salvador and DePaul University in Illinois, where the training program was held. DePaul University professors will teach in the UES Masters of Economics program. Students come to UES from DePaul for short periods to conduct research. The DePaul training coordinator has traveled to San Salvador to assist UES in strengthening its Masters Program in Human Rights.

Doors have also opened for exchanges with other U.S. institutions. In October 1996, the Rector and a small group of University leaders traveled to Iowa State University to sign a training agreement. These arrangements and friendships developed as a result of the CLASP II training. Dr. López believes that the University "capitalized on the experience for the benefit of the University."

Dr. López stresses that through the CLASP II programs, the University has developed a better relationship with the United States Embassy in El Salvador. Cooperation has opened up. The Salvadorans met U.S. students in the States and got to know the U.S. more. They learned that they had had unfounded prejudices. Relations have improved. The embassy and the University collaborate on various occasions now, holding cultural events such as a recent jazz concert. These things didn't happen in the past.

Modernizing UES Library Holdings and Services

A number of other University professors, administrators and researchers were also CLASP II scholars; most earned Masters Degrees in the United States. These individuals have returned to their positions at UES and have made notable changes at the University, in their academic units and in their classes.

Carlos Colindres⁸, Chair of the Systems Department at the UES Central Library, has made significant improvements to

the library cataloging systems. Carlos was a long-term CLASP II scholar who received his masters degree in Library Science at Rosary College in Illinois. Together with **Héctor Chacón⁹**, a long-term library science CLASP II scholar who studied at the University of Puerto Rico, Carlos organized an Internet Seminar for returned CLASP II scholars from the central region of the country on Saturday, October 5, 1996. Héctor works in the Reference Department of the Central Library; his specialty is Internet Information Search.

To date, one of their major accomplishments has been transferring the library catalogue to a database system comparable to and compatible with those in the United States and other Latin American countries.

Carlos and the other library science students around the country have maintained contact with Dr. William Jackson, an authority on library science in Central and South America. A professor at Rosary College where Carlos studied, Dr. Jackson also taught a component in the University of Puerto Rico program. In November 1996, Dr. Jackson traveled to El Salvador to participate in a workshop on the Future of the Library System at UES. After several of the CLASP II scholars petitioned returned CLASP II participant and UES *Rector*, Dr. López Guillén, the President's Office agreed to sponsor the workshop.

Revitalizing Programs to Teach English as a Foreign Language

English language instruction in El Salvador has suffered from a shortage of qualified teachers, the use of outmoded methodologies and an inadequate national curriculum. English proficiency in El Salvador, as in most of the modern world, assumes an increasingly important role as today's youth aspire to areas of advanced study or careers in which English is becoming an essential language. Prior to CLASP II training, El Salvador's educational system did not lend itself to optimal learning, and students of English, often discouraged or disinterested, did not gain a sufficient command of the language for practical use. A collaborative project involving MINED, the private sector and the U. S. Agency for International Development was launched to modernize El Salvador's Teaching English as a Foreign Language system in public junior high and high schools. The role of USAID was to strengthen the teaching and language capacities of Salvadoran English teachers through the CLASP II training programs in the United States and follow-on programs in El Salvador. MINED has provided ongoing support to participants' efforts to transfer the knowledge acquired in training and to motivate their colleagues in El Salvador.

Prior to training, experienced government and private sector Salvadoran English teachers conducted a joint research project on the status of English teaching in their home country. Results of that research indicated the

need to increase teacher qualifications, improve teaching conditions, and update teaching methodologies. The goal was set to design a new EFL curriculum for implementation in El Salvador.

CLASP II programs trained 25 Salvadoran specialists in English-as-a-Foreign Language (EFL) over a nine-month period and 75 Salvadoran EFL teachers from rural and urban areas in a short-term program. Among the results of these programs was the preparation of a new national-level English language curriculum for grades 7 - 12. The curriculum is based on an extensive needs assessment conducted by the long-term scholars over a two-month period as part of their CLASP II preparation for U.S. training. The new curriculum uses the Communicative Approach to foreign language learning, which promotes maximum active student involvement. The curriculum was approved by the Ministry of Education of El Salvador (MINED) and the CLASP II scholars have prepared other EFL teachers throughout all 14 departments of the country to use the teaching methodologies and the techniques for developing educational materials which they learned in the U.S. training program.

Among the results of these programs was the preparation of a new national-level English language curriculum for grades 7 - 12.

On an ongoing basis since 1993, the CLASP teachers have provided English language skills reinforcement training for the EFL teachers with deficiencies in their knowledge and use of English.

MINED hired the CLASP II-trained scholars as Regional Coordinators to train teachers in the EFL curriculum.

A special CLASP II follow-on program has strengthened the English language and teaching skills for short-term participants and an additional 63 EFL teachers from all departments of the country. Two cases have been the most successful: 1) In San Miguel: Classes are held on Fridays for returned *becarios* (scholarship participants) and other EFL teachers in the reinforcement of language and teaching skills. 2) In Chalatenango, 95% of EFL teachers are trained and enthusiastic. In 1995 a Saturday course was held for *becarios* and other EFL teachers to improve English language skills and, to a lesser extent, methods of teaching. Sixty scholars attended.

Implementing EFL Curriculum Changes at UES

CLASP II-trained professors at the University of El Salvador are very active in the implementation of changes in the EFL teacher degree programs at their university. (One of the four CLASP scholars at UES, **Edgar Nicolás Ayala**¹⁰, was employed by MINED before his U.S. training and has since completed his two-year post-training obligation with

MINED and found employment at UES.) In an agreement with MINED, **Miguel Carranza**¹⁰, **Alexander Sibrián**¹⁰, **Israel Oliva**¹⁰ and **Nicolás Ayala** have provided training in EFL teaching methodologies and in the reinforcement of the four language skills, listening, speaking, reading and writing. Held on Saturdays, the classes are provided to EFL teachers in public schools.

In addition, as professors in the UES Department of Languages, these CLASP scholars impart the knowledge and skills learned in their U.S. training in the courses they teach to UES students.

The professors provide teacher training and training on how to use the new national EFL curriculum to UES students in the EFL teacher degree program, *Docente Tres*. This teaching degree allows teachers to work at the middle and high school levels where the new EFL curriculum has been implemented. The courses are now part of the University EFL degree program.

The CLASP-trained professors have established a practicum requirement in the *Docente Tres* EFL teacher degree. Prior to the CLASP II program, there was no such requirement. In their third (and last) year of the degree program, students are required to spend a full school year teaching EFL in area public schools. Often schools with no EFL teacher are chosen. Last year there were 36 students in the practicum; this year there are 32. As part of their teaching responsibilities, the professors monitor, evaluate and provide support to the students in their practica.

During the school vacation months (November and December), UES EFL professors hold an interim session program for EFL teachers in teaching methodologies. Students in this program are asked to cover the costs of the materials.

The Director of the Department of Languages at UES reports that the returned CLASP II scholars have made quality changes in the EFL degree program at the University. Their participation in the U.S. training has allowed for a greater collaboration between the University and MINED and has prepared the professors to make positive improvements in the EFL program. The new teaching concept includes more practice and less theory.

The UES English professors foresee that their role in the educational reform will continue as MINED restructures the curricula. For example, the number of years required for a baccalaureate degree (high school) was recently reduced; the number of hours of daily instruction was increased. CLASP scholars will need to make changes in the new EFL curriculum to accommodate these changes. Another plan is to start teaching English at the 4th grade level. A curriculum would need to be developed. Furthermore, the UES professors hope to hold a conference of English teachers in El Salvador. They anticipate a large turnout of teachers from schools and universities nationwide at this conference planned to take place in the capital.

Establishing University International Exchange Programs

Many of the CLASP II scholars have already initiated projects. **Raúl Suárez**¹¹, who studied for a Masters Degree in Teaching English as a Second Language (ESL) at the University of Puerto Rico, Río Piedras, is developing an exchange program between the University of Puerto Rico's English as-a-Second-Language (ESL) Department and the Language Department at the San Miguel campus of the University of El Salvador. The goals of each institution would differ; Salvadoran students would go to Puerto Rico to improve their English while Puerto Rican students would enroll in the new teaching methodology courses at UES. Raúl reports that the U.S. State Department office in Puerto Rico has agreed to facilitate the exchange. An effort will be made to include a cultural exchange component as well by giving students an opportunity to live with families.

In addition to his regular teaching load at UES where he is applying skills learned in his language and teaching methodology courses, Raúl volunteers in the Development Associates Follow-on program and gives classes to former CLASP II scholars. He has also given ESL classes to groups of *becarios* in San Miguel as part of the Predeparture Orientation.



University Professors Adopt New Approaches and Programs

UES's Department of Education

With CLASP II support, **Milagro Salmerón**¹² received her Masters degree in Education, concentrating on Educational Administration and Supervision, from the University of Puerto Rico in Río Piedras.

Since returning to her teaching position at the School of Science and Humanities at the University of El Salvador, Milagro has successfully applied what she learned in the degree program in a variety of ways.

One of the most formative experiences for Milagro was the process of writing her thesis, entitled "The Relation between Leadership Styles of the Department Directors of the School of Science and Humanities at the University of El Salvador and Indicators of Organizational Effectiveness." Perhaps even more than the actual research results, Milagro recognizes she has gained valuable skills from planning, developing, researching and writing her thesis and strongly feels that other college students should have the same opportunity. Consequently, she is opening a Center for Investigation in the Department of Education in her *Facultad*. At the Center, she hopes to instruct students on how to use qualitative and quantitative research methods and to provide them with resources, support and guidance as they conduct their research.

Greatly influenced by her own research results, Milagro is convinced that more attention to leadership styles in the department is essential for the effective management of the UES *Facultad de Ciencias y Humanidades*. She is seeking ways for her department to incorporate her findings into the curriculum and its daily operations.

Furthermore, Milagro is striving to introduce a fundamental change in the departmental curriculum: students would take courses in pedagogical training as well as in the subject matter they will teach. A math teacher, for example, should not only be an expert in Geometry, Algebra and Calculus but should also be skilled in the teaching methodologies needed to impart this knowledge.

Milagro is currently teaching courses which she had taught before she left for her masters degree. But she has changed her teaching strategies, methodology and the course content to reflect her changed convictions of what the students, Salvador's future teachers, should be learning.

University Lectures and Workshops

The UES International Exchange Coordinator, **Licda. Vaquerano de Soriano**, is impressed with the contributions the returned CLASP II scholars have made to the University. She asked the scholars to share their experiences with their colleagues and students and subsequently has been coordinating several presentations, lectures and workshops which the CLASP II scholars have been offering to

the University community. The events are advertised around campus and well attended, according to Licda. Vaquerano and the scholars. Presentations have included:

- ✓ **Sigfredo Ulloa¹³, Department of Letters, School of Humanities and Social Sciences:** "Internet System, Electronic Mail and its Relation to the Field of Literature."
- ✓ **Roger Armando Arias¹³, Professor, School of Economics:** "Presentation of the Draft of Qualitative Investigation of the Generating Causes of Student Dropout."
- ✓ **Carlos Colindres, Chair of the Systems Department, UES Central Library:** "The Role of a Modern University's Library and Telecommunications."
- ✓ **Bertha Alicia Hernández¹³, Department Chair, School of Jurisprudence and Social Sciences:** "Administrative and Academic Processes."
- ✓ **Carlos Gustavo Lucha¹³, Department Chair, Department of International Relations, School of Law:** "The Practice of Classroom Teaching."
- ✓ **Mélida Hernández de Barrera¹³, School of Economics:** "Action Plan Proposal of the Teachers' Research in the College of Economic Sciences."

Conclusion

Strengthening El Salvador's system of education has been a significant goal of the CLASP II project since its inception. Training in education, which in the early days of the project focused on local-level school programs, turned toward an increased emphasis on national-level institutions and organizations during the project's final stages. CLASP II thus responded to the changing needs of MINED and the private sector as they strive to expand access to and improve the quality of education in El Salvador.

This redirection has allowed CLASP II training to effect change across a wide spectrum in the educational sector in El Salvador, from increasing parental involvement in the classroom to decentralizing MINED to passing new legislation. The case studies presented in this chapter, summarized below, illustrate the impact CLASP II training has had on participants, and subsequently, on the nation's educational programs.

1) Networking

CLASP II training in the education sector has created a team of individuals who have learned to work better together and to tap resources, both individuals and institutions. Participants are eager to train their colleagues and share what they have learned. Despite partisan and ideological differences, these educators have learned to collaborate toward a common goal.

2) Empowerment and Personal Accomplishments

Another significant outcome of CLASP II training in the education sector is the increase in opportunities available to the participants. Recognized for their potential, many individuals have been promoted and/or assigned to projects which have allowed them to best utilize their newly acquired skills. As a result of training, many participants have also continued their own education, pursuing university degrees.

3) Civic Participation

Training for civic participation has encompassed a multidisciplinary range of topics in CLASP II. One area of major emphasis has been the educational sector. As a result of training, participants have made considerable contributions to the advancement of community involvement in education and to the improvement of educational equity, access and quality, both in the rural and urban areas.

Participants have a better understanding of the role of civic participation in influencing education as well as how to develop concrete plans of action for implementation of these initiatives. They are thus better equipped to influence educational policy makers and implementers at local, departmental and national levels.

4) Local Impact

Significant changes have been implemented in schools and communities across the nation. Teachers have made

their pedagogical methods more participatory, creating supporting educational materials. Parents are greater collaborators in the educational process. Outside the classroom, educators have become more involved in activities benefitting the community, including potable water projects, culture and youth centers, libraries and road construction.

5) University Changes

CLASP II influenced a pivotal change in the University of El Salvador. As a result of training, a new strategic plan was implemented, degree programs and teaching methodologies have been revised, and professors are updated on the innovations in their fields. Most significantly, the University has strengthened its academic, cultural and business ties with U.S. universities and institutions.

6) Influences at the National Level

CLASP II-trained participants are contributing to numerous national-level educational efforts whose goals are to reform education in El Salvador. Governmental and nongovernmental organizations have implemented new national-level curricula, improvements in school children's health, a Ministry decentralization process, and the modification of established laws and introduction of new ones.

NOTES:

1. S061 Civic Participation/Education
1, 10/15/95 - 11/05/95,

- Development Associates Inc. and Alamo Community College
2. S065 Civic Participation/Education 2, 01/29/96 - 03/10/96, University of Arizona
3. NAPA Primary Education Leaders 2, November 1991 - January 1992, University of Texas
4. S016 Rural Primary Teachers, 11/11/92 - 01/09/93, El Paso Community College
5. S019 ESL Teachers, 11/30/92 - 01/28/93, Mississippi Consortium for International Development
6. NAPA Physical Education Teachers and Coaches, October - November 1987, University of New Mexico
7. S026 University Planners 1, 01/30/94 - 03/12/94, DePaul University
8. A002 Masters Degree, 09/04/94 - 12/17/95, Rosary College
9. A073 Library Science, 07/06/95 - 07/06/96, University of Puerto Rico
10. A011 ESL Teachers, 05/04/92 - 02/02/93, University of South Carolina
11. A013 Masters Degree, 08/20/94 - 08/17/96, University of Puerto Rico
12. A012 Masters Degree, 08/20/94 - 06/28/96, University of Puerto Rico
13. A072 Education Foundations, 01/07/95 - 12/17/95, University of New Mexico

CHAPTER 6

MORE INCLUSIVE AND EFFECTIVE DEMOCRATIC PROCESSES

El Salvador Moves Towards Democracy and Active Civic Participation

In the past, El Salvador's centralized form of government provided little opportunity for citizen input into decisions and legislative proceedings which directly affected Salvadoran lives and the future of the country. In this period of recovery from the war, the central government now finds itself in the position of having to respond to the rapidly increasing demand for adequate and efficient public services, without, unfortunately, the benefit of a traditional mechanism for democratic, citizen participation at the local level to determine the need for these services. This increasing demand for services, in turn, places severe constraints on limited fiscal resources.

Municipal officials and employees had no experience or training in how to run [open town meetings], and citizens did not understand how or why it was necessary for them to provide input and feedback to local governments.

The Government of El Salvador (GOES) has made a firm commitment to a modernization and revitalization process which places highest priority on decentralization in both administration and delivery of basic public services. USAID, as part of its Municipal Development Strategy for El Salvador, has pledged support in achieving the goal of improved participation of Salvadorans in democratic decision-making at the local government level. USAID has also sponsored training and technical assistance for the Ministry of the Treasury in establishing the decentralized financial divisions and implementing the new integrated financial management systems which will fund public services and operations.

Increased Participation in Strengthened Local Governments

The majority of El Salvador's 262 municipalities are faced with the problem of meeting minimal public services with insufficient revenues. Of these 262, over half have populations of less than 10,000 (see Exhibit 6.1, "Municipal Population Distribution by Department"); for the most part, these smaller municipalities have neither the human resources nor the infrastructure adequate to provide these basic

services. According to the Municipal Code, the basic services municipalities should provide include street cleaning, garbage collection, cemeteries, municipal police and a civil registry. Most municipal governments have managed to do this, but as populations increase, so do demands for these and other services, such as electricity, potable water and sewerage systems, primary schooling and health services. For the latter, municipalities must depend on the federal government.

The Socio-Economic Development Fund administered by Salvadoran Institute for Municipal Development (ISDEM) provides funding to municipalities in an inverse ratio to population, but these monies do not cover even a minimal staff for the municipal governments. ISDEM funds, together with funds from the USAID Municipalities in Action (MEA) program, in recent years have made up some 60% of total municipal revenues, but as MEA funds decrease in the future, municipalities will need to look to local sources to meet their operational and investment budgets.

The Municipal Code provides for a municipal council, ultimately responsible for municipal affairs, as well as a minimum of four open town meetings (*cabildos abiertos*) and the use of public referenda. Due to electoral codes, individual councils are made up of only one political party, and so do not adequately represent all points of views or segments of the population. Although the *cabildos abiertos* had some initial

success, municipal officials and employees had no experience or training in how to run them, and citizens did not understand how or why it was necessary for them to provide input and feedback to their local governments.

The Association of Municipalities of El Salvador (COMURES) was established in 1941 as a non-profit organization under an executive resolution. Its mission is to defend and promote municipal autonomy and authority and to introduce participatory democratic principles into the municipal government. COMURES received significant assistance from USAID with its strategic planning to become effective advocates for mayors and their municipalities. COMURES also served as an intermediary institution, and along with the 14 Departmental Mayors Councils (CDAs), assisted with the training design, recruitment, selection and follow-on for the 382 mayors trained under CAPS/CLASP II.

Through CLASP II, USAID also provided training to make both municipal governments and communities aware of the importance of the recipient's responsibility, as well as the accountability of the provider, of public services. One of the challenges municipal governments now face is the implementation of a system of charging for usage of public services; this goes hand-in-hand with the public campaigns necessary to educate citizens about why they must pay for services, and what they are getting for their money.

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**CLASP II Participants Help
Initiate Key Municipal
Development Activities**

Margarita Alfaro¹ represented COMURES in the CLASP II Civic Participation in Education support group. Margarita is the Manager of Communications at COMURES' central office.

**CLASP II Facilitates Inter-institutional
Collaboration for Municipal
Development Training**

One of the outcomes of Margarita's participation in the CLASP program was a follow-on training activity which COMURES conducted jointly with the Entrepreneurial Foundation for Educational Development (FEPADE). Margarita credits the CLASP II program for having strengthened her relations with FEPADE, represented in the training program by **Orlando Zavala**¹ who previously coordinated the joint FEPADE - CLASP II activities. In order to reinforce the organizational and administrative capabilities within the municipal government offices, FEPADE and COMURES held a training program on organizational development for 36 mayors nationwide. Training was inaugurated by the President of COMURES and Mayor of San Salvador, **Lic. Mario Valiente**. Special guests also included the Vice Minister of External Relations, **Licda. María Teresa de Rendón**, USAID Director **Carl Leonard**, FEPADE Director **Ing. Edgardo Suárez** and the representative of the Presidential Commission for

Modernization of the Public Sector,
Licda. Maura de Montalvo.

In another joint effort, Margarita and Orlando (again representing COMURES and FEPADE, respectively) coordinated a training program on leadership and citizen participation for mayors from the departments of San Salvador and La Libertad. The event was developed to strengthen the mayors' administrative and supervisory skills and to improve their knowledge of democratic decision-making processes so that they can support social development and better respond to the needs of the citizens. COMURES Director, **Licda. Zoila Milagro Navas**² (Mayor of Antigua Cuscatlán, La Libertad, and a participant in the CLASP II Mayors training program) hopes that this type of event will help to promote the participation of the population in local democratic processes. COMURES Director of Political Affairs, **Romeo Humberto González**¹, Mayor of Apopa, San Salvador, and a CLASP II participant in two programs -- the Civic Participation in Education Support Group and the Mayors Phase III program -- inaugurated the training event.

*U.S. training gave [the mayor]
the "conciencia" (awareness)
and "voluntad" (desire) . . .
[to be] able now to define
problems and establish objectives.*

Open Communication and Networking is Crucial to Civic Participation

Responsible for producing COMURES' monthly magazine as well as newsletters and brochures, Margarita believes that her role of informing the public is a valuable contribution to increasing civic participation in municipal administration.

In addition to her function at COMURES, Margarita continues to coordinate update meetings and social events for the Civic Participation in Education Support Group. It is important to her to maintain the network that originated in the training program.

More Efficient and Accountable Municipal Administration

Adela Ortiz Del Cid³, Mayor of Cacaopera, Morazán

Adela Ortiz Del Cid is currently in her second term as Mayor of Cacaopera. She is also the secretary for the Integral Development Corporation of Morazán (CORDIM). Started with funding from the United Nations, this organization is made up of mayors and three National Assembly representatives from the department of Morazán.

Prioritizing and Problem-Solving

The most significant impact of the training was on her ability to confront social problems; involve communities in solving their own problems; and detect, define and prioritize the problems themselves. The U.S. training gave her

the "*conciencia*" (awareness) and "*voluntad* (desire)." She is able now to define problems and establish objectives.

Educating the Public

Before the U.S. training, collecting taxes in her municipality was close to impossible; many people simply refused to pay. After the training, she began implementing public education campaigns to show people the benefits they would receive from their taxes. Now people are paying.

Accountability to the Public Supersedes Political Party Loyalties

The U.S. training experience also allowed Mayor Ortiz Del Cid to see that she must be accountable to the community, and not owe her primary allegiance to her political party. She now understands the importance of democratic participation and input from the citizens of Cacaopera. Because of open town meetings and more direct contact with communities and citizens' groups, she feels that her administration is much more responsive to community needs.

Municipal Development Projects

The municipalities of Corinto, Joateca and Cacaopera, all in Morazán, have formed a confederation to collaborate in solving common problems, such as,

- ✓ **Transportation:** Cacaopera consists of 87 *caseríos* (distinct groupings of houses making up a *cantón*) and seven *cantones*

(rural subdivisions of an incorporated municipality). Three of these seven *cantones* desperately need services, but are isolated by a river from the rest of Cacaopera. Currently, to get across the river, people must go one-by-one on a small seat suspended on a cable. President Calderón Sol has promised to build a bridge across the river which would make these three *cantones* accessible. They have held *cabildos abiertos* on this topic; on September 8, 1996, the Vice Minister of Public Works attended to show support.

- ✓ **Water:** Cacaopera is working with CARE on a potable water project. The community's gravity-operated system now produces 7.9 liters/second, which is sufficient to meet current needs. However, the concern is that in the near future this output won't be able to satisfy the growing community's needs.
- ✓ **Education:** Three of Cacaopera's seven *cantones* currently have only one school, with classes up to ninth grade. Students who want to get their high school degree must travel to San Francisco Gotera, the departmental capital city of Morazán. Cacaopera is preparing a proposal for a full high school degree program, which will be presented to the Ministry of Education.

Cacaopera is also planning on building a clinic, with funding from the Community Development Directorate (DIDECO) and the Democracy, Peace, Progress and Liberty Foundation (FUNDAPAL).

(See Exhibit 6.2 listing municipal development projects in Cacaopera during the period 1994 - 1996; a number of these were inspired by what Mayor Ortiz Del Cid learned and observed during her training.)

Getting Young People and Parents Involved in Community Projects

The Foundation for the Development of Women and Children (FUNDEMUN) is sponsoring training for youth leaders in response to problems Cacaopera has had with youth gangs. They are working with children and parents on several projects, including reforestation, community clean-ups, and family therapy. The municipality is also collaborating with Ministry of Public Health promoters on public education campaigns. A particular target is to educate and prepare their communities' kids who are leaving for bigger towns/cities to get their high school degree.

Active Plans for the Future

Earlier next year Mayor Ortiz Del Cid will be going to Italy to study law on a two-month scholarship sponsored by the government of Italy through the United Nations. She is also involved with plans to make Cacaopera a sister city with Daimel, Spain.

Francisco González Vega⁴, Mayor of Izalco, Sonsonate

A New Vision of What a Mayor's Responsibilities Actually Are

The U.S. training experience, and what Mayor González Vega saw in municipalities in the U.S., served to open his mind to the possibilities for his community. Since he has been back on the job, the town budget has significantly increased. He now realizes that a mayor's responsibilities are to all members of the community, and he is no longer afraid to confront problems with community members. He is also convinced that a mayor needs to represent the interests of the majority, not just special interests, or political party interests. He places a high priority on education and vocational training. In municipalities visited in the U.S., he was particularly impressed with, and hopes to implement and replicate in Izalco aspects of the following in the future:

- ✓ the hygienic collection of garbage placed in bags on the street;
- ✓ school and educational systems;
- ✓ civic participation programs;
- ✓ volunteerism activities;
- ✓ how mayors have direct contact with their communities; and
- ✓ how to make constituents realize that their taxes are providing benefits for the community.

El Salvador's First "On-Line" Municipality

The town of Izalco currently has a home page (see Exhibit 6.3) on the Internet. This is the first municipality in El Salvador to do so, and was set up with the assistance of the Development Associates' San Salvador office. It is still in the developmental stages, but the mayor is very enthusiastic about the potential it has for the future of Izalco. He plans to recruit local businesses to participate and advertise on the home page, a privilege for which they would pay a small monthly fee.

Involving the Community in Municipal Government and Projects

In Izalco the municipal council is now holding *cabildos abiertos* on the subject of taxes and the benefits these provide for the community. Before the U.S. training experience, this had never been contemplated.

The town of Izalco currently has a home page on the Internet, the first municipality in El Salvador to do so . . . [the mayor] plans to recruit local businesses to participate and advertise [on it].

Izalco is currently implementing a program to bring together and educate community leaders, independent of political party concerns. The mayor

hopes that this will make for a truly pluralistic group. His concern is that an elected city council is necessarily politically motivated.

Challenges for El Salvador's Future

One of the biggest problems El Salvador faces in its expansion efforts is inefficiency of communications. For example, if the mayor wants to telephone Caluco (also in Sonsonate, a few miles distant), he has to call long distance to San Salvador and be redirected from there. If El Salvador is to enter the Information Age, this must change.

Abraham López⁴, Mayor of Sonsonate

Sonsonate Can Now Put the War in the Past, and Focus on the Future

Mayor López states frankly that if not for his participation in the U.S. training program in 1991, he would not have a municipality with a future vision, actively participating in the peace process. If not for the training program, Sonsonate would continue to suffer from inefficient public and financial administration programs. As a past President of COMURES, he says, this organization also must now share a similar vision.

The CAPS project has made a significant contribution to the healing process after the war. He believes that a lack of communication caused the war. Adults still have scars from the war, but are acquiring tolerance. Former enemies now get together and work

together. Mayor López's level of commitment to municipal administration has grown. The training gave him a conceptual base for what municipal government can and should be.

CAPS Training a Valuable Investment in Human Resources

The National Assembly did a study of the CAPS project to determine what good could come of the U.S. investing so much money. The answer to this question, Mayor López says, is that the changes resulting from the program are all in the heads of the participants. Unlike cash, materials, equipment or other tangible items, nobody can take knowledge and skills away. In his opinion, the thousands of people CAPS has trained are, and will be, of immeasurable benefit for El Salvador.

Addressing the mayors training programs in general, he says that although it is true that some of the mayors trained have since lost elections, most are still leaders in their communities, and so communities are continuing to benefit from the U.S. training experience.

There have been great changes in the Department of Sonsonate. Public services have been modernized and an office of Community Development was created. Mayor López feels that modernization is of paramount importance, that El Salvador needs to understand the changes being made in the rest of the world; otherwise, the country will be on the tail end of the emerging third world.

Working Together to Improve Infrastructure

Speaking for the Sonsonate Departmental Mayors Councils (CDA), Mayor López maintains that Sonsonate mayors have managed to rise above political interests. The Mayors Society of Sonsonate (SASO) has bought machinery to repair roads. SASO is working because Sonsonate can see this organization as an enterprise; most other departments have not been able to do this. In addition to road repairs, the organization deals in real estate and selling spare machine parts. These activities make it self-sustainable. It was founded under the "*Ley de Registro de Comercio*" (Business Registration Law) with USAID funds.

Cabildos abiertos, held every three months in Sonsonate, have been very successful in showing the community financial realities which must be faced. The city council also holds *consejos abiertos* (open city council meetings).

Educating Youth is the Key to the Future

Through teachers trained in the CAPS Program, Sonsonate is working with youth. Their involvement has been instrumental in imparting new attitudes.

Twice this year (in June and September), teachers held ten-day seminars for 3,500 students in Sonsonate from 9 to 15 years of age. The municipal government provided the location, plus some videos and video/sound equipment, and the students themselves chose panelists from

amongst themselves and conducted the seminar. A wide range of topics were covered, e.g., drugs, prostitution, AIDS, civic participation and culture. The seminar was done in cooperation with local Community Development Associations (ADESCOs), with the support of CAPS scholars. The feedback from students, parents and education centers was so positive from the June event, that it was repeated in September.

In programs for young people, the mayor always involves parents. The benefits of involving parents are twofold: 1) it helps them feel involved; and 2) it also teaches them their responsibilities. One of his youth programs is called "*Conozca el Código Municipal*" (Know the Municipal Code). The municipal government is also working with the local Rotary Club in providing leadership training for young people.

Sonsonate had a successful program from 1991 to 1994 working with youth gangs, but the program was discontinued due to lack of funds. Nonetheless, the benefits from this program were clear.

Sharing Resources: Inter-institutional Collaboration

Mayor López has been coordinating with other groups and institutions, such as the AGAPE Association of El Salvador and the Ministry of Education to recruit trainers for vocational workshops. Locally, Research Triangle Institute (RTI-Institutional Contractor for the USAID/ES Municipal Development Project), ISDEM, COMURES and German Technical

Cooperation Office (GTZ) are training municipal employees, with RTI specializing in financial training.

Sonsonate has a program with the Ministry of Housing, Foundation for Community Development (FUNDECOMUNA) and the municipal government to purchase small plots of land for ₡13,000 for the construction of housing for the poor.

Another successful community project is one sponsored by the Catholic Church, called "Food for Arms," under which community members have turned in hundreds of guns in exchange for food.

Sonsonate Enters the Information Age

By the end of this year, the city library will have Internet access. City Hall will also have Internet access, with another access in a place yet to be determined.

Teodosio Salvador Rodríguez Vásquez⁵, Mayor of San Julián, Sonsonate

In addition to being the mayor of San Julián, Teodosio Rodríguez Vásquez is also the Director of COMURES for the Department of Sonsonate, and is the Vice President of SASO.

The Key to Municipal Development is Increased Civic Participation

The training program in the U.S. gave Mayor Rodríguez Vásquez a much clearer vision of how efficient municipal administration can and should be. It also convinced him of the absolute importance of involving community

members in, and informing them about, development projects and activities to elicit feedback as well as collaboration.

The Mayor's primary thrust is on civic participation. He convenes an interinstitutional committee (e.g., the Church, Police, schools, NGOs, National Telecommunications Administration (ANTEL)) every 15 days to address community problems.

The city council holds monthly meetings with community leaders to train them in areas such as project management, the benefits of and how to acquire *personería jurídica* (legal incorporation), and how to organize as a group.

***The training program in the U.S.
... Convinced [the mayor] of the
absolute importance of involving
community members in, and
informing them about,
development projects and
activities, to elicit feedback
as well as collaboration.***

His successes to date have included improved relations between the municipality and the National Assembly, and improved public services (garbage pickup, electric lighting, the cemetery, health services and education). He remarks that people reacted well to the improved services, but poorly to the increased taxes. To address this issue more effectively with the public, he first published the deficiencies that couldn't be covered under the existing budget,

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then how much the community would need to pay to correct these deficiencies, and finally on what date the taxes would be raised.

During the U.S. training, he developed an Action Plan which included the construction of a kindergarten. Construction was scheduled to begin in the fall of 1996. Also, San Julián is undertaking two water projects for a total of C3,100,000.

Some other new projects and developments in San Julián inspired by or strengthened by the CLASP II training program are:

- ✓ a public address system to broadcast new developments to the communities;
- ✓ street lighting which is the best in the region;
- ✓ better garbage pickup;
- ✓ more paved roads;
- ✓ continual training for municipal staff in administration, public relations and better service provision;
- ✓ publication of a quarterly bulletin covering community projects and activities; and
- ✓ *cabildos abiertos*, which have allowed San Julián to

institutionalize civic participation, and have contributed to the rise of volunteerism in the community.

Collaborative Development Projects

San Julián has an agreement with USAID through RTI for: civic participation; financial support to modernize the municipal service delivery system; and encouraging participation of members of the city council.

The Salvadoran Foundation for Integrated Health (FUSAI) is heavily involved with projects in San Julián. Also, Switzerland and Denmark are conducting studies for possible investment in projects in the municipality.

In the Near Future:

1. For January 1997, San Julián is planning to implement a potable water project which will be administered by a committee ("users' assembly") made up of members of both the community and the municipal government.
2. Greater emphasis will be placed on civic participation projects.
3. Mayor Rodríguez Vásquez plans to make more use of public education campaigns, to see beyond political considerations, thereby focusing on better community development.

**Empowering Citizens to
Influence Educational
Policy on All Levels**

**Decentralization Nourishes Civic
Participation in Education**

The Salvadoran Ministry of Education (MINED) joins the GOES in its commitment to decentralize both the administration and the delivery of public services, and is striving to achieve local-level school management to create a more participatory and democratic educational system. MINED plans to turn over the decision-making power and the administration of educational services to local communities through the formation of School Boards (CDEs) throughout the country. These school-based councils will consist of a team of eight individuals, each with an equal share in the responsibilities and authority. Representatives will include the school principal, teachers, students and their parents. The primary responsibilities of the CDEs include:

- 1) identifying and prioritizing the needs of the school;
- 2) petitioning and administering resources for the school;
- 3) approving the annual school program; and
- 4) approving the school budget.

The original plan called for 2,000 CDEs involving a total of 16,000 people. However, there will now be 3,535 CDEs nationwide with a total of 27,000 people. Each CDE will have eight members and eight substitutes. The President of the

CDE will always be the school principal; the vice principal will be the substitute. The remaining members will be elected by a General Assembly of professors, students and parents.

MINED has come to realize that one person or one sector should not be making all decisions independently, and that room must be made for community participation in the administration and daily functioning of schools. The time has come for the integration of the community in the development of the educational process. For this reason, MINED developed CDEs to support and contribute to the improvement of the quality of the administrative processes through which educational services are provided. The challenge of offering quality education to school populations requires a strong commitment and active participation of the education community to guarantee the improvement of teaching, placing the student at the center of the educational process.

MINED's decentralization process is decreed in the "Ten-Year Plan 2005," a set of three booklets published by MINED. The formation of CDEs is in accordance with Articles 48 and 49 of the *Ley de la Carrera Docente* (Law of the Teaching Profession) and Article 48 of the *Reglamento de la Ley* (By-laws) and also meets the institutional modernization objectives of the Ten-Year Plan.

**USAID's Strategy to Facilitate
Decentralization and Encourage Local
Input in Educational Policies**

In training programs sponsored by

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USAID/El Salvador under CLASP II, one area of major emphasis has been the educational sector. Citizen input regarding educational processes, policies and services suggests that more informed decisions are being made.

Training programs were designed to enhance the participants' understanding of the role of civic participation in influencing education and to enable them to develop concrete plans of action for implementation of these initiatives. Training advanced the processes of empowerment so that individuals in the appropriate civic institutions would be able to influence educational policy makers and implementers at local, departmental and national levels.

The first step in USAID's strategy was to conduct an initial training program in civic participation for a group of educational leaders, labeled the Support Group. Participants included members of the Salvadoran Educational Reform Committee; members of the Salvadoran Congress; presidents, board members and other representatives of Salvadoran teachers' unions; university administrators and professors; school teachers; representatives from the Salvadoran Ministry of Education; and individuals from the central offices of municipal and non-governmental organizations. As a support group, members played an important part in easing the way for subsequent participants who, also trained in the concept and practice of civic participation, work at the community level motivating citizen involvement in educational policies and practices.

Participants in the Support Group have made a considerable contribution to the advancement of community involvement in education and to the improvement of educational equity, access and quality.

Decentralized CDEs Provide Ideal Mechanism for Community Determination of Local School Policy

Zoila Angélica Salgado de Sibrián⁶ is a member of the MINED five-member team which spearheads the CDE program. Angélica was one of twenty-two CLASP participants who graduated with a Master's degree in Educational Foundations from the University of New Mexico in Albuquerque. When she was nominated for the CLASP scholarship, Angelica worked for MINED teaching physical education. Upon her return to El Salvador, she was transferred to the MINED Office of Decentralization.

Armed with her Action Plan (which each Master's participant developed before returning home), Angélica sought an audience with **Licda. Darlyn Meza**, MINED's National Director of Education. Based on what she had learned in the Educational Supervision and Administration courses at UNM, Angélica had developed a program for supervisors in El Salvador, which she proposed to Licda. Meza. Although the plan was well received, it was never funded. Shortly after this encounter, however, Licda. Meza selected Angélica to be on the team that worked on practical applications of the *Ley de la Carrera Docente* (Law for the Teaching Profession), and is currently implementing the CDE program. Angélica believes that she was chosen

because of her Action Plan presentation and her experience in New Mexico.

Launching the Program: Materials Development

Angélica's first task in this decentralization process was to develop what was to become a five-step plan. The first stage, Documentation Preparation, took six months to complete. During this time, the CDE booklet and training materials were developed. MINED worked closely with other individuals and institutions including the National Association of Salvadoran Educators 21st of June (ANDES), universities, legal council, among others. Angélica explained that materials development is a painstaking process. Even printing the materials was a delicate issue which took a great deal of time. Colors had to be chosen so as not to have any political party identification. A logo was then designed. Numerous slogans were considered before they chose "*Los Niños y Jóvenes ...Nuestra Razón de Ser* (Infants and Children...Our Reason for Being)." Actual photos were used in the pamphlets after ensuring that true identities were masked.

Selling the Idea by Training Trainers and Providing Follow-on

In September and October of 1996, the MINED team worked on the second phase, Promotion and Training, of the CDE concept. Training was carried out for the principals and vice principals who in turn will train the teachers, parents

and students. Step three -- the CDE Election -- will take place on January 31, 1997, at which time CDEs will be formally established. In March 1997, MINED will return to the schools to provide additional training to the CDEs. Follow-on is the last step and will be carried out in November 1997 at which time MINED will retrain the CDE members to reinforce the CDE community-based management strategies. Every two years MINED will repeat the process, and new CDE members will be elected and trained. As more and more people become familiar with the process and the responsibilities, goals and objectives of the CDEs, MINED hopes to be able to phase out the training process, thus making the local-level management self-sustainable.

Angélica is proud of her team's accomplishments in decentralization and is very motivated by the fact that she has been able to put into practice what she learned in her degree program while contributing to the goals of MINED. The decentralization strategy, she explains, meets the institutional modernization directive in MINED's "Ten-Year Plan 2005," in which MINED outlines its plan to redefine its role and to reform its administration.

Angélica remembers that Dr. Gurule, an instructor at the University of New Mexico, taught her to work in small groups. He emphasized that the way to impart knowledge was to do it little by little, not *en masse*. So, she is doing it this way, transferring to others what she has learned.

CLASP II Participant's Initiative Nets Her University a Contract to Support CDE Programs

Blanca Margarita Pérez Cruz⁶ returned from the Master's program in New Mexico to a new position, created specifically for her, at the *Universidad Evangélica*, where she was employed previously. Throughout her training program at UNM, Margarita maintained close contact with the University Rector, who decided to create the Department of Planning and Development and put Margarita in charge of it. (Before getting her masters degree, Margarita was in the Department of Academic Affairs.)

One of her first goals in her new position was to revise all of the plans and the degree programs. She visited MINED units and departments (*unidades* and *direcciones*) to explain how the *Universidad Evangélica* could work together with MINED on programs and to offer the services of the University. Margarita wrote a proposal and presented it to MINED. As a result, the *Universidad Evangélica* won a contract to provide logistical support to the School Board (CDE) programs. Margarita is proud to be the Manager of this six-month, national-level project, entitled "*Consultoría para las Fases de Información, Divulgación, Organización y Funcionamiento de 2000 Consejos Escolares* (Consulting for the Information, Spread, Organization and Functioning of 2,000 School Boards)."

The training for principals and vice principals in the CDEs was held the first week of October 1996. The principals and vice principals must in turn train the

teachers, parents and students, who will be members of the CDEs. The CDE election was scheduled to be held in early 1997. Sixty-six people from MINED went to different departments to provide training on October 1, 65 went out on October 2 and 61 on October 3. A total of 150 people in MINED were trained as trainers. The CDE project is funded by the World Bank. (Don Bosco University also has a contract with World Bank funds to evaluate the entire CDE project. They are doing this while MINED is developing materials.)

National Assembly Backs Civic Participation in Education through New Legislation

Three congressmen, **Roberto Serrano**¹, **Osmín López**¹ and **Lizandro Navarrete**¹, represented the National Assembly in the Civic Participation in Education Support Group. Prior to the training program, only two of them were members of the Legislative Assembly's Commission for Culture and Education. Roberto Serrano is the President of the Commission and Osmín López is the *Relator* (Secretary). Upon their return from the training program, the third congressman, Lizandro Navarrete, was asked to join the Commission.

Grassroots Economic Support of Community Businesses

When **Marco Antonio Romero Cativo**¹ was selected for training in Civic Participation in Education, he was working on a now-completed project with the Salvadoran Foundation for Reconstruction and Development (REDES), an organization which seeks

to contribute to the general social development of members, trade unions and communities. He has since taken a position at *Fundación Balsamo* (Balsamo Foundation), a non-governmental organization which extends credit to microentrepreneurs who, under conventional loan criteria at major banks, would not qualify for loans. Eighty percent of the beneficiaries are women, most with little formal education and no permanent addresses. *Fundación Balsamo* gives them an opportunity to start a business, and even provides day care so that the women can work. Marco's responsibilities are to conduct training sessions for the loan recipients, providing instruction in bookkeeping, managing funds, and repaying loans.

Involving Students in Academic Reform

Besides his employment, Marco volunteers, together with other returned participants in the Civic Participation in Education support group, to provide training in civic participation. He collaborated with Alberto Barrillas in the previously-mentioned training sessions at the University of El Salvador. Marco and Alberto were asked by the Student Union's General Association of Salvadoran University Students (AGEUS) to motivate students to participate in academic reform. Marco notes that the student movement is not as active as it was during the armed conflict, when students openly protested the national government and joined the opposition groups. Marco's goal is to encourage student interest and responsible participation in academic reform.

Motivating Neighborhood Groups to Bring Drinking Water to Their Own Communities

Also on a volunteer basis, Marco participates in a water management project in his hometown community in Zacatecoluca, La Paz. Community association members meet, often with representatives from ANDA, to work out ways of bringing drinking water to the neighborhoods. Marco confesses that many people go to these meetings hoping to get something for free. He has been working with the members in an attempt to encourage their participation and, little by little, has influenced more civic participation "converts."

Redesigning Curricula to Emphasize Civic Participation

Blanca Zulema Lara¹ represented the Central American University José Simeón Cañas (UCA) in CLASP II's first Civic Participation in Education program. A prestigious university managed by Jesuit priests, UCA is located in San Salvador and is a leading research institution in the country. Even before the training, Zulema was part of the team working on the development of a didactic material series entitled "*Módulos de Educación Cívica y Derechos Humanos*" (Modules for Civic Education and Human Rights) designed for use by teachers of *tercer ciclo* and *educación media* (grades 7 through 12). Four of the nine modules had been completed before the training program; the last five modules were written after her return. Zulema reports that her participation in the CLASP II training program generated

ideas for the second series. She incorporated what she herself experienced in training into the participatory and active methods and materials designed for use in Salvadoran schools.

Implementation at the National Level

The series of books was distributed to 9,000 teachers nationwide and a teacher training program began in October of 1996. The first round of training was directed at 50 school principals from all 14 departments. Once trained, each principal was responsible for training the teachers at his/her school. In addition to her role as Education Specialist in the materials development, Zulema coordinated the training effort, instructing teachers in how to use the new materials. Zulema's future projects include developing similar materials for the elementary level.

U.S. Training Creates Solid, Collaborative Relationships

On another assignment at the *Universidad Centroamericana*, Zulema is coordinating the training of principals of grades 7 through 12 in the new evaluation system outlined in the national educational reform. Thanks to her new working relationship with **Orlando Zavala**¹, another trainee in the Civic Participation in Education program, Zulema arranged for the training to take place at the National School of Agriculture (ENA) where Orlando Zavala now works. (During the training program, Orlando represented FEPADE, where he formerly was employed.)

Zulema emphasizes that one of the most beneficial outcomes of the CLASP II training has been the friendships and collaborative working relationships that the members of the support group now share. More than ever before, individual participants have been able to call on one another for advice and assistance. Using these in-country resources is an invaluable result of training.

Parents Contribute to Decentralization Process

Since receiving training in the benefits of citizen participation, these three individuals have encouraged the Commission to include these elements in the reform of educational legislation. Although some reform components were designed prior to the CLASP II training, the Commission members emphasize that since their training program, they better comprehend the value of direct citizen participation. Current legislative changes include the formation of Administrative School Councils (CDEs), part of MINED's newly-designed decentralization process of transferring school administration from the Ministry to the local school level. MINED's plan prescribes the election of CDEs which will include the representation of the school principals, teachers, students, and parents. In the past, one congressman explains, parents' involvement in education consisted of their complaining about the teachers and the school in general. Including parents in the CDEs gives parents a defined role in school administration. (See Zoila Angélica Salgado de Sibrián on page 12 of this Chapter.)

Participants Report Greater Ability to Work with Ministry and with Each Other

Another legislative statute which was discussed in the Commission just after the CLASP II training was the revision of the *Ley de Educación Superior* (Higher Education Law). The revised law was passed on December 28, 1995. The *Ley de la Carrera Docente* (Law for the Teaching Profession), which includes the CDE directive, was signed in March of 1996. Members of the National Assembly stress that the information learned and the alliances formed during the training program strengthened their ability to work with the Ministry of Education and other educational institutions to develop and pass legislation.

In addition to their accomplishments as members of the Commission, Roberto Serrano, Osmin López and Lizandro Navarrete have met with other CLASP participants trained in the Civic Participation in Education programs (those in the support group and in the subsequent six-week program) to work on increasing citizen involvement in education. Representatives from each of these training programs have formed an informal work group and are in the process of developing a Work Plan to make the most of the training experiences of the group members.

Training to Involve the Private and Educational Sectors in Civic Participation in Education

Juan Alberto Barillas¹ was selected for the CLASP II program as a

representative of the *Universidad de El Salvador* where he taught classes and worked on educational research projects. Since his return, Alberto has been extremely active in coordinating and facilitating training events for University teachers, staff and students. The training topics include Civic Participation, Leadership, and educational concerns, such as the Revision of the Ministry of Education Ten-Year Plan. A major professional achievement for Alberto is a recent career move to a position at FEPADE where he is working on projects in educational reform, training and evaluation of higher education institutions. FEPADE rose from the Salvadoran business sector in 1986 as a private, apolitical, non-profit organization dedicated to strengthening, facilitating and providing training, and to serving as an intermediary between the productive sectors and the sources of education in El Salvador.

On account of Alberto's active participation in numerous follow-on activities, he has become well known among the CLASP II scholars.

Citizens Working Together to Save El Salvador's Precious Water Resources

The primary goal of the GOES' modernization program with regard to public services is to satisfy the demands in a democratic, participatory society for better quality of services with the most efficient use of resources. The modernization plan will involve three fundamental aspects:

- 1) Streamlining macrosystems covering the efficient use of resources;
- 2) Modernizing the organization and administration of institutions providing public services; and
- 3) Implementing modernization policies, such as decentralization, privatization, deregulation and improved macrostructures.

This institutional modernization must involve the re-engineering of service provision mechanisms, with a heavy emphasis and reliance on civic participation, decentralization and deregulation.

Since 1991, the administration of water and sanitation services in urban areas has been the responsibility of the National Administration of Water Supply and Sewer Systems (ANDA). ANDA is in the process of developing systems which will be managed by the municipal governments themselves. Also, rural water systems which, prior to the end of 1995, were handled by the Ministry of Public Health and Social Assistance (MSPAS) through the National Plan for Basic Rural Health (PLANSABAR), as of January 1996 have fallen under the auspices of ANDA. ANDA's operational strategy has been, especially in smaller municipalities, to stress the importance of community participation in the provision of water services, thus reducing ANDA's own supervisory role in these communities.

USAID's strategy under CLASP II to help strengthen the modernization of the administration of water and sewage services has been to provide training

participants with necessary knowledge and skills to manage the concepts of local administration, management and supervision of adequate and efficient community services.

A New NGO Evokes Enthusiastic Community Response with Impressive (and Rapid) Results

The participants from the New Mexico training program have founded a water/environmental NGO, and have invited the El Paso training program participants to join them. The NGO, called the Protective Association for Water Resources in El Salvador (APRHES), currently has 11 members. Membership dues are ¢10. They are registered as an NGO in the U.S., as well as in El Salvador; *personería jurídica* is pending. They have also approached the European Community for funding. They will be holding their first press conference in January, regarding water resources, by which time they hope to be firmly established. They said they are waiting until January to make sure they are well organized, since the press can be harsh if they suspect that an NGO is weak or disorganized. They are currently working on their objectives, goals, and mission statement for this presentation. They are a non-political, non-religious organization, concerned with the conservation of the environment and water resources in El Salvador. Their current focus is on public education campaigns, and they are running a reforestation project in Usulután. The reforestation project covers 8 *manzanas* (14 acres) in Mercedes Umaña. In the future they hope to progress to water treatment and

potable water programs. NGO members are also donating items such as paper products. They have requested used computers from the University of New Mexico, and feel confident they are going to receive them.

They are working with a "tetralogía" (four water tanks), serving the communities of Santiago de María, Berlín, Alegría, California, and Tecapán (all in Usulután).

Improving Labor- Management Relations

One objective of the CLASP II program was to contribute to the success of the Peace Accords and the development of the economic, social and human resources in El Salvador through strengthening labor-management relations in the private sector.

Programs were designed to train labor leaders and management of private sector businesses to acquire skills in negotiation, mediation and conflict resolution to improve the administration of labor-management relations.

Secretario General de la Central de Trabajadores Salvadoreños (Secretary General of the Salvadoran Workers Union), **Felix Blanco**⁷, a participant in one of the Labor-Management programs, summarizes the outcome of his training well, saying that after their U.S. training, "management and laborers work together better. [There is] better communication."

Overcoming Obstacles to Communication

José Antonio Vásquez⁷ of the Salvadoran Port Workers Union (SIPES) provides three examples of how the training program contributed to a better understanding between labor and management and to a quick and peaceful resolution of disputes.

- 1) One labor conflict arose in a major Salvadoran sugar mill. The two negotiators, representing the labor union and the company management, were both CLASP II participants in the second Labor - Management Relations program. For the first time, these two opposing factions had individuals who could speak to one another to resolve the problem. In the past, neither labor nor management had representatives with the desire or the skills to face an adversary. The CLASP II training removed them from their Salvadoran environment, provided them with skills and encouraged them to work together. In the U.S., these two individuals on their own decided to sit down and "value what we are together." They had only known each other before through media reports. They learned that they had a great deal in common, even hailing from the same village, and shared personal and professional goals. What could have become a disorderly if not violent conflict was resolved through peaceful discussion and negotiation.

- 2) Another successful outcome was another amicable resolution of a labor dispute at the National Public Employees Pension Institute (INPEP). The problem was solved when two returned CLASP II participants, representing workers and management, sat down to discuss their differences and negotiate a settlement.
- 3) During another labor conflict, a labor leader, and returned CLASP II participant, was seized and imprisoned. It was reported that business managers, led by some who were also returned CLASP II participants, advocated his freedom. This intervention influenced the captors to let the labor leader go free.

**Improved GOES Management
of Financial Resources**

In the last year of the project, representatives from the financial offices of various central government ministries were trained. During the war years, inefficiency of government institutions grew, as the government focused most of its efforts on confronting the war. As a consequence of the transition to peace, the public began to demand institutional improvements in economic, political and social areas. The administration of President Armando Calderón Sol promised to push reforms in the public sector that would lead to a higher degree of efficiency. As part of

the modernization effort in the public sector, each ministry is responsible for designing and executing its own individual modernization plan, following the directives of the Public Sector Modernization Program and the policies of the Modernization Committee.

Professionals who participated in [the U.S. training] program are acting as change agents and . . . are providing a critical mass of expertise in the implementation of an upgraded integrated financial system within public sector institutions.

In the area of financial management, all ministries are participating in the modernization process through the implementation of the new Integrated Financial Administration System (SAFI) under the "Organizational Law for State Financial Administration" passed in December 1995. SAFI is a three-year project. The Normative Phase (development, training) will be followed by the Operative Phase (procedures). The emphasis is on sustainability: information systems, normative procedures, and training. In order to carry out this new system, support the SAFI project and comply with the law, this CAPS training program was designed to train key personnel from different ministries, who would then return better able to contribute to the modernization of their own financial systems.

The training provided participants with the knowledge and skills necessary to realize their work as government financial managers and expand their role within their respective public sector institutions.

Ministry of the Treasury and Institutional Financial Units

Licda. Guadalupe de Pacas is the Coordinator of the Training Project for the SAFI, an initiative to modernize the central's government financial systems. While she was not a recipient of a CLASP II scholarship, she supervises the work of various personnel who did participate in the CAPS training. As director of this initiative, she provides a global perspective on how the training has affected the financial modernization process.

The four representatives interviewed were: **Delia Lorena Reyes**⁸, Analysis Department for Public Credit; **Octavio Bracamonte**⁸, Financial Analysis Department; **José Luis Duque**⁸, Head of the Financial Analysis Department; and **Lilena Martínez**⁸, Head of the Personnel Department.

"Change Agents" Use Action Plans to Implement Fundamental Reforms in Government Financial Systems

Licda. de Pacas strongly feels that the professionals who participated in this program are acting as change agents and that they are providing a critical mass of expertise in the implementation of an upgraded integrated financial system within public sector institutions.

Each ministry and department represented in this training program had participants who returned with Action Plans, which they have since been implementing. One resulting activity has been a series of training modules that participants will conduct systemwide. They have designed and presented conferences and question-and-answer workshops in their varying areas of expertise. The participants are currently preparing videos for use in future presentations, themselves introducing the separate pieces. Thus far, approximately 90 public sector institutions have attended training events, e.g., hospitals, universities, ANDA, National Civil Police (PNC).

[U.S. training program participants] are acting as change agents and . . . are providing a critical mass of expertise in the implementation of an upgraded integrated financial system within public sector institutions.

During this focus group interview, Licda. de Pacas and the four representatives provided several examples of how the participants have applied what they learned through their participation in this USAID training program:

- 1) According to Licda. de Pacas, the training has helped in the development and regulation stages of the SAFI. The Office of Budgeting is now better able to visualize overall changes, and

consolidate the budget before presenting it to the Legislative Assembly.

- 2) An extremely useful tool they learned about during their training in the U.S., and which they have just started to use, is the Debt Strategy Module (DSM), a software package developed by the World Bank. The World Bank installed the software in the government's Office of Public Credit and provided training on its use. This has, thus far, been an invaluable technological tool. The software module compares loans and evaluates requests for loans, covering areas such as finance options, ability to pay and loan renegotiation.
- 3) They are implementing a procedure they learned from the U.S. Treasury: electronic transfers for income tax refunds. Prior to this, they had been using the national mail service to get refund checks to taxpayers. This is less efficient, and not very safe or sure in remote, rural areas.
- 4) It was reported that many participants' positions have changed as a result of the training. All are now members of multidisciplinary teams.

One secondary benefit of the participants' attendance at the New Developments in Government Financial Management, the international conference they attended in Miami, was that they saw that El Salvador is not that

far behind other countries. There is no doubt, however, that El Salvador still faces challenges. This training of financial managers from central government entities is one more step toward more efficient, responsive government services.

Conclusion

USAID's strategy to promote democracy in El Salvador through facilitating local-level civic participation in government decision-making focuses on three major issues:

- 1) Political. El Salvador's history of centralized government administration and service delivery does not allow for citizens and community groups to actively or effectively influence policy-making decisions.
- 2) Economic. There has been a gradual but determined awakening of citizens' interest and a realization on their part that communities do have a voice in determining the services that they need. This rapidly growing demand for services places an immense strain on available financial resources. These same limited resources must fund not only public services, but also improvements and repairs to the country's infrastructure, severely damaged as a result of the twelve-year war.
- 3) Social. The far-reaching political

and economic changes mentioned above imply a profound reorientation of public perception regarding what is expected of a Salvadoran citizen, as opposed to what a Salvadoran can expect to get from the central government. Involving the average citizen in democratic activities and civic participation implies the undertaking of a comprehensive public awareness and education effort. Simply put, after a citizen is told he has a voice, he must be taught how to use it.

Through the CAPS and CLASP II training projects, USAID has trained a critical mass of leaders, ranging from grassroots community leaders and representatives of NGOs and other civic organizations, through municipal mayors, to members of the National Assembly. The new skills and knowledge, acquired through formalized technical training as well as direct observation of and exchange with U.S. counterparts, have permitted these "change agents" to contribute to a number of key components of the objective for strengthened democratic processes in El Salvador.

Broad-based popular empowerment involves civic awareness, opportunities for civic participation and access. Empowerment also encompasses full access to productive factors and public services. In turn, participation is enhanced by moving decision-making closer to the people at the level of the local community. Within this framework, a number of accomplishments of the CAPS and CLASP II training projects

emerge under two areas: municipal administration and development, and decentralization of the administration of public services.

Municipal Administration and Development

All the mayors interviewed reported similar changes in both their attitudes towards, and the efficiency of, municipal administration in their communities. These common changes include:

- ✓ improved ability to define problems and design solutions;
- ✓ realization of the primacy of public accountability over political party loyalties;
- ✓ informing the public of issues which affect them, and involving citizens in policy- and decision-making (open town meetings);
- ✓ improving education and initiating projects for young people, and involving parents in these projects;
- ✓ encouraging and facilitating volunteerism;
- ✓ feasibility and necessity of collaborating with the private sector (businesses and NGOs) on community projects;
- ✓ ability to better organize, fund, and implement community improvement projects (street lighting, street paving, garbage pickup); and
- ✓ necessity for scheduling ongoing training for municipal government staff.

Decentralization of the Administration of Public Services

The GOES has made great strides towards relocating the administration and delivery of public services from the central government to local communities and municipalities. The major accomplishments in this overall strategy as a result of CAPS/CLASP II training have been in:

- ✓ Education, where local schools are now managed locally, through the creation of CDEs (school boards) throughout the country. These involve school administrators, teachers, students and parents in determining school policies;
- ✓ Labor-management relations, where, for the training program participants, new skills in negotiation, mediation and conflict resolution have opened new avenues for open communication between representatives of labor unions and employers;
- ✓ Management of public financial resources, where U.S. training participants are helping the GOES to streamline financial and information systems and allow better administration of funds for

public services at the departmental and local levels; and

- ✓ Administration of local water and sewerage services, where ANDA has been working to elicit communities' participation in improving and administering their own water services.

NOTES:

1. S061 Civic Participation/Education 1, 10/16/95 - 11/05/95, Development Associates, Inc. and Alamo Community College
2. S040 Mayors 3, 02/26/95 - 04/08/95, Mendez-England and Associates
3. NAPA Municipal Mayors 1, October - November 1991, Academy of State and Local Government
4. S005 Mayors 1, 09/29/91 - 11/09/91, Consortium for Service to Latin America
5. S041 Mayors 4, 02/26/95 - 04/08/95, Consortium for Service to Latin America
6. A072 Education Foundations, 01/07/95 - 12/17/95, University of New Mexico
7. S032 Labor Management 2, 07/09/94 - 07/20/94, Development Associates, Inc.
8. S066 Government Financial Managers, 04/28/96 - 06/22/96, Price Waterhouse

EXHIBIT 6.1: MUNICIPAL POPULATION DISTRIBUTION BY DEPARTMENT

No.	DEPARTMENT	MUNICIPALITIES BY RANGE OF POPULATION							TOTAL
		Less than 2,000	2,000 - 5,000	5,000 - 15,000	15,000 - 50,000	50,000 - 100,000	100,000 - 200,000	Over 200,000	
1	Ahuachapán	5	4	2	1	-	-	-	12
2	Santa Ana	6	3	1	2	-	1	-	13
3	Sonsonate	4	4	5	3	-	-	-	16
4	Chalatenango	25	6	1	1	-	-	-	33
5	La Libertad	7	7	5	2 (1*)	1 (1*)	-	-	22
6	San Salvador	1	4	3	5 (3*)	3 (2*)	1 (1*)	2 (2*)	19
7	Cuscatlán	10	5	-	1	-	-	-	16
8	La Paz	8	10	3	1	-	-	-	22
9	Cabañas	6	1	-	2	-	-	-	9
10	San Vicente	5	6	1	1	-	-	-	13
11	Usulután	8	9	5	1	-	-	-	23
12	San Miguel	22	3	1	-	-	-	-	26
13	Morazán	10	4	5	-	-	1	-	20
14	La Unión	12	4	1	1	-	-	-	18
TOTAL MUNICIPALITIES		129	70	33	21	4	3	2	262

* These municipalities form part of the Metropolitan San Salvador Area, and include: Ciudad Delgado, San Marcos, Ilopango, Mejicanos, Soyapango, Ayutuxtepeque, Cuscatancingo, San Salvador in San Salvador, and Nueva San Salvador and Antiguo Cuscatlán in La Libertad, with a total population of 1,177,854.

From *Participación Cívica en Manejo del Agua en Sistemas Urbanos en la República de El Salvador, Centro América*, prepared by Ing. Luis Moncada Gross, January 1996.

EXHIBIT 6.2: Public Works Projects Realized by the City Council of Cacaopera, 1994 - 1996

Project Name	Cost in Cs	Location	Source of Funding
Potable Water Improvement Project	466,269	Cacaopera	Sec. de Reconstrucción
Furniture and equipment for health unit	181,634	Cacaopera, Barrio El Calvario	Sec. de Reconstrucción
Street improvement	205,436	Cacaopera	Sec. de Reconstrucción
Public lighting improvement	200,000	Cacaopera	Sec. de Reconstrucción
Repair local road to Yoloaiquín	200,914	Cacaopera, Yoloaiquín	Sec. de Reconstrucción
Finishing two classrooms with bathrooms	23,931	Cantón Calavera, Crio.	Municipal budget
Improvement of neighborhood road	20,000	Cantón Estancia	Municipal budget
Paving completed road to Barrio San José	166,510	Cacaopera, Barrio San José	Municipal budget
Paving completed road Calle Pasaje Sánchez	87,855	Cacaopera, Barrio El Centro	Sec. de Reconstrucción
Improvement neighborhood road 1 km.	16,615	Cantón Guachipilín	Municipal budget
Repair of city drainage system	16,773	Cacaopera, Barrio El Calvario	Municipal budget
Construction of multiple use facility	5,150	Cantón Estancia, Tierra	Municipal budget
Improvement of Catholic church	8,258	Cacaopera, Barrio El Centro	Municipal budget
Construction of Monumento a la Cruz	34,447	Cacaopera, Barrio el Calvario	Municipal budget
Street repairs	150,526	Cantón Sunsulaca, La Barca	Sec. de Reconstrucción
Potable water and cistern, United Nations	25,000	Cacaopera, Barrio San José	Municipal budget
Cemetery repairs	8,165	Cantón Estancia	Municipal budget
Paving road to San Francisco Gotera	47,040	Cacaopera	Municipal budget
Repairs to potable water pipes	5,829	Cacaopera	Municipal budget
Purchase materials for kindergarten	2,640	Cacaopera, UN School	Municipal budget
Bridge across Río Tepemechín	20,000	Varía	Municipal budget
Repairs to Community Meeting House	2,574	Cacaopera, Barrio El Centro	Municipal budget

EXHIBIT 6.3: Izalco Internet Home Page

<http://www.sadecv.com/izalco/>

<http://www.sadecv.com/>

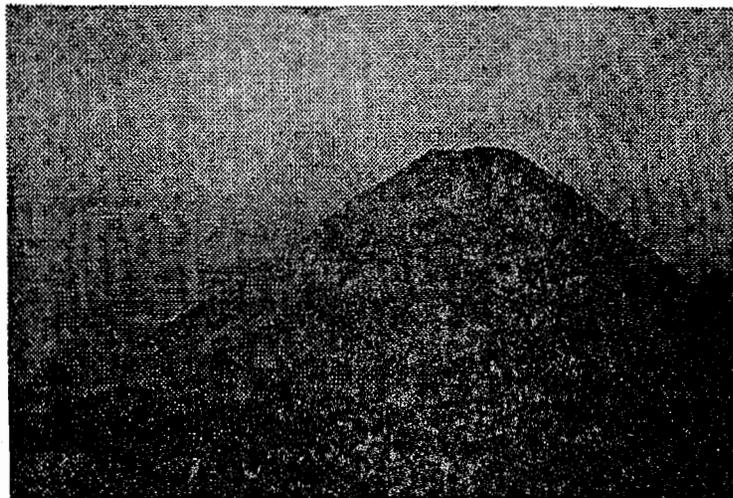
Izalco Internet Home Page



IZALCO

El Salvador

**WELCOME TO IZALCO !
Bienvenidos a Izalco !**



E-Mail :  [Mayor's Office \(Oficina del Alcalde\) izalco@es.com.sv](mailto:Mayor's Office (Oficina del Alcalde) izalco@es.com.sv)

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CHAPTER 7

SUSTAINABLE IMPROVEMENTS IN HEALTH OF WOMEN AND CHILDREN

**El Salvador Makes a
Commitment to Improved
Health Care Services**

The Government of El Salvador (GOES) has pledged to improve health service coverage and to increase the efficiency of these services, especially for rural, economically disadvantaged populations. The Ministry of Public Health and Social Assistance (MSPAS) reaches about 50% of the population with basic services, and 75% for in-hospital services; the Salvadoran Social Security Institute (ISSS) covers approximately 12% (qualifying workers and their dependents).

Traditionally, health service providers in the public sector and the private sector (particularly NGOs) have not cooperated or collaborated with each other, and, in fact, have tended to mistrust one another.

The centralized health service delivery system concentrates the bulk of its services in the metropolitan San Salvador area; approximately two-thirds of all physicians from both the public and

private sectors, practice in the Department of San Salvador. Unfortunately, many rural clients live long distances from basic services and in areas which are relatively inaccessible.

Although the majority of mid-level managers and supervisors in the public health care system are well-qualified and educated (ranging from technical degrees through master's), the GOES has realized that in order to implement system reforms, it must be able to count on a critical mass of managers well-versed in new concepts and ideas that will support a complete system modification. MSPAS and ISSS met a number of times with the Office of Health and Education (OHE/USAID) regarding how training could contribute to meeting overall goals and objectives; through CLASP II, 110 participants in five separate groups were trained in a comprehensive program focusing on:

- ✓ Role of health service organizations
- ✓ Decentralization of services
- ✓ Strategic management
- ✓ Human resources management
- ✓ Financial resources management
- ✓ Cost-effective health services
- ✓ Monitoring
- ✓ Participatory mechanisms in health service delivery
- ✓ Coordination mechanisms

- ✓ Advances in health care reform
- ✓ Integrated management information systems
- ✓ Health economics

Traditionally, health service providers in the public sector and the private sector (particular NGOs) have not cooperated and, in fact, have tended to mistrust one another. Consequently, they have not been able to complement one another's natural strengths and weaknesses. For example, a fundamental problem of the public health system in El Salvador has been its emphasis on curative, rather

than preventive, medicine. Many NGOs, on the other hand, have well-established community outreach and public education programs. This, combined with the fact that NGO personnel and volunteers live in the communities they serve, and thus have the trust and confidence of the other community members, makes them powerful proponents and tools for preventive health care. Prior to the U.S. training, the MSPAS did not take full advantage of what these NGOs had to offer towards El Salvador's national health care service delivery reforms.



A nurse from the *Centro de Salud* in Chalchuapa discusses preventive health care with a mother

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**A Priority on Increased Use of
Appropriate Child Survival
Practices and Services**

Child survival and maternal health in El Salvador have been identified as top priorities in the health care system modernization process. The National Family Health Survey, (FESAL/93) found that more than half (53.4%) of infant mortalities are from three primary causes: dehydration from diarrhea; low birth weight; and acute respiratory infections. Childbirth-related deaths continue to be the principal cause of mortality among women of reproductive age; of these, two-thirds have received no prenatal care. As with general public health services, lack of coverage in rural areas is due mainly to lack of both funding and logistical support.

In addition to CLASP II training programs, USAID is providing financial and technical support for the MSPAS on the government side, and for the Salvadoran Demographic Association (ADS) in the private sector to bolster efforts to extend and improve services to rural areas in maternal-child health, family planning and responsible parenthood. USAID also sponsored the Maternal Health and Child Survival Program (PROSAMI), made up of 35 NGOs involved in maternal-child health projects in rural areas.

**The Government Focuses on
Implementation of Health Care
Service Delivery Reform**

The reform of health care service delivery as addressed in the CLASP II U.S. training programs has the full support of Minister Dr. Eduardo Interiano of the MSPAS. In fact, Minister Interiano; Vice-Minister, Dr. Ana María de Gamero; Executive Director of the Salvadoran Social Security Institute, Dr. María Julia Castillo; and other high officials were actively involved in the training program through visits which they made to the various groups during the final three days of U.S. training. The Minister has acknowledged the contribution that CAPS has made to the reform process, affirming unequivocally that, the CAPS Program "has united [the Ministry], so that we can have a greater effect on more people." The MSPAS has approximately 20,000 employees; about 150 of these are returned CLASP II participants.

Minister Interiano has stated it has been a great experience to see NGOs, Ministry officials, and people from ISSS working together and communicating. These programs, he says, "have changed our conceptualization of what we thought health care reform to be." The Minister feels that all entities working in health must come together--

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Ministry, ISSS, NGOs and hospitals-- in order to "have a healthy El Salvador."

The Minister has wholeheartedly supported the CLASP II training programs because he is convinced that in order to move into the 21st century, health staff need to be better trained and prepared for change, before they could begin reform. Now the MSPAS is ready to proceed with modernization. Pilot programs will now be initiated and tested and will be expanded to all levels of the Ministry.

...all entities working in health must come together- Ministry, ISSS, NGOs, hospitals, and ANTEL-in order to "have a healthy El Salvador."

The Minister has reported that many returned participants are already implementing their Action Plans, thus putting into practice what they learned in their U.S. training. In his opinion, virtually all of them are working well and implementing some key component of their plans. The Ministry has recognized the potential of a number of the returned participants by promoting them and giving them positions of greater responsibility within the Ministry.

The Minister himself has echoed the sentiments of returned CLASP II participants regarding the importance of involving the community in health programs. He mentioned three areas

which will be priorities in the Ministry's modernization strategy for health care services:

- ✓ **Communication:** He feels that it is critical to maintain open dialogue between communities and the health units that serve them in order to efficiently and adequately respond to community needs.
- ✓ **Preventive Care:** Preventive care is a priority in the Ministry's public awareness and education strategy, with the aim of decreasing the need for direct intervention by hospital and clinic medical staff. In addition to promoting better general health, this is seen as being the most cost-effective use of existing health care services.
- ✓ **Reproductive Health and Family Planning:** The Minister also places a great emphasis on family health services to improve reproductive health efforts. He calls family planning a "window to the future." Minister Interiano envisions that family planning information and education campaigns would be for the entire community, but would give special attention to adolescent males.

For Minister Interiano personally, these programs and his participation allowed him to "learn to dream" and confirmed his love of health and medicine.

Training Impact: One Unit's Reform Means Better Service Delivery for 118,000 People

Dr. Julio César Valencia¹ is the Director of the ISSS San Jacinto Medical Unit, located in a highly populated area in San Salvador, which has 229 employees, including doctors, nurses, administrators, accountants, filing clerks, maintenance and cleaning staff. He is one of 12 ISSS directors in the San Salvador metropolitan area, where there are six medical centers and six hospitals. In addition to the San Salvador metropolitan area, ISSS divides the country into three other regions: eastern, central and western.

During an on-site interview, Dr. Valencia discussed the U.S. training program, what the training has meant for the health care reform process in El Salvador, the resulting changes in the ISSS, and what improvements he personally has been able to make since his return.

Implementation: New Skills and New Strategies Result in Dramatic Changes in Community Health Care

Dr. Valencia sees two phases to the aftermath of the training: 1) implementation of the Action Plans; and 2) resulting better infrastructure, services, equipment, and filing systems. Dr. Valencia's Action Plan was "Planning Intersectoral Coordination Mechanisms for Service Delivery." The plan addresses internal change and strengthening of different sectors.

Internal Change Means Intensive Staff Training Programs

Major changes for returned participants from the ISSS have come from training programs implemented within the ISSS. The biggest overall improvement has been in the decentralization of decision-making and problem-solving. Unit personnel are now much more conscious of what they have, what they need and what they can get (reality-based approach). On the service provision side, the biggest change has been a refocusing on client satisfaction. The complete training package which ISSS returned participants have put together for employees in all units includes leadership and Total Quality Management. They have been conducting training for several months, and are using videos developed specifically for the training.

Client Satisfaction Contributes to Unit Policy Changes

Hospital administrators now rely heavily on feedback from both employees and clients of the medical unit to monitor and evaluate service quality. San Jacinto has installed suggestion boxes for client evaluation of service provision. The feedback from clients since implementation of new techniques (from the U.S. training) has been extremely positive. Dentistry in particular is much improved. Since the U.S. training, complaints in general are down 50%.

Greater and Easier Access to Better-Quality Care

The medical center's focus now is much

more service-oriented, towards better coverage for the patients. In line with this new policy, San Jacinto recently increased on-duty hours for their doctors. Previously, doctors were there only until 3:00 p.m.; now they stay in the center until 7:00 p.m. This makes for better coverage for the patients.

Hospital administrators now rely heavily on feedback from both employees and clients of the medical unit to monitor and evaluate service quality.

Another policy shift for the ISSS is the expansion of primary care, concentrating on preventive rather than curative medicine.

**A New Work Ethic:
"The Client is Always Right"**

Dr. Judith Alhely Del Cid², Director of the ISSS Specializations Hospital, had held this position for three years prior to the U.S. training. She is the only female director of an ISSS hospital.

The Hospital's Role in ISSS National Health Care

Dr. Del Cid points out that this hospital is the only one staffed exclusively with medical specialists. She supervises 1,500 employees, including 40 department heads. The hospital sees 4,000 people a day as outpatients, and has 300 permanent beds, 60 transitional

beds, and 8 intensive care beds. It is one of the largest hospitals in El Salvador.

Personal Changes as a Result of the Training Experience

Dr. Del Cid states: "I've been to many other courses, and they have been good. But they have been all theory. This one was practical and oriented to application." The content and training staff were of high quality and "all the skills I acquired have served me well since my return." Of particular use was being able to compare and contrast health systems in the U.S. and El Salvador.

Dr. Del Cid supervises both technical and administrative staff. Learning how to better communicate with chiefs of departments has allowed her to delegate and empower them to make creative decisions.

Her Action Plan, which was developed with a colleague and presented to all Directors of ISSS upon her return, focused on improved quality of health services. This has been the center of all the changes she has implemented at the hospital: to train people and increase their awareness of quality.

Widespread Institutional Change: Shifting to a Client-Centered Focus

Dr. Del Cid returned from the training program absolutely convinced that change was needed. She concluded furthermore, that the whole environment had to change. She began by meeting with her directors and all her staff. She

even met with the 200 maintenance staff to ensure that absolutely everyone understood why certain changes were on the way instead of simply imposing the changes with no warning. She has continued to meet regularly with her 40 department chiefs to reinforce the service mentality, and to motivate and continue training them.

***The Hospital started ...a
Public Relations Department-
something no other ISSS
facility has...to resolve any
problem a patient has, and to
respond to any request.***

As Dr. Del Cid began to implement new ideas and procedures, she saw even more clearly the need for training for herself and staff, and recently sent her administrator for training.

This hospital has seen a real turnaround, toward a more "client-centered" philosophy. Personnel all call patients "clients" now. The hospital's new slogan is "the client is always right." In her opinion, the ISSS patient has, in essence, already paid for the service, and so has the right to demand quality and appropriate attention.

Major Administrative Changes to Streamline Service Delivery

There have been many changes since Dr. Del Cid's return, but not in the areas of technical expertise, since all the medical staff are already trained in their

specialties. Instead, she focused on change in social/psychological treatment of the patients and their families, administrative systems and the general physical environment. Some of the major changes were:

- 1) Conducting a survey of patients to determine their needs, and soliciting suggestions from them to make services more efficient and responsive.
- 2) Training staff formally and reinforcing in staff meetings how to deal with patients as part of their treatment ("bedside manner").
- 3) Encouraging an environment of professionalism and work ethic by her own example. She arrives at 6:00 every morning, and does not stay behind her desk; she goes on rounds and talks to patients, family, and staff. She prefers to train by example.
- 4) Expanding the hours of service. The hospital used to open and begin receiving patients at 7:00 a.m.; now it opens at 6:30 a.m., because staff noticed that many patients were already there waiting by that time. Also, the operating room hours have been extended. Surgery used to be scheduled until 3:00 p.m.; now operating rooms are open until 10:00 p.m.
- 5) Implementing campaigns to educate people as to what the hospital's function is as a

specialty hospital, and encouraging people to get their primary treatment in local clinics.

6) Starting a Public Relations Department--something no other ISSS facility has. Upon her return, she selected two secretaries who had the character and natural inclination to deal well with the public and gave them some informal training. Then she opened a desk right at the main entrance of the hospital with a big sign that says "Public Relations". The purpose of this desk is to resolve any problem a patient has, and to respond to any request. If the Public Relations Desk staff cannot resolve the problem, they find someone who can, or, failing that, contact Dr. Del Cid. These two staff members are not professional public relations specialists, and there is no assigned public relations position within ISSS. But Dr. Del Cid created this service because she saw the need for it. One of the staff there told her recently, "When I find myself thinking I can't help someone, I remember that Dr. Del Cid would not leave them without some kind of attention."

7) Holding rotating staff meetings once a week, in which particular departments present some problem and discuss possible solutions.

8) Developing and placing in strategic locations a comment

form for patients to fill out to evaluate the quality of service. Dr. Del Cid insists that her staff give speedy and direct responses to all complaints.

9) Having chairs put beside each bed for patients' families to sit. She has also created more comfortable and more hospitable waiting rooms, complete with television sets.

10) Instituting a color-coding system so that people can find where they are going in the hospital. She placed colored lights on the floor to guide visitors and clients to specific departments.

A Blueprint for Institutional Changes Systemwide

Her hospital is being used as a model of change. She has been able to make optimum use of local resources and expertise, and adapt what she brought back from the training; others have seen the changes she has implemented as a model for their locations. Dr. Del Cid is often called upon to train people from other ISSS agencies in Total Quality Management, attitudinal change, client-centered service, and leadership. She is now able to send staff that she has trained to do this training.

The Specializations Hospital is "carrying the baton for the changes ISSS" is planning systemwide, such as the shift from the curative to the preventive approach. She has strived in every way possible to stimulate a "can-do" attitude among her staff.

**The Public and Private Sectors
Learn to Work Together**

On November 1, 1996, USAID/El Salvador, through the CLASP II Project, sponsored a conference in the El Salvador Hotel in San Salvador entitled "The Future Vision of Health in El Salvador". A total of 150 people attended, including:

- ✓ Health Care Reform Training Group Participants
- ✓ Child Survival Supervisors Training Group Participants
- ✓ USAID officials
- ✓ MSPAS officials
- ✓ ISSS officials
- ✓ Representative from various NGOs

The conference provided a unique opportunity for the MSPAS, ISSS and NGOs working in health to join together to discuss common goals, objectives and future collaborative efforts. Attendees included returned participants from CLASP II training groups as well as other associates and colleagues who are part of the reform process.

A number of conference attendees expressed opinions about the U.S. training, its applicability to the reform of health care policy in El Salvador, and the progress of the reform process itself.

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Rosa Elena Hernández, Coordinator of the Department of International Cooperation, although not a participant,

has coordinated all CAPS/CLASP health training groups since 1985.

Institutional Support Facilitates Action Plan Implementation

In 1994, she spent the last two weeks of the Mental Health Workers training program observing and providing support in the formulation of the group's Action Plan. As soon as these participants returned, they started putting the plan in effect with funding from PAHO (Pan American Health Organization). Her unit supported and gave follow-on support through site visits. The function of the unit is to support training and to fund small projects. She says most participants have returned to El Salvador eager to improve their job performance.

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Miguel Angel Pleitez Jiménez, is the Chief of the Central Office Accounting Unit.

Decentralization Process Streamlines Financial and Accounting Systems

Two participants were members of Mr. Pleitez' unit. Their Action Plan calls for the decentralization of Ministry financial systems down to the departmental level. Traditionally, these systems have been very centralized and bureaucratic. There are 18 departmental offices in addition to the central office. He says there have been innumerable obstacles, but that the unit is moving ahead. Mr. Pleitez states that staff have already decentralized systems in budgeting and treasury. He and three others have been conducting training sessions for departmental office

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managers, starting with 36 people in their own central office. Dr. Pleitez feels that it is fundamental for people to understand what decentralization is and how it is to be implemented before the process of decentralization actually starts. Therefore, training must be included in the decentralization plan. This training is currently being funded by PAHO and coordinated through the International Cooperation Unit.

* * * *

Dr. Florence Esther de Valdez³, is the Medical Director of a Clinic in Ahuachapán.

Total Quality and Management Training Enhance Personal and Professional Development

The CLASP II training was a great experience for her, both personally and professionally. She feels fortunate to be able to implement virtually everything she learned in the U.S. training program. Dr. de Valdez is currently using total quality techniques in her work, and is taking every opportunity to pass these skills on to others through formal and informal training sessions. Another valuable skill she acquired in the training program was the ability to delegate and empower others to do things. She supervises 18 people in her clinic. The training not only benefited her professionally; in her personal life, she feels she is achieving a better balance by dedicating more time to her husband and child. She explains this was something that was also covered in the training program.

* * * *

Dr. Gustavo Ostorga⁴ is the Regional Director for the MSPAS in La Libertad, and a maternal-child health specialist.

Training Opened the Eyes of Mid-Level Managers: Excellent Strategy for the Future

Dr. Ostorga works at an *escuela saludable* (healthy school), an MSPAS pilot project. He oversees nine health units, with a staff of 170.

Dr. Ostorga is very optimistic about the possibilities for success in the MSPAS as a result of the training. Strategically, he feels it was a wise decision to send mid-level managers to the training who in a few years, will be climbing the ladder at the Ministry and eventually running things.

The U.S. training served to open everyone's mind to the possibilities when the public and private sectors work together. An intersectoral collaboration effort between the MSPAS and 35 NGOs nationwide is underway.

The MSPAS has already begun to hold "health fairs" to educate the public regarding available services and how to access them.

* * * *

Dr. Ana Isabel Solórzano de Molina⁵, is the Director of the Rosales Hospital.

Seeing How Health Care Works in the U.S. Has Greatest Impact On Implementing System Changes

In her opinion, the greatest impact of the training has been that all the participants have realized that yes, this is all possible, they can do it. Case studies and practical site visits were the most valuable part of the training. Before the training, they all had some general idea about what health care reform should be, but during the training program, they actually saw everything in practice. Being able to compare the Salvadoran health care system with the U.S. system was a real awakening for them.

Dr. Solórzano firmly believes that the presence of the Minister at the U.S. training helped immensely. Of the five Action Plans presented in her group, all have been approved and are currently being implemented. At the time of the conference, the returned participants had been given the responsibility for developing specific performance improvement plans for 15 health centers. Some had also developed a pilot plan for a family planning project, as well as a monitoring project to evaluate all the Action Plans. The Minister has been behind all these efforts 100%.

Based on what the returned participants saw in the U.S. training program, the MSPAS has been working on setting up a visiting nurses system, through (now) tight relations with community leaders and local NGOs.

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Lorenzo Rufino Quintanilla⁴ is the Director of the Salvadoran Association for Integral Development (ASALDI).

NGOs Bridge the Public/Private Sector Gap

ASALDI works to involve communities in primary health care and health education efforts. ASALDI works with the Community Development Association (ADESCO) and health committees in health programs, and with the National Administration of Water Supply and Sewer Systems (ANDA) in water programs. Mr. Quintanilla explains that a typical health committee consists of 13 promoters, two doctors (one for each five promoters), and one coordinator, but that the size of the committee varies according to the size and number of the communities being served. ASALDI is currently working with the Integrated Development Association of CAPS Scholars of the Eastern Region (ADIBECAPSO), the Associated Scholars for Community Health of the Eastern Region (BASCO) and the Ecological Association of Chalatenango (ASECHA).

Mr. Quintanilla credits the training program with providing a different view of the "big picture," i.e., social problems, education, health.

Although different groups of returned participants are now working together,

there are still biases to overcome. For example, before the training, NGOs were seen as being in direct opposition to the government. A case in point: the 18 organizations participating in the Maternal Health and Child Survival Program (PROSAMI). PROSAMI is a pilot project working on the municipal level, with *rectores de salud*, rather than *directores*, and covers 35% of the population. In actuality, NGOs help the government, with their preventive focus. As a result of their educational programs, fewer people need to go to MSPAS hospitals--an example of cost-containment.

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Adilia Castro de Rivas² is the Director of the Social Development Foundation (FUNDESO).

FUNDESO's two largest projects are a clinic in La Libertad and a rural health program. It also sponsors nutrition programs in local schools.

Government/NGO Collaboration, the U.S. Training's Greatest Achievement

Mrs. Rivas relates that in her training program, there were only four participants from NGOs. They were all amazed at how well they integrated into the rest of the group. She considers it an historic event that now ISSS and the MSPAS accept NGOs as partners. They all learned that by working together they can accomplish a great deal. FUNDESO had presented their work plan to ISSS, and were confident that the hospitals would now accept their patients as well as accept the recommendations of their

promoters. This had not been the case before.

[It is] an historic event that now ISSS and the MSPAS accept NGOs as partners.

Mrs. Rivas is a social worker by background, but the U.S. training exposed the entire group to all aspects of health care: medical, administrative, service provision. She learned that it is a team process. By having a heterogeneous training group, with both public and private sectors represented, everyone learned that health is an integrated and collaborative effort.

A New Project Launched by New Knowledge and Ideas

FUNDESO opened a clinic in August 1996. A doctor and dentist are available 12 hours daily, with about 150 patients per day. The clinic has its own laboratories and 50 staff people. It has proved to be a lifesaver for many of its clients, who live 15 to 20 kilometers from other medical services.

The clinic gets 63.3% of its funding from USAID, with the rest self-financed by FUNDESO, through a small fee for services. Clients who can't afford the services, are not charged.

The clinic's immediate goals are to improve not only its services, but also the physical environment. To this end, community members are bringing in houseplants and volunteering to do

repairs and maintenance work. Community members built a bed for the doctor to do Pap tests, as well as a room in which to conduct the tests.

Living and working in a community makes for strong, trusting relationships and ties.

In the U.S. training program, the group had a maternal-child health case study that Mrs. Rivas used with great success in a PROSAMI staff training session. FUNDESO is also striving to create an atmosphere in which patients are less intimidated by health care personnel. Previously, if a patient arrived before a clinic opened for the day, the doorman would tell that person to leave and come back later. In the new clinic, that is no longer the case.

The U.S. Training Experience Inspires Further Training and Education

FUNDESO has also been conducting training programs for a mixture of NGO and government personnel.

After working with local communities, Mrs. Rivas has now realized that there is a great deal of raw talent to be tapped. Living and working in a community makes for strong, trusting relationships and ties.

Many of the participants from the Health Care Reform training group are now thinking of furthering their education. This is a direct result of the U.S. training program.

Protecting the Health, Rights and Welfare of Salvadoran Children

Salvadoran Institute for Child Protection (ISPM)

- **Licda. María Teresa de Mejía**, Executive Director
- **Licda. Concepción Escobar⁶**, Social Worker/Coordinator of Social Services
- **Licda. Amparo Romero Melgar⁷**, Social Worker/Supervisor of Day Care Centers in the Eastern Region

The ISPM's Mission

The ISPM has a total of 1,400 employees. It is a government entity with a mission to provide integrated and preventive services for children and adolescents in accordance with national laws and policies protecting minors. It is governed by a Board of Directors which includes representatives from the National Office for the Family, the Office of the President of the Republic, the Human Rights Office, the Ministries of Justice, Health, Labor and Education, and members of selected NGOs. To address the social, familial, and educational needs of children and youth, ISPM has the following services: day care centers, integrated development centers, programs for gangs, local community networks, social reintegration programs, child labor programs and training programs. It also supervises residential programs, such as special education centers, vocational schools and workshops, and orphanages.

Licda. Romero supervises 28 day care centers for children ages two through six under her supervision. There are 25 children and three care providers in each center, plus six community outreach workers. Education, nutrition and health programs for children and their families are offered. Staff coordinate their work with mayors and local health care centers and schools.

Licda. Escobar coordinates Integrated Development Centers, a total of 16 centers throughout the country (five in Santa Ana; one in Zacatecoluca, La Paz; one in Sonsonate; one in Quezaltepeque, La Libertad; and eight in San Salvador). These are more urban, mostly in departmental capitals. Some serve as many as 200 children, from four months to seven years of age. These centers make use of multidisciplinary teams, and are staffed with doctors, nurses, psychologists, and teachers. Children needing special attention from the day care centers are referred here.

Before coming to the U.S. on her scholarship, Licda. Escobar worked with the day care centers. Upon her return, she was promoted to the position of Coordinator of Social Services. She has worked with ISPM for three years.

Action Plans Become Tools for Training and Community Outreach

From 1993 to 1996, 44 ISPM employees were trained under CLASP II. Some 10 to 15 were trained previously through CAPS. Out of the total trained, 45 still work at ISPM; 10 of these in main office, with the remainder in the field.

Both Licda. Romero and Licda. Escobar indicate that the content of the U.S. program was appropriate to their work situations. Through the implementation of their Action Plans, they were able to put into practice a great many things they learned in the U.S.

Licda. Romero has been with ISPM for four years, having previously worked for the Salvadoran Foundation for the Development of Women and Children (FUNDEMUN) on a project to incorporate women in the workforce. Upon her return, she went to work at a day care center and eventually became a supervisor at ISPM.

Upon her return, Licda. Escobar presented her Action Plan to the authorities at ISPM. They approved it, and as part of the plan, she has just completed the coordination of 12 one-day seminars presented over the course of one year to over 500 ISPM employees or parents of children in ISPM programs throughout the country. Between 60 and 80 social workers, directors, nurses, main office supervisors, teachers and parents participated in each seminar. They were trained in community development, volunteerism, development of didactic materials, leadership, training skills, and first aid. The CLASP II Program assisted with the logistics. The parents were from local committees that have been formed to assist the centers and are responsible for fund-raising activities. The program trainers were Licda. Escobar and five of her staff, plus some outside trainers that CLASP II personnel helped contact. Returned participants and other volunteer groups were also used as trainers and

coordinators. The ISPM employees trained through CLASP II have largely been supportive of these training programs and have contributed to their success.

Licda. Escobar feels that the foundation has been laid. Many of the 500 trained have already trained others, ultimately resulting in improved services offered to children and youth.

New Strategies for Solving Problems and Breaking Down Barriers

Licda. Escobar comments that there have been many obstacles and now she faces the challenge of how to continue offering these training programs that all involved find valuable and necessary. She is currently investigating local funding resources. Optimistic, she says, "You can quit when you hit a brick wall. Everyone has obstacles, but now we continue past them." She believes that the manner in which ideas are sold to superiors and others is very important. The negotiation skills and communication strategies she learned in the U.S. have been of great value to her. One strategy she has found helpful is to involve her supervisor in the planning and design of her training program. Her supervisor has then gone on to sell the ideas to other directors in other departments.

Collaborating Inside and Outside the Agency

Licda. Escobar is a member of a committee of ASECAPS, a CAPS association. Members have been meeting to determine the direction of

their common activities. She is hopeful that this association will be of some help in her work.

Licda. Escobar has also collaborated with other departments within ISPM, e.g., in conducting a seminar for orphanage staff and the older children there.

Dramatic Changes for the Better in Programs for Children

Both Licda. Escobar and Licda. Romero report that the differences in the day care centers and child development centers before and after the scholarship and follow-on programs are obvious: there are more didactic materials for the children to use, the decorations in the classrooms are livelier, and the care providers are more confident in conducting meetings for parents. In addition, the staff are now better leaders and are much better organized in their work. They are more creative and see their work, and the attention they give the children, as valuable and crucial. Licdas. Escobar and Romero observe that "every day, you see one more thing they have learned and are implementing." The staff are also more active on committees in their communities. Local committees have been formed of parents and representatives from other organizations, such as the Mayor's office and teenagers' clubs, which evaluate and monitor the work of the day care centers. They also help with fund-raising and upkeep of the day care center. Licda. Romero recently participated in a multiplier activity in leadership, attended by 40 people, in one of the communities she supervises.

Close Ties to Communities Lead to Other Development Programs

Licda. Escobar also works with senior citizens in her community, and has been involved with a community group that planted trees in the park. She feels that these opportunities broaden her horizons. She is better able to present and defend her views, and her sense of accomplishment and self-confidence has dramatically increased.

Licda. Romero lives in a rural area. The skills she learned in project planning have been of great use to her community. She has become a major resource for others in writing and presenting projects, and has been involved in a local group that just completed building a church for the community.

Full Support from the Executive Director

Licda. Mejía, the Executive Director, has been at ISPM for over four years. Although not a participant, she is very supportive of the CAPS/CLASP program. She believes that training and preparing her personnel is the key to the Institute's success in preventing and resolving the problems children and youth face in El Salvador.

She believes that the impact the program has had on ISPM is clear. The attitude and commitment-level of most staff selected to attend this training has improved dramatically. She also has seen many improvements in the way the teachers relate to their students: they have a new vision of their job and use

new classroom techniques to support it. She is convinced that the follow-on program is the reason returned participants were able to successfully implement what they learned. The follow-on program gave those employees with a desire to improve their professionalism the opportunity and means to do so. She has seen the multiplier effect in action at the institution and believes that most of the other employees have been very open to receiving training from returned participants. The sacrifice of allowing ISPM employees to leave their posts for six weeks has been well worth it. Evaluations conducted by local committees in ISPM centers indicate that services have greatly improved.

New NGO Tackles Community Health and Institution-Building

The Associated Scholars for Community Health of the Eastern Region (BASCO) was founded in March 1996. BASCO's major thrust is community health, mental health, public education campaigns (e.g., malnutrition, vaccination programs), natural (alternative, herbal) medicine, and preventive medicine. It works to strengthen community organizations, with an emphasis on sustainability.

BASCO's *personería jurídica* (legal incorporation) is in process. The organization started out with 25 members and has now increased to 30. It is currently working in San Miguel, with plans to expand to La Unión, Morazán and Usulután. Members, who are currently contributing to the organization

from their own pockets, are considering approaching an NGO for funding.

Rehabilitation Participant Bridges Public Health and NGO Community Health Programs

Saúl Nelson Gómez⁸, a participant in the Vocational Rehabilitation for the Physically Challenged I program, continues to devote his skills to the rehabilitation field in El Salvador, both as a paid staff member and as a community volunteer. Week day mornings he works in a job placement program at the Salvadoran Institute for Rehabilitation of the Physically Challenged (ISRI) in San Miguel. He dedicates each afternoon to working with local schoolchildren with Attention Deficit Disorder (ADD) in an inclusion program. His Saturdays are spent assisting students who are studying to become special education teachers at the *Universidad Francisco Gavidia*. And, amazingly, Saúl still finds time to volunteer as a member of BASCO's Board of Directors, contributing his expertise in physical and occupational rehabilitation.

Saúl credits his U.S. training experience for enhancing his professional capabilities. His participation in an internship, working with disabled students at the University of California at Berkeley, refined his vocational rehabilitation techniques. Leadership instruction made a further impact on him, influencing his approach to training. And Saul continues to make extensive use of the bibliography provided by the U.S. program for training his ISRI colleagues.

Formation of BASCO Made Possible by U.S. Training Program

Miguel Angel Baires⁹, a participant in the CLASP training program for Community Mental Health Workers and BASCO member, is the President and Founder of BASCO. He says that the U.S. training had a great impact on his work in El Salvador, directly contributing to the formation of BASCO. He also benefitted personally, learning that everything is possible if people work together.

Former Enemies Find Common Ground and Learn to Collaborate

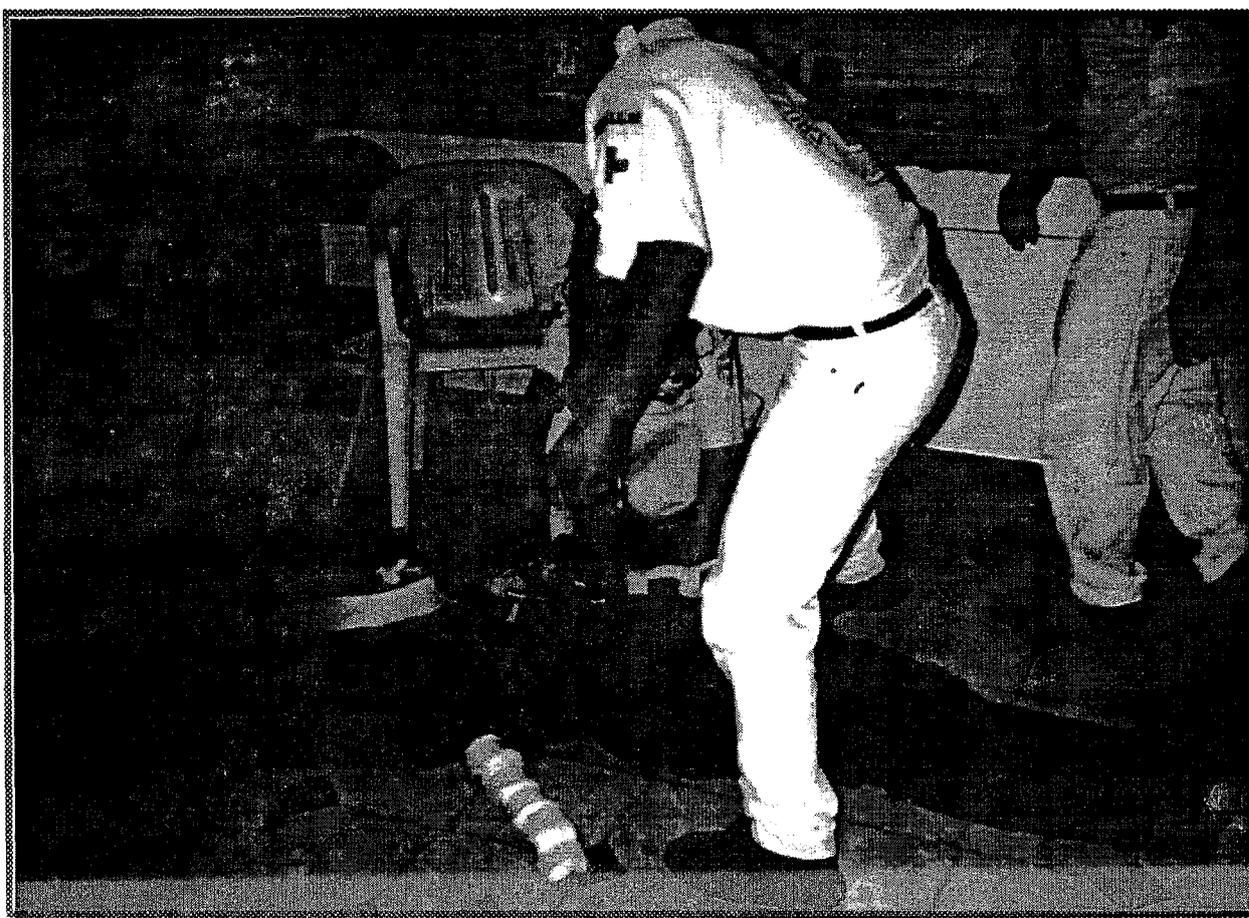
Miguel's training experience in the U.S. led to a major success story in El Salvador. His training group was comprised of individuals formerly affiliated with the FMLN and former government soldiers now affiliated with the Ministry of Health: two groups of people with diametrically opposed political ideologies. Tensions ran high in the first days of the training program, but by the end, this diverse group had learned to work together and had formed a team. Today, members of both contingents sit on the Board of Directors of BASCO.

**Life-Saving Emergency
Medical Services for
Urban and Rural Poor**

In the recovery from the twelve-year armed conflict, disaster relief and

emergency medical services in El Salvador, especially in the rural areas, have struggled to keep pace. These crucial services are provided primarily by volunteers with little or no formal training. The 1-2-3 emergency telephone number is managed by the National Civil Police (PNC), which in turn alerts El Salvador's cadre of volunteer disaster relief services to respond to a call. The three groups that provide

these services are the *Comandos de Salvamento*, *Cruz Verde* and *Unidad de Rescate-El Salvador*. In order to address the need for emergency medical and rescue skills, USAID, through three CLASP II programs in disaster relief, trained 76 medical service volunteers from these organizations. A significant number of these hail from municipalities of the National Reconstruction Plan (NRP) ex-conflictive zones.



Disaster Relief Volunteers attend a "wounded" patient in a U.S. home simulation exercise

Dr. Guadalupe Aracely Somoza¹⁰, who participated in one of the U.S. training programs, is the current President of the *Comandos de Salvamento*, the first woman president in the organization's 35-year history.

Training Makes Possible Great Personal and Institutional Changes

Dr. Somoza's training experience instilled in her an enhanced sense of self-confidence. For her institution, the training has made it possible to provide more efficient services to the Salvadoran public. And, in addition to increasing attention to training its own personnel, *Comandos* now offers training programs for the community, which include public schools. Education in the schools ranges from teaching first graders not to touch things that are hot, to providing more sophisticated training to high school students following a specialized health curriculum. And helping the community often helps the *Comandos*. Many students who choose the *Comandos* to fulfill their volunteer service requirement towards a high school diploma stay on as volunteers with the organization after their graduation.

Before his U.S. training, **Edgar Johnny Ramos¹¹** directed a group of five *Comandos* volunteers; now he heads the entire rescue unit. Johnny reflects on how far the organization has come since members' training. Indeed, he himself is responsible for introducing key changes to the *Comandos* air rescue (helicopter) team, resulting in a more sophisticated and better coordinated operation.

Efraín Méndez Solís¹², the Treasurer on the Board of Directors, corroborates that the changes to the institution as a result of the U.S. training have been dramatic. Before the first training program in 1991, *Comandos* consisted of only 2,000 volunteers. These poorly trained volunteers simply picked up patients and transported them to a hospital. Now, after the training, they are able to provide appropriate emergency medical intervention on site. In addition, the 45 *Comandos de Salvamento* volunteers, trained in the three CLASP II programs, used the skills they learned in the U.S. to train, in turn, 75% of all the organization's current volunteer force nationwide. The organization's ranks have now grown to 3,500.

Comandos-Private Sector Collaboration: A Mutually Beneficial Relationship

As part of a combined community outreach-fundraising campaign, *Comandos* has begun, in recent years, to turn to the private sector. Members have approached managers of large companies, proposing to offer seminars in first aid. Once they convinced these companies that equipping their employees with basic first aid skills could reduce the time lost to accidents on the job, they began to attract clientele from the private sector. In turn, *Comandos*, which charges companies a fee for the training, can add to its coffers. These funds are used to purchase needed supplies and equipment, once again benefitting the community at large.

Collaboration from Many Sources, but the Best Comes from Other Salvadorans

Northeast Metro Technical College, the U.S. training institution responsible for all three CLASP II programs in disaster relief, has continued to collaborate with El Salvador's emergency medical organizations since the completion of U.S. training. It has been instrumental in obtaining donations such as an ambulance from the Fire Department of the City of St. Paul, Minnesota.

This generous support notwithstanding, the most promising avenue for the continued growth of the country's emergency medical services comes from El Salvador's own citizenry, including the disaster relief volunteers themselves. The *Comandos'* current community training program is flourishing. It receives a great deal of exposure, thanks to the cooperation of local press, and is highly regarded. *Comandos* also collaborates with *Cruz Verde* and the *Unidad de Rescate* in staging simulations. Members agree that this kind of inter-institutional collaboration could not have occurred before the U.S. training.

U.S. Training Experience Dissolves Old Rivalries

Indeed, before the U.S. training, not only was there no collaboration between the *Comandos de Salvamento* and the *Cruz Verde*, a rivalry even existed to see who could get to an emergency first. As a result of the training, the *Comandos* are now cooperating more fully with the *Cruz Verde* in providing emergency rescue

services, and will call the *Cruz Verde* if an emergency is in the latter's area.

Cruz Verde Reports Similar Institutional Changes and Successes

Cruz Verde (similar to the Red Cross in the United States) volunteers **Julio César Cabrera¹¹** and **Laura Espinoza¹⁰** were also participants in a CLASP II disaster relief training program. Since their return to El Salvador, they have worked diligently to improve the services of the *Cruz Verde* by recruiting and training new volunteers. They make presentations at schools and at health and community centers to teach basic lifesaving skills and to promote the rewards of volunteering with the *Cruz Verde*.

On Sundays, from June through September of 1996, Julio César and Laura conducted a training program for new recruits at the CLASP II Follow-on Office. On the final day of classes, the new recruits demonstrated their first aid and rescue skills in a dramatic display, which trainers evaluated for accuracy and competence.

Emergency Medical Volunteers Reach Out to the International Community for Support

A valuable outcome of the disaster relief training has been the coordinated and concentrated effort to raise funds for sustainability. As self-funding institutions, the *Cruz Verde*, *Comandos de Salvamento* and the *Unidad de Rescate* rely on donations to pay for medicine, materials and resources. Typical fund-raising efforts have included

collecting money in the streets, holding food sales, and soliciting donations from restaurants and private organizations. Training has given these volunteers the impetus to initiate more sophisticated, ambitious fund-raising campaigns to supplement their community fundraisers. Recently, members of these groups travelled to New York and Washington, D.C. in search of donors. Through this effort, they were able to secure the donation of an ambulance.

Conclusions for the Future of Health Care in El Salvador

As Minister Interiano of the MSPAS has observed, a new vision exists for the health care service delivery system in El Salvador. From the Minister on down through hospital and medical center directors to department heads, the process of decentralization has impacted greatly not only on administrative and financial procedures, but also on treatment and service strategies as well. The linchpins of the "new" public health care system are:

1. **A "client-centered" approach.** This reconfiguration of self-image reflects a shift in the hierarchy of priorities, from responsibility to central government agencies and policies, to accountability to the client base: the Salvadoran public. Feedback from patients is not only solicited, it is instrumental in defining changes in institutional policies and procedures.
2. **Preventive rather than curative medicine.** Government health care service providers are launching large-scale public education campaigns, so that the public understands that "their health is also their own responsibility, not just the government's." The mechanisms for these efforts include community-level talks using health promoters, and public events such as "health fairs."
3. **A realization of the importance of collaboration with NGOs,** and an appreciation for the richness of human resources in the private sector, and at the community level. For the MSPAS and ISSS, the benefits of this new cooperative relationship have been twofold:
 - a. Closer linkages with community-based NGOs mean closer ties to the communities themselves, often in more remote rural areas. This means ready-made access to these communities for service as well as public education programs, and greater acceptance on the part of community members; and
 - b. The public sector agencies can take full advantage of NGOs' clinics and other services. Better preventive health programs ultimately mean fewer, seriously ill patients needing to go to

public hospitals. This also results in an economic savings for the public sector.

NOTES:

1. S059 Health Care Reform 2, 11/01/95 - 12/12/95, International Health Programs
2. S063 Health Care Reform 3, 01/24/96 - 03/05/96, Management Science for Health
3. S064 Health Care Reform 4, 01/24/96 - 03/05/96, International Health Programs
4. S055 Child Survival Supervisors 1, 06/01/95 - 07/12/95, Institute for Training and Development
5. S078 Health Care Reform 5,

- 09/16/96 - 10/27/96, International Health Programs
6. S047 Child Care Workers 3, 09/21/94 - 11/15/94, Institute for Training and Development
7. NAPA Community Development Promoters 1, September-October 1991, Jackson State University
8. S022 Physically Challenged, 05/26/93 - 07/06/93, World Institute on Disability
9. S028 Mental Health, 03/22/94 - 05/16/94, Institute for Training and Development
10. S012 Disaster Relief 2, 06/30/92 - 08/31/92, Northeast Metro Tech
11. S002 Disaster Relief 1, 06/30/91 - 08/31/91, Northeast Metro Tech
12. S023 Disaster Relief 3, 08/31/93 - 11/08/93, Northeast Metro Tech

CHAPTER 8

INCREASED USE OF ENVIRONMENTALLY SOUND PRACTICES IN SELECTED FRAGILE AREAS

**Sustainable Development to
Conserve El Salvador's
Environmental Resources**

El Salvador's natural resources are dwindling rapidly. One of the highest population densities in Latin America coupled with the advanced state of deterioration of the country's natural resources will have a major negative impact on El Salvador's ability to support its future population and ensure a high quality of life. In addition to the pressures of an overcrowded and still growing population, uneven distribution of wealth and an expanding economy are the principal reasons for the exploitation of natural resources. The depletion and degradation of renewable and non-renewable resources are impediments to El Salvador's long-term sustainable development. Still more unsettling is the fact that the well-being of countries around the world, including the U.S., is increasingly threatened by the unsound ecological practices of their neighbors. El Salvador is no exception; its own environmental problems are not confined within its borders.

According to the USAID publication, "Strategies for Sustainable Development" (March 1994), environmental problems are caused by the way people use resources. Therefore, workable

solutions must address the interplay between humans, their economic interests and the natural environment and resources around them. In countries such as El Salvador, poverty and lack of education to alternative sustainable strategies force individuals to choose short-term exploitation over long-term management. Because environmental damage is often irreversible, the need for action is urgent.

The heartening news is that during the last few years, El Salvador has begun a period of economic and social recovery, strengthened by the peace process. Uniting international support with the interest of the government and society, efforts are being made toward sustainable development which will contribute to the restoration of natural resources and the improvement of the environment and quality of life for the population.

The Government of El Salvador through the Executive Bureau of the Environment (SEMA) designed the "National Environmental Strategy and Action Plan," which was formulated on the basis of guidelines contained in the "Environmental Action Plan" presented by El Salvador during the "Earth Summit" in Rio de Janeiro, Brazil in 1992. To carry out this strategy, participation of the private and public sectors, NGOs and organized

communities is essential. Accordingly, the CLASP II Project identified and trained personnel from various regions and environmental institutions. A total of 139 participants received training under this strategic objective.

While the CLASP program, especially through its follow-on program, has provided environmental awareness education to all participants, the stories below highlight the work of several participants, representing various organizations, whose achievements are leading to the increased use of environmentally sound practices.

Environmentally Sound Activities in Protected Areas

The Salvadoran Institute on Tourism (ISTU) has a total of 80 employees and is under the Ministry of the Economy. Its mission is to promote tourism in El Salvador. It manages 13 tourist centers throughout the country and two parks, *Cerro Verde* in Santa Ana and *Parque Denninger* in the central area of La Libertad. The parks are larger areas with various ecosystems and are used for research and recreation. The tourist centers are smaller and not considered protected areas. Historically, their use has been purely recreational. Thanks to the CAPS and CLASP training programs, however, the tourist centers are now introducing environmental education programs. Since there are 13 tourist centers located throughout the country, the potential number of visitors that could be educated in environmental issues is great.

ISTU's Natural Resource Unit is directed by Licda. Irma de Sánchez. The Unit's mission is environmental education and environmental management of ISTU's centers. The inclusion of an environmental unit within ISTU is due to an early ISTU director's love of nature. Through donations and his personal efforts, the two parks and 13 tourist centers were brought under ISTU's jurisdiction.

Training Critical Mass

All three employees in the Natural Resource Unit that Licda. de Sánchez supervises are returned CLASP participants. They are **Lorenzo Héctor Galdámez**¹, who participated in a long-term environmental program in 1992, **Carlos Escobar**², from the short-term Environmental Promoters program at the University of Idaho in 1996, and **Marta Morán de Salazar**³, who participated in the short-term Environmental Promoters program in Massachusetts in 1996. Three of ISTU's volunteer environmental promoters have also received CLASP training. Two are currently administrators of tourist centers and the third is the Director of *Cerro Verde* National Park.

A small focus group was held with all four of the Unit staff, including Licda. de Sánchez. Licda. de Sánchez reports that she has always seen the need for training. When the CLASP II Project presented opportunities for her staff, she encouraged their involvement. She feels that her staff and, in fact, the entire institution, especially the park and tourist center staff and their visitors, have benefitted from this training. "The

training has been excellent," she says. "I feel supported technically by my staff. The training helped them to help me meet the Unit's objectives."

Increasing Public Attention to Environmental Issues

ISTU's Natural Resource Unit is educating park staff and the public on how to use and maintain the parks. At *Cerro Verde*, an interpretative trail was just inaugurated, which was the Action Plan Carlos and Héctor developed during their U.S. training. It is ISTU's first such trail, which staff hope to replicate in other areas of *Cerro Verde*, as well as other parks and tourist centers.

Staff have also trained all park guards and tour guides from another ISTU unit in environmental education techniques. In total, over 400 personnel have received training in environmental education with an emphasis on how to educate the visiting public.

The accomplishments of this small unit are many. A sampling follows.

- 1) The Unit has provided training to vendors and small business operators who come into park areas to sell. Training has addressed the problem of litter and how to keep the park grounds clean. Staff have also given talks in nearby communities to increase environmental awareness. They have also provided specific training to a select number of community members to prepare them to work in the park's tree

nurseries. The funding was provided through *Cooperación Canadiense*.

- 2) Since high school students are required to complete a certain number of hours of social service before they can graduate, some come to ISTU's parks and facilities. The Unit conducts environmental awareness training for these students.
- 3) In 1994, 180 members of the armed forces were trained in a series of seminars in each of the three geographic regions. Ten soldiers from each base were selected based on their leadership skills and trained in environmental education and the establishment of tree nurseries. The purpose of this program was to improve the military bases' grounds, as well as to train these soldiers, who would eventually return to their communities, as part of a civilian re-integration process. This training program was funded by ISTU, which has a long history of collaboration with the Department of Defense. Often soldiers are sent to help clean parks and tourist centers.
- 4) A project at *Cerro Verde* National Park is geared toward visitors to the park's interpretative path. Its three components are:
 - ✓ environmental sanitation (litter campaign);
 - ✓ development of another interpretative trail;

- ✓ puppet shows with ecological messages, including a coloring book for children; and
- ✓ a brochure of the park.

The Unit is supervising these activities.

Staff hope to replicate this project in all the tourist centers.

- 5) The Unit has coordinated training directed at community leaders and people living near the parks and tourist centers. One endeavor is a one-year project targeting four communities around Denniger National Park. Approximately 15,000 people regularly use this park's resources. With funding from the Technical Foundation for the Environment (FUTECMA) and other sources, ISTU manages reforestation projects in these communities which include an educational component. Training has focused on such diverse topics as the importance of controlling fire, the effects of fires and litter, and even small business management, the latter so that residents can see the economic advantage of caring for the park. The communities are now very motivated and have requested more training. Some converts are already working in the park's nurseries and reforestation activities.
- 6) Marta de Salazar and a colleague are working on environmental

public service announcements for radio and television that will air during the summer of 1997.

All of these activities have had a multiplier effect. As Licda. de Sánchez says, "There is a great potential in one grain of sand." Evaluations from trainees have been very positive.

The Role of CLASP II

All four of these CLASP II returned participants claim they have seen a definite change in the public's attitude over the past five or six years. People have a better understanding of the need to preserve natural resources. There is an increased demand for attention to the problems of air and water pollution. Children are learning about environmental issues in school now as part of the regular curriculum. Officials and politicians attend environmental congresses and events. Today, numerous governmental and non-governmental agencies are collaborating to improve the quality of the environment.

The CLASP II follow-on program has played a significant role in increasing the awareness of CLASP II participants regarding environmental issues. As part of the follow-on training program, all participants have received some kind of awareness training. Héctor, Marta, Carlos and other participants from the environmental programs have facilitated some of these training programs.

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[Salvadorans now] have a better understanding of the need to preserve natural resources. Children are learning about environmental issues in school . . . as part of the regular curriculum . . . Politicians attend environmental congresses . . . [Government and NGOs] are collaborating to improve the quality of the environment.

Licda. de Sánchez praises the CLASP II follow-on staff for their support. Follow-on staff have attended ISTU's training and given their seal of approval. They have also provided materials and logistical support. In this way, ISTU has received encouragement to continue its work to benefit the environment.

The Ripple Effect of Investing in One Individual

Sylvia Pérez¹ attended a long-term CLASP II program for Environmental Specialists in 1992. When she was selected as a scholarship recipient, she was volunteering with the Salvadoran Ecological Unit (UNES), an umbrella organization with 25 environmental groups which is funded by the Interamerican Foundation and a European agency.

Upon completion of her training program, she was hired by UNES as a program

coordinator. One of her first activities was a project funded by the Executive Bureau for the Environment (SEMA) and FUTECSA. Sylvia and another participant from this long-term environmental training, **María Esther Ticas¹**, designed and implemented an environmental education project for 6 to 14-year-old children from a marginalized urban community. In this community there was a concentration of wild parakeets. Neighborhood children were catching young parakeets to sell. Most of these birds were being captured too young and were dying. The purpose of the educational project was to decrease the sale of parakeets, particularly young ones, in order to prevent the depletion of their numbers. The two participants formed the children into an ecological group called "The Parakeets."

During Sylvia's year with UNES, she continued to develop and coordinate educational projects. She also supervised the work of over 10 environmental promoters who went into their communities in the Central and Western regions to coordinate activities in:

- ✓ reforestation
- ✓ environmental education in schools, community groups, and ecological groups
- ✓ latrine projects
- ✓ appropriate technologies such as efficient cookstoves

In 1994, she received a Regional Office of Central American programs (ROCAPS) scholarship to study for her master's degree at the University of Idaho. She was the only Salvadoran

chosen among a group of Central American participants. She finished her degree in Resource, Recreation and Tourism with an emphasis in Environmental Education in August 1995.

In the summer of 1995, just before completing her degree, she was asked by Dr. Sam Ham, professor at the

University of Idaho, to assist him in a two-week course he was presenting to ten environmental professionals in El Salvador from five different institutions. This was funded through the PROMESA project (now the Green Project), funded by USAID and managed by the Academy for Educational Development (AED). Sylvia served as the Assistant Trainer.



CAPS/CLASP participants work on a reforestation project

After she completed her degree and returned to El Salvador, she was hired by the Green Project as a consultant to give follow-up training to the 10 professionals trained by Dr. Ham. She presented two follow-up seminars that reinforced Dr. Ham's training and provided technical assistance. Dr. Ham says that this is the first time that follow-up has been provided to trainees in-country from his seminars. He is now replicating this model in Nicaragua. The 10 people trained through the University of Idaho program have subsequently trained 60 people (40 park guards and

tourist guides plus 20 other professionals).

Sylvia has continued as a consultant for the Green Project, hired to work on several different activities. The Green Project has three areas of concentration: Environmental Education which includes formal, informal and non-formal education; research and demonstration for appropriate technology (another participant from the 1992 long-term training program works in this area in Sonsonate); and policy.

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One of Sylvia's responsibilities was to develop a Management Plan for Imposible Park in Ahuachapán, the largest protected area in El Salvador. The plan involved opening the area up for public access. She was in charge of the research and development of the sections on Environmental Education and Interpretation. She was also part of a team of three that wrote the final plan for management and sustainability that was presented to the Ecological Foundation of El Salvador (SALVANATURA), an NGO which will implement the plan in collaboration with the Government of El Salvador.

She is currently working on the design of an environmental education national conference to be held in November 1996 for 300 attendees. The agenda will include presentations by local experts for all attendees; the afternoon will be set up as working sessions for 120 to 200 specialists in the environmental field divided into strategic groups. These groups will develop ideas, guidelines, methods and strategies for environmental education. Sylvia is in charge of all the technical aspects, e.g., selecting facilitators and presenters and preparing guidelines, and is helping with the logistics. She is working directly with the Technical Coordinator for Environmental Education of the Green Project.

Her last contractual responsibility with the Green Project is to prepare a conference paper on the results of this Congress to be distributed nationally.

Sylvia's professional prospects are bright. She is in discussion with a

private engineering consulting group regarding a position conducting environmental impact studies for the firm's construction projects. However, she is investigating the possibility of going back to the U.S. for a Ph.D. degree. She would eventually like to teach at the university level in her country.

During her free time, Sylvia is writing a book, half-way complete, on environmental interpretation for persons who work in the management of protected areas and natural reserves in El Salvador. It will be a how-to manual geared towards the specific environmental challenges of El Salvador. She feels this manual will fill a critical need and be a resource to people working in the field.

She says that her participation in the CLASP program made it possible for her to receive her subsequent scholarship to Idaho. She is indebted to this opportunity that opened the doors wide for her professional career. As far as she knows, she is the only person in El Salvador with an advanced degree in Environmental Education.

An interesting connection between Sylvia's two scholarship experiences is that as part of her university program, she did a two-month internship at Baruch Marine Lab in Georgetown, South Carolina, where she had been an intern as part of her CLASP program. She conducted research in water quality and provided environmental education programs at Bellfield Nature Center. Here she was reunited with friends and trainers she met during the CLASP

program, professional and personal contacts with whom she still keeps in touch.

Environmentally Sound Practices for Farmers

Esdras Enoc Martínez⁴ is the Director of the Agricultural Vocational School (EVA) in El Carmen, La Unión, in the Eastern Region of El Salvador. His story is an example of a committed individual, determined to make the best use of his training opportunities, who rose through the ranks. He participated in the 1991 short-term program in Oregon for Environmental Promoters.

[Sylvia] is indebted to this opportunity that opened the doors wide for her professional career. As far as she knows, she is the only person in El Salvador with an advanced degree in Environmental Education.

He participated in this scholarship project with a commitment to return and work at EVA. Now as Director of the school and a World Vision employee, he supervises and coordinates all activities and often trains as well. Although environment is his specialty and principal responsibility, he also manages other projects for World Vision such as health or education, but there is always an environmental component.

At the time of his scholarship, he was working for World Vision, an international development NGO, as a rural development promoter. World Vision's mission is in education, health, housing, environment and agriculture. Enoc supervised four communities.

He was also a volunteer member of *Amigos de la Tierra*, a local environmental NGO. World Vision and *Amigos de la Tierra* collaborated on certain activities. This is how he was targeted for the scholarship.

The Agricultural Vocational School (EVA)

In October 1987, World Vision funded the creation of a school, the *Escuela Vocacional Agrícola*. EVA's mission is to train people from rural communities to improve their lives.

EVA teaches farmers, primarily men, appropriate and sustainable agricultural practices. There is one full-time core instructor, and additional trainers are used for specific courses.

The students live on the premises in dormitories and meals are provided. When EVA first started out, the students camped out. They currently have running water, but no electricity.

EVA has various programs that serve the needs of people from rural communities:

- 1) Students can receive a non-formal diploma after completing two years of combined classes and practice. This is geared to

farmers with their own plot. Four groups of 25 students are trained every two years.

- 2) In addition to this ongoing course, EVA also offers approximately six short-term (two days to one week) seminars per year in: soil conservation, reforestation, irrigation, and post-harvest techniques. One such course to be offered in late November 1996 is on how to store corn and beans.
- 3) A high school diploma in agriculture is also offered at EVA. This is a three-year-old initiative in coordination with the Ministry of Education. Fifteen students, three of whom are women, were in this first class of graduates. One of the six instructors is a former student of EVA.

The two-year scholarships are funded by World Vision. The shorter seminars and workshops are funded in several ways. Attendees pay a share or are supported by institutions from their communities. There is also funding from the Development Program for Refugees and Returnees (PRODERE), an Italian organization which has funded 30 scholarships. The Center for Agricultural and Forestry Technology of the Ministry of Agriculture (*Centro de Tecnología Agrícola y Forestal*) also provides funds to students, and the Embassy of Holland has helped finance the school's buildings. Another source of support is the Ministry of Education, which authorizes diplomas received by high school students and two-year students.

EVA is currently coordinating a project with the Environmental Fund of El Salvador (FONAES), to set up a nursery. The project's goal is to produce 6,000 trees to reforest 500 *manzanas* (875 acres) in El Carmen.

World Vision has also funded a project to reforest 21 *manzanas* (36.75 acres) in a wooded park in El Carmen. It is reforesting with a local species and plans to open this park up to tourism.

The methodology of the school is a combination of 20% theory and 80% practice. It utilizes experimental plots to demonstrate the use of sustainable techniques. It also grows organic gardens, where demonstrations are given regarding the use of organic fertilizers and non-chemical pesticides and insecticides. Evaluations and follow-up also play an important part in the results-oriented curriculum.

The curriculum includes the following modules:

- ✓ Management of natural resources
- ✓ Long-term crops, such as fruit trees
- ✓ Growing basic grains, such as corn, beans, and sorghum
- ✓ Community development
- ✓ Small animal husbandry (rabbits, fish)
- ✓ Post-harvest technologies

In 1993, EVA received a national environmental award from SEMA in coordination with the Government of El Salvador and a beer company. Enoc is very proud of his role and the national recognition EVA has received.

Looking ahead, EVA's five-year educational plan focuses on the negative effects of slash-and-burn techniques as well as how to keep newly planted trees healthy as part of a reforestation effort.

El Carmen was chosen as the location for [the Agricultural Vocational School] precisely because the soil in this area is severely depleted . . . If sustainable practices could be shown to work here, then people would be convinced they could work anywhere.

Enoc dreams of creating several small satellite centers with EVA as the coordinating entity and model. As the school already owns a small experimental plot in San Vicente, his dream may come true very soon.

Involvement in the Follow-on

Enoc has been active as a returned CLASP scholar. He has both attended and been a facilitator and trainer for follow-on seminars in San Miguel.

He feels there have been "dramatic changes" in El Carmen and surrounding communities in the protection of the environment, especially in how people are farming. El Carmen was chosen as the location for EVA precisely because the soil in this area is severely depleted; the climate is very hot with limited rain. If sustainable practices could be shown

to work here, then people would be convinced they could work anywhere. Indeed, most students come from regions where it is easier to farm, and when they go home, their results are often even better than what they observed at EVA. This, Enoc says, is his greatest satisfaction.

For example, in a typical slash-and-burn scenario, a *manzana* can produce 15 *quintales* of corn. EVA has demonstrated that using appropriate technology can produce 67 *quintales* of corn in one *manzana*. This appropriate technology simply entails utilizing 1) organic fertilizers and 2) improved corn varieties. "You cannot deny this dramatic difference!", he says.

Enoc claims that he has put into practice most of the skills he learned through his CLASP training, and not only the environmental techniques, but also the leadership training, non-formal education, and project planning skills.

The Action Plan he developed in training was a small project to train 50 farmers. Upon his return, he put this into action at EVA. He says the U.S. course was invaluable in that it served to give him new ideas. For example, based on national park management strategies he observed during his U.S. training, he came up with a plan to manage the small plots of land at EVA.

He also commends the follow-on program (especially the Follow-On Resource Center) for supporting his activities with both technical assistance and textbooks. Often, follow-on seminars for other CLASP II participants have

included a field visit to EVA. He recently presented a soil conservation seminar to 15 people with CLASP support.

Enoc just completed a degree in Social Work, which he hopes will be useful in his community outreach work. He has gone from being a community promoter for World Vision before his participation in the CLASP II training to being the Director of EVA. As the Director, he has greater responsibilities, not only locally, but also nationally and internationally. He has hosted visitors from Honduras, Chile, Guatemala, Costa Rica and Mexico who come to see how EVA functions.

He attributes many of the positive changes he has experienced, personally, institutionally and professionally, to his participation in this program. The changes, he says, have been "180 degrees". More than anything, the training program allowed him to break away from his routine and gave him the tools to see and do things in a new way. He says, "I'm still here and my hope is to continue this work."

**From Tailor to the "Career
I Always Wanted":
Environmentalist**

Ernesto Henríquez Campos⁵ was a tailor before his participation in the CLASP II program. Now he is studying to be an agricultural engineer and will soon complete his degree. He says his participation in this CLASP II program "opened the doors to the career that I always wanted."

Ernesto participated in the long-term Small Scale Agricultural/Environmental Management training program from 1989 to 1992 in Chico, California.

When he returned, he worked almost two years for World Vision, as an instructor at EVA and coordinating a World Vision small project. At EVA, he implemented an organic grape project. The students grew and marketed them. He brought back with him the idea he had seen in Chico of using only organic fertilizer for vegetable gardens and put this into practice at EVA. He still runs into students he trained who are continuing to practice sustainable methods, and this is very satisfying.

Currently, he works with an NGO, the University of *La Paz* in Lolotique, San Miguel, on a soil conservation project. The University has five personnel, four technicians and one secretary. It is funded by FONAES through a debt swap arrangement with the Canadian government.

The goal of the project, which has already been surpassed, was to build 17,500 meters of stone barriers or fences and plant 35,000 pineapple plants. The project covers an area of 35 hectares. Ernesto trains, provides technical assistance and directs the actual work of 60 area farmers. His training focuses on environmental awareness, soil conservation (both theory and practice), erosion control, and soil protection.

Lolotique is a particularly dramatic example of change. One [can now see] furrows cricling the hills horizontally instead of vertically. People are no longer burning their plots. What is most satisfying to [Ernesto] is when people invite him to eat what they have grown using sustainable [agricultural techniques].

One component of this project is the formation of an Ecological Committee of 10 community representatives. This committee supervises and trains new people, increasing the awareness of their communities. FONAES will continue to follow up on this project. A video was produced of this project highlighting it as one of the most effective endeavors FONAES has funded. University of La Paz is promoting this model in other communities.

According to Ernesto, sustainable agricultural techniques are a must in this region where the soil is depleted and water is contaminated, causing many health problems. He admits that it takes time and effort to change people's attitudes and habits. But, little by little, they see the advantages of alternative methods and change their practices. What is most satisfying to him is when people proudly invite him to eat what they have grown using sustainable means. Lolotique is a particularly dramatic example of change. Now, in the hilly areas, one sees furrows circling

the hills horizontally instead of vertically. People are no longer burning their plots. They are using the land more efficiently.

Ernesto has participated actively in CLASP II follow-on activities. With two other returned participants, he prepared and presented two two-day seminars to other participants in San Miguel and Usulután. The seminars addressed the current situation of El Salvador's environment and possible solutions. It also included a hands-on component, with participants actually reforesting an area.

Ernesto says that the training and communication skills he learned through the CLASP II scholarship have helped him educate and inform the adults with whom he works. He claims he has found these techniques to be successful.

He also learned English through his training program which has been invaluable. When there are foreign visitors to the region, he is often asked to escort them and interpret for them. He says that the CLASP project opened all kinds of doors for him. He has made many friends and been able to help others when they have needed his expertise.

Ernesto is hoping to start a pilot project modeled on Future Farmers of America (FFA), whose activities he observed while in the US. He feels strongly that young farmers will take agriculture into the next century and, therefore, must be properly trained. He brought back many materials from FFA and has written a project modelled on FFA which he presented to FONAES. FONAES was

receptive and is looking for an organization to manage it. Ernesto also intends to present the idea to ADIBECAPSO, the association for returned CLASP II participants in San Miguel.

Ernesto reflects on a proverb related to him by one of his trainers in the U.S. which he has adopted as his motto: "Things bloom where you plant them." Ernesto has found his place to start.

**Natural Resource Management
Plan for El Salvador's
International Airport**

Israel Martínez¹ is a young man with big responsibilities.

For the past year, he has been employed at El Salvador's international airport by the Executive Commission for Ports (CEPA). With 6,000 employees, CEPA oversees the airport, two marine ports and the railroad system. Israel is the only Environmental/Agriculture Engineer at CEPA. He supervises 100 people within the Civil Works Department. His responsibilities include overseeing the maintenance of a drainage system (24 kilometers of canals) and a three-year reforestation project on 275 *manzanas*. Israel is also charged with protecting the environment within the airport's jurisdiction, which covers 1,230 *manzanas*.

Although this is not the first time Israel has taken on significant job responsibilities, it is a challenge to juggle the demands of airport services and the

protection of the surrounding wildlife and vegetation.

Israel was a participant in the long-term Environmental Specialists program in 1992. When he returned from the U.S., he continued working at an NGO, the Salvadoran Association for Promotion, Training and Development (PROCADES). PROCADES implements projects in housing, education and health. Israel designed projects based on ideas he brought back with him. A few months after his return, he received another scholarship: five months of theoretical training in Israel and two months of practice in El Salvador. The training focused on planning for rural development and was made possible by an agreement between the governments of Israel, Germany and El Salvador.

Israel gained a great deal from this training. He returned to PROCADES and implemented projects he had designed during the scholarship.

One such project, funded through the Ministry of Agriculture, involved providing environmental education in rural schools. In Northern San Salvador near the town of Apopa, he developed a curriculum and materials for 20 child development centers serving approximately 500 children between the ages of seven and fourteen. For six months, he traveled to each of the 20 schools every two weeks to give two-hour classes. He also organized field visits such as visits to zoos.

A colleague completed the last six months of this project when another project Israel had proposed was funded

and needed his leadership. To prepare his colleague to take over, he prepared a trainer's manual for the remaining curriculum.

Israel's new project was directed to ex-combatants moving back to their communities. The funding came through a United Nations housing project as part of the assistance in the transition from war to peace. The project, managed by PROCADES, provided building materials, land and credit to enable the ex-combatants to begin farming in 30 to 35 settlements in the Eastern part of the country. The ex-combatants were required to attend a two-day seminar at the settlement site on construction and farming using environmentally sound practices. Approximately 1,250 people received this training.

Israel continued writing projects. Eventually, however, funding diminished and he was not able to implement what he had designed. He resigned and was unemployed for one year. During that time, he volunteered with the CLASP II Follow-on Office, providing reforestation seminars to participants from different sectors. Three such seminars culminated in the planting of trees on Volcano San Salvador and in Denninger National Park.

This experience, according to Israel, was satisfying because "we did something concrete. It was incredible to see all these people, like a human chain, planting trees."

Israel has recently returned to work at the airport in a different capacity. He is currently working on several interesting

projects that have the potential to make a significant impact on the protection and conservation of a large piece of land managed by the airport.

One plan is to divert birds away from the runway areas so they do not impose a danger to landing planes. Ponds are being constructed some distance from the runways as a diversion.

Wildlife on this land abounds: snakes, birds, armadillos, and deer. In the past, when airport workers came upon these animals, they would kill them. Israel has begun educating these personnel about the importance of the animals and has gotten a positive response.

[Facilitating follow-on seminars which] culminated in the planting of trees on Volcano San Salvador and in Denninger National Park . . . Was satisfying because "we did something concrete. It was incredible to see all these people, like a human chain, planting trees."

The airport is in the process of acquiring an additional 1,600 *manzanas* near the ocean. Israel hopes to be involved in the design of a conservation plan. There are many white-tailed deer on this land that need to be protected.

Another project he hopes to contribute to is a public education anti-litter and beautification campaign on the access

road leading from San Salvador to the airport.

Although Israel is charged with supervising and coordinating work in other areas such as air conditioning, water and building issues, he says he will never lose his interest in environmental issues and will continue to bring that perspective to his job. His participation in the scholarships "opened doors, opened my mind, gave me a broader vision. I was able to see how others solve problems, both in the U.S. and in Israel, and to learn how to adapt these to my reality." He says that his training through CLASP II was instrumental in getting his current job since CEPA only hires individuals who are well-trained and adequately prepared.

Since his participation in the CLASP II training, his earnings have multiplied. When he left PROCADES, his monthly salary was ₡3,000. Now he earns ₡7,000 with excellent benefits. There is no doubt that this is a young man with growth potential. His high level of motivation and the training he has received in environmental issues combined with his current job position create the potential for him to have a significant impact on the environment in El Salvador.

**Cooperatives Reforesting
Depleted Areas**

David Salomón Romero⁶ has been an employee of the Salvadoran Institute for Agrarian Reform (ISTA), under the

Ministry of Agriculture, for several years. Prior to participating in a CLASP II training program in 1992, he worked with cooperatives, coordinating his work with a Canadian development agency.

He says his participation in CLASP II has been a "great experience." He feels that the training he received in planning, basic accounting and administration, both in the U.S. and in-country, was very advantageous.

According to David, he was always active in his community but his vision was not very broad; he just functioned within his "small world." The training experience helped him see beyond what he knew and felt comfortable with, made him realize that "I could do much more than I ever thought I could." This was, for him, the most important result of his scholarship.

After his U.S. training, he returned to ISTA. He began to look at what he could do to conserve and protect the environment.

One of his first endeavors was a national reforestation project which he coordinated with another returned participant, **Edgar González**⁵ from Sonsonate, also an ISTA employee. For this project, a new position was created within ISTA, Coordinator of Forests and Environment (one post for each of the three geographic regions of El Salvador). David assumed this position for the Eastern region of the country and Edgar for the Western region. The project was funded by the Social Investment Fund (FIS) and managed by ISTA. David worked with 17 cooperatives planting

trees and providing training to the officers and members of the co-ops. Approximately 600 hectares (about 20 to 40 hectares per cooperative) were reforested.

The training addressed the management and growth of forests for lumber as a viable, sustainable business for the co-ops. The presentations focused on how to coordinate the work, how to market the lumber, and other technical areas. When the project ended, ISTA gave follow-on support to the co-op members. As part of this project, David also gave a training seminar to 280 people in pesticide management and prevention of pesticide poisoning.

Each co-op had approximately 100 members so this project alone directly benefited about 1,700 people. In actuality, it also benefited the families and neighbors of these 1,700 members. David estimates that approximately 3,000 people were served by this endeavor.

In 1995, David was promoted to Zone Director. He has 11 co-ops under his direction in San Miguel. He coordinates all activities with a focus on environmental issues. He says that while he has more responsibilities, his salary did not increase. Nonetheless, he feels that he is learning and taking advantage of each experience.

The materials which David developed for his training sessions (with CLASP's help) are now being used by other facilitators. One of his colleagues, for example, used a video to educate 500 school children in San Miguel on the dangers of

pesticides and poison prevention.

Volunteerism

On a volunteer basis, David organized a reforestation project in his community, San Alejo, La Unión. Residents in another nearby community, Terreno Blanco, heard about it and asked him to help them do the same. The community planted eucalyptus and teak trees which residents will eventually be able to sell as lumber.

CAPS Association Keeps the Momentum Going

David is the President of ADIBECAPSO, the Integrated Development Association of CAPS Scholars of the Eastern Region, an all volunteer group of 35 members. He has held this position since March 1995 and his term expires in March 1997. The history, current activities and future potential of this association are discussed in detail in the Chapter "Maintaining the Momentum: Long-Term Sustainability and Projections for the Future."

David, who is currently studying law, is an enthusiastic promoter for ADIBECAPSO. He says, "We want the association to grow, to be self-sufficient and to be able to compete for international funds so as to invest in the development of the Eastern region." Another aim of the association is to generate employment in the regions that need the most help. "There is no stopping us now. We cannot turn back," he says.

Community Development for the Environment

Juan Francisco Vásquez² works in La Union as a community promoter for the Community Development Directorate of the Ministry of the Interior (DIDECO). He has worked for DIDECO for 20 years. He is the supervisor for his zone and is in charge of planning and coordinating the work with his regional promoters. Juan was a CLASP II participant in a short-term environmental program.

The average citizen's awareness of environmental issues has . . . Increased. According to a USAID report, in 1993 only 15.3% of men and 12% of women polled could name three environmental problems facing El Salvador. Just one year later, 42.8% of men and 30.7% of women polled could do so.

DIDECO works in communities with groups of a minimum of 25 people. Juan specializes in environmental activities. One such endeavor is a small reforestation project in which a community set up a tree nursery with a donation of ₡50,000. He has also been involved in larger reforestation projects such as the Olomega project, a ₡1.5 million project which will provide 50,000 trees for planting.

Juan uses the training techniques he learned through his U.S. training in seminars he gives to the councils of community development organizations. These seminars cover such topics as human relations, communication skills, leadership and financial management. He credits the CLASP II training for helping him refine his leadership and organizational development skills.

Conclusions

USAID training programs supporting improved environmental and natural resource management have clearly made a difference over the last several years. The Government of El Salvador now recognizes the multi-sectoral nature of natural resource management, acknowledging the importance of both green and brown issues. A national environmental strategy has been completed, and rules, laws and regulatory mechanisms are being put into place.

According to a USAID report, in 1993 only 15.3% of men and 12% of women polled could name three environmental problems facing El Salvador. Just one year later, 42.8% of men and 30.7% of women polled could do so. The average citizen's awareness of environmental issues has certainly increased. The stories in this chapter are just a sampling of the contributions CLASP II participants trained in environmental programs have made.

Beyond the impact of these environmental specialists, all returned

CLASP II participants can play an important role in protecting the environment. Many CLASP II participants, whether in education, municipal development or health programs, have received environmental awareness training through the follow-on program. Although they are not environmental experts, each participant who has marketed the use of the improved cookstove, who has talked to a neighbor about organic gardening, or who has cleaned his/her street is contributing to an improved future for El Salvador.

NOTES:

1. A007 Environmental Specialists, 11/18/91 - 08/12/92, Southern Illinois

- University and University of South Carolina
2. S067 Environmental Resource Users 1, 03/18/96 - 04/28/96, University of Idaho
3. S068 Environmental Resource Users 2, 03/18/96 - 04/28/96, Institute for Training and Development
4. S004 Environmental Promoters, 9/22/91 - 11/12/91, Oregon State University
5. NAPA Small Scale Agricultural Administration, August 1989 - May 1991, California Polytechnic State University
6. NAPA Environmental Promoters, June-August 1992, Jackson State University

CHAPTER 9

THE TRANSITION FROM WAR TO PEACE

El Salvador Beats Swords into Plowshares

The signing of the formal Peace Accords on January 16, 1991, and the subsequent permanent cease fire on February 1 signaled the beginning of El Salvador's political, economic and social recovery after 12 years of war. In 1991, a USAID-financed economic study placed recovery costs for El Salvador's economy at \$1.3 billion. This figure represented roughly 20% of El Salvador's 1991 Gross Domestic Product (GDP), and was complicated by the fact that private investment in 1991 accounted for only 10.2% of the GDP, down from 13.5% in 1978. Similarly affected were export figures, down from \$1.1 billion in 1979-80 to \$588 million in 1991.

The Government of El Salvador (GOES) must recover from 12 years of crucial resources having been diverted from providing basic social services to supporting the war, especially in the ex-conflictive zones. Serious socioeconomic problems must be overcome, if peace is to last. Some of these obstacles include:

- ✓ lack of economic and personal security guarantees;

- ✓ low incomes and lack of equitable access to land and jobs;
- ✓ inefficient justice system;
- ✓ ineffective, centralized government institutions;
- ✓ continuing mistrust of government-run social programs;
- ✓ social implications of reintegrating ex-combatants and their families into Salvadoran society; and
- ✓ a rapidly deteriorating environment.

With the end of war, the U.S. placed a high priority on maintaining peace, with a primary goal being sustainable and equitable economic growth. The latter would allow Salvadorans better access to jobs, with related longer-term economic benefits.

With this goal in mind, USAID/San Salvador's five-year Peace and National Recovery Project was inaugurated in 1992. This comprehensive and far-reaching assistance package targets three distinct and measurable program outputs:

- 1) Reactivating the factors of production (land, labor, capital) to generate employment opportunities in the ex-conflictive zones.
- 2) Re-establishing access to basic services by restoring essential public infrastructure.

- 3) Building local-level democratic institutions and increasing civic participation by supporting local governmental and PVO development initiatives in the ex-conflictive zones.

Under CLASP II, USAID sponsored a number of training programs which exclusively targeted people living and working in NRP areas, such as:

- ✓ disaster relief volunteers;
- ✓ rehabilitation counselors for the physically challenged;
- ✓ mental health workers;
- ✓ small business leaders;
- ✓ child care workers;
- ✓ NGO directors and supervisors;
- ✓ women leaders; and
- ✓ community development promoters

However, many of the CLASP II training groups, although not specified as NRP programs, contained a significant proportion of participants from NRP areas (e.g., Mayors and Civic Participation in Water Management). Thus, although the case studies presented below represent targeted NRP programs, the successes and accomplishments detailed in the other chapters of this report also contribute in large part to the achievement of USAID's NRP development objectives.

A Community Once a Victim of War Now Works Toward a Peaceful Future

Segundo Montes is a community in

Northern Morazán located in the center of an ex-conflictive zone. It is comprised of five settlements with a total population of approximately 7,500, or 1,300 families. Its economy depends on agriculture and small factories and businesses.

Since the end of the war, this community has received aid from a variety of donor agencies, including USAID. Fourteen residents of this community have participated in CLASP training programs ranging from small business management to vocational rehabilitation to education.

The accomplishments of these fourteen since their return can be seen throughout the community. Two returned participants in a training program in civic participation in education work for the local school system. They have already conducted a seven-month adult literacy course for 140 residents. They have also formed a school for parents from four day-care centers and have provided training to day-care workers in nutrition, hygiene and child development.

One of [the Association for the Integrated Development of Women's] principal endeavors been conducting seminars on family/women's rights. These seminars typically attract 20 to 30 attendees, including men . . .

Two others from a training program for rehabilitation personnel returned to the Segundo Montes Rehabilitation Center, which provides outpatient and in-home services to up to 60 patients each month. According to three of their colleagues (who did not have the opportunity to participate in CLASP training), these returned scholars have been generous in sharing their newfound expertise.

The first landmark one encounters when entering Segundo Montes is a restaurant, *El Comedor*. Once a meeting place for guerrilla bands, it is now managed by a returned CLASP participant trained in small business management. In the year that she has been in charge, she has made significant improvements to the decor and menu. Business, she says, is good.

Investing in Women as Local Resources

Mabel Vicenta Reyes¹ was a participant in a 1994 small business management training program for microentrepreneurs from ex-conflictive zones. She is now the Director of the Association for the Integrated Development of Women (ADIM), an NGO for which she volunteered prior to training. In Segundo Montes, ADIM has 124 members who strive to work with every sector in the community on behalf of women. In addition to Mabel, it is staffed by five women who function as community promoters.

During her U.S. training, Mabel contacted the Women's Global Fund. Upon her return, she solicited support

from this organization, and subsequently received \$5,000. This modest amount has gone a long way towards supplementing ADIM's funds, paying Mabel's and two promoters' salaries.

One of ADIM's principal endeavors has been conducting seminars on family/women's rights. These seminars typically attract 20 to 30 attendees, including men, which ADIM makes a special effort to recruit.

Following is a selection of other ADIM accomplishments:

1) To date, ADIM has educated 396 families (including 60 men) on El Salvador's new family law, which requires fathers to support their children. In addition to facilitating discussion on this law, ADIM works as an advocate for women, assisting them in obtaining paternal support for their children.

2) ADIM is supporting a women-run small business venture, *El Izote Products*, which manufactures jams, pickled vegetables and sauces. Mabel procured the funds for this endeavor through the Coordinating Committee of the Women's Organization (COM) and spearheaded its start-up. She has since trained the other employees to assume the enterprise's daily operations. Future business plans include seeking distribution outside of the Segundo Montes community and adding an ingredients label and expiration date to each product.

3) Through a UNESCO Women in Development project, ADIM has its own radio program, "Learning by Doing".

This program is broadcast throughout Morazán, thanks to the collaboration of a local radio station director, who also happens to be a returned CLASP participant. Targeting women as its listener base, it airs daily in the middle of a popular *ranchera* music program. The five ADIM promoters develop the themes and write the programs. Broadcasts to date have covered such varied topics as women's rights, working in and outside the home, and juvenile delinquency.

Mabel credits the U.S. training program with giving her useful skills and a new outlook. She also stresses how valuable the CLASP follow-on component has been and thinks the support her training group received after returning to El Salvador was the key to the ultimate success of the training.

Mabel philosophizes that while there are always obstacles, one has "to break down the walls in order to get ahead." Training has allowed her to do that.

**Cooperative Las Marías:
Ex-Combatants Work Together
to Form a Domestic and
International Export Business**

Rosalío Gómez¹ and **Gualberto Hernández²** are members of the Board of Directors for the *Cooperativa Las Marías*, which produces and markets locally grown coffee, in the department of Usulután. In addition to generating needed income for this ex-conflictive zone, the coffee project is an avenue for FMLN ex-combatants--10% of whom have physical disabilities as a result of

the war--to promote community projects. The cooperative was officially established in July of 1996 with credit provided by the European Economic Community and the Government of El Salvador. Four returned participants (three from a training program for microentrepreneurs from ex-conflictive zones, and one from a program in vocational rehabilitation for the physically challenged) sit on the Board of Directors.

The cooperative handles the entire production cycle, from cultivation to processing to packaging and marketing. It currently produces 15,000 to 20,000 quintales (1.5 to 2 million pounds) of coffee annually on 540 manzanas (945 acres) of land.

The cooperative handles the entire production cycle, from cultivation to processing to packaging and marketing. It currently produces 15,000 to 20,000 *quintales* (1.5 to 2 million pounds) of coffee annually on 540 *manzanas* (945 acres) of land. Each member has his own plot of three *manzanas* (5¼ acres).

This ambitious project exports to the U.S. and Europe. To ensure success in an international market, members must pay close attention to the stock market, international coffee prices, and the national economy. The importance of doing this, and how to do it, is something a number of the board members learned as part of their U.S. training.



A member of the Cooperative *Las Marías* spreads coffee beans out in the sun to dry

In addition to producing conventional coffee (*El Tigre* brand), the cooperative also offers an organic label, *Café Pipil*. Requirements for the production of organic coffee are quite strict; farms need to be pesticide-free for five years in order to qualify to be certified producers of organic coffee. In order to comply, *Las Marías* has hired an inspector, an expert in the production of organic coffee and the first of his kind in El Salvador.

In less than one year, *Las Marías'*

membership has grown from 11 founding members to 101 persons, the co-op's rigorous admissions process notwithstanding. To join, a candidate must first pay an inscription fee of ¢100. He is presented to the selection committee to ensure that he has complied with all prerequisites. The general assembly (all members) then reviews the application, and the applicant must receive a majority vote (50% plus one) to be admitted.



Cooperative *Las Marías* ' Café Orgánico Pipil

Reflecting on their respective training experiences, Rosalío and Gualberto say that their training gave them the knowledge, ability and the will to work. They returned to El Salvador with renewed motivation and a new entrepreneurial spirit.

The training also convinced Gualberto that working together in a group produces results, that there is strength in union.

Both assert that the cooperative would never have come about had it not been for the U.S. training.

**Re-integration of
Ex-Combatants with
Disabilities into
Salvadoran Society**

The following participants interviewed are all from an eight-week training program in vocational rehabilitation skills for counselors who work with ex-combatants with physical (and psychological) disabilities as a result of the war. The program itself was specifically designed for members of the Salvadoran Association of Physically

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Challenged and War Wounded (ASALDIG), an NGO made up exclusively of ex-FMLN combatants. All but two participants in the group were members of ASALDIG; these two were from the Association of Physically Challenged Members of the Armed Forces of El Salvador (ALFAES). ALFAES was invited by ASALDIG to participate in the training program conducted by the World Institute on Disability (WID) in the latter part of 1993. Nearly all of the training program participants themselves had physical disabilities resulting from the war. Of the interviewees below, the first five are members of ASALDIG; all but one of these work for organizations outside of ASALDIG.

Helping Ex-Combatant Families and Youth by Sharing a Vision of Living with Disabilities in the U.S.

According to Rufino Canales², the greatest impression the U.S. training left on him was how people with disabilities are integrated into U.S. society, with relatively little discrimination. It was a revelation, he says, to see how people with disabilities cope in the U.S.

The leadership training was also inspiring, teaching Rufino that people from all walks of life, in many different circumstances, can be leaders. Indeed, since his return, he has taken this idea to heart, initiating a variety of activities on behalf of the people of Jocoaitique, an NRP community located in the department of Morazán.

For the past two years, Rufino has been working with *Fundación 16 de Enero*

(Foundation January 16), a mental health NGO specializing in treatment of individuals with post-traumatic stress disorder (PTSD), a psychological condition commonly associated with people who have suffered through a war. As a counselor, Rufino works with eight groups of ten persons for two hours each week, using the counseling methods he learned in his U.S. training. He also motivates his clientele by sharing success stories of people he met in the U.S. who have managed to overcome severe disabilities.

. . . The greatest impression the U.S. training left on [Rufino Canales] was how people with disabilities are integrated into U.S. society, with relatively little discrimination. It was a revelation, he says, to see how people with disabilities cope in the U.S.

ASALDIG has built a recreation center for youth, targeted to the needs of young ex-combatants and the children of ex-combatants. Rufino actively promotes recreational activities for youth, currently coaching a soccer team, starting a girls' softball team, and lobbying the Mayor of Jocoaitique to build a basketball court.

In addition to working with children and teenagers, he gives talks to parents, helping them to confront such adolescent problems as gangs and drug abuse. He enlists the youth with whom he works to encourage their parents to come to meetings.

Another project-in-the-works is a small community library out of his home. Rufino returned from training with three valuable textbooks on community health and working with children with disabilities. In addition to using these references in his own work, he readily lends them, along with a few other books he has accumulated, to community members. He hopes to expand to a more formal operation soon.

With all of these activities, Rufino still manages to squeeze in studying. Under an ASALDIG scholarship, he is pursuing a high school diploma. After graduation, he is thinking of going on to become a lawyer.

Working through an Established NGO to Train and Find Jobs for Physically Disabled Clients

Juan Alexander Escobar² works with the Awareness Campaign for the Spiritual and Economic Recovery of Mankind (CREDHO), an NGO that carries out programs in such areas as environment, agricultural credit and literacy training in ex-conflictive communities. Alex began working for CREDHO in February 1994, shortly after his return from the U.S. training, and immediately searched for ways to assist people with physical disabilities in becoming more productive. He enrolled four people with physical disabilities in a CREDHO training program in natural medicine. Although CREDHO did not have a program in vocational rehabilitation at that time, Alex worked with these individuals extensively, employing vocational rehabilitation skills he had acquired in the U.S. training

program. Eventually, through CREDHO's connections, they were able to find jobs on a shrimp farm in Sonsonate, where they still work. These individuals, in turn, are training other people with disabilities, passing on what Alex taught them. One of Alex's most daunting challenges is overcoming the self-defeating mentality which many people with disabilities in El Salvador have, i.e., that they need to be taken care of. In his work, Alex instead promotes independence and self-sustainability. Thus, he is gratified that these four clients have, on their own initiative, gone on to found an ADESCO that has started a shrimp cooperative.

For the past year, Alex has been working with a group of 15 community leaders from Panchimalco and Planes de Renderos, in San Salvador. This group is involved with projects in potable water, road construction and literacy. Other endeavors include adult literacy classes and a project to promote the historical restoration and cultural preservation of Panchimalco.

Alex is also working on a one-year reforestation project with the Environmental Fund of El Salvador (FONAES) in Panchimalco, Sonsonate and Santa Ana. He plans to present a related water project to FONAES for funding.

NGO Looks to the Future of Providing Prostheses and Training for Salvadorans with Disabilities

José Elías Saavedra² has been working with Promotion of the Organization of the Physically Challenged of El Salvador

(PODES) for one year, helping amputees obtain and use prostheses. In addition to manufacturing prosthetics, PODES sponsors mini-workshops with physicians and physical therapists in all 14 departments to train people how to use them. When clients need rehabilitative operations, PODES arranges hospital appointments. The *Fondo Mundial de Rehabilitación* (World Rehabilitation Fund) has a five-year project (ending in 1997) to fund these operations. Further funding is provided through *Médicos Sin Fronteras* (Doctors Without Borders). These sources of support notwithstanding, PODES is realistic about the future of funding and donor agencies, and, in anticipation of the day when foreign funds will no longer be forthcoming, is making serious efforts to become self-sufficient. As a cost-saving measure, for example, PODES is starting to make prosthetics and stock replacement parts in El Salvador, instead of importing them, as in the past.

Elías credits his U.S. training experience with helping him relate better to co-workers. He has eagerly shared what he has learned with his colleagues.

He states categorically that had it not been for the training, he would not be where he is today. The experience has changed his entire outlook.

One Counselor's U.S. Experience Translates into Greater Expectations and Higher Goals for ASALDIG

José Santos Ayala² is currently working on a project that would provide all ASALDIG members with an ID card, making it easier for them to collect

veterans' benefits. Among other ASALDIG projects, he has worked on a mental health program funded by the Government of Canada and on a program for alcoholics with physical disabilities.

For José Santos . . . The biggest revelation from the U.S. training was that people with disabilities could be instrumental in helping others with disabilities.

For José Santos, who himself has physical disabilities, the biggest revelation from the U.S. training was that people with disabilities could be instrumental in helping others with disabilities. He also learned how to formulate an Action Plan, which taught him how to organize his thoughts and transmit ideas to others. He was impressed with how California, the site of his training, has mobilized and organized to overcome architectural barriers and discrimination against people with physical disabilities. José Santos left the U.S. with a new vision for ASALDIG, convinced that it could achieve more as an organization.

In his work, José Santos does a great deal of one-on-one counseling. He speaks with pride about one particular client who had lost one forearm and a lower leg. The client had been working at a shrimp cooperative, but thought he was being discriminated against, so he quit his job. He sank into a depression

and became an alcoholic. After José Santos' intervention, the client quit drinking and went back to work.

Self-Esteem Building and Leadership Training Enable Returned Participant to Direct ASALDIG's Health Programs

José Adilio Rosales² came back from the U.S. highly motivated and organized.

In April 1994, he was elected to the Board of Directors of ASALDIG and is currently in charge of ASALDIG's health programs. One such project was a ten-month mental health program for the war disabled in San Vicente, Cuscatlán, La Libertad, and Usulután, which was funded by the Anti-Drug Foundation of El Salvador (FUNDASALVA). FUNDASALVA provided a staff of 12 psychologists who led therapy sessions. Adilio assisted in individual and group sessions, as well as large workshops.

Currently, he is working on a group home project for people with psychological problems, which is being funded by CARITAS and the Government of Holland.

For Adilio, the highlight of the U.S. program was microenterprise and leadership training. One of the most significant outcomes of the training, he feels, is that it enhanced his self-esteem.

U.S. Training Helps ALFAES Health Promoter to Run Job Placement Programs and Motivate Community Leaders

Juan Hernández Rodríguez² is currently involved in community

development projects for ALFAES. He works primarily as a health promoter, giving informal talks within the community. Juan works mostly in groups, but also deals with individuals, when warranted. He provides follow-up sessions for these clients.

ALFAES sponsors three job placement projects (cooperatives) funded by the European Economic Community: one agricultural, one working with credit, and one selling clothing. Juan prepared proposals, then served as the project administrator when the projects were approved. Two more agricultural cooperatives are currently being organized.

ALFAES also helps community leaders organize themselves and lobby local government on behalf of their communities. Juan trains these leaders in civic participation.

One of two participants trained from ALFAES, Juan says he found the U.S. training to be beneficial, empowering him to initiate needed changes in El Salvador's ex-conflictive communities.

Empowering Women to Stimulate Microenterprise and Community Development in the NRP Region

Another priority in the NRP (ex-conflictive) regions of El Salvador was the support of economic and social development projects through local Community Development Associations (ADESCOs). During the final year of the CLASP II Project, a total of 63 women

leaders from the NRP regions were trained in leadership, civic participation and community development skills. Their effect on microenterprise and community development since their return has been dramatic. A detailed presentation of their successes appears in Chapter 10, Gender and Development.

Conclusion

The USAID objective of saving lives, reducing suffering and reinforcing development potential, through assisting El Salvador to make the transition from war to peace, is categorized by the Agency as a "Special Strategic Objective (SSO)." Results and results indicators for this SSO can be viewed as a summary of targeted results under USAID's Strategic Objectives (SOs), with a geographical and social focus on affected residents in the NRP regions. Thus, success in achieving this SSO are measured by successes under the other SOs which have an impact on people living in identified ex-conflictive zones (see Exhibit 9.1, Designated NRP Departments and Municipalities).

The SSO Intermediate Results are a refinement and expansion of the three

program outputs of USAID's Peace and National Recovery Project:

- 1) Factors of production reactivated to respond to economic opportunities;
- 2) Access to basic social services and infrastructure reestablished;
- 3) Local level democratic institutions built and civic participation increased; and
- 4) Ex-combatants reintegrated.

Case studies and stories of the results of applied training in this chapter illustrate benefits derived by residents in ex-conflictive zones from returned participant-initiated commercial and development projects. Cases cited above clearly focus on the achievement of these four SSO Intermediate Results, but also figure into USAID's comprehensive plan for El Salvador's socioeconomic development and recovery from the war.

NOTES:

1. S036 Community Leaders 2, 09/26/94 - 11/05/94, Mississippi Consortium for International Development
2. S025 Physically Challenged 2, 10/28/93 - 12/21/93, World Institute for Disability

EXHIBIT 9.1: DESIGNATED NRP DEPARTMENTS AND MUNICIPALITIES

SANTA ANA (3)

- C Texistepeque
- D Santa Rosa Guachipilín
- D Masahuat

CHALATENANGO (20)

- B Chalatenango
- C Nueva Concepción
- D Agua Caliente
- D Arcatao
- D Citalá
- D El Carrizal
- D La Laguna
- D La Palma
- D Las Vueltas
- D Nombre de Jesús
- D Nueva Trinidad
- D Ojos de Agua
- D San Antonio de la Cruz
- D San Antonio Los Ranchos
- D San Fernando
- D San Francisco Morazán
- D San Ignacio
- D San Isidro Labrador
- D San José Cancasque
- D San José Las Flores

LA LIBERTAD (4)

- B Quezaltepeque
- B San Juan Opico
- D San Matías
- D San Pablo Tacachico

SAN SALVADOR (6)

- A Apopa
- C Aguilares
- C Guazapa
- C Tonacatepeque
- D El Paisnal
- D Nejapa

CUSCATLAN (4)

- D El Rosario
- D San José Guayabal
- D Suchitoto
- D Tenancingo

LA PAZ (6)

- C Santiago Nonualco
- D Jerusalén
- D Mercedes de la Ceiba
- D Paraiso de Osorio
- D San Pedro Nonualco
- D Santa María Ostuma

CABAÑAS (9)

- B Ilobasco
- C Sensuntepeque
- D Cinquera
- D Guacotecti
- D Jutiapa
- D San Isidro
- D Tejutepeque
- D Villa Dolores
- D Villa Victoria

LA UNION (6)

- D Anamorós
- D Concepción de Oriente
- D El Sauce
- D Lislique
- D Nueva Esparta
- D Polorós

USULUTAN (17)

- C Berlín
- C Jiquilisco
- C Santiago de María
- D Alegría
- D California
- D Concepción Batres
- D Estanzuelas
- D Ereguayquín
- D Jucuarán
- D Jucuapa
- D Nueva Granada
- D San Agustín
- D San Dionisio
- D San Francisco Javier
- D Santa Elena
- D Tecapán
- D Villa El Triunfo

SAN MIGUEL (11)

- D Carolina
- D Chapeltique
- D Chinameca
- D Ciudad Barrios
- D Nuevo Edén de San Juan
- D San Antonio de Mosco
- D San Gerardo
- D San Jorge
- D San Luis de la Reina
- D San Rafael de Oriente
- D Sesori

MORAZAN (21)

- C San Francisco Gotera
- D Arambala
- D Cacaopera
- D Corinto
- D Delicias de Concepción
- D El Rosario
- D Guatajiagua
- D Gualococti
- D Joateca
- D Jocoaitique
- D Meanguera
- D Osicala
- D Perquín
- D San Fernando
- D San Isidro
- D San Simón
- D Sensembra
- D Sociedad
- D Torola
- D Yamabal
- D Yolaiquín

SAN VICENTE (8)

- D Apastepeque
- D Guadalupe
- D San Esteban Catarina
- D San Ildefonso
- D San Sebastián
- D Santa Clara
- D Tecoluca
- D Verapaz

KEY TO MUNICIPAL POPULATIONS:

- | | | | |
|---|------------------|---|-------------------|
| A | More than 80,000 | C | 20,000 to 40,000 |
| B | 40,000 to 80,000 | D | Fewer than 20,000 |

CHAPTER 10

GENDER AND DEVELOPMENT

El Salvador Takes a First Step towards Gender Equality

Although El Salvador has not reached the status of a "new society," it is in the process of breaking down traditional oppressive structures that have denied equality and the right of self-determination to men and women. The CAPS/CLASP project has provided Salvadorans, a significant portion of them women, with training in a variety of sectors important to the country's development. Many of these training programs have been in line with the current strategic plan of USAID's Women in Development (WID) office, which focuses on enhancing the economic status of women, expanding educational opportunities for girls, and increasing women's role in governance and civil society.

Equally important, the project has also provided both men and women the opportunity to view their culture in a new light, gaining an enhanced understanding of how gender constraints have hindered El Salvador's potential for progress.

The CLASP II project has included a mandate that at least 40% of participants selected for training be women. The project surpassed this mandate, with women accounting for 47.6% of all participants. Beyond its recruitment

success, it also promoted the concept of "mainstreaming" gender considerations, rather than viewing the involvement of women as an "add-on" in the project cycle. Measures were taken to ensure that gender issues were addressed throughout the life of the project.

For example, to ensure inclusion of women, the CLASP recruitment and selection process targeted Salvadoran women leaders for training programs designed especially for them. In other programs, special efforts were made with intermediary institutions for them to nominate qualified female candidates. In addition, all training programs included leadership training and an Experience America component which addressed issues relating to the integration of women in development projects and the role of women as leaders in the society. Participants, both men and women, were exposed to the active role of women in U.S. society. They met women politicians, women decision-makers, and women professionals from all walks of life. During homestays, participants viewed first-hand the division of labor and roles of family members in U.S. homes.

The success of any project is ultimately linked to the extent to which it is sustainable. Such sustainability would be impossible without the integration of presentations of success stories that illustrate women's empowerment and

participation in development projects in El Salvador. This chapter will demonstrate how CAPS/CLASP training activities have not only benefitted numerous Salvadoran women, but have also had a ripple effect in all spheres of Salvadoran life.

The women participants returned from their training with an unusually high degree of enthusiasm to begin working in their communities to apply what they had learned . . . [whereas] the women leaders before their departure for the U.S. appeared to be shy and unsure of themselves.

Changing the Ministry of the Interior from the Ground Up

A concrete and dramatic example of the involvement of women as change agents was the training of 63 women leaders trained in Civic Participation in Community Development during the last year of the project. Just months after the completion of their U.S. training, a large percentage had already begun transferring their acquired skills to their own communities and beyond. These women, the majority with little education in their backgrounds and representing local Community Development

Associations (ADESCOs) under the auspices of the Ministry of the Interior, are coordinating seminars and talks dealing with issues that range from leadership to microbusiness to gender issues. They have also been instrumental in mobilizing community resources and using special interest groups to seek solutions to community concerns.

The Directors' Perspective

An interview was conducted with Ing. Marco Aurelio Zacapa, and Lic. José Genaro Benítez, the Director and Assistant Director of the Community Development Directorate (DIDECO), the national entity within the Ministry of the Interior overseeing all ADESCOs. These two men provided a national perspective regarding the impact that the women leaders working through the Ministry might have. According to them, the women participants returned from their training with an unusually high degree of enthusiasm to begin working in their communities to apply what they had learned. They demanded in coherent and urgent terms that the Ministry support their efforts. Ing. Zacapa mentions how the women leaders before their departure for the U.S. appeared to be shy and unsure of themselves. Upon their return, he says, "We couldn't have shut them up, even if we had wanted to. They were different women."

The Ministry Capitalizes on New Ideas and Skills to Meet Community Needs

In order to respond to these demands and because these supervisors saw the need to capitalize on this enthusiasm,

the Ministry of the Interior developed a ministry-wide action plan which proposes to coordinate the community work of these women.

Some of the women, for example groups in Chalatenango and San Miguel, have formed ADESCO-CLASP committees. By establishing networks such as these two formal ones and the numerous informal networks that have originated where the participants are exchanging information and resources, Ing. Zacapa is inclined to believe that the women leaders are changing the internal structure of the Ministry from the ground up. The ideas and changes they brought back to their communities are forcing the Ministry to look closely at more effective ways to meet communities' needs.

Mayors and Community Leaders Depend on Women Leaders to Jump Start Community Projects

Ing. Zacapa and Lic. Benítez are amazed and inspired by the work these women have already initiated, not only within their own communities, but also in neighboring communities. Many have established liaisons with mayors, assisted by the Ministry of the Interior's communications to mayors requesting that they work with the women. Through mayors, the women have established relationships with the Social Investment Fund (FIS) for some project funding.

Women leaders from these rural communities have felt an intense responsibility placed upon them by their communities. Community leaders feel



Dr. Guadalupe Aracely Somoza, the current President of the *Comandos de Salvamento*, and the first woman president in the organization's 35-year history

they can depend on these women to teach them how to write proposals, raise funds, and network. Though this attitudinal change has been welcomed, the women leaders find it a challenge. To respond to this challenge, many have resorted to networking with one another and seeking out other leaders, such as directors of cooperatives and NGOs, for assistance. Working with community members, the women leaders have already implemented public health campaigns, environmental projects, programs to alleviate problems with youth gangs, and fumigation campaigns.

Husbands Turn from Reluctance to Support of Wives' Involvement in Community Activities

The husbands of some of the married women leaders were initially reluctant to let their wives participate in civic activities. The women's new-found assertiveness, however, has enabled them to meet this challenge head on. Also, their husbands are beginning to see the economic benefits of their wives' involvement in development activities, not only for the communities, but for themselves. Little by little, the husbands are coming around.

Broadening the Scope of Women Leaders

In one example of grassroots leadership, **Dora Alicia Núñez de Castañeda¹** and **Nery Chacón de Murcia¹** of Nueva Concepción, Chalatenango, were conducting several workshops in their own community when they decided to reach out to other communities and assembled 25 community leaders in a special leadership workshop. Attendees included 18 men and seven women. Both Dora Alicia and Nelly have had to face *machismo* head on in their community. Their U.S. training experience changed their attitudes about themselves as well as how they are perceived by others. Through their newly-acquired skills and knowledge, they earned respect and credibility. The men, as well as other women leaders, now depend on Dora Alicia and Nelly to guide them in the resolution of many community problems.

Maximizing Existing Resources

Sofía Esperanza Mata de Miranda², from San Miguel, was selected for training as a member of an ADESCO. The CLASP program paved the way for her promotion as a community promoter, hired by the regional DIDECO office in San Miguel. As a community promoter, Sofía gives talks to women to effect a change in attitude towards what has always been preached to them, e.g., that they should cook and clean for their husbands. In the process, her own self-esteem has improved and her husband has changed, now even helping around the house.

Sofía is also using her knowledge in agriculture to instruct other women in rural communities on how to make use of local natural resources. She has traveled out of her own community, *Cantón El Brazo*, to a cooperative in the department of Usulután to demonstrate the nutritional value of the soybean. Sofía is also marketing the earthenware stove, the *hornilla mejorada*. In her soybean cooking lessons, she uses this environmentally-friendly, improved cookstove, simultaneously providing trainees with information concerning the environmentally destructive use of wood. One of her goals is to instruct as many community members as possible in the advantages of the use of this stove, which uses up to 50% less wood. Bringing appropriate technology to a local level, she is helping to resolve a national problem.

Sofia is also active in the returned participant association and currently serves as Vice President. She was able to secure funding for a one-year reforestation project, for which she will volunteer, scheduled to start in 1997.

A Second Chance for Disadvantaged Youth

Another woman working in the ex-conflictive zone is **Carmen Elena Velado**³. Carmen has promoted understanding and collaboration between NGOs, civic institutions and users, making a real difference in the education of rural residents in an area largely untouched by the Salvadoran Ministry of Education. Initially forming part of the support group for the Women Leaders Program in 1990, she later attended the CLASP training for NGO representatives in 1995. When she returned from her U.S. training in 1995, she moved from her previous organization, Foundation for International Community Assistance (FINCA), to the Foundation for the Development of Women and Children (FUNDEMUN). At FUNDEMUN, she began working with disadvantaged women and street children. With an ability to coordinate resources, she was able to bring an education to approximately 60 street children each year. The older students were given vocational training which enabled them to gain technical certification. Carmen also worked with nuns in a government-run parochial school, offering pre-school classes. From this initial endeavor, PROCIPOTES (For Kids), a new NGO, was born.

The Program Expands, Diversifies Community Services

The success of the PROCIPOTES program demanded its expansion, and recently Carmen Elena put her efforts into negotiating a loan from the Agriculture Bank (*Banco Agrícola*) in order to extend enrollment to more students. Once her project was expanded, she was able to contract three professionals to add to her cadre of volunteers. Classes in health and hygiene are now being offered along with mental health services and therapy to those in need. The agency also offers medical evaluations and family therapy.

As General Manager, Carmen Elena works with the Interdisciplinary Educational Project for Youth (*Proyecto Educativo Interdisciplinario para Menores*) to offer vocational workshops. She has raised funds and collaborated with the municipality and other local government agencies. Interinstitutional committees, made up of local business owners, teachers, housewives and the police, have been formed. These committees have generously donated resources to PROCIPOTES.

Politicians and the Communications Media Respond and Lend Support

Work of this nature often goes unnoticed because it has not originated from the government. It took hard work, dedication and persistence for Carmen Elena to gain the support of local politicians. However, her program has gradually garnered support and recognition. She was even offered free air time on a radio show to advertise the

institution's work. The local newspaper also came through with articles and supportive editorials.

U.S. Training Experience is the Inspiration for a New Proactive Outlook

Carmen attributes her personal attitudinal changes to the training she received at El Paso Community College. She feels that this opportunity opened her mind and expanded her networks. She has maintained contact with organizations and individuals she met in the U.S., often obtaining much-needed materials and resources. This sort of professional exchange has kept her and her team professionally up-to-date and motivated. Looking back, she reflects that had she not left the country, she would have been content to finish her studies and settle only for personal gain.

**An Established NGO
Improves its Services**

The Center for Family and Community Orientation (CREFAC) is an NGO which has provided education and vocational training for San Salvador's most disadvantaged residents for 29 years. CREFAC serves the city's outlying rural areas as well as the capital.

Multiplier Effect Benefits CREFAC as Well as Other NGOs

Five of the directors of CREFAC, including the Executive Director, **Olimpia de Deras**⁴, Deputy Director, **José Luis**

Pérez³ and other staff, including **Norma Torres**³ and **Carlos Ernesto Granados**⁵, received training through CLASP. Since the return of these individuals from their U.S. training, CREFAC is repeatedly called upon to offer training to other institutions. In the training workshops they present, these returned participants use many of the concepts they learned in the U.S.

"[CREFAC] is a clear example of how training a critical mass of decision-makers (in this case mostly women) within an institution impacts on the performance of that institution."

Their first priority after returning to El Salvador was to train the 44 staff of CREFAC. This training resulted in an attitudinal change within the institution. Before the training, a traditional (vertical) model of management was followed. Since then, new management techniques following the principles of Total Quality Management have been incorporated. Staff are now networking with other NGOs and community entities such as Chambers of Commerce, unions and governmental agencies. They have also learned how to be better managers. This is a clear example of how training a critical mass of decision-makers (in this case mostly women) within an institution impacts on the performance of that institution. These directors have plans for the institution to maintain its independence and to continue offering improved services to the private and

public sectors. They are also committed to forging linkages -- in effect, increasing CREFAC's effectiveness through synergy.

**Leadership for Change within
the Family and Community**

Cleotilde Pereira de Hernández⁶ has eleven children ranging in age from 20 months to 29 years. She also has eight grandchildren. All her life, she has lived in *Cantón Cerro El Coyol*, a very rural part of the department of Morazán. Cleotilde was one of the women leaders who participated in the Civic Participation in Community Development training program in June and July 1996. Although it has not been long since her return, she is enthusiastically working in her community with a renewed sense of confidence and urgency, which she attributes to her participation in this training program.

She continues to work with a community-based organization, New Dawn Development Association (*Asociación del Desarrollo del Nuevo Amanecer*). This organization, which is legally incorporated in Morazán, has 39 members.

**Helping Communities to Organize
Their Ideas into Active Development
Projects**

One of the many activities Cleotilde has coordinated since her return is the completion of a stone fence around the local school. The CLASP Follow-on Office assisted Cleotilde in the

preparation of a proposal to obtain funds. The *Cooperación Canadiense* (Canadian Cooperation) provided the funds (¢25,000) for construction. The community formed a group of parents to build the school.

***[Cleotilde] is active in her
community because "I want
to see my community prosper."
She believes that only if her
community prospers will
her children prosper.***

The idea of building a school was born back in 1979. At that time, a few parents from the community had started an early stimulation program for children with support from DIDECO when the war started, and, as Cleotilde says, "everything stopped in its tracks." Now, after many years of anticipation, the community finally has a completed school.

**Helping Women Help Their Own
Families is the Key to Success for the
Community**

Cleotilde is also working on family gardens. She has started with her own and just recently harvested 100 cucumbers. She is trying out alternative strategies to improve the soil. If successful, she will promote the idea to her neighbors.

Both Cleotilde and her husband are active in the local ADESCO; her husband is the president. She says, "I'm

almost never home." She is active in her community because "I want to see my community prosper." She believes that only if her community prospers will her children prosper.

Since her return, she has also given presentations to members of the ADESCO on what she learned in the U.S. Most of her talks have focused on how to draft plans and prepare and implement projects. She has used the materials she brought back from the U.S. for her community talks. The day she was interviewed, she was carrying a manual she received during her U.S. training. Asked about it, she replies that she uses her time on bus rides to review her training materials.

Effective Communication Skills Go Hand-in-Hand with Increased Self-Esteem and Confidence

Cleotilde claims that before she received this training, she did not know how to approach or communicate with authorities in institutions. She did not think anyone would listen to her, a poor, timid, rural woman. In the U.S. and through the initial follow-on activities, she has gained self-confidence and learned how to communicate with people at levels of authority. She no longer hesitates to ask people in positions of power for what she wants, and she is well-received. "I can tell them how I work and what I want. They can see that I'm serious and am working for my community."

For example, potable water is not available to all homes in her community; there are 150 families with no running

water. To combat this problem, Cleotilde gathered all the necessary paperwork and is attempting to lobby the government for assistance.

She has also lobbied the Agriculture and Cattle Extension Office of the Ministry of Agriculture for a donation of two pounds per person of *maicillo*, flour for making bread and *tortillas*, to her community.

Development Associates staff saw Cleotilde's training group at the pre-departure orientation in San Salvador, at a conference at the end of the U.S. training six weeks later, and again as participants returned to their communities and attended follow-on activities. Staff are amazed at the changes in these women, specifically in their attitude and demeanor. They say the women are much less timid, more vocal and more articulate. Some, they say, are even wearing pants for the first time. On the day of this interview, Cleotilde was wearing pants.

Increasing Women's Access to Economic Opportunities

Economic opportunities for the disadvantaged in El Salvador are few, and for women, even fewer. However, the small business and microenterprise training programs in CAPS/CLASP have opened some doors.

Women CAPS/CLASP scholars from small business management programs have effectively managed their own small businesses by instituting principles of Total Quality Management and have

been instrumental in promoting small community banks in rural areas.

Rosario Márquez de Paz⁷, is an example of a returned CLASP participant who found a way to improve her own business, a school for beauticians, by implementing better services and offering discounts to poor residents in her community. Then she proceeded to take a further step.

NGO Offers Financial Independence for Women Microentrepreneurs

As President of the Community Development Association of San Carlos (ADESCOSCAR), Rosario introduced the idea of establishing community banks to loan money at interest rates between 2% and 4% to rural microenterprises, with preference to businesses run by women. Each borrower was able to establish a programmed savings account, and this base allowed each person to become financially independent. More details on Rosario's story can be found later in this chapter and in Chapter 4 on the expanded access and economic opportunity for El Salvador's rural poor.

Urban Marginal and Rural Areas Have Common Problems, and Benefit from Similar Microenterprise Development Activities

Another segment of the population which has been affected by the CLASP project is located in the urban marginal areas, which share many of the characteristics of rural poverty. Some CLASP women who live in San Salvador have addressed the needs of women in these areas. An example is **María de los**

Angeles Alas⁸, who opened a health/exercise/body-building clinic in San Salvador, and with her network of CLASP scholars, presented workshops to economically-disadvantaged women from the city on microenterprise development. María shared her experiences as a small business owner and gave the attendees practical tips. Most of the women who attended the workshops came from these marginalized areas.

Cooperatives Thrive as Participants Apply New Organizational Skills

Cooperatives have perhaps benefitted most from the CLASP small business training programs. Co-ops vary in size and purpose, from the production of coffee to the raising of chickens to the planting of vegetables for canning. Members of the Association for the Integrated Development of Women (ADIM) in the Segundo Montes area, have been trained by women CLASP scholars on vegetable cultivation and canning processes.

Under the direction of CLASP participant **Mabel Reyes⁹**, whose story is profiled in Chapter 9, a project called *Productos Izote* has been born. The women of this cooperative are trained in processing and canning vegetables, sauces and jams for market.

Another example of how cooperatives assist in the integration of women and in tapping them as a resource is the story of **María Asunción Hernández de Claros¹⁰**. Details of her story can be found in Chapter 4.

In a real sense, co-ops have proven to be the rural productive infrastructure which offers hope to both men and women. From the development of the *Cooperativa Los Izotes* to the *Cooperativa Las Marías*, (described in Chapter 9) and the many other cooperatives directed and reinforced by returned participants, most have given women a place where they can reap the benefits of their labors. The women forming these cooperatives, along with the community banks offering them loans, are proving that their efforts are sustainable.

Returned Participants Form CAPS Associations

With the termination of CLASP programs, many associations have been formed by returned CAPS/CLASP scholars, all with different goals and objectives, some of which are also co-ops. **Elsa Pineda de Arévalo**¹¹ is the president of the Savings and Credit Cooperative Association of CAPS Scholars, Ltd. (ACOOCAPS de R.L.). She oversees the work of the Association and has been instrumental in the design of many of its guidelines and activities. ACOOCAPS was founded in November 1995. It has 19 members on its governing board, and unlike other participant associations, focuses on generating sufficient profits to stimulate the local economy. Concerned about the lack of employment, the Association has offered low-interest loans to microenterprises in order to promote jobs and stimulate the local economy. It has also invited non-CAPS individuals to join its ranks, thus allowing more members of the community to enjoy its

benefits. The Salvadoran Institute for the Promotion of Cooperatives (INSAFOCOOP) has been advising members in the management of credit and savings accounts.

The know-how gained by women who participated in CLASP programs is contributing towards their economic independence. The majority of heads of households in El Salvador are women. CLASP training has given Salvadoran women the tools to pave the road leading out of poverty.

Salvadoran Women: A Force for Volunteerism

Interestingly enough, women participants in small business training programs are not the only ones who have been a factor in re-stimulating El Salvador's economy. Women from all walks of life and different professions have taken advantage of opportunities to better themselves and their communities. Below are a few such examples of women who are contributing to their country's development.

Enriqueta Fuentes de Fuentes¹² served as mayor of Yoloaiquín in the department of La Unión from 1980 to 1987, one of the most difficult and dangerous periods in this region's history. She is proud of her accomplishments in providing telephone lines, water and schools to her municipality. Enriqueta claims that throughout her term as Mayor, she never accepted a salary.

Prior to serving as Mayor, she was an elementary school teacher for 17 years. Although she has long since retired, her dedication to the children of her community remains strong, and she continues to volunteer in local schools.

Following a long and loyal relationship with returned CAPS scholars, Enriqueta was recently named General Manager of the newly-formed Integrated Development Association of CAPS Scholars of the Eastern Region (ADIBECAPSO). At the time of her interview, at age 70 plus, she was successfully marketing the *hornilla mejorada* (earthenware stove) for the benefit of the Association's coffers.

Women Helping Women Attain Their Full Potential

Another example is **María Isabel Cañadas²** who attended the Women Leaders Program in 1992. María works as a guidance counselor in a private school, and also volunteers as President of the Girl Scouts Association of El Salvador. The Girl Scouts Association has a staff of 12, all of whom are volunteers. Upon her return from the U.S. training, María Isabel decided to combine the efforts of the Girls Scouts Association with the National Program for Professional Development (PRONAFORP). The goal of this partnership was to identify women, particularly those living in poorer urban areas, to train in a given trade. This program continues to this day training women in small business skills and technical skills such as baking and

sewing, through the workshops set up by the Girl Scouts Association. PRONAFORP places the graduates in either the *maquila* industry in the country, or in other institutions. María Isabel's dream of offering disadvantaged young women the opportunity to become financially independent and to fulfill their personal potential is being realized.

The Private Sector Contributes to the Effort

Not only has María Isabel applied her networking skills to the public sector, she is also adept at involving the private sector. Salvadoran businesses have donated flour for baking courses and the materials for Girl Scout cookies which are sold once a year.

Passing the Inspiration on to the Next Generation

María Isabel says that her participation in the CLASP training program, in addition to imparting skills in team-building and leadership, prompted her to analyze her own potential, convincing her that she could do just about anything. She returned motivated to start making changes. The changes in her workplace are obvious, but her personal life has been affected as well. She is a single mother of two children who are now young adults. Her daughter was recently awarded a scholarship to go to Costa Rica with a group of young women leaders. María believes that her qualities of optimism and assertiveness have been passed on to her children.

**Increasing Self Confidence
Leads to Personal Empowerment
and Career Success**

Before the CLASP II training program for Child Care Workers, **Morena de Melgar**¹³ was complacent about her life at home and in her job where she had worked for ten years with Salvadoran youth. Since her return, she has "become a new woman." The training motivated and inspired her, both professionally and personally, and she gained the self-confidence to make suggestions to her supervisors. Realizing Morena's potential, the Director of the Salvadoran Institute for the Protection of Minors created a new position in the Institute for Morena as Assistant to the Director. This meant an increase in salary as well as a promotion. Recently, she has been working on a project with the Director on the prevention of juvenile crime as well as promotion of the Institute itself. She has been invited to seminars in Colombia and in the U.S. funded by the United Nations and the U.S. Information Agency, respectively.

After her experience in the CLASP II training, Morena returned to El Salvador and enrolled in a university. She graduated in 1996 with a Bachelor's degree in Social Work. Morena credits the CLASP II training for enabling her to value herself as a hard worker, a student, a mother and a woman.

One Woman Teaches Assertion and Self-Determination by Example

If the polls have shown that Salvadoran

women have little interest in politics, CLASP scholar **Miriam de Jesús Alvarado Padilla**⁶ is working to change that. All her life, she has struggled for self-determination, and she feels strongly that women should be freed from the cultural yoke that they have suffered for centuries. She is very active in her ADESCO, talking to young women either in her own home or at the offices of her community organization, informing them about their rights.

70% of Salvadoran women have not obtained their voting card, and in the 1994 elections, only 35% of the voting population were women. [The women-run Municipal Council] provide[s] classes on the rights of women and their duties and responsibilities as citizens.

Miriam's life story is indeed one of struggle and determination. As a young girl, she was the "second mother" to her 14 siblings. Her father would not allow her to study or leave the house, ruling that her place was in the house cooking, cleaning, and helping to care for her brothers and sisters. She says that she had no childhood; childhood was work. Undaunted by her circumstances, at the age of 19, she informed her mother she was going to school. Miriam stood up to her father one morning and left the house to register at the local school. She was 27 years old when she finished ninth grade. At age 31, she finished

high school and she is presently, at age 38, getting a college degree in education.

Miriam feels she has been able to influence her seven brothers positively regarding the treatment of women. Her father is now quite proud of her and allowed her younger sisters to attend school. Her youngest sister recently graduated from college and works at a public relations firm.

Miriam remains committed to the right of women to take their place alongside men in the country's development. However, she realizes that change is difficult and slow. She feels that any change for the improvement of women's situation must begin with women taking on more of a leadership role in the home. Miriam is grateful for the opportunity she had to participate in the CLASP program. "Just leaving my *cantón* (village) was something!" she says, but perhaps the greatest benefit was her realization of her own vast potential as a woman and as a citizen.

Women Building Democracy

Women Take the Lead in Municipal Government

Adela Ortez del Cid¹⁴, a CLASP scholar and Mayor of Cacaopera in Morazán, has the only Municipal Council almost entirely comprised of women. Only the police chief is a man. Not only does the Council support workshops for community women to learn about

different businesses, it also provides classes on the rights of women and their duties and responsibilities as citizens. These classes are based on a national law, which deals specifically with women. These classes address a real need. The Salvadoran Survey Center (CENSALE) has revealed that 70% of Salvadoran women have not obtained their voting card, and in the 1994 elections, only 35% of the voting population were women. When Mayor del Cid was being promoted to run for a second term, she voiced the need to have the party she represented open the race to other women. When the party elders vehemently disagreed, she withdrew her candidacy. Now, she is considering running for congresswoman in the National Assembly, where she feels she can do the most good for women.

A Woman-Led ADESCO Helps Make Major Improvements in Apopa

Rosario Márquez de Paz⁷ began as an active community worker and a member of the ADESCO in her community. As a result of her leadership abilities, she was elected president of the association, working closely with the Mayor and city council to improve the community. It was through her efforts that her town got a street paved, trees planted in public areas and an improvement in the electrical system in the community. She has organized fundraisers, coordinated a sewage project and motivated the citizenry to volunteerism. She is considering running for Mayor in the next elections and if she wins, she would be the first woman mayor in Apopa's history.

Working Together to Help the Environment

CLASP training emphasized an understanding of the fundamental concepts of civic participation. All scholars, regardless of their training program, were encouraged to find ways to advance civic participation as they addressed the problems of their communities. **María Tobar Serrano**¹⁵, an early CAPS scholar, became one of the founders of the Ecological Association of Chalatenango (ASECHA), an association for returned participants with 40 members, working for the betterment of the environment. María was the only woman in the ASECHA group. Among her many contributions, she was instrumental in acquiring funds from the Environmental Fund of El Salvador (FONAES) to buy 20,000 tree seedlings for a reforestation campaign, which was a huge success.

ASECHA has promoted a sense of volunteerism and gained support from the mayor and other local politicians. It is an example of how government-citizen collaboration can work for the common good.

Conclusion

The women profiled in this chapter represent a wide cross-section of Salvadoran society. They are entrepreneurs, directors of NGOs, community activists, politicians and social workers. Some are highly educated paid professionals; many others are grassroots-level community

volunteers with little previous preparation.

What these women all share is a renewed commitment and enhanced potential to effect significant change within their communities, working in concert with both men and women. They are thus prepared through the holistic training approach employed by the CAPS/CLASP model, which has focused on imparting useful technical skills, while simultaneously developing women's self-esteem, personal coping mechanisms and problem-solving skills. While this attention to personal development has proved beneficial for all participants, it has had perhaps a more profound effect on the women participants. Prior to training, many did not recognize their leadership abilities nor their potential as productive citizens. Similarly, they were not accustomed to receiving positive reinforcement from their families and communities. The training experience has given them the tools to transcend the cultural barriers placed upon them.

The stories in this chapter and throughout Part B are a small sampling of the many improvements and reforms women participants have made within their families and communities, and even at institutional and national levels. While their spheres of influence may vary, they have returned better prepared to contribute to the development of El Salvador.

NOTES:

1. S071 Community Development 1, 05/28/96 - 07/08/96, Interface Network

2. NAPA Women Leaders, May-July 1992, Institute for Training and Development
3. S062 NGOs from NRP Areas 2 (Supervisors), 11/08/95 - 12/19/95, El Paso Community College
4. S060 NGOs from NRP Areas 1 (Directors), 10/02/95 - 10/22/95, El Paso Community College
5. S070 Training Employment Leaders, 02/19/96 - 03/31/96, Interface Network
6. S076 Community Development 2/Women Leaders, 05/28/96 - 07/08/96, Mississippi Consortium for International Development
7. S053 Community Development 2, 03/14/95 - 04/25/95, Mississippi Consortium for International Development
8. NAPA Small Scale Enterprise Management, July - August 1990, Institute for Training and Development
9. S036 Community Leaders 2, 09/26/94 - 11/05/94, Mississippi Consortium for International Development
10. NAPA Environmental Promoters, June - August 1992, Jackson State University
11. NAPA Public Administration, August - September 1986, University of New Mexico
12. Mayors 2, September - October 1986, United School of America
13. S013 Child Care Workers 1, 09/08/92 - 11/10/92, Institute for Training and Development
14. NAPA Municipal Mayors 1, October - November 1991, Academy of State and Local Government
15. Primary School Teachers, November-January 1991, Interface Network

PART C.

LOOKING TOWARD THE FUTURE: LESSONS LEARNED AND SUSTAINABILITY OF TRAINING RESULTS

Lessons learned - Over the course of the CLASP II/EI Salvador project, lessons emerged which generated a series of guiding principles that should be considered in the design of future human capacity development efforts. The following guiding principles and specific lessons are discussed in Chapter 11:

❶ *Host Country Ownership*

- ✓ involve host country institutions in all stages of the training cycle;
- ✓ recruit from committed host country institutions which support scholars' application of new skills and knowledge upon their return; and
- ✓ enlist the participation of supervisors, decision-makers and other key stakeholders in the training programs.

❷ *Program Design and Management*

- ✓ establish and adhere to a timetable adequate for each step in the interrelated process of integrated participant training programs;
- ✓ facilitate communication and cooperation among all stakeholders from pre-departure

of scholars through the training provider visit, whenever possible;

- ✓ sharpen training program objectives with specific, measurable outcomes;
- ✓ develop a critical mass of scholars through repeat programs;
- ✓ develop an effective working partnership between the programming agency and the training provider; and
- ✓ select training institutions sensitive to and capable of meeting special needs of scholars from post-war circumstances;

❸ *Sustainability of Follow-on Activities*

- ✓ decentralize follow-on activities to the regional level to enhance scholar networking and participation; and
- ✓ encourage scholar responsibility and shared ownership in undertaking follow-on activities.

Sustainability - In the CLASP II context sustainability assumed two separate but mutually reinforcing forms:

① **Sustainability of Training Impact** resulted from a strategy, developed and refined throughout the life of the project, which included several key components:

- ✓ emphasis on the roles and responsibilities of intermediary institutions;
- ✓ regionalization of CLASP II support through its resource centers;
- ✓ focus on action plans from predeparture through follow-on stages;
- ✓ support of multiplier effect activities;
- ✓ ongoing support from the in-country Technical Assistance Team; and

- ✓ sustained follow-on technical training and networking opportunities for returned scholars.

② **Self-Sustainability of CAPS/CLASP II Organizations and Groups**, including:

- ✓ organizational development (strategic planning, mission statements and organizational statutes);
- ✓ financial management;
- ✓ establishment of legal identity;
- ✓ proposal writing; and
- ✓ income generation, including innovative grassroots projects such as the "improved cookstove."

CHAPTER 11

LESSON LEARNED

CLASP II/El Salvador continued to build upon "lessons learned" throughout the project's evolution and to capitalize upon Development Associates' accumulated institutional experience in managing a variety of similar CLASP participant training projects. Although the CAPS/CLASP model was conceived in a now seemingly distant historical era, the CLASP II/El Salvador project continually adapted itself both to El Salvador's changing political climate and to USAID's emerging priorities and corresponding new "managing for results" strategic model. A number of important lessons, presented below, are likely to be relevant to the development of future USAID strategies in human capacity development.

Host Country Ownership

❶ Involvement of Host Country Institutions in All Stages of the Training Cycle

As the project evolved, Development Associates observed that the extent to which Salvadoran counterpart (intermediary) institutions participated in needs assessments, the establishment of program objectives, and the identification of suitable candidates had a substantial impact on the relevance of the training design and the quality of the training group. These observations

support the growing body of evidence that points to the importance of meaningful stakeholder involvement, particularly that of host country institutions, in all stages of the training cycle.

❷ Recruiting Highly Committed and Supportive Host Country Institutions

Although all intermediary institutions were required to demonstrate their commitment to the project by entering into a compact with participants during pre-departure, the degree and quality of support they extended inevitably varied. Participants who perceived a strong institutional backing were observed to enter into training with a sharper focus, less difficulty formulating Action Plans, and less anxiety about the potential obstacles they could expect to face upon their return. This experience highlights the need to carefully select supporting host country institutions which not only possess an appropriate level of resources and motivation but can effectively communicate their support to their member representatives.

❸ Enlisting the Participation of Key Stakeholders in Training Programs

A number of training programs, particularly those towards the end of the project, included the participation of key decision-makers, policy-makers, senior officials, legislators, and supervisors in

positions of authority to support the efforts of other training groups in sectors targeted for development. These individuals participated either as members of "support groups" -- abbreviated and more highly-specialized versions of previous programs conducted for subordinate-level groups -- or as members of delegations which visited the training sites of ongoing programs to observe training, participate in field experiences, or work with participants in conferences to finalize Action Plans. This non-traditional CLASP model of training for Salvadorans who did not fit the typical CLASP "disadvantaged" profile has had overwhelmingly positive results, providing a commonality of experiences between key stakeholders and grassroots-level workers, and, in the process, solidifying their working relationships. In some cases, national-level reforms have resulted. This successful diversion of the CLASP II model has shown that tapping a wide, yet complementary, cross-section of a population for training can be an effective strategy in forming a critical mass.

Program Design and Management

❶ Establishing and Following Adequate Timeframes for Program Development

Each step in the process of developing a training program is interrelated -- contributing to the effectiveness of the next -- and integral to the success of the training program as a whole. Although a

timetable for program development was established several years into the project, for various reasons it could not always be followed. Insufficient attention to any step of program development and preparation was ultimately reflected in the quality of a given program. The importance of building in adequate timeframes for each stage of program development, from the initial establishment of training objectives through placement or the procurement of training institutions and program implementation, cannot be overstated.

❷ The Pre-Program Vendor Visit: A Lesson in Communication and Information-Sharing Among Training Collaborators

The project's most successful programs owed at least part of their success to the complete and timely transfer of critical information on established training objectives, background information relevant to the training context, and participant data from the Salvadoran intermediary institutions and USAID to Development Associates and, ultimately, to the training provider. Breakdowns in communication at any of these levels inevitably affected training design and implementation. A unique feature of the CLASP/EI Salvador project, which was later replicated for CLASP projects by other Missions, was the inclusion of a visit to El Salvador during participants' pre-departure orientation by a representative of the institution contracted to conduct training for a given program. The vendor trip proved to be one of the project's most positive innovations. It allowed training providers to gather firsthand information relevant

to the training design and gave them direct access to key host country stakeholders, thereby completing the communications loop. The success of the vendor trip aptly illustrates the importance of communication and cooperation between the various entities involved in the different stages of training.

③ Streamlining Program Objectives

The project trend towards shorter programs (reduced from the traditional nine-week timeframe to six weeks or less) coupled with more specialized, higher-level training drew attention to the increasingly urgent need to establish clear, concrete goals and to prioritize and sharpen the focus of training objectives and desired outcomes. Project staff learned that attempting to satisfy too many program requirements in a limited time can result in superficial training, with trainees frustrated at not having had the opportunity to delve into key training topics in sufficient depth.

④ Striving for Homogeneous Training Groups

Programs designed for relatively homogeneous groups of participants with compatible needs, goals and similar motivations have generally been more successful. The more heterogeneous the group (e.g., varying educational levels, supervisors and subordinates in the same group, or participants hailing from a variety of intermediary institutions with competing agendas), the more likely it is to have difficulties with group dynamics and to pose special training challenges for training institutions which

must juggle individual needs and agendas with the fulfillment of established program goals.

⑤ Advantages of Repeating Programs

Repeating programs for additional groups of participants proved to be a sound project strategy, both programmatically and financially. Repeat programs can benefit from refinements made possible by evaluations and participant feedback from predecessor programs. They are frequently also more cost-effective, since less administrative staff time is needed for program preparation and start-up. Repeating identical or similar programs can also contribute to the development of a critical mass, as was demonstrated towards the end of the CLASP II/EI Salvador project with a string of related programs focusing on specific development areas identified as key to El Salvador's transition from war to peace.

⑥ Program Monitoring and Contractor-Subcontractor Collaboration to Solve Problems

The benefits of careful and close monitoring of training programs by Development Associates were evident when potentially serious problems were identified and rectified in their early stages. Perhaps more important, establishing effective partnerships with subcontractors, in which Development Associates and training providers worked together within the parameters of their respective roles, created a kind of synergy which contributed to the success of training.

⑦ Managing Groups with Post-War Related Needs

A reality of post-war El Salvador -- and one likely to persist for some time to come -- has been the need to manage training groups with special needs stemming from the conflict and the subsequent transition from war to peace. The two main challenges in this regard were overcoming negative group dynamics in politically-polarized groups and supporting participants suffering from war-induced traumas. As other USAID beneficiary countries emerge from similarly destructive and divisive political conflicts, it will become essential to select training institutions with the infrastructure and support mechanisms to confront such challenges in addition to a training staff knowledgeable about and sensitive to trainees' work challenges, living conditions, and emotional "baggage."

Sustainability of Follow-On Activities

① Regionalization of Follow-On Activities

One of the primary tenets of the Follow-On Program in El Salvador was its emphasis on sustainability. As the project evolved, it became clear that

regional activities and services, such as regional resource centers, local gatherings, and regional and special interest alumni associations, addressed local needs and strengthened scholar networks more effectively. They were better organized and generated more enthusiasm among returned scholars than the more traditional larger-scale activities, such as the nationally organized annual reunions and the national association of returned scholars, which was unable to function and eventually folded.

② Encouraging Scholar Responsibility and Shared Ownership

CLASP II/El Salvador's experience has been that follow-on activities which are either initiated by returned scholars or which encourage and reward shared ownership, responsibility, and reciprocity on the part of participants and their counterpart organizations are ultimately more successful. A project example is the change from the national annual reunion format to regional reunions, with an accompanying shift in responsibility. With participants at the helm of the regional meetings, follow-on staff witnessed greater scholar involvement in the planning and better attendance. In the process, participants also enhanced their repertoire of professional skills and became more self-sufficient.

CHAPTER 12

MAINTAINING THE MOMENTUM: LONG-TERM SUSTAINABILITY AND PROJECTIONS FOR THE FUTURE

**CLASP II's Comprehensive
Strategy to Promote
Sustainability**

Although the definition varies with the nature of the development project, most experts agree that sustainability is the project's ability to continue to deliver benefits after external donor assistance has ended. In training for performance results, it is crucial to the project's objectives. Three factors must be given a central position in this analysis: *human capacity development*, participant use of new skills in the workplace or community, performing as a "change agent" and being active in volunteer work; *organizational and institutional development* in the workplace or community organization (NGO/PVO); and *financial sustainability*, income generation, fundraising both from local and external sources, and cost containment. The Follow-on Program of CLASP II was designed with the sole intent of being useful to returned scholars in achieving these objectives.

(Please refer to **Chapter 3** for a complete discussion of the design, objectives and various activities and components of the CLASP II Follow-on Program. This chapter also includes a discussion of the returned CAPS scholar associations -- see **Appendix 5** of this

report -- and the highly successful Thomas Jefferson Multidisciplinary Institute, formed as part of the Thomas Jefferson Fellowship Follow-on Program.)

While sustainability of training impact was an implicit medium- and long-term goal from the beginning of CLASP II, it was not as thoroughly analyzed and integrated into the fabric of the training process as other elements had been, especially those included in the exercise which resulted in the Program Development and Implementation (PD/I) process. Nevertheless, as with most other aspects of CLASP II, the issue of sustainability came under close scrutiny as the program evolved. It can be said that sustainability in the CLASP II context assumed two separate but mutually reinforcing forms: 1) general sustainability of training impact across programs and individuals and 2) self-sustainability of CAPS and CLASP II-related organizations. Following is a discussion of each of these forms.

Sustaining Training Impact

In very general terms, sustainability of training impact may be defined as continued measurable or otherwise verifiable influence of the training experience over time and as manifested by continued implementation of learning in institutional, community or family

contexts on a permanent basis. That training could have such an impact on individuals and groups, especially short-term training programs, has been subject to much debate. The uneven results apparent in participant training historically, particularly in the pre-CAPS/CLASP II era, tended to corroborate the conclusion that training had limited impact. While the laws of probability would indicate that some impact among at least a determinate percentage of training participants could be guaranteed, given the immense investment in CLASP II training, the goal would have to be to maximize the impact among the greatest number of trainees possible to ensure the greatest return from the investment. This situation helped spur new analyses and new or refined applications for incorporation in CLASP II.

A sampling of those factors designed for maximizing the sustainable impact of training which became characteristic of CLASP II include those presented below.

A) Emphasis on the Roles and Responsibilities of Intermediate Institutions

An early invention of CLASP II was the Scholarship Agreement, which iterated and formalized the commitment of the intermediary institutions in terms of the support to be offered to scholars during predeparture, during the U.S. training and upon their return to El Salvador. The overall aim was to ensure a degree of sustainability by further elaborating the conditions of institutional stakeholding, thereby solidifying their support. The agreement document,

signed by the institutions, their scholars, USAID and the institutional contractor, served as a blueprint for future interactions and provided the scholars with an additional resource in their relationships with institutional leaders.

B) Regionalization of CLASP II Support

The need for regionalized support to maximize the impact of CLASP II training was clear almost from the outset. As numbers of returned scholars grew, especially those from the interior of the country, more conveniently-located bases for services were created. Even in a small country such as El Salvador, logistics are a major obstacle. When services became available regionally early in CLASP II, scholars quickly accessed them and applied them to their efforts. The easier availability had a measure of influence on sustainability, as was documented in the numbers of repeat users of the services and the application of resources over the years of CLASP II.

C) Action Plans

Even though action plans had been part of CAPS, in CLASP II they became even more important. Action plans were seen as one vehicle for sustainability, especially those which could be implemented in different venues over time. Action plans and sustainability of training became nearly synonymous through these actions:

- ✓ An updated and refined action plan process, which required greater participant and

institutional commitment, was implemented shortly after CLASP II began.

- ✓ Action plans became central to the week of predeparture technical training. In addition, considerable time during the U.S. training was devoted to scholar action plans.
- ✓ Further refinement prior to implementation of action plans became a key focus in Follow-on.

D) Multiplier Effect Activities

As with action planning, the emphasis on multiplier effect activities under CLASP II took on another dimension. Basically, the advocacy of multiplier effect activities was used to induce returned scholars to share their experiences with counterparts in their institutions, communities and families. CLASP II emphasized that multiplier effect activities need not be a one-shot effort, isolated in time to the period immediately after the scholar's return. Rather, it was believed that the change in applicable knowledge was complemented by a change in attitude which would make the scholar a constant "sharer" of information, ideas, and motivation, regardless of the source and when it was received. This in turn would greatly enhance sustainability of training impact over the long term.

E) Technical Assistance Team

Scholars were afforded ongoing support for action plans, multiplier effect activities, the preparation of proposals for institutional financial and other

assistance, and in other efforts, through the Technical Assistance Team. The team provided technical support which enhanced the impact of scholar activities and provided scholars with additional knowledge and skills applicable over the long term.

F) Retraining and Networking

Through additional Follow-on training, scholars were afforded ample opportunities to hone skills and acquire new ones, along with added technical knowledge. Besides the standard technical seminar offered to scholars, many other regional and locally-focused seminars were offered. Together, these events helped keep scholars motivated and strengthened the sustainable impact of training.

Networking for sustainability was incorporated into various events and activities. Regional annual meetings provided scholars with networking opportunities. Also, a major effort was mounted to create mechanisms for communication among scholars, municipal leaders (many of whom were also scholars) and NGOs at the departmental level. Meetings in all fourteen departments were carried out. In many cases, these series of events opened the doors to ongoing dialogue and enhanced sustainability.

G) Study and Recommendations for Greater Sustainability

At the end of 1995 Development Associates proposed to conduct a study to determine how best to channel CLASP II resources during the final year

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of the program to enhance sustainability. The study resulted in a number of suggestions which were enacted and which have furthered sustainability goals.

Nearly as important as sustainability of training impact itself is the ability to accurately gauge accepted and recognized techniques. The impact of training covered a range of individual and group subjects, and was readily identified through observable manifestations (for example, a new operations manual), as well as those more difficult to ferret out, such as changes in behavioral or attitudinal patterns. CLASP II training was subject to a number of impact measurements, internally through the work of the Analysis Team, and externally through various independent studies. Sustainability of training impact is evident in many instances, and is covered in other parts of this report.

Self-Sustainability of CAPS/CLASP II Organizations

Parallel to the efforts to strengthen the sustainability of training impact among individuals in their institutions and communities was the work involved in strengthening CAPS/CLASP II scholar groupings, in most cases NGOs or proto-NGOs known as interest groups. It was recognized early on that sustainable impact of training could be achieved by way of active, focussed, self-sustaining groups of scholars. The legacy of CAPS in this area was not particularly outstanding, given the failure of the national organization of scholars and the relatively short-lived groups that had sprung up regionally and in some

departments. It appeared that, to a large extent, the idea of associations had been thrust upon scholars rather than being born of them.

With that scenario, it was clear that a different approach would be needed. The idea of a national, centrally-based organization was completely scrapped. Scholars were informed that any future organizing efforts would be at their option, and that programmatic support would be afforded to those organizations which could substantiate the validity of their mission, their interest and "critical mass."

Approximately twenty such groups emerged or were substantially strengthened during CLASP II. Most now have official legal status and have embarked on trajectories which have had varying degrees of success. Those organizations established prior to their scholars' training under CLASP II are generally doing better than those groups which were formed in the post-training context. However, the impact of training on all organizations, especially those in which CAPS/CLASP II scholars hold key positions, has been notable and sustained.

Of course, self-sustainability is not based only on organizational prowess. Financial concerns are paramount, most notably in a milieu in which support for NGOs has been drastically reduced and, consequently, the opportunities of sustainable NGO involvement in development activities fewer and farther between. Nevertheless, in an environment in which NGOs are disappearing, a number of CAPS/CLASP

II groups have been sufficiently adroit and motivated to be able to weather the uncertainties of the current NGO situation. Among those are the groups working with the improved cookstove project, documented elsewhere in this report. Another example is that of several groups which have been able to access the debt-swap funds and develop environmental protection projects. The skills learned in forging a viable NGO and managing projects with external financing have clearly enhanced self-sustainability for these groups.

Financial support has also been generated internally through various mechanisms such as raffles, excursions, participation in flea markets, and others. These activities, while not sufficient for financial stability in themselves, are valuable exercises for gaining experience and self-confidence, besides the monetary return they provide.

In-kind support for self-sustainability has been provided to a number of groups through donations of equipment and materials from CLASP II. This endowment, in some cases of items that can be used to generate income, has helped to alleviate financial strains and to further engender a climate of self-sustainability.

Summary

Sustainability of training impact, in the two forms mentioned in this section, has been one of the more salient accomplishments of CLASP II. While there are still those who will question

training's impact on sustainability and the value of and return on training investment, the CLASP II experience validates the role of training in achieving sustainable impact. Indicative of the importance of human capacity development and sustainability is the intense effort by the USAID-EI Salvador Mission (and USAID in general) to learn more about how systematic planning for training and training itself can be used to augment impact and sustainability of development projects.

Six-Month Extension Targets Self-Sustainability Issues

Economies realized during the life of CLASP II afforded Development Associates the opportunity to offer the USAID-EI Salvador Mission a no-cost extension to June 30, 1997. A proposal was submitted to the Mission and approved in December, 1996.

Follow-on activities during the extension period of CLASP II (January to June of 1997) would be carried out on a reduced scale, with select groups, and with a specific focus on self-sustainability issues. The extension period design reduced and custom-tailored project staffing to dovetail with the projected activities. Targeted for training seminars and multiplier-effect activities were those groups which received little or no follow-on support due to their return dates in mid- to late 1996. Extension activities also focused on groups in current USAID priority areas, such as environment and health, for additional program input. Another emphasis was

on strengthening organizational, technical and administrative areas for CLASP II and CAPS-related associations. Finally, to enhance sustainability for select organizations and the Improved Cookstove Project, plans called for a component on training and technical assistance in that area to be included. Innovations during this time included training recipients of computer and software donations on how to make better use of such equipment and improving the quality and quantity of reference materials used as adjuncts to training seminars conducted by participants.

Despite a relatively reduced scope for follow-on during the extension, the resulting design represented an ambitious range of activities. A description of the specific activities carried out during the extension follows.

① Multiplier Effect

Multiplier effect activities were those events planned and facilitated by scholars to share their U.S. and subsequent experiences with counterparts in their institutions and communities. Although there had been limited support for multiplier effect activities prior to the extension, the breadth and reach of the support offered were greatly extended during the extension.

The rationale for channeling support to these events includes, at least, the following considerations:

- ✓ The events were scholar-planned and facilitated, and thus gave

scholars key opportunities to practice administrative, programming and platform skills.

- ✓ The events were also relatively easy to manage, from a project staff point of view, and therefore could be supported in larger numbers.
- ✓ The proposal-to-approval turn-around time was relatively brief.
- ✓ Being members of a community or work group normally gave scholars an entrée and a degree of pre-established credibility that project or outside facilitators would have had to work to obtain.
- ✓ Scholars work and/or live with the participants in multiplier effect activities, opening the door for continued work on specific themes, formal and informal consultations, and other interactions, thus augmenting impact and sustainability.
- ✓ Programming multiplier effect activities was a USAID mandate for all CLASP II scholars and thus enhanced compliance.
- ✓ Multiplier effect activities were not necessarily a once-only opportunity for scholars. Several scholars presented proposals designed to cover a sequence of sessions, further enhancing impact.

Project input by CLASP II staff was limited to four types of actions:

- 1) Select groups were informed of possible assistance for multiplier effect activities and that interested groups and individuals could prepare proposals to the project for support. Normally, these proposals were for purchase or reproduction of materials, payment for simple meals and refreshments, and minor incidental costs. A special guide was produced to aid proposal development. The proposal process usually required anywhere from a couple of days to a couple of weeks. Once announced, the response was immediate and rapidly grew in intensity.
- 2) Scholars presented proposals to regional coordinators, who reviewed the documents for completeness, content and clarity. Any discrepancies were resolved and the proposals were forwarded to the central office for review and approval. The central office then approved projects meeting the necessary criteria. Those without sufficient merit were rejected; those with continuing problems were sent back to scholars, with commentary, for adjustments. Approximately 93% of submitted proposals were approved, indicating that scholars were able to write proposals and design activities effectively. The average cost of a given multiplier effect activity was below \$350.

- 3) A minimum of financial and administrative procedures were needed after the approval. Scholars were charged with some financial management, including payments to service providers, ordering financial documents and receipts and coordinating event account closure.
- 4) Some follow-up took place, depending on the type of event. This usually took the form of conversations with the facilitator(s)/scholar(s), with events being documented thoroughly to be able to report accurately numbers of direct and indirect beneficiaries--in the case of the former with a gender disaggregate.

The numbers of participants varied according to the type of multiplier effect and the technical area. For example, with the women leaders in civic participation, groups were as large as the entire membership of the community development association (ADESCO), which could be in excess of 50 people. For health professionals assigned to rural or smaller urban health centers, the number was in some cases less than 10.

Regarding frequency, projections called for 18 events per month. The interest generated, mostly by word of mouth among scholars, produced a flood of requests for assistance, the majority of which was provided. The actual number of events supported far exceeded projections (see Exhibit 12.1 on page 12-8).

In conclusion, multiplier effect activities were proposed as one of the major focuses of the extension for their ease of implementation, the potentially wide (numbers and technical and geographic areas) and varied coverage they entailed, and for the overall impact of the program.

EXHIBIT 12.1

**SUMMARY OF FOLLOW-ON ACTIVITIES
JANUARY - MAY 1997**

	Number of Events	Participants		Total
		Male	Female	
I. Multiplier Effect				
	200	5,065	5,793	10,858
II. Technical Seminars				
	41	406	555	961
III. Association Support				
	55	855	579	1,434
IV. Cookstove Project Support				
	135	432	675	1,107
TOTAL	431	6,758	7,602	14,360

Organization/Association Technical Assistance and Training Support

A number of CAPS and CLASP II-related groupings and other NGOs with a strong CAPS/CLASP II presence were identified as needing further institution-building support, to supplement the assistance

already provided. These roughly 20 groups were provided with additional technical assistance, including training seminars, to develop needed structures and systems and to strengthen others already in place. These included: accounting systems, management information systems (MIS), Internet training, group dynamics, sustainability, marketing and selling organization services (where appropriate), developing short-, medium-, and long-range planning skills, proposal writing, income generation activities, managing meetings, and others. All these skills touched on organizational quality, viability and sustainability, the object of CLASP II Program efforts during the extension.

It was clear that with some support, especially in the area of proposal writing and networking with financial institutions, CAPS/CLASP II organizations would have a better chance of survival. It was with some urgency that support be offered, due to the fact that NGOs in El Salvador were suffering tremendously in the wake of the peace accords and the impact of the withdrawal of much foreign and host country aid. Several CAPS/CLASP II groups successfully petitioned Americas Initiative Fund (FIAES - a debt swap financial assistance mechanism). The training and technical assistance was seen as one way to gain access to entities such as FIAES.

Successfully completing only one project would provide these groups with credibility, which potentially would open other doors. Also, the skills needed to develop a proposal and manage a

200

project would be further refined. Another extremely important area for assisting organizations was help in establishing legal identity (*personería jurídica*). This is a prerequisite for access to most (if not all) financial and other support mechanisms. In practice, the support given centered on accessing contacts in the host country ministry which grants legal identity, orientation on the new law dealing with associations and technical assistance in preparing documentation (such as organizational statutes and mission statements) for submittal to the ministry.

Technical assistance was ongoing, on an as-needed basis. Formal training sessions addressed needs identified through an initial needs assessment and subsequently through constant contact with scholars and their groups.

③ Technical Training Seminars

These events were of the formal character that they had assumed in the previous follow-on context. The planning and facilitation model was used successfully in follow-on activities, and was adapted as deemed appropriate, for example, in trying to use more scholar facilitators. Certain groups were targeted, for example, the civic participation scholars in community development and water management, health service modernization leaders, and the environmental groups. Other groups were included based on an evaluation of need, level of activity/success in their respective endeavors, and other relevant factors.

The goal was that regional seminars be carried out to the extent possible. A target of five events per month was projected. The relative ease of planning and facilitating technical seminars led to higher numbers than projected, and increased proportionately the number of direct and indirect beneficiaries.



The *Hornilla Mejorada* (Improved Cookstove)

④ Cookstove Project Technical Assistance, Training and Demonstration Support

Perhaps the most successful component of this project was the promotion of the

use of the *hornilla mejorada*, an efficient portable wood-burning stove which has been shown to save up to 45% in firewood consumption when compared to traditional cooking practices. (This stove is the subject of several "success stories" in **Part B**.) Made by hand from locally available materials, the stove also proved easy to use. Working in concert, participants from several technical fields played key roles in preliminary studies, production, field demonstrations, and promotion.

The overall history and success of this effort up to December of 1996 indicated that it would be an excellent opportunity for selected scholars' organizations to achieve long-term self-sustainability. To briefly iterate, the cookstove project has many positive attributes:

- ✓ It falls within the general thrust of NGOs, USAID, and GOES organizational efforts to salvage the resources of a ravaged physical environment in El Salvador.
- ✓ It has a promising future as an income generator for small producer businesses, suppliers, and intermediaries, the latter including scholar groups.
- ✓ There continues to be a desperate need for this type of technology (appropriate, functional and low-cost).
- ✓ The cookstove works well.

- ✓ Very positive feedback from owners (approximately 2,300 to date) and from those who have participated in demonstrations and exhibitions (approximately 8,000).
- ✓ There were a number of individual scholars and scholar groups who had had some training and experience promoting and selling the stove. Thus, there was a base from which to refine and expand.

Training and technical assistance for this project concentrated on several key focuses with a total of 23 scholars in two associations, those which will manage the project upon closure of CLASP II, and 22 producers in two sites, specifically:

- ✓ improvement in quality and production levels through technical assistance and training for producers, and monitoring of production and quality by scholars;
- ✓ training and technical assistance for scholars in the management of their individual group's project including: accounting systems, marketing, demonstration facilitation, transportation from production centers to storage and markets, publicity, monitoring and follow-up and evaluation;
- ✓ development of training, technical and production equipment and materials;

- ✓ materials support in the form of cookstoves for future marketing and training uses;
- ✓ training of trainers; and
- ✓ institutional marketing (sales to other NGOs, normally dealing with larger numbers of stoves).

Support for field demonstrations included:

- ✓ funds for transportation of equipment, materials and stoves based on a schedule with full support for a defined number of demonstrations; then, a reduction to zero as the organization becomes self-sufficient, based on sales;
- ✓ support through further training for facilitators in the mechanics of the demonstrations;
- ✓ evaluation of demonstrations through monitoring visits, with feedback, further training and technical assistance to perfect demonstration facilitation; and
- ✓ pre-marketing contacts with organizations with field presence to lay the groundwork for future marketing by scholar groups.

As further indices of its success, project partner Universidad de Centroamerica José Simeón Cañas (UCA) identified the stove as one of its principal research and development efforts; and NGOs in other Central American countries, most notably Guatemala, began to express an

interest in undertaking a similar project. During the final year of the CLASP II Project, the efforts of the followon staff, which worked in collaboration with the Central American Institute for Research and Industrial Technology, were focused on enabling a group of 22 scholars to assume management of the project by June of 1997.

To summarize and emphasize, the impact of the cookstove project was enhanced by the training and technical assistance provided to the scholars. The associations have become viable vehicles for this project. Helping them become key players enhanced the overall impact of CLASP II, especially in terms of sustainability over the long haul.

Conclusion

The activities from January through May of the extension period provided CLASP II with additional opportunities to amplify and strengthen its already impressive impact. The numbers of events, of venues, of participants and beneficiaries illustrate what can be done in a relatively short period of time with the efficient and cost-effective application of time and resources. The immediate results speak for themselves. Longer-term results can only be subject to conjecture. Nevertheless, it can be argued in the case of all four components that the impact has been strong and the chance for sustainability, at least in the area of the Improved Cookstove Project and CAP/CLASP II organizations, has been strengthened.

Beyond mere numbers, several important considerations should be examined. First, the extension period can be viewed as a pilot or model for similar efforts where selected focuses need to be targeted and addressed with great efficiency. It also can be viewed as a model for follow-on in which a more specific, results-oriented, measurable impact is sought (as opposed to a more general follow-on based on a standard set of criteria and comprised of fixed, prescribed components). Second, providing scholars with certain types of readily-accessible assistance for multiplier effect activities -- assistance usually not available from intermediary institutions -- proved to be a highly effective mechanism for channeling support and putting scholars in planning and facilitating roles that further sharpened their skills. Third, the

flexibility inherent in the approach to the extension allowed applications of resources where assistance was most needed. Substituting more formulaic approaches with a wider menu of resource choices facilitated enhanced utility and impact of the use of those resources. This was especially important in terms of organizational development for sustainability.

The means and results of the CLASP II extension provide grist for close examination and evaluation for potential application in other contexts. It implies close teamwork, a clear vision, flexibility and know-how for implementation. In the case of CLASP II, it bequeaths an additional accomplishment to an already long legacy in a highly successful program.

APPENDIX 1
SITE VISITS AND PERSONS INTERVIEWED

AGRICULTURAL VOCATIONAL SCHOOL (EVA)

Esdras Enoc Martínez

ASSOCIATED SCHOLARS FOR COMMUNITY HEALTH OF THE EASTERN REGION (BASCO)

Miguel Angel Baires

ASSOCIATION FOR CAPS SCHOLARS (ASECAPS)

Members (meeting to elect Board of Directors)

ASSOCIATION FOR THE INTEGRATED DEVELOPMENT OF WOMEN (ADIM)

Mabel Vicenta Reyes

ASSOCIATION OF CAPS TEACHER SCHOLARS (AMECAPS)

Ana María de Arévalo

ASSOCIATION OF MUNICIPALITIES OF EL SALVADOR (COMURES)

Margarita Alfaro, Director of Communications
Romeo Humberto González, Mayor of Apopa
Francisco González Vega, Mayor of Izalco
Abraham López, Mayor of Sonsonate
Licda. Zoila Milagro Navas, Mayor of Antiguo Cuscatlán
Adela Ortez del Cid, Mayor of Cacaopera
Teodosio Salvador Rodríguez Vásquez, Mayor of San Julián

ASSOCIATION OF PHYSICALLY CHALLENGED MEMBERS OF THE ARMED FORCES OF EL SALVADOR (ALFAES)

Juan Hernández

BALSAMO FOUNDATION

Marco Antonio Romero Cativo

CENTER FOR EDUCATION AND RURAL DEVELOPMENT (CEDRO)

Alcides del Carmen Santamaría, Chief of Projects

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CENTER FOR FAMILY AND COMMUNITY ORIENTATION (CREFAC)

Olimpia Ventura de Deras
Carlos Ernesto Granados
José Luis Pérez
Emily Torres
Norma Torres

CENTRAL AMERICAN PEACE SCHOLARS ASSOCIATION (ABEPAZ)

María Aguirre
Jorge Hernández

CENTRAL AMERICAN UNIVERSITY JOSE SIMEON CAÑAS (UCA)

Blanca Zulema Lara

COMCORDE

Fredis Mauricio Lovo Molina, Technician, Environment Department

COMMUNITY ASSOCIATION FOR DEVELOPMENT OF LOS LAGARTOS

Francisco Hernández
Iván Rivas

COMMUNITY DEVELOPMENT ASSOCIATION OF SAN CARLOS (ADESCOSCAR)

Rosario Márquez de Paz

COMMUNITY DEVELOPMENT ASSOCIATION OF LAS UVITAS

María Elba Menjívar, President

COMMUNITY DEVELOPMENT ASSOCIATION OF PHYSICAL EDUCATION TEACHERS FROM SONSONATE (ADECOPEFIS)

Renato Arévalo

COMMUNITY DEVELOPMENT ASSOCIATION (ADESCO)

Miriam de Jesús Alvarado Padilla
Cleotilde Pereira de Hernández
Hilda Linarte
Nery Chacón de Murcia
Dora Alicia Núñez de Castañeda

COMMUNITY DEVELOPMENT DIRECTORATE OF LOS AMATES VILLAGE

Blanca Adelia Hernández Ardón, Vice President

COMMUNITY DEVELOPMENT DIRECTORATE, MINISTRY OF THE INTERIOR (DIDECO)

Lic. José Genaro Benítez *
Sofía Esperanza Mata de Miranda
Juan Francisco Vásquez
Ing. Marco Aurelio Zacapa *

CONFEDERATION OF AGRARIAN REFORM FEDERATIONS (CONFRAS)

María Asunción Hernández de Claros

COORDINATING COMMITTEE FOR RECONSTRUCTION AND DEVELOPMENT (CRD)

Hjamlar Iván Márquez, Project Director

COORDINATING COMMITTEE OF COMMUNITIES FOR THE DEVELOPMENT OF CACAHUATIQUE (CODECA)

Carlos Alfredo Rubio Reyes, Technician
Juan Arnulfo Ruiz, Agricultural Technician

CREDHO

Juan Alexander Escobar

CRUZ VERDE

Julio César Cabrera
Laura Espinoza

CULTURE CENTER OF SAN SIMON

María Marta Guevara

CULTURE CENTER OF THE EASTERN REGION

Carlos Antonio Chávez
Dalila Romero

DEPARTMENTAL CORPORATION FOR INTEGRATED DEVELOPMENT OF CHALATENANGO (CODDICH)

José Erasmo Girón, Culture Centers, MINED
Pablo Aaron Rivera, MINED
Roberto Zepeda, Culture Centers, MINED

DIRECTORATE GENERAL FOR RENEWABLE NATURAL RESOURCES

Andrés Sánchez, Departmental Technician for Nature Preserves

DIRECTORATE OF ENVIRONMENTAL PATRIMONY AND EDUCATIONAL PARKS

José Raúl Miranda Cornejo, Biologist

DISASTER RELIEF CENTER (CEPRODE)

Helmer Iván Iraheta, Associated Projects Officer

DISASTER RELIEF COMMAND

Luis Colato
Roberto Pacheco
Edgar Johnny Ramos
Efraín Solís
Dra. Guadalupe Aracely Somoza

DR. JOSE MATIAS DELGADO UNIVERSITY

Alba Denis Mercadillo, Sub-Director of Academic Records

ECOLOGICAL ASSOCIATION OF CHALATENANGO (ASECHA)

María Tobar Serrano

ENTREPRENEURIAL FOUNDATION FOR THE DEVELOPMENT OF EL SALVADOR (FUNEDS)

Marina López Sánchez, Chief, Infrastructure and Environment Unit

ENTREPRENEURS FOUNDATION FOR EDUCATIONAL DEVELOPMENT (FEPADE)

Juan Alberto Barillas

EVANGELICAL UNIVERSITY

Blanca Margarita Pérez Cruz

EXECUTIVE COMMISSION FOR PORTS (CEPA)

Israel Martínez

FOUNDATION FOR THE DEVELOPMENT OF WOMEN AND CHILDREN (FUNDEMUN)

Carmen Elena Velado

FRANCISCO GAVIDIA UNIVERSITY

Milagro Domínguez

Mario Pleitez

FUNSALPRODESE

Miguel Angel Morales Ortiz, Agricultural Extension Worker

GENERAL DIRECTORATE OF THE TREASURY

Lilena Martínez

GIRL SCOUTS

María Isabel Cañadas

GREEN CROSS

Volunteers

GREEN PROJECT

Silvia Pérez

INITIATIVE FOR ALTERNATIVE DEVELOPMENT (IDEA)

Carolina del Carmen Avilés, Research Coordinator

INTEGRATED DEVELOPMENT ASSOCIATION OF CAPS SCHOLARS OF THE EASTERN REGION (ADIBECAPSO)

Enriqueta Fuentes de Fuentes

David Salomón Romero

LABOR CENTER

Otilia Trigueros de Martell

LAS MARIAS COOPERATIVE

Rosalío Gómez
Gualberto Hernández

LEGISLATIVE ASSEMBLY - COMMISSION ON CULTURE AND EDUCATION

Herbert Mauricio Aguilar
Humberto Centeno
Alfredo Esquivel
Norma F. Guevara de Ramirios
Rodolfo Herrera
Osmín López Escalante
Napoleón Meléndez *
Lizandro Navarrete
Oscar Ortiz
Irvin Rodríguez
Roberto Serrano

LOCAL EDUCATION SYSTEM OF THE MUNICIPALITY SEGUNDO MONTES (SLEM)

Paz García Vásquez
Margarita Romero

LUBRICENTRO ROMAN

Romero Manzano Lobo

MINISTRY OF AGRICULTURE

Sofía Esperanza Mata de Miranda, CENTA

MINISTRY OF EDUCATION (MINED)

Licda. Cecilia Gallardo de Cano, Minister *
Licda. Darlyn Meza, Director of National Education *
Yolanda de Chávez
Ernesto García, Escuela Saludable
Luis Morán, Intermediate Level Education
Alicia Palacios, National Bureau of Education
Zoila Angélica de Sibrián

CONCULTURA (NATIONAL COUNCIL FOR CULTURE AND ART)

María Isaura Arauz, Director of National Culture and Heritage *
Dr. Roberto Galicia, Director *

MINISTRY OF HEALTH

Ing. Eduardo Interiano, Minister *
Frida de García
Roselena Hernández *
Miguel Angel Jiménez
Dr. Gustavo Ostorga
Dr. Ana Isabel Solórzano

MINISTRY OF INTERIOR

Raúl Ramos

MINISTRY OF PUBLIC WORKS

Ana Estrada Orellana

MINISTRY OF THE TREASURY

Octavio Bracamonte
José Luis Duque
Abelino López
Lilena Martínez
Licda. Guadalupe de Pacas *
Delia Lorena Reyes

MONTECRISTO ASSOCIATION

Carlos Edmundo Mendoza Revolorio, Field Inspector

PODES

José Elías Saavedra

RADIO CABAL

Francisco Ortiz

SALVADORAN ASSOCIATION FOR INTEGRATED DEVELOPMENT (ASALDI)

Lorenzo Rufino Quintanilla
Miguel Alfredo Sánchez, Chief of Environmental Projects

SALVADORAN ASSOCIATION OF PHYSICALLY CHALLENGED AND WAR WOUNDED (ASALDIG)

José Santos Ayala

Rufino Canales
Bonifacio Mijango
José Adilio Rosales

SALVADORAN ASSOCIATION OF WATER MANAGEMENT PROFESSIONALS (ASPAGUA)

Yvonne Lorena Muñoz Berdugo

SALVADORAN DEMOGRAPHIC ASSOCIATION (ADS)

Jorge Isusi *

SALVADORAN FOUNDATION FOR RECONSTRUCTION AND DEVELOPMENT (REDES)

Mario Ernesto Albañez, Agricultural Technician
Pablo Antonio Sanabria Fonseca, Agricultural Extension Technician

SALVADORAN INSTITUTE FOR TOURISM (ISTU)

Carlos Escobar
Lorenzo Héctor Galdámez
Héctor Martínez
Manuel Antonio Osorio, Natural Resources Technician
Marta de Salazar
Irma de Sánchez *

SALVADORAN INSTITUTE FOR CHILD PROTECTION (ISPM)

Licda. Concepción Escobar
Licda. María Teresa de Mejía *
Morena de Melgar
Licda. Amparo Romero Melgar

SALVADORAN INSTITUTE FOR REHABILITATION OF THE PHYSICALLY CHALLENGED (ISRI)

Saúl Nelson Gómez

SALVADORAN PORT WORKERS UNION (SIPES)

José Antonio Vásquez

SALVADORAN SOCIAL SECURITY INSTITUTE (ISSS)

Oscar Amaya
Dra. Judith del Cid
Dra. Florence de Valdez
Dr. Julio César Valencia

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SALVADORAN WORKERS UNION

Felix Blanco

SAN MIGUEL THEATER

Jaime Ayala

SAVINGS & CREDIT COOPERATIVE ASSOCIATION OF CAPS SCHOLARS, LTD. (ACOOCAPS DE R.L.)

Elsa Pineda de Arévalo, President

Francisco Rosa Jaco

SOCIAL DEVELOPMENT FOUNDATION (FUNDESO)

Adilia Castro de Rivas

TEACHERS UNION (CONCERTACION MAGISTERIAL)

Gilberto Jaime

Alba Recinos

TECHNOLOGICAL UNIVERSITY

José Adolfo Araujo

TECHNICAL ASSISTANCE FOR SALVADORAN COMMUNITY DEVELOPMENT

Blanca Estela de Miranda, Executive Director

UNIFIED CO-EDUCATIONAL RURAL SCHOOL "JOHN F. KENNEDY", EL CARMEN, LA UNION

Flor de María Navarro Alvarenga

Marta Elena Merino de Reyes

UNIFIED CO-EDUCATIONAL URBAN SCHOOL ING. VICTOR JOSE BATARSE, SAN MIGUEL

María Candelaria Alvarenga de Rodríguez

UNIFIED CO-EDUCATIONAL URBAN SCHOOL DOLORES REYES, SAN MIGUEL

Dora Hernández

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UNIVERSITY OF EL SALVADOR

Ana María de Alvarado, Language Department Director
Julio Aparicio, Faculty of Dentistry
Roger Arias, Professor, Economic Sciences Faculty, School of Economics
Edgar Nicolás Ayala, Language Department
Mélida de Barrera, Economic Sciences Faculty, School of Economics
Miguel Carranza, Language Department
Héctor Chacón, Librarian
Carlos Colindres, Professor
Víctor Cortez, Professor
Dr. Mayo Leopoldo Cuenca, Director of International Relations
Bertha Alicia Hernández, Chief, Department of Academic Administration
José Benjamín López Guillén, Rector
Carlos Lucha, Chief, Department of International Relations, School of Law
Israel Oliva, Language Department
Lucas Roselia de Pérez, Natural Sciences and Mathematics Faculty, School of Chemistry
Milagro Salmerón, Professor
Jorge Santamaría, Natural Sciences and Mathematics Faculty, School of Biology
Alexander Sibrián, Language Department
Licda. Vaquerano de Soriano, Coordinator of International Exchange Program *
Raúl Suárez, Professor
Sigfredo Ulloa, Department of Literature, Humanities and Social Sciences Faculty

UNIVERSITY OF LA PAZ

Ernesto Henríquez Campos

* Not a CAPS/CLASP II participant

APPENDIX 2

CLASP II SUCCESS STORIES

**STRATEGIC OBJECTIVE 1:
Expanded Access and Economic
Opportunity for El Salvador's
Rural Poor**

Marisol Monge⁴, a young entrepreneur, who was trained in development of small business in Amherst, Massachusetts during June-August 1990, has changed the direction of her life and those around her after completion of her scholarship program. From a medical student with small business activities, she has now turned into a successful businesswoman and a student of two university careers: sewing industry engineering and business administration. She has employed two deaf-mute employees in her business; has participated in national and international fairs, and plans to establish vocational workshops for physically challenged to assist them to learn new skills and start their own business.

Humberto Centeno⁵, a Congressman representing labor groups, and **Juan Héctor Vidal**⁶, Executive Director of ANEP, both from CLASP support group for Labor-Management Program, recently participated in direct negotiations with the owners of the San Francisco sugar mill in order to resolve an impasse between owners and the workers. The dispute in the mill had not been resolved, even with the assistance of the

lawyers and the representatives of the Ministry of Labor (MOL); the factory was about to close down and leave 500 workers without jobs. The two CLASP participants said: "Let's implement what we learned, let's give it a try". They undertook to represent both labor and management groups at the mill in direct uninterrupted negotiations with the owners, without mediation of lawyers and/or GOES representatives. This process took 10 hours. Each part tried to see the situation from the other sector's viewpoint. As a result, a compromise was reached and the mill did not close down. This is an outstanding example of the application of newly acquired skills to resolve a major labor dispute.

After being a supervisor, **Eleyda Guadalupe Salinas**⁶, Women Leaders Group, is now operation manager of the "banks for progress" unit of the National Secretariat of the Family (SNF). She also belongs to the "Committee for the Improvement of Cantón Santa Cruz" in Ahuachapán.

**STRATEGIC OBJECTIVE 2:
More Inclusive and Effective
Democratic Practices**

José Gabriel Murillo⁷, Mayor of Textistepeque, Santa Ana (PDC) - Initiated preparatory open two meetings

in the outlying rural areas. While open town meetings have become common in El Salvador over the past six years, the truly representative nature of these municipality-wide meetings has occasionally been questioned. Murillo achieved broad representation of all sectors of the municipality with these efforts known as "pre-cabildos". He did not seek immediate reelection as mayor after his second term but was elected representative to the Legislative Assembly. He ran for mayor and was elected in the 1997 elections.

Ricardo León⁸, Mayor of San Miguel, San Miguel (ARENA) - Instituted use of the referendum on controversial issues of public choice. Known as *consulta popular* the referendum had not been utilized by any city council prior to 1992 when León called for these binding votes to determine city protection versus sale of environmental/park areas as well as updating of service charges and user fees. He did not seek reelection after his second mayoral term and was elected representative to the Legislative Assembly.

Julio César Muñoz⁸, Mayor of Santiago de María, Usulután (ARENA) - Broadened the use and effectiveness of open town meetings. Typically the "*cabildo abierto*" had been a quarterly meeting in which citizen needs for basic infrastructure investments were presented. Muñoz expanded the use of these public fora by presenting initiatives for updating/increasing user fees and service charges as well as utilizing every other periodic meeting to inform the citizenry regarding progress on projects

and other results of his administration. In addition, Muñoz publicized forthcoming "*cabildos*" with the distribution of leaflets and radio spots. He did not seek reelection after his third term but remains active in the sort of citizen participation mechanisms which he initiated.

Enris Antonio Arias⁹ - Mayor of Comacarán, San Miguel (PDC) - Particularly effective in investment planning with community groups. Interested in increasing the efficiency of municipal management, Arias regularly met with community groups affected by deficient service delivery systems and achieved their commitment, whether by financial or human resources, in improving the service delivery. One example: potable water coverage in this municipality is now 80 per cent. He sought and won reelection to a third term.

Nelson Funes⁸ - Mayor of Santa Elena, Usulután (ARENA) - Established "Local Reconstruction Committees". With the 1992 Peace Accords and central government funding for reconstruction investments, Funes created a structure parallel to the city council responsible for managing the reconstruction investment funds. This committee was publicly elected in an open town meeting. He was reelected to a third term.

María Isabel Barahona de Cabrera¹⁰, Mayor of El Congo, Santa Ana (ARENA) is promoting community participation in the decision-making process, especially female participation. In El Congo, as a result of "*charlas*" on self-esteem, 20

women volunteers have organized women's groups and a women's association with 500 members.

The Mayor of Texistepeque, **Luis Antonio Henríquez Rauda**¹¹ of the Municipal Leaders Group, has facilitated both the organization of around 20 community development associations (ADESCOS), as well as training for their leaders. He has also continuously "knocked on doors" in search of sources of help for his municipality. For the first time residents have access to potable water, a project coordinated with ANDA at a cost of 1,200,000 colones (more than \$137,000), of which the community covered 25%.

The main street into town is being paved solely with municipal funds at a cost of around 300,000 colones (more than \$34,000). This has been possible due to a well-controlled tax system implemented by the mayor and his collaborators, with international assistance. Thus, people see their tax money turn into concrete works. The municipality had to mediate, negotiate and reach a compromise to move street vendors into the enclosed market building constructed with USAID funds; this cleared the area where the main street construction then initiated. Another achievement has been an improved work ambiance for municipal employees, who have responded and are working more efficiently.

The course "Youth and Democracy" that was conducted by **Georgina de Vega**¹², community promoter, and **Julio César Castro**¹³, local leader, resulted in the

creation of a youth club named "CAPS Hawks for Development". The objective of this group of 15 young students is to carry out events to help the community. Their first activity was a flea market to raise funds for toys for the poor children of the area.

**STRATEGIC OBJECTIVE 3:
Sustainable Improvements
in Health of Women and
Children Achieved**

Josefina Herrera de Tobar¹⁴, who was trained in Public Administration at the University of New Mexico during August-September 1986, participated in the 20,000th Trainee CLASP Recognition Ceremony held in AID/Washington in February 1994. She has successfully implemented a morbidity-mortality data collection/analysis project in the health clinic at Apaneca, Ahuachapán and has been able to significantly contributed to the improvement of the health of children in the area. With vaccination coverage of 80 percent in 1992, the health unit at Apaneca had the highest national level; coverage reached 94 percent in 1994. Several health related data collection/analysis projects are underway by Josefina de Tobar that contribute to more focused project planning in the health unit that serves 8,000 - 12,000 inhabitants of Apaneca and the surrounding areas.

José Antonio Dorath¹⁵ and **Moris Adolfo Morán**¹⁶ work in José Martí school in Tacuba, Ahuachapán. After their training, a clear change is noticed

in the classrooms, especially in the use of the new methodologies. The scholars implemented "Model Classrooms" during a three-month period, and carried out multiplier effect seminars. They have initiated new activities such as: establishment and operation of school for parents, agricultural club, drawing/painting club, hammock production, and tutorial programs involving 7-9 grade students who collaborate with teachers of first to third graders in teaching-learning activities.

Rosita de Amaya¹⁷, a primary education teacher, has implemented 20 community project in Delicias de Concepción, Morazán, e.g.: road construction and reconstruction, classroom construction, installation of electricity, building the *Casa Comunal*, etc.

José Luis Orellana¹² and **Iván E. Rivas**¹² completed two projects in Cooperativa Los Lagartos, San Julián, Sonsonate, for more than one million colones benefitting some 10,000 inhabitants. The projects were: a) reconstruction and equipment of the local school, and b) construction of a local health unit. They received support from public and private sector entities and local community members.

Juan Bautista¹⁸ from Cantón Llano El Coyol, El Tránsito, San Miguel, founded in August 1992 a community cooperative and constructed the local health unit sponsored by Universidad de la Paz in San Miguel. The scholar also built two classrooms at the local school with funds provided by CONARA. He has also been coordinating the installation of

electricity in the community and the reconstruction of the community road.

Scholars **Leticia del Carmen Guardado de Reyes**³ and **Blanca Alicia Barrientos**³, Mental Health Promoters, upon return from CLASP training and reinforced by follow-on in-country training on natural medicine, have undertaken volunteer work on weekends, offering medical services at a parish in Berlín, Usulután. they conduct workshops, prepare medicine and provide other health services that benefit the San José community, members of which are grateful for their devotion and provision of free services.

Principal **Carmen Peña Tejada**¹⁹, trained under the Primary Education Leaders Program in 1992, teaches the three shifts at the school: elementary in the morning and afternoon, and night school for adults. Since 1985, Carmen has walked uphill on Mondays and downhill at the end of the week. She organized a school board that obtained a land donation and made possible the construction of the school, formerly a single room. The CAPS training broadened her desire for service to the community by providing methodology that has helped her organized her activities and become involved in other aspects of community life. She is advocating for community involvement in order to turn the school into a true "development center". Carmen is aware of the needs of 100% of the inhabitants. Parental involvement in areas such as materials development, reforestation, infrastructure, and alumni participation in adult education have been some of her

initiatives. Her plans include starting a garden to provide for student meals. A real leader at service, Carmen has made the community needs her own.

Julio César López²⁰, who received training in disaster relief, taught a summer course for children of employees of the Treasury Ministry. Children of different ages benefitted from the first-aid lessons and swimming classes, taken during their end-of-year vacation.

Cecilia Verónica Miranda²¹ and **Margarita Cobar**²¹, of the Mentally Challenged Workers group, trained 85 teachers in charge of special education workshops throughout the country, on new techniques and evaluation tools.

At the Central Region Resource Center, a three-day seminar titled "Improvement of Supervision in Physical Education and Sport", directed to physical education teachers, was given by scholars **Carlos Guzmán Roviva**²², **Dora E. Vásquez**²³ and **Emma G. Abarca**²². The former two also carried out a session on the benefits of volunteer work, with 12 Special Education university students.

Marta Alicia Quintanilla de Guzmán²⁴, child care workers, carried out a multiplier effect session with ten co-workers at Nursery #3 in San Salvador.

Wenceslao Menjivar²⁵, a Junior Achievement scholar, is currently working a manager of the Santa Ana Cultural Heritage Association (APACULSA), which is in charge of promoting art and restoring the Santa

Ana theater. He belongs to a Catholic church youth group where he is giving formative lectures on leadership and character to youngsters. He is a management advisor at Junior Achievement, where he recently gave a seminar on board membership to 15 youths, who later carried out a toy-distribution activity for the poor. As members of the Rotarac Club, he and **Jaime Rafael Puquirre**²⁵, another Junior Achievement scholar, coordinated a donation of sheets to the Narcisa Castillo Nursing Home. Wenceslao also directs a Boy Scout group.

STRATEGIC OBJECTIVE 4:
**Increased Use of Environmentally
Sound Practices in Selected
Fragile Areas**

Carlos Nieto²⁷, CLASP graduate in environmental education, is working as an ecological technician with REDES, an FMLN organization with one million colones budget to implement environmental protection projects in the three departments of Cuscatlán, Chalatenango and Cabañas.

Oscar Nuila²⁸, Environmental Promoter, promoted and organized and environmental committee in Cojutepeque, Cuscatlán. Along with scholar **Armando Ventura**²⁸, he organized a meeting to discuss the environmental problems in Cojutepeque and its surroundings. Activities have included: a motivational session to determine priorities that should guide the committee's actions, coordination with

the mayor, training for students, reforestation campaigns at Cerro de Las Pavas, and the promotion of *hornillas mejoradas* (environmentally friendly stoves) at a local cattle fair.

"*Hornillas mejoradas*" demonstrative project: More "*hornillas mejoradas*" to be purchased by the Program are being made in Santo Domingo to Guzmán, Sonsonate. People from different places in Sonsonate are already using these environmentally friendly stoves. Scholar **Julio César Castro**²⁶ has been promoting their use extensively through activities that include training on their use.

Environmental promoter **Luis Enrique Manzur**²⁷, aware of existing problems, formed an ecology club at the British School and a garbage recycling program which generates an average of \$1,000.00 a month. He now owns an "environmental tourism" agency (Educa Tours), where he organizes field trips.

SPECIAL OBJECTIVE:
Assist El Salvador to make the transition from war to peace

Ramón de Jesús Araniva Monjerón¹, Mayor of Chinameca, San Miguel, conducted an eight-Sunday leadership training for 60 low-income farmers. He is convinced that community development should be integral, placing education and protection for children and youth as priorities. The Municipal Leaders trainee states that "education in a municipality should begin at the roots,

so that the young ones do not become a threat to social stability; before we can govern youth, we must educate it..."

The municipal leader facilitated the construction of a park, the establishment of a health clinic in the *alcaldía*, and a more efficient garbage collection system. Among the mayor's plans are the construction of a sports complex for youngsters and a *maquila* (factory to assemble clothing). He intends to conduct training for mayoral candidates for the next elections, so that they are prepared and able to focus their efforts toward the well-being of the population.

Francisco Monteagudo², Mayor of San Simón, Morazán, promoted and concluded a project for the repair of 8 kilometers of rural road. The project, funded by the National Secretariat of Reconstruction at a cost of ¢200,000.00, benefitted 10,000 community members.

Mental health promoters **María Plácida Chavarría**³ and **María Eloisa Guevara**³ are developing activities with children who have post-war psychological problems, at the Community Training Center of the Segundo Montes Community, Meanguera, Morazán.

Mental health promoter **María Elena Amaya Melgar**³ carried out a project to improve the road to Cantón San José, Jocoro, Morazán. This ¢4,500.00 project benefitted 350 people. Another project that she has developed for her community is an electrical system, for which only the final connection is pending.

NOTES:

1. S044 Mayors, 05/01/95 - 06/03/95, Mendez-England & Associates
2. NAPA Mayors, 01/02/92 - 03/14/92
3. S028 Mental Health, 03/22/94 - 05/16/94, Institute for Training and Development
4. NAPA Microenterprise, 06/17/90 - 08/25/90, Institute for Training and Development
5. S032 Labor Management, 07/09/94 - 07/20/94, Development Associates, Inc.
6. Women Leaders, 05/09/92-07/06/92, Interface Network
7. S005 Mayors, 09/29/91-11/04/91, Consortium for Service to Latin America
8. NAPA Mayors, 09/28/91- 11/10/91, Academy of State and Local Government
9. Alcaldes Municipales, 02/01/92-03/15/92
10. NAPA Mayors, 09/29/91- 11/09/91
11. S041 Mayors, 02/26/95- 04/08/95, Consortium for Service to Latin America
12. Community Promoters, 10/25/91 - 12/07/91, Jackson State University
13. Local Leaders, 09/29/87 - 10/27/87, Consortium for Service to Latin America
14. Public Administration, 08/02/86 - 09/12/86, University of New Mexico
15. General Humanities, 11/08/93-12/18/93, University of South Florida
16. General Humanities, 07/17/89-08/27/89, University of New Mexico
17. Primary Education Leaders, 11/15/90 - 01/25/91, University of South Florida
18. Primary Teachers, 11/16/91-01/24/92, University of Texas
19. S015 Rural Primary Teachers, 11/11/92 - 01/05/93, Interface Network
20. Disaster Relief 3, 08/30/93-11/10/93, Northeast Metro Tech
21. S027 Mentally Challenged, 02/22/94 - 04/18/94, University of South Florida
22. Physical Education Teachers, 10/24/87 - 12/16/87, University of New Mexico
23. Physical Education Teachers, 09/26/87 - 11/20/87, University of New Mexico
24. S047 Child Care Workers 3, 09/21/94 - 11/15/94, Institute for Training and Development
25. S008 Junior Achievement, 11/17/91-01/18/92, El Paso Community College
26. Local Leaders, 04/29/87 - 10/27/87, Consortium for Service to Latin America
27. A007 Environmental Specialists, 11/18/91 - 08/12/91, Southern Illinois University & University of South Carolina
28. Environmental Promoters, 06/13/92 - 08/15/92, Jackson State University

APPENDIX 3

CLASP II EL SALVADOR - UNITED STATES TRAINING PROGRAMS 1991-1996

PROGRAM TITLE	No. of scholars	U.S. TRAINING		TRAINING INSTITUTION	ADDRESS	PHONE	FAX
		BEGIN	END				
Service Clubs	25	06/23/91	08/25/91	Arizona-Sonora Field School	P.O. Box 3806, Tucson AZ 85722	520 621-4110	520 621-9652
Disaster Relief Volunteers 1	25	06/30/91	08/31/91	Northeast Metro Technical College	3300 Century Ave. North, White Bear Lake, MN 55110-1894	612 770-2351	612 779-5810
Scout Leaders	20	08/25/91	10/26/91	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926
Environmental Promoters	25	09/22/91	11/23/91	Oregon State University	Room 400 Snell Hall, Corvallis, OR 97331-1641	503 737-6408	503 737-3447
Mayors 1	25	09/29/91	11/09/91	CSLA	650 N. 10th St., Baton Rouge, LA 70802-4507	504 336-0012	504 336-1137
Junior Achievement	25	11/17/91	01/18/92	El Paso Community College	CBS Building, 103 Montana St., El Paso, TX 79902	915 534-3485	915 534-3449
Environmental Specialists	22	11/18/91 01/11/92	01/11/92 08/12/92	Southern Illinois University Univ. of South Carolina, SCAMPI	Agriculture Building Room 117, Carbondale, IL 62901-4416 Earth & Water Sciences Bldg. Room 607, Columbia, SC 29208	618 536-7727 803 777-3917	803 777-3935
Health Specialists	25	02/11/92	04/14/92	Clark Atlanta University	James P. Brawley Drive at Fair St. SW Atlanta, GA 30314	404 880-8612	404 880-8625
Mayors 2	21	02/16/92	03/28/92	CSLA	650 N. 10th St., Baton Rouge, LA 70802-4507	504 336-0012	504 336-1137
Mass Communicators	25	03/10/92 05/06/92	05/05/92 12/07/92	Rockford College University of New Mexico	5050 E. State St., Rockford, IL 61108 OITEC, Onate Hall 116, Albuquerque, NM 87131-4036	815 226 4114 505 277-2202	815 226 4144 505 277-5917
ESL Teachers	25	05/04/92	02/02/93	University of South Carolina	Byrnes International Center 311, Columbia SC 29208	803 777-3867	803 777 6639
Disaster Relief Volunteers 2	25	06/30/92	08/31/92	Northeast Metro Technical College	3300 Century Ave. North, White Bear Lake, MN 55110-1894	612 770-2351	612 779-5810
Child Care Workers 1	25	09/09/92	11/10/92	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926
Rural Primary Teachers	25	11/11/92	01/09/93	Interface Network	321 SW Fourth Avenue Suite 701, Portland OR 97204	503 222 2702	503 222-7503
Rural Primary Teachers	25	11/11/92	01/09/93	El Paso Community College	CBS Building, 103 Montana St., El Paso, TX 79902	915 534-3465	915 534-3449
Urban Teachers	33	11/23/92	01/20/93	Institute for Training and Development	1495 North Stone Ave. Suite 301, Tucson, AZ 85705	602 792-1674	603 792-1674
ESL Teachers	37	11/30/92	01/28/93	Oregon State University	Room 400 Snell Hall, Corvallis, OR 97331-1641	503 737-6408	503 737-3447
ESL Teachers	38	11/30/92	01/28/93	Mississippi Consortium for Int'l Dev.	1225 Robinson Street, Jackson MS 39203	601 968 2136	601 968 8657
Physically Challenged 1	20	05/26/93	07/06/93	World Institute on Disability	510 16th Street Suite 100, Oakland CA 94612-1500	510 763-4100	510 763-4109
Disaster Relief 3 (NRP)	26	08/31/93	11/08/93	Northeast Metro Technical College	3300 Century Ave. North, White Bear Lake, MN 55110-1894	612 770-2351	612 779-5810
Child Care 2	20	09/22/93	11/30/93	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926
Physically Challenged 2 ASALDIG (NRP)	24	10/28/93	12/21/93	World Institute on Disability	510 16th Street Suite 100, Oakland CA 94612-1500	510 763-4100	510 763-4109
Private Sector 1	11	01/23/94	02/05/94	Development Associates, Inc.	1730 North Lynn St. Arlington VA 22209	703 920 9288	703 920 8342
University 1	12	01/30/94	03/12/94	DePaul University	224 S. Michigan Ave., Chicago, IL 60604	312 362-5652	312 362-5776
Mentally Challenged	21	02/22/94	04/18/94	University of South Florida	4202 East Fowler Ave. SOC 107, Tampa, FL 33620-8100	813 974 2384	813 974 2668
Mental Health	25	03/22/94	05/16/94	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926

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PROGRAM TITLE	No. of scholars	U.S. TRAINING		TRAINING INSTITUTION	ADDRESS	PHONE	FAX
		BEGIN	END				
University 2	18	05/01/94	06/11/94	DePaul University	224 S. Michigan Ave., Chicago, IL 60604	312 362-5652	312 362-5776
Physically Challenged 3 (CERPROFA)	12	06/14/94	08/08/94	World Institute on Disability	510 16th Street Suite 100, Oakland CA 94612-1500	510 763-4100	510 763-4100
Private Sector 2-Labor-Management	19	07/09/94	07/20/94	Development Associates, Inc.	1730 North Lynn St. Arlington VA 22209	703 920 9288	703 920 8342
Cmty Leaders 1 (small business)	26	07/29/94	09/08/94	Mississippi Consortium for Int'l Dev.	1225 Robinson Street, Jackson MS 39203	601 968 2136	601 968 8657
Labor Unions 1	25	08/14/94	09/10/94	American Inst. for Free Labor Dev.	1000 New Hampshire Ave. Silver Spring, MD 20903	301 431 0130	301 431 1418
Academic	1	08/20/94	08/30/96	Sacred Heart	Apartado 12383 Correo Calle Loiza, Santurce PR 00914	787 728 1515	787 728 1515
Academic	6	08/20/94	08/30/96	University of Puerto Rico	Oficina 219 Centro de Estudiantes, San Juan, PR 00931	787 783-7450	787 783 5733
Academic	1	09/04/94	12/17/95	Rosary College	7900 West Division St. River Forest IL 60305	708 524-6857	708 524 6657
Child Care 3	25	09/21/94	11/15/94	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926
Cmty Leaders 2 (small business)	24	09/26/94	11/05/94	Mississippi Consortium for Int'l Dev.	1225 Robinson Street, Jackson MS 39203	601 968 2136	601 968 8657
Physically Challenged 4 (CERPROFA)	12	09/27/94	11/21/94	World Institute on Disability	510 16th Street Suite 100, Oakland CA 94612-1500	510 763-4100	510 763-4100
Labor 2	25	10/16/94	11/12/94	American Institute for Free Labor Dev.	1000 New Hampshire Ave. Silver Spring, MD 20903	301 431 0130	301 431 1418
Education Foundations	22	01/07/95	12/18/95	University of New Mexico	OITEC, Onate Hall 116, Albuquerque NM 87131-4036	505 277 2202	505 277 5917
Community Development 1 (NRP)	27	01/12/95	02/22/95	Mississippi Consortium for Int'l Dev.	1225 Robinson Street, Jackson MS 39203	601 968 2136	601 968 8657
Mayors 3	27	02/26/95	04/01/95	Mendez-England & Associates	3250 Prospect St. NW Washington DC 20007	202 965 4050	202 965 4053
Mayors 4	27	02/26/95	04/01/95	CSLA	650 N. 10th St., Baton Rouge, LA 70802-4507	504 336-0012	504 336-1137
Mayors 5	22	02/26/95	04/01/95	University of Arizona	2030 E Speedway Blvd Room 222 Tucson AZ 85719	520 622 4002	520 622 0177
Community Development 2 (NRP)	18	03/15/95	04/26/95	Mississippi Consortium for Int'l Dev.	1225 Robinson Street, Jackson MS 39203	601 968 2136	601 968 8657
Mayors 3, 4 & 5 P-III	76	04/02/95	04/08/95	Development Associates, Inc.	1730 North Lynn St. Arlington VA 22209	703 920 9288	703 920 8342
Mayors 6	23	05/01/95	06/03/95	Mendez-England & Associates	3250 Prospect St. NW Washington DC 20007	202 965 4050	202 965 4053
Mayors 7	24	05/01/95	06/03/95	CSLA	650 N. 10th St., Baton Rouge, LA 70802-4507	504 336-0012	504 336-1137
Mayors 8	28	05/01/95	06/03/95	University of Arizona	1522 E. Drachman, Tucson, AZ 85721	520 622 4002	520 622 0177
Child Survival Supervisors I	23	06/01/95	07/12/95	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256-1925	413 256-1926
Mayors 6, 7 & 8 P-III	75	06/04/95	06/09/95	Development Associates, Inc.	1730 North Lynn St. Arlington VA 22209	703 920 9288	703 920 8342
Library Science	20	07/06/95	07/06/96	University of Puerto Rico	P.O. Box 21906, San Juan, PR 00931-1906	809 783 6199	809 784 2311
Public Sector Planners 1	21	07/19/95	08/29/95	DePaul University	224 S. Michigan Ave., Chicago, IL 60604	312 362-5652	312 362-5776
Public Sector Planners 2	21	09/19/95	10/30/95	DePaul University	224 S. Michigan Ave., Chicago, IL 60604	312 362-5652	312 362-5776

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PROGRAM TITLE	No. of scholars	U.S. TRAINING		TRAINING INSTITUTION	ADDRESS	PHONE	FAX
		BEGIN	END				
NGOs from NRP Areas 1/Directors	12	10/02/95	10/22/95	El Paso Community College	CBS Building, 103 Montana St., El Paso, TX 79902	915 534-3465	915 534-3449
Civic Participation/Education 1	18	10/16/95	11/05/95	Development Associates & Alamo C.C.	203 W. Sheridan St. San Antonio, TX 78204-1429	210 208 6010	210 208 6005
Health Care Reform 1	19	11/01/95	12/12/95	Management Science for Health	400 Centre St., Newton, MA 02158-9202	617 527 9202	617 965 2206
Health Care Reform 2	20	11/01/95	12/12/95	International Health Programs	210 High St., Santa Cruz, CA 95060	408 427 4965	408 458 3659
NGOs from NRP Areas 2/Supervisors	27	11/08/95	12/19/95	El Paso Community College	CBS Building, 103 Montana St., El Paso, TX 79902	915 534-3465	915 534-3449
Environmental Specialists	18	11/28/95	08/26/96	University of Idaho	216 Morrill Hall, Moscow, ID 83844-3013	208 885 6984	208 885 2659
Health Care Reform 3	20	01/24/96	03/05/96	Management Science for Health	400 Centre St., Newton, MA 02158-9202	617 527 9202	617 965 2206
Health Care Reform 4	21	01/24/96	03/05/96	International Health Programs	210 High St., Santa Cruz, CA 95060	408 427 4965	408 458 3659
Civic Participation/Education 2	24	01/29/96	03/10/96	University of Arizona	2030 E Speedway Blvd Room 222 Tucson AZ 85719	520 622 4002	520 622 0177
Training Employment Ldrs.	27	02/19/96	03/31/96	Interface Network	321 SW Fourth Avenue Suite 701, Portland OR 97204	503 222 2702	503 222-7503
Environmental Resource Users 1	22	03/18/96	04/28/96	University of Idaho	216 Morrill Hall, Moscow, ID 83844-3013	208 885 6984	208 885 2659
Environmental Resource Users 2	24	03/18/96	04/28/96	Institute for Training and Development	48 N. Pleasant St. Suite 202, Amherst, MA 01002	413 256 1925	413 256 1926
Financial Procurement Audit Leaders	25	04/28/96	06/22/96	Price Waterhouse	1616 N. Fort Myer Dr., Arlington, VA 22209-3100	703 741 1000	703 741 1616
Community Development Ldrs. 1	32	05/28/96	07/08/96	Interface Network	321 SW Fourth Avenue Suite 701, Portland OR 97204	503 222 2702	503 222-7503
Community Development Ldrs. 2	28	05/28/96	07/08/96	MCID/A. Gutierrez & Associates	1400 Central Southeast Suite 2300, Albuquerque, NM 87106	505 242 2626	505 242 2626
Civic Participation III - Legislacion	13	06/01/96	06/15/96	Development Associates & UNM	Onate Hall 116, Albuquerque, NM 87131 4036	505 277 2202	505 277 5917
Children at Risk	22	06/12/96	07/23/96	San Antonio College	1300 San Pedro Avenue, San Antonio, TX 78212 4299	210 733 2000	210 733 2634
Com. Development 1 & 2 Phase III	60	07/09/96	07/12/96	Development Associates	1730 North Lynn St. Arlington VA 22209	703 920 9288	703 920 6342
Civic Participation/Water Mgmt 1	18	08/05/96	09/15/96	University of New Mexico	Onate Hall 116, Albuquerque, NM 87131 4036	505 277 2202	505 277 5917
Civic Participation/Water Mgmt 2	16	08/05/96	09/15/96	El Paso Community College	CBS Building, 103 Montana St., El Paso, TX 79902	915 534-3465	915 534-3449
Health Care Reform 5	30	09/16/96	10/27/96	International Health Programs	210 High St., Santa Cruz, CA 95060	408 427 4965	408 458 3659

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APPENDIX 4

INTERMEDIARY INSTITUTIONS

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
COMMUNITY SERVICE CLUB	Club Activo 20-30	67 Av. Nte. y Blvd. San Antonio Abad, Edif. Altamira #106, local #5, San Salvador. Tel. 223-5206	Houdelot Marcel
COMMUNITY SERVICE CLUBS	Club Rotario de El Salvador	Calle La Mascota # 258, Col. La Mascota, San Salvador. Tel. 224-4351	René Fernández
COMMUNITY SERVICE CLUBS	Club de Leones de El Salvador	Calle Las Rosas #C-16, Col. La Sultana, San Salvador. Tel. 225-6726	Sr. José Luis Sigüenza Sr. José Mario Sandoval
DISASTER RELIEF I	Cruz Verde Salvadoreña	22 Calle Pte. y 15 Av. Sur Bis San Salvador. Tel. 222-6480	Sr. José Luis Rosales
DISASTER RELIEF I	Comandos de Salvamento y Guardavidas Independientes	9a. Calle Poniente y 16 Av. Nte #834 San Salvador. Tel. 222-0187	Sr. Roberto Orlando Cortez Sr. Efraín A. Méndez Solís
SCOUT LEADERS	Asociación de Scouts de El Salvador	39 Av. Nte. # 281 San Salvador. Tel. 223-7220	Sr. José Agustín Artiga
SCOUT LEADERS	Asociación de Muchachas Guías de El Salvador	Av. Maracaibo #621, Col. Miramonte San Salvador, Tel. 226-7913	Sra. Nelly Vilanova de Esquivel Sra. Iris de Reyes
ENVIRONMENTAL PROMOTERS	Amigos de la Tierra	Edif. 51 Apto. # 18, Colonia Zacamil San Salvador. Tel. 226-1026	Fidel Angel Blanco
ENVIRONMENTAL PROMOTERS	Unidad Ecológica Salvadoreña	Calle Pacarayma # 20 Col. Miramonte, San Salvador, Tel. 228-4775	Ing. Rosendo Mauricio Sermeño
ENVIRONMENTAL PROMOTERS	Asociación Salvadoreña de Conservación del Medio Ambiente	Urbanización Buenos Aires 3, calle Maquilishuat # 208, San Salvador Tel. 226-5514	Wilfredo Rodríguez
ENVIRONMENTAL PROMOTERS	Asociación Salvadoreña Pro-Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana. Local CECADEC Tel. 440-7216	Dra. Edivigis Guzmán de Luna
ENVIRONMENTAL PROMOTERS	Fundación Dr. Marco Antonio Vásquez	31 Calle Pte. y 21 Av. Nte. #1205 Col. Layco, San Salvador. Tel. 226-5613	Dra. Mabel Díaz de Ramírez
ENVIRONMENTAL PROMOTERS	Alcaldía Municipal de San Salvador	Alameda Juan Pablo II #320 #320. Tel. 221-0600	Lic. Mario Valiente
ENVIRONMENTAL PROMOTERS	Dirección del Patrimonio Natural	Parque Saburo Hirao, Col. Nicaragua Final Calle los Viveros, San Salvador	Misaela Molina Ardón
ENVIRONMENTAL PROMOTERS	Comité de Recuperación del Medio Ambiente	83 Av. Nte. y 11 C. Pte. #704 Col. Escalón, San Salvador, Tel. 224-2657	Marisol Ferrer de Toledo
ENVIRONMENTAL EDUCATORS	Amigos de la Tierra	Edif. 51 Apto. # 18, Colonia Zacamil San Salvador, Tel. 226-1026	Fidel Angel Blanco
ENVIRONMENTAL EDUCATORS	Centro Salvadoreño de Tecnología Apropiada	33 Calle Pte. # 316, Barrio San Miguelito, San Salvador. Tel. 225-6746	Dr. Ing. Ricardo Navarro
ENVIRONMENTAL EDUCATORS	Unidad Ecológica Salvadoreña	Calle Pacarayma # 20 Col. Miramonte, San Salvador, Tel. 228-4775	Ing. Rosendo M. Sermeño
ENVIRONMENTAL EDUCATORS	Asociación Salvadoreña de Conservación del Medio Ambiente	Urb. Buenos Aires 3 calle Maquilishuat #208, San Salvador, Tel. 226-5514	Wilfredo Rodríguez
ENVIRONMENTAL EDUCATORS	Fundación Ecológica Salvadoreña Club Activo 20-30	79 Av. Norte # 18, Colonia Escalón San Salvador. Tel. 223-8947	Arq. Ana Carolina Martínez
ENVIRONMENTAL EDUCATORS	Dirección del Patrimonio	Parque Saburo Hirao, Col. Nicaragua	Misaela Molina Ardón

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	Natural	Final Calle los Viveros, San Salvador	
ENVIRONMENTAL EDUCATORS	Comité de Recuperación del Medio Ambiente	83 Av. Nte. y 11 C. Pte. # 704 Col. Escalón, San Salvador, Tel. 224-2657	Marisol Ferrer de Toledo
HEALTH EDUCATORS	Caballeros de la Orden de Malta	Urb. Santa Elena, Blvd Sur, Lote #3 Antiguo Cuscatlán Tel. 223-7373	Gerald Gouchlin
HEALTH EDUCATORS	Asociación Salvadoreña Pro Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana, Local CECADEC, Tel. 440-7216	Dra. Eduvigis A. de Luna
HEALTH EDUCATORS	Fundación Dr. Marco Antonio Vásquez	31 calle Pte. y 21 Av. Norte #1205 Col. Layco, San Salvador, Tel. 225-1504	Dra. Mabel Díaz de Ramírez
HEALTH EDUCATORS	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador. Tel. 221-0966	Dr. Eduardo Interiano
HEALTH EDUCATORS	Fundación Maquilishuat	Calle y Colonia Santa Teresa # 22 San Salvador, Tel. 284-1266	Marta Elena Rauda de Pastore
JUNIOR ACHIEVEMENT	Empresarios Juveniles de El Salvador	Final 11 Av. Sur y Calle al Puerto de la Libertad, Col. Utila, Santa Tecla La Libertad. Tel.228-3462	Alfredo Medina
MUNICIPAL MAYORS III	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur #33 Colonia Flor Blanca. Tel. 279-3225	Lic. Carlos Pinto
MUNICIPAL MAYORS VI	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur #33 Colonia Flor Blanca. Tel. 279-3225	Lic. Carlos Pinto
MASS COMMUNICATORS	Diario El Mundo	2a. Av. Nte. # 211, San Salvador. Tel. 271-4400	Lic. Arturo Argüello
MASS COMMUNICATORS	Secretaría Nacional de Comunicaciones	Casa Presidencial, Barrio San Jacinto San Salvador. Tel. 221-1170	Sr. Mauricio Sandoval
MASS COMMUNICATORS	Asociación Salvadoreña de Radio Difusoras	85 Av. Sur y Calle Juan José Cañas Edif. Azucena, 457 Local 21, Tel. 224-4692	Lic. Ricardo Recinos
MASS COMMUNICATORS	Emisoras Unidas S.A - YSCF	Km. 141, Salida a la Unión. San Miguel, Apto. Postal # 19 Tel. 661-3288	Sr. Rolando Alirio Mena
MASS COMMUNICATORS	La Prensa Gráfica	3a. Calle pte. #130, San Salvador Tel. 271-3333	José Alfredo Dutriz
MASS COMMUNICATORS	Asociación de Periodistas de El Salvador	Paseo General Escalón, Edif. Casa del Periodista, San Salvador Tel. 223-8943	Sr. Jorge Armando Contreras
MASS COMMUNICATORS	Periódico El Faro	2a. Calle Poniente #2-2, San Antonio del Monte, Sonsonate Tel. 451-1927	Alfredo Olivo
MASS COMMUNICATORS	Canal 2 de Televisión	Km. 5, Carretera a Santa Tecla Tel. 223-6744	Boris Eserski
MASS COMMUNICATORS	El Diario de Hoy	8a. Calle Oriente y Avenida Cuscatancingo # 271 Tel. 222-1009	Enrique Altamirano
MASS COMMUNICATORS	Canal 4 de Televisión	Alameda Dr. Enrique Araujo y Av. Olímpica Edif. YSU, Carretera a Santa Tecla Tel. 224-4555	Ronald Calvo
MASS COMMUNICATORS	Radio Mía	Calle Siramá # 100, San Miguel Tel. 661-1270	Sra. Lucy de Jovel
MASS COMMUNICATORS	Radio Musical	500 mts. Callejón Nte. Plantel de Caminos, Barrio San Antonio Santa Ana, Tel. 441-0665	María E. Arévalo de Peñate René Armando Salinas

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
MASS COMMUNICATORS	Radio Chaparrastique	4a. Av. Sur, # 304, San Miguel Tel. 661-0302	Hilda de Aparicio
MASS COMMUNICATORS	Circuito Radiofónico de Oriente	4a. Av. Sur # 304, San Miguel Tel. 661-3640	Hilda de Aparicio Miguel Angel Fuentes
MASS COMMUNICATORS	Estereo Carnaval S. A. de C.V.	8a. Calle Pte. # 310, San Miguel Tel. 661-3640	Sra. Minita Patricia de Cruz
MASS COMMUNICATORS	Stereo J.E. La Fabulosa	4a Calle Oriente 2a Av. Sur #6 Santa Rosa de Lima, La Unión, Tel. 664-2157	Sr. Jorge Escobar
MASS COMMUNICATORS	Asociación de Periodistas, Locutores y Camarógrafos Deportivos de El Salvador	Av. Las Magnolias #141 Col. San Benito, San Salvador. Tel. 224-1750	Ing. Morgan Bojórquez
MASS COMMUNICATORS	Cadenas de Emisoras de El Salvador	Av. Las Magnolias # 142, Col. San Benito, San Salvador Tel. 661-1270	Sr. José Alfredo Portillo
MASS COMMUNICATORS	Canal 12 de Televisión	Av. Las Magnolias #142 Col. San Benito, San Salvador. Tel. 279-0122	Jorge Zedan
MASS COMMUNICATORS	Teleprensa de El Salvador	Pasaje Itsmania No.262, Col. Escalón San Salvador. Tel. 224-6921	Sr. Guillermo de León
MASS COMMUNICATORS	Círculo de Informadores Deportivos	Col. San Benito, Pasaje 6 #109 San Salvador. Tel. 224-4821	Francisco Espinoza
MASS COMMUNICATORS	Radio América	Col. San Benito, Pje 6 #109 San Salvador Tel.224-4813	Sr. Antonio Elías Saca
MASS COMMUNICATORS	Canal 10 Televisión Educativa Nacional	41 Av. Sur # 521, Calle Pte. Col. Flor Blanca, San Salvador	Sr. Moisés Urbina
MASS COMMUNICATORS	El País	6a. Av. Nte. # 4, Santa Ana Tel. 441-3372	José Ramón Francia
MASS COMMUNICATORS	Tele Corporación Salvadoreña Noticias	Canal 4, Edificio YSU, Carretera a Santa Tecla, San Salvador. Tel. 224-4555	Sra. Lorena Koberg Sandoval
MASS COMMUNICATORS	Comisión de Derechos Humanos Gubernamentales	87 Av. Norte # 226, Col. Escalón San Salvador Tel. 223-7385	Lic. Benjamín Cestoni
MASS COMMUNICATORS	Diario Latino	23 Av. Sur No. 225, San Salvador Tel. 271-0671	Sr. Nelson Ernesto López
ESL TEACHERS LT	El Salvador Teachers of English to Speakers of other Languages	Urbanización María Auxiliadora Pasaje Los Abetos # 4, San Salvador Tel. 226-3791	Licda. Cecilia M. Cárcamo
ESL TEACHERS LT	Universidad Tecnológica	Calle Arce y 17 Av. Norte #1020 San Salvador, Tel. 271-0336	
ESL TEACHERS LT	Universidad Pedagógica	7a. Avenida norte # 421 San Salvador. Tel. 222-5052	Lic. Luis Aparicio
ESL TEACHERS LT	Escuela Americana	Calle y Colonia La Mascota. Fnal. Calle #3, San Salvador, Tel. 223-1011	Dr. René Santin
ESL TEACHERS LT	Opportunity School	45 Av. Sur #417, Colonia Flor Blanca San Salvador, Tel. 223-3714	Sr. Mauricio González
ESL TEACHERS LT	Universidad Modular Abierta	3a. Calle Poniente #1126 San Salvador. Tel. 222-3714	Licda. Judith Mendoza de Díaz
ESL TEACHERS LT	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
ESL TEACHERS LT	Universidad de El Salvador	Final 25 Avenida Norte, San Salvador	

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PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
		Tel. 225-3412	
ESL TEACHERS LT	Universidad Centroamericana José Simeón Cañas	Autopista Sur, Jardines de Guadalupe San Salvador, Tel. 224-0011	Lic. Francisco Escobar
ESL TEACHERS LT	English Language Institute	79 Av. Norte y 5a. Calle Pte. #403 Col. Escalón, San Salvador, Tel. 223-0858	Lic. Frieda de García
DISASTER RELIEF II	Cruz Verde Salvadoreña	22 calle Pte. y 15 Av. Sur Bis San Salvador. Tel. 222-6480	Sr. José Luis Rosales
DISASTER RELIEF II	Comandos de Salvamento y Guardavidas Independientes	9a. calle Poniente y 16 Av. Nte. #834 San Salvador, Tel. 221-1310	Sr. Roberto Orlando Cortez Sr. Efraín A. Méndez Solís
CHILD CARE WORKERS	Consejo Salvadoreño de Menores	Colonia Santa Clara, Final Calle Santa Marta, San Salvador, Tel. 222-0108	
CHILD CARE WORKERS	Ciudad de los Niños	Residencia 9, Calle Oriente y 13 Av. Sur, Santa Ana	
CHILD CARE WORKERS	Ministerio de Justicia	Alameda Juan Pablo II y 17 Av. Norte, Complejo Plan Maestro Edif. 1-B San Salvador. Tel. 221-1812	Dr. Rubén Antonio Mejía
CHILD CARE WORKERS	El Hogar del Niño	Av. Cuba Barrio San Jacinto, Col. Ramón Belloso, San Salvador	
CHILD CARE WORKERS II - NRP	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
CHILD CARE WORKERS II - NRP	Instituto Salvadoreño de Protección al Menor	Col. Costa Rica, Av. Irazú, Final Calle Santa Marta, San Salvador Tel. 270-0162	
PRIMARY EDUCATION LEADERS III	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
PRIMARY EDUCATION LEADERS III	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
URBAN SCHOOL TEACHERS	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
DISASTER RELIEF III - NRP	Cruz Verde Salvadoreña	22 calle Pte. y 15 Av. Sur Bis San Salvador, Tel. 222-6480	Sr. José Luis Rosales
DISASTER RELIEF III - NRP	Comandos de Salvamento y Guardavidas	9a. Calle Poniente y 16 Av. Nte #834 San Salvador, Tel. 222-0187	Sr. Roberto Orlando Cortez Cruz Sr. Efraín A. Méndez Solís
DISASTER RELIEF III - NRP	Unidad de Rescate de El Salvador	Av. Virginia 3 920, Barrio San Jacinto Col. Harrison, San Salvador	
ESL TEACHERS	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
ESL TEACHERS	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
PHYSICALLY CHALLENGED I	Asociación de Lisiados de la Fuerza Armada de El Salvador	Boulevard del Ejército Km. 6 ½ Soyapango	
PHYSICALLY CHALLENGED I	ACOGIPRI DE R.L.	Calle Gabriela Mistral y Pasaje II #563	
PHYSICALLY CHALLENGED I	Instituto Salvadoreño de Rehabilitación de Inválidos	Col. Costa Rica y Av. Irazú contigua Calle a Asilo Sara, Tel. 280-2521	
PHYSICALLY CHALLENGED I	Fundación Teletón Pro-Rehabilitación	Ciudad Merliot, Nueva San Salvador Tel. 289-0868	
PHYSICALLY CHALLENGED NRP	Asociación Salvadoreña de	53 Av. Norte, Frente a Redondel Baden	

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	Lisiados y Discapacitados de Guerra	Powell, San Salvador	
PHYSICALLY CHALLENGED NRP	Asociación de Lisiados de la Fuerza Armada de El Salvador	Boulevard del Ejército Km. 6 1/2 Soyapango	
MENTALLY CHALLENGED	Asociación Salvadoreña de Padres y Amigos de Excepcionales Down	31 Av. Sur #639, Colonia Flor Blanca San Salvador Tel. 222-5526	
MENTALLY CHALLENGED	Fundación Pro-Educación Especial	Pje. Carbonel #172, Rpto. Roma San Salvador. Tel. 224-6383	
MENTALLY CHALLENGED	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
MENTALLY CHALLENGED	Instituto Salvadoreño de Protección al Menor	Col. Costa Rica, Av. Irazú, Final Calle Santa Marta, San Salvador, Tel. 270-0162	
MENTALLY CHALLENGED	Instituto Salvadoreño de Rehabilitación de Inválidos	Col. Costa Rica y Av. Irazú contigua Calle a Asilo Sara, Tel. 280-2521	
UNIVERSITY PLANNERS I	Universidad de El Salvador	Ciudad Universitaria, Final 25 Av. Norte, San Salvador	
MENTAL HEALTH PROMOTERS	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-4445	Dr. Eduardo Interiano
MENTAL HEALTH PROMOTERS	Universidad Centroamericana José Simeón Cañas	Autopista Sur, Jardines de Guadalupe San Salvador. Tel. 224-0011	Lic. Francisco Escobar
UNIVERSITY PLANNERS II	Universidad de El Salvador	Ciudad Universitaria, Final 25 Av. Norte, San Salvador	
LABOR LEADERS I	Sindicato de la Industria y la Energía Eléctrica de El Salvador	13 calle Pte. #143 San Salvador Tel. 228-8173	José Santos García
LABOR LEADERS I	Sindicato de la Industria del Algodón Sintético, Similares y Conexos	Col. 5 de Noviembre, Fábrica Minerva San Salvador. Tel. 225-6022	Juan Antonio Hernández
LABOR LEADERS I	Sindicato de la Industria Nacional del Azúcar	Edif. Roma #2845, 2a. Planta Local 1-2 Blvd Venezuela, San Salvador Tel 223-8177	Sandro Antonio Lemus
LABOR LEADERS I	Sindicato de Empresa Trabajadores Fábrica Oliva, S.A.	Km. 5 Carretera Antigua a Soyapango Tel. 227-1416	Walter Gerardo Alegría
LABOR LEADERS I	Sindicato de Trabajadores ANDA	17 Av. Sur #333. San Salvador, Tel. 222-2541	Dora Alicia Borjas Vásquez
LABOR LEADERS I	Sindicato de la Industria Portuaria de El Salvador	Edif. Torre Roble, Boulevard de los Héroes, San Salvador, Tel. 252-3200	José Antonio Vásquez
LABOR LEADERS I	Sindicato Textiles Industriales Unidos	14 Av. Norte #417 San Salvador. Tel. 295-3279	Alberto Cea Murcia
LABOR LEADERS I	Sindicato Unión de Trabajadores de la Construcción	1a. Calle Ote. y 4a. Av. Norte Edif. Gadala María, San Salvador, Tel. 222-3824	Fredis Vásquez Jovel
LABOR LEADERS I	Sindicato de Trabajadores de la Construcción	3a. Calle Ote. Edif. Kury, 3ra Planta, San Salvador Tel. 222-6125	Daniel Antonio Cerón
LABOR LEADERS I	Sindicato de Obreros de la Industria de la Construcción, Similares y Conexos	10a. Av. Norte #120 San Salvador Tel. 222-0141	Orlando Mancía
LABOR LEADERS I	Sindicato de Trabajadores de Bancos e Instituciones Financieras	Banco Central de Reserva, Alameda Juan Pablo II y 17 Av. Norte. San Salvador Tel. 222-1144	Milton Augusto Mendoza

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PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
LABOR LEADERS I	Sindicato de Trabajadores del Instituto Salvadoreño del Seguro Social	Fnal. Av. Juan Pablo II, Cond. El Salvador Oficinas Adminis 14	Mario Antonio Cuéllar
LABOR LEADERS I	Sindicato Nacional de Trabajadores del Comercio	4a. Av. Sur y 8a. Calle Ote. #240 San Salvador. Tel. 222-6182	Israel Sánchez Cruz
LABOR LEADERS I	Sindicato de Trabajadores de la Empresa de Leche Salud	200 mts. Salida hacia el Puerto de Acajutla, Sonsonate. Tel. 451-0353	José Luis Gutiérrez
PHYSICALLY CHALLENGED III	Centro de Rehabilitación Profesional de la Fuerza Armada	Boulevard del Ejército, Km. 6 ½ Soyapango	
PHYSICALLY CHALLENGED IV	Centro de Rehabilitación Profesional de la Fuerza Armada	Boulevard del Ejército, Km. 6 ½ Soyapango	
COMMUNITY LEADERS I (MICROENT)	Asociación de Distribuidores de El Salvador	Condominio Plaza Suiza 3a. Planta Local LC-5. San Salvador. Tel. 223-6574	
COMMUNITY LEADERS I (MICROENT)	Corporación Fe y Trabajo	Colonia La Sultana, Antiguo Cuscatlán	
COMMUNITY LEADERS I (MICROENT)	Secretaría Nacional de la Familia	25 Av. Norte #1137 San Salvador. Tel.226-6115	Lic. Elizabeth de Calderón
COMMUNITY LEADERS I (MICROENT)	Asociación de Apoyo Integral	Calle Nueva #1 #3733, Col Escalón San Salvador. Tel. 279-1813	
COMMUNITY LEADERS I (MICROENT)	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires Av. Alvarado #28, San Salvador Tel. 225-3992	
MICROENTERPRISE II	Corporación Fe y Trabajo	Colonia La Sultana, Antiguo Cuscatlán	
MICROENTERPRISE II	Secretaría Nacional de la Familia	25 Av. Norte # 1137 San Salvador	Lic. Elizabeth de Calderón
MICROENTERPRISE II	Asociación de Apoyo Integral	Colonia Escalón Av. Olímpica Pje. 1 #123, San Salvador	
MICROENTERPRISE II	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
COMMUNITY DEVELOPMENT I	Asociación de Distribuidores de El Salvador	Condominio Plaza Suiza, Local LC-5 Calle La Reforma, San Salvador	
COMMUNITY DEVELOPMENT I	Corporación Fe y Trabajo	Antiguo Cuscatlán	
COMMUNITY DEVELOPMENT I	Secretaría Nacional de la Familia	25 Av. Norte # 1137 San Salvador	Licda. Elizabeth de Calderón
COMMUNITY DEVELOPMENT I	Comité de Integración y Reconstrucción para El Salvador	Av. José Martí # 15, atrás Residencial Presidencial, San Salvador Tel. 222-4334	
COMMUNITY DEVELOPMENT I	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
COMMUNITY DEVELOPMENT II	Asociación de Distribuidores de El Salvador	Condominio Plaza Suiza, Local LC-5 Calle La Reforma, San Salvador	
COMMUNITY DEVELOPMENT II	Corporación Fe y Trabajo	Colonia La Sultana, Antiguo Cuscatlán	
COMMUNITY DEVELOPMENT II	Secretaría Nacional de la	25 Av. Norte # 1137	Licda. Elizabeth de Calderón

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	Familia	San Salvador	
COMMUNITY DEVELOPMENT II	Comité de Integración y Reconstrucción para El Salvador	Av. José Martí #15, atrás Residencial Presidencial, San Salvador	
COMMUNITY DEVELOPMENT II	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
COMMUNITY DEVELOPMENT II	Asociación de Desarrollo Económico Social Santa Marta de R.L.	Urbanización Metrópolis, paseo las Margaritas #61 "D", San Salvador Tel. 274-5484	
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Agricultura y Ganadería		
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Hacienda	Av. Alvarado y Diag. Centroamérica Condominio Las Tres Torres #2. San Salvador. Tel. 225-1022	Ing. Manuel Enrique Hinds
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Relaciones Exteriores	Carretera a Santa Tecla, Frente a Canal 6, San Salvador tel. 243-3712	Sr. González Gimer
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Economía	Paseo Gnal. Escalón San Salvador. Tel. 224-3000	Ing. Zablach Touche
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
PUBLIC POLICY EVAL. /FORMUL.I	Ministerio de Justicia	Alameda Juan Pablo II y 17 Av. Norte Complejo Plan Maestro, Edif. 1-B San Salvador	Dr. Rubén Antonio Mejía Peña
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Hacienda	Av. Alvarado y Diagonal Centroamérica Condominio Las Tres Torres, San Salvador	Ing. Manuel Enrique Hinds
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio del Interior	Centro de Gobierno, Alameda Juan Pablo II, San Salvador	Ing. Marco Aurelio Zacapa
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Relaciones Exteriores	Carretera a Santa Tecla Km. 6 Frente a Canal 6	Sr. González Gimer
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Economía	Paseo General Escalón	Ing. Zablach Touche
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio del Trabajo	Av. La Capilla #223, Col San Benito San Salvador. Tel. 224-5574	Dr. Enrique Tomasino
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Educación	Alameda Juan Pablo II, Centro de Gobierno, San Salvador	Sra. Silvia de Contreras
PUBLIC POLICY EVAL. /FORMUL.II	Ministerio de Justicia	Alameda Juan Pablo II y 17 Av. Norte Complejo Plan Maestro, Edif. 1-B	Dr. Rubén Antonio Mejía
MUNICIPAL MAYORS	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur #33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
MUNICIPAL MAYORS	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
MUNICIPAL MAYORS	Corporación de Municipalidades	49 Av. Sur # 33	Lic. Carlos Pinto

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PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	de la República de El Salvador	Colonia Flor Blanca, Tel. 279-3225	
MUNICIPAL MAYORS II	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
MUNICIPAL MAYORS II	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
MUNICIPAL MAYORS II	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
CHILD CARE WORKERS III	Instituto Salvadoreño de Protección al Menor	Col. Costa Rica, Av. Irazú, Final Calle Santa Marta, San Salvador, Tel. 270-0162	
LABOR LEADERS II	Sindicato de la Industria y la Energía Eléctrica de El Salvador	13 calle Poniente #142 San Salvador	José Santos García
LABOR LEADERS II	Sindicato de la Industria Algodón Sintético, Similares y Conexos	Colonia 5 de Noviembre, Fábrica Minerva San Salvador, Tel. 225-6155	Juan Antonio Hernández
LABOR LEADERS II	Sindicato de Empresa Trabajadores Fábrica Oliva, S.A.	Km. 5 Carretera Antigua a Soyapango	Walter Gerardo Alegría
LABOR LEADERS II	Sindicato de la Industria Portuaria de El Salvador	Edificio Torre Roble, Blvd. de los Héroes San Salvador	José Antonio Vásquez
LABOR LEADERS II	Sindicato Unión de Trabajadores de la Construcción	1a. calle Oriente y 4a. Av. Norte Edificio Gadala María, San Salvador	Fredis Vásquez Jovel
LABOR LEADERS II	Sindicato de Trabajadores de Bancos e Instituciones Financieras	Alameda Juan Pablo II y 17 Av. Norte San Salvador	Milton Augusto Mendoza
LABOR LEADERS II	Sindicato de Trabajadores de la Empresa de Leche Salud	200 metros salida hacia el Puerto de Acajutla, Sonsonate	José Luis Gutiérrez
GOES FINANCIAL MANAGERS	Ministerio de Obras Públicas	1a. Av. Sur y 12 calle poniente # 630 San Salvador, Tel. 222-2466	Ing. Sansivirini
GOES FINANCIAL MANAGERS	Ministerio de Agricultura y Ganadería		
GOES FINANCIAL MANAGERS	Ministerio de Hacienda	Av. Alvarado y Diagonal Centroamérica Condominio Las Tres Torres, San Salvador	Ing. Manuel Enrique Hinds
GOES FINANCIAL MANAGERS	Comisión Ejecutiva Hidroeléctrica del Río Lempa	9 calle Pte #950, Centro de Gobierno San Salvador. Tel. 271-0855	
GOES FINANCIAL MANAGERS	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
TRAINING-EMPLOYMENT LEADERS	Asociación AGAPE de El Salvador	Apartado Postal No. 28, Sonsonate Tel. 451-1456	Sra. Sonia Morán de Batres
TRAINING-EMPLOYMENT LEADERS	Ciudad de los Niños	Residencia 9, Calle Oriente y 13 Av. Sur, Santa Ana	
TRAINING-EMPLOYMENT LEADERS	Comité de Reconstrucción Familiar y Comunitario	Calle Prado y Monserrat #272 Col. Málaga, San Salvador, Tel. 270-1312	
TRAINING-EMPLOYMENT LEADERS	Universidad Don Bosco	3a. Av. Nte. Pje. Don Rúa #1403 San Salvador, Tel. 225-5360	Dra. Irma Lanzas de Chávez
TRAINING-EMPLOYMENT LEADERS	Fundación Empresarial para el Desarrollo Educativo	Av. Olímpica y Pasaje Privado San Salvador	Ing. Edgardo Suárez
TRAINING-EMPLOYMENT LEADERS	Instituto Salvadoreño de Rehabilitación de Inválidos	Col. Costa Rica y Av. Irazú San Salvador, Tel. 280-2521	

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PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
TRAINING-EMPLOYMENT LEADERS	Asociación Salvadoreña de Desarrollo Integral	Col. San Mateo, Pje. Quito #39 San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S DEGREE	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
LIBRARY SCIENCE	Consejo Nacional para la Cultura y el Arte	Ministerio de Educación, Edificio A-4, San Salvador	
LIBRARY SCIENCE	Asoc. de Bibliotecarios de El Salvador	4 calle Oriente # 124, 2 Av. Sur y Av. Cuscatlán, San Salvador	
HEALTH CARE REFORM POPULAT.III	Instituto Salvadoreño del Seguro Social	Alameda Juan Pablo II, Costado Sur de Metrocentro, San Salvador	Dra. Julia Castillo
HEALTH CARE REFORM POPULAT.III	Asociación Demográfica Salvadoreña	25 Av. Norte # 583, San Salvador	
HEALTH CARE REFORM POPULAT.III	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
HEALTH CARE REFORM POPULAT.III	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
HEALTH CARE REFORM POPULAT.IV	Coordinación Nacional de la Mujer Salvadoreña	Blvd de los Héroes, Col. Florida Pje. Las Palmeras San Salvador, Tel. 226-2080	
HEALTH CARE REFORM POPULAT.IV	Instituto Salvadoreño del Seguro Social	Alameda Juan Pablo II, Costado Sur de Metrocentro, San Salvador, Tel. 224-5044	Dra. Julia Castillo
HEALTH CARE REFORM POPULAT.IV	Asociación Demográfica Salvadoreña	25 Av. Norte # 583, San Salvador	
HEALTH CARE REFORM POPULAT.IV	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
CIVIC PART./EDUC-SUPPORT	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
CIVIC PART./EDUC-SUPPORT	Universidad Tecnológica	Calle Arce y 17 Av. Norte # 1020 San Salvador, Tel. 271-4759	
CIVIC PART./EDUC-SUPPORT	Universidad Thomas Alva Edison	19 calle poniente #245 Centro de Gobierno, San Salvador, Tel. 222-5547	Ing. Juan Interiano
CIVIC PART./EDUC-SUPPORT	Asamblea Legislativa de El Salvador	Centro de Gobierno, San Salvador	
CIVIC PART./EDUC-SUPPORT	Asociación Nacional de Educadores Salvadoreños	Ministerio de Educación, Centro de Gobierno, San Salvador	
CIVIC PART./EDUC-SUPPORT	Ministerio de Educación	Final Av. Robert Baden Powell, Nva.	Sra. Silvia de Contreras

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
		San Salvador, La Libertad, Tel. 228-0158	
CIVIC PART./EDUC-SUPPORT	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
CIVIC PART./EDUC-SUPPORT	Fundación Empresarial para el Desarrollo Educativo	Av. Olímpica y Pasaje Privado San Salvador, Tel. 298-5255	Ing. Edgardo Suárez
CIVIC PART./EDUC-SUPPORT	Universidad Centroamericana José Simeón Cañas	Autopista Sur, Jardines de Guadalupe San Salvador. Tel. 224-0011	Lic. Francisco Escobar
CIVIC PARTICIPATION/EDUC. II	Coordinación Nacional de la Mujer Salvadoreña	Boulevard de los Héroes, Colonia Florida, Pje. Las Palmeras, San Salvador, Tel. 226-2080	
CIVIC PARTICIPATION/EDUC. II	Consejo Nacional para la Cultura y el Arte	Ministerio de Educación, Edificio A-4, Centro de Gobierno, San Salvador	
CIVIC PARTICIPATION/EDUC. II	Fundación Empresarial para el Desarrollo Educativo	Av. Olímpica y Pasaje Privado San Salvador	Ing. Edgardo Suárez
CIVIC PARTICIPATION/EDUC. II	Fundación REDES	Av. Atitlán y Calle Colima # 807 Colonia Miramonte, San Salvador	Carlos A. Ramírez
CIVIC PART./WATER MGMT. I	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
CIVIC PART./WATER MGMT. II	Corporación de Municipalidades de la República de El Salvador	49 Av. Sur # 33 Colonia Flor Blanca, Tel. 279-3225	Lic. Carlos Pinto
CHILDREN AT HIGH RISK & CRISIS	Asociación AGAPE de El Salvador	Apartado Postal No. 28, Sonsonate Tel. 451-1456	Sra. Sonia Morán de Batres
CHILDREN AT HIGH RISK & CRISIS	Asociación Salvadoreña Pro-Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana. Local CECADEC Tel. 440-7216	Dra. Eduvigis A. Guzmán de Luna
CHILDREN AT HIGH RISK & CRISIS	Fundación Maquilishuat	Calle y Colonia Santa Teresa #22 San Salvador, Tel. 298-5255	Marta Elena Rauda de Pastore
CHILDREN AT HIGH RISK & CRISIS	Instituto Salvadoreño de Protección al Menor	Col. Costa Rica, Av. Irazú, Final Calle Santa Marta, San Salvador, Tel. 270-0162	
HEALTH CARE REFORM-V	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
MASTER'S UNM	Ministerio de Educación	Final Av. Robert Baden Powell, Nva. San Salvador, La Libertad, Tel. 228-0158	Sra. Silvia de Contreras
MASTER'S UNM	Ministerio de Educación	Final Av. Robert Baden Powell, Nva. San Salvador, La Libertad, Tel. 228-0158	Sra. Silvia de Contreras
MASTER'S UNM	Ministerio de Educación	Final Av. Robert Baden Powell, Nva. San Salvador, La Libertad, Tel. 228-0158	Sra. Silvia de Contreras
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad Don Bosco	3a. Av. Nte. Pje. Don Rua # 1403 San Salvador, Tel. 225-6221	Dra. Irma Lanzas de Chávez Velasco
MASTER'S UNM	Universidad Don Bosco	3a. Av. Nte. Pje. Don Rua #1403 San Salvador	Dra. Irma Lanzas de Chávez Velasco

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
MASTER'S UNM	Universidad José Matías Delgado	Carretera a Santa Tecla, Km 8 ½ Ciudad Merliot. Tel. 278-1272	Dr. David Escobar Galindo
MASTER'S UNM	Universidad José Matías Delgado	Carretera a Santa Tecla, Km 8 ½	Dr. David Escobar Galindo
MASTER'S UNM	Universidad José Matías Delgado	Carretera a Santa Tecla, Km 8 ½	Dr. David Escobar Galindo
MASTER'S UNM	Universidad Evangélica de El Salvador	63 Av. Sur y Pasaje 1 #38 San Salvador. Tel. 298-3105	Lic. Carlos Humberto Vigil
MASTER'S UNM	Universidad Francisco Gavidia	Alameda Roosevelt #3031 San Salvador. Tel. 224-5962	Lic. Mario Antonio Ruiz Ramírez
MASTER'S UNM	Universidad Francisco Gavidia	Alameda Roosevelt #3031 San Salvador, Tel. 224-5962	Lic. Mario Antonio Ruiz
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad Francisco Gavidia	Alameda Roosevelt #3031 San Salvador, Tel. 224-5962	Lic. Mario Antonio Ruiz Ramírez
MASTER'S UNM	Universidad Francisco Gavidia	Alameda Roosevelt #3031 San Salvador, Tel. 224-5962	Lic. Mario Antonio Ruiz Ramírez
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
MASTER'S UNM	Universidad Francisco Gavidia	Alameda Roosevelt #3031 San Salvador, Tel. 224-5962	Lic. Mario Antonio Ruiz Ramírez
MASTER'S UNM	Universidad de El Salvador	Final 25 Av. Norte, San Salvador	
CHILD SURVIVAL SUPERVISORS	Asociación AGAPE de El Salvador	Apartado Postal No. 28, Sonsonate Tel. 451-1456	Sra. Sonia Morán de Batres
CHILD SURVIVAL SUPERVISORS	Asociación Salvadoreña Pro-Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana, Local CECADDEC Tel. 440-7216	Dra. Eduvigis A. Guzmán de Luna
CHILD SURVIVAL SUPERVISORS	Asociación Demográfica Salvadoreña	25 Av. Norte # 583, San Salvador	
CHILD SURVIVAL SUPERVISORS	Administración Nacional de Acueductos y Alcantarillados	2a. Av. Sur, entre 4a y 6a calle Oriente #620, San Salvador	Ing. Carlos Perla
CHILD SURVIVAL SUPERVISORS	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
CHILD SURVIVAL SUPERVISORS	Fundación Maquilishuat	Calle y Colonia Santa Teresa # 22 San Salvador	Marta Elena Rauda de Pastore
HEALTH CARE REF-CHILD SURV. I	Instituto Salvadoreño del Seguro Social	Alameda Juan Pablo II, Costado Sur de Metrocentro, San Salvador, Tel. 224-5044	Dra. Julia Castillo
HEALTH CARE REF-CHILD SURV. I	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur #827 San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
HEALTH CARE REF-CHILD SURV. I	Fundación Maquilishuat	Calle y Col. Santa Teresa #22 San Salvador	Marta Elena Rauda de Pastore
HEALTH CARE REF-CHILD SURV. II	Asociación AGAPE de El Salvador	Apartado Postal No. 28, Sonsonate Tel. 451-1456	Sra. Sonia Morán de Batres
HEALTH CARE REF-CHILD SURV. II	Fundación Salvadoreña para la Salud	Urb. Santa Elena, Blvd. Sur Calle Cuscatlán, La Libertad Tel. 289-0666	
HEALTH CARE REF-CHILD SURV. II	Instituto Salvadoreño del Seguro Social	Alameda Juan Pablo II, Costado Sur de Metrocentro, San Salvador, Tel. 224-5044	Dra. Julia Castillo

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
HEALTH CARE REF-CHILD SURV. II	Asociación Salvadoreña Pro-Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana, Local CECADEC Tel. 440-7216	Dra. Eduvigis A. Guzmán de Luna
HEALTH CARE REF-CHILD SURV. II	Ministerio de Salud Pública y Asistencia Social	Calle Arce y 15 Av. Sur San Salvador, Tel. 221-0966	Dr. Eduardo Interiano
ENVIRONMENTAL SPECIALIST LT	Instituto Salvadoreño de Turismo	Calle Rubén Darío # 619 San Salvador	
ENVIRONMENTAL SPECIALIST LT	Dirección del Patrimonio Natural	Parque Saburo Hirao, Col. Nicaragua Final Calle los Viveros, San Salvador	Misaela Molina Ardón
ENVIRONMENTAL SPECIALIST LT	Fundación Montecristo	Col. Atlacatl, Pje. Izcacuyo # 2 San Salvador	Ana Celia Domínguez Pantoja
ENVIRONMENTAL SPECIALIST	Fundación REDES	Av. Atitlán y Calle Colima #807 Colonia Miramonte, San Salvador	Carlos A. Ramírez
ENV. EDUCATORS I	Instituto Salvadoreño de Turismo	Calle Rubén Darío #619 San Salvador	
ENV. EDUCATORS I	Policía Nacional Civil	67 Av. Sur #231, San Salvador	Ing. Rodrigo Avila
ENV. EDUCATORS I	Alcaldía Municipal de San Salvador	Alameda Juan Pablo II y 7a. calle Pte. San Salvador	Lic. Mario Valiente
ENV. EDUCATORS I	Dirección del Patrimonio Natural	Parque Saburo Hirao, Col Nicaragua Final Calle los Viveros, San Salvador	Misaela Molina Ardón
ENV. EDUCATORS I	Asociación de Amigos del Arbol	Calle Los Granados #9, Colonia las Mercedes, San Salvador Tel. 223-1841	Francisco Rivas Méndez
ENV. EDUCATORS I	Fundación Montecristo	Colonia Buenos Aires, Av. 4 de Mayo #104, San Salvador Tel.226-9219	Ana Celia Domínguez Pantoja
ENV. EDUCATORS I	Fundación Salvadoreña de Comunicación Ambiental	Urb. Buenos Aires 3, Calle Maquilishuat #208. San Salvador, Tel. 226-5514	
ENV. EDUCATORS I	Fundación REDES	Av. Atitlán y Calle Colima #807 Colonia Miramonte, San Salvador	Carlos A. Ramírez
ENV. EDUCATORS II	Unidad Ecológica Salvadoreña	Calle Pacarayma #20 Col. Miramonte, San Salvador	Ing. Rosendo Mauricio Sermeño
ENV. EDUCATORS II	Instituto Salvadoreño de Turismo	Calle Rubén Darío #619 San Salvador	
ENV. EDUCATORS II	Policía Nacional Civil	67 Av. Sur #231, 50 mts. Sur de Av. Olímpica, San Salvador	Ing. Rodrigo Avila
ENV. EDUCATORS II	Ministerio de Agricultura y Ganadería	Carretera a Santa Tecla Km 5 Av. Las Mercedes, San Salvador	
ENV. EDUCATORS II	El Diario de Hoy	8a. Av. Norte y 9a. Calle Oriente San Salvador	Enrique Altamirano
ENV. EDUCATORS II	Asociación Pro-Salud Rural	Carretera Panamericana Km. 62½ Col. El Mora, Santa Ana, Local CECADEC Tel. 440-7216	Dra. Eduvigis A. Guzmán de Luna
ENV. EDUCATORS II	Asociación de Amigos del Arbol	Calle Los Granados #9, Colonia Las Mercedes, San Salvador	Francisco Rivas Méndez
ENV. EDUCATORS II	ALFALIT de El Salvador		
ENV. EDUCATORS II	Fundación Montecristo	Colonia Atlacatl, Pje. Izcacuyo #2	Ana Celia Domínguez Pantoja
ENV. EDUCATORS II	Fundación Salvadoreña de	Urb. Buenos Aires 3 Calle Maquilishuat	

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	Comunicación Ambiental	#208, San Salvador, Tel. 226-5514	
NGOS FROM NRP AREAS /DIRECTORS	Secretaría de la Reconstrucción Nacional	Barrio San Jacinto, Final Calle México y Av. los Diplomáticos, 10a. Av. Sur Frente a Casa Presidencial	Licda. Norma de Dowe
NGOS FROM NRP AREAS /DIRECTORS	Asociación AGAPE de El Salvador	Carretera a San Salvador Sonzacate, Sonsonate	
NGOS FROM NRP AREAS /DIRECTORS	Comité de Reconstrucción Familiar y Comunitario	Calle Prado y Monserrat #272 Col. Málaga, San Salvador, Tel. 270-1312	
NGOS FROM NRP AREAS /DIRECTORS	Corporación Fe y Trabajo	Colonia La Sultana, Antiguo Cuscatlán	
NGOS FROM NRP AREAS /DIRECTORS	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
NGOS FROM NRP AREAS /DIRECTORS	Fundación REDES	Av. Atitlán y Calle Colima #807 San Salvador, Tel. 226-2131	Carlos A. Ramírez
NGOS FROM NRP/MANAG. & SUPER.	Secretaría de la Reconstrucción Nacional	Barrio San Jacinto, Final Calle México y Av. los Diplomáticos, 10a. Av. Sur frente a Casa Presidencial	Licda. Norma de Dowe
NGOS FROM NRP/MANAG. & SUPER.	Fundación Salvadoreña de Salud Integral	Calle Nueva #1, Col. Escalón San Salvador. Tel. 279-1813	
NGOS FROM NRP/MANAG. & SUPER.	Asociación AGAPE de El Salvador	Apartado Postal No. 28, Sonsonate Tel. 451-1456	SRa. Sonia Morán de Batres
NGOS FROM NRP/MANAG. & SUPER.	Comité de Reconstrucción Familiar y Comunitario	Calle Prado y Monserrat #272 Col. Málaga, San Salvador, Tel. 270-1312	
NGOS FROM NRP/MANAG. & SUPER.	Corporación Fe y Trabajo	Colonia La Sultana, Antiguo Cuscatlán	
NGOS FROM NRP/MANAG. & SUPER.	Fundación para la Autogestión y Solidaridad de los Trabajadores Salvadoreños	Urbanización Buenos Aires, Av. Alvarado #28, San Salvador	
NGOS FROM NRP/MANAG.	Asociación Salvadoreña de Desarrollo Integral	Col. San Mateo, Pje. Quito #39 San Salvador	
NGOS FROM NRP/MANAG. & SUPER.	Fundación REDES	Av. Atitlán y Calle Colima #807 Colonia Miramonte, San Salvador	Carlos A. Ramírez
CIVIC PART./WOMEN LEADERS I	Ministerio del Interior	Alameda Juan Pablo II, Centro de Gobierno San Salvador, Tel. 271-3344	Ing. Marco Aurelio Zacapa
CIVIC PART./WOMEN LEADERS II	Ministerio del Interior	Alameda Juan Pablo II, Centro de Gobierno San Salvador, Tel. 271-0014	Ing. Marco Aurelio Zacapa
LABOR-MANAGEMENT	Sindicato de Trabajadores del Café	Pje. Kreitz #211, Bo. La Esperanza Col. Guatemala, San Salvador Tel. 225-3756	Julio César García Prieto
LABOR-MANAGEMENT	Secretaría Técnica de Financiamiento Externo	Fnal.17 Av.Norte, Centro de Gobierno Edif #2, San Salvador Tel.281-5601	Lic. Mauro Iraheta
ENVIRONMENTAL SPECIALISTS	Jardín Botánico La Laguna	Antiguo Cuscatlán, La Libertad	Licda. Lindaura M. de Cea
LABOR-MANAGEMENT	Fundación Obrero Empresarial	Paseo General Escalón, Edif. Repinten #4649 Tel. 223-1611	Dr. Jorge E. Tenmorio
LABOR-MANAGEMENT	Central de Trabajadores Salvadoreños	Calle Darío González #616 Bo.San Jacinto, San Salvador Tel. 270-1636	Sr. Felix Blanco
LABOR-MANAGEMENT	Unión Nacional de Trabajadores	Calle Darío González #616	Juan Hernández Portales

PROGRAM NAME	INSTITUTION	ADDRESS	CONTACT
	Campeños	Bo. San Jacinto S.S. Tel. 270-1636	
LABOR-MANAGEMENT	Sindicato de la Industria del Café	Pje. Kreitz #221, Bo. La Esperanza Col. Guatemala, San Salvador, Tel. 225-3756	Julio César García Prieto
LABOR-MANAGEMENT	Unión Comunal Salvadoreña	2da. calle pte. #4-3, Nueva San Salvador, La Libertad. Tel.228-0772	Miguel Angel Requeño
ENVIRONMENTAL SPECIALISTS	Producción Agropecuaria	Salvador, La Libertad Tel. 228-0772	
	Universidad Metropolitana, FAC. CC. Y HH.	1a. Avenida Norte y 5a.Calle Pte. #405 San Salvador, Tel. 221-0189	Lic. Juan José Olivo
LABOR-MANAGEMENT	Confederación General de Trabajadores Salvadoreños	2a. Av. Norte #619, San Salvador Tel. 222-5980	José Luis Grande Presa
ENVIRONMENTAL SPECIALISTS	Gerencia de Saneamiento Ambiental	Alcaldía Municipal de San Salvador Tel. 222-2865	Ing. José Hernández Acosta
ENVIRONMENTAL SPECIALISTS	Confederación de Federaciones de la Reforma Agraria	Calle y Col. Centroamérica, San Salvador, Tel. 225-8508	Guillermo Denaux
ENVIRONMENTAL SPECIALISTS	Movimiento Ecológico Salvadoreño	Col. Flor Blanca, Pje Peralta #343 San Salvador Tel. 223-3390	Alberto Hellebuyck
	Radio Cadena Horizonte	4a. Calle Pte. y 43 Av.Sur #2305 Col. Flor Blanca, San Salvador Tel. 271-5730	Roberto Tobías Herbert Vitelio
	Dirección de Materiales Educativos y Producción de Materiales Auditivos	Carretera a Santa Tecla Tel. 228-0973	Moisés Urbina
	Sindicato Industrial de Dulces y Pastas Alimenticias	10a. Av. Norte, Local 120, frente a Mercado Ex-Cuartel, San Salvador	José Raúl Rivas
	Fundación 16 de Enero	Prol. Alameda Juan Pablo II, Edif #7 San Salvador, Tel. 284-0452	
	Parque y Jardines	Alcaldía Municipal de San Salvador Tel. 221-0834	Oscar Valle
	Federación de Cooperativas Agropecuarias Salvadoreñas	2a. Av. Norte #619, San Salvador Tel. 222-5980	Santos Rogelio González
	Federación de Cooperativas Agrarias Salvadoreñas	3a. Calle Pte. #2-11. Nva San Salvador, La Libertad Tel. 228-0505	Rafael Hernández Dimas
	Fundación Teclena Pro-Medio Ambiente	2da. Av. Sur, Centro Comercial Li-Roma Local # 3 2da. Planta, Nva. San Salvador, La Libertad. Tel. 228-4168	Jorge Alberto Domínguez
	Departamento de Capacitación Sanitaria	Ministerio de Salud Pública Social, Calle Arce #827, San Salvador Tel. 222-9723	Dr. Edgar Alfredo Martínez
	Departamento Educación para la Salud	Ministerio de Salud Pública Social, Calle Arce #827. San Salvador Tel. 222-9723	Dra. Delmy Z. de Hernández
	Sociedad de Estudios Ecológicos Universidad Centroamericana	Universidad José Matías Delgado Apartado Postal (01) 168, Nva. San Salvador, La Libertad. Tel. 224-0011	Ricardo Antonio Barahona
	Federación Salvadoreña de Cooperativas de la Reforma Agraria	Col. y Pasaje Los Almendros Salvador. Tel. 223-1063	Emilio Flores

APPENDIX 5

RESOURCES FOR THE FUTURE: USAID TRAINEE DIRECTORIES

Under CAPS/CLASP and Thomas Jefferson (Participant Training) activities, more than 5,600 Salvadorans from almost all municipalities and from all segments of society, were sponsored for academic or technical training programs from 1985 to 1996. Many of these USAID-funded trainees are actively involved in the implementation of public and private sector programs or community development projects that contribute to all of USAID's Strategic Objectives and respond to the development needs of El Salvador.

Under the CLASP II Project, Development Associates produced directories of CAPS/CLASP and Thomas Jefferson trainees which may be consulted in order to have access to this cadre of trained leaders. The directories are available in the Education section of the USAID library.

Scholars can be of assistance in a number of ways. They can be valuable

contacts during field trips or for networking purposes. They can assist in the design and/or implementation of an activity in particular geographic or technical areas.

The directories contain listings of the scholars in alphabetical order by training area, and by department. They also contain detailed information of scholars including:

- Name
- Home address and telephone number
- Office address, telephone number and position
- Training program
- Training institution
- Training dates

If readers have any need to consult the directories, they are invited to contact USAID's library or the Education and Training section of USAID for further assistance.

APPENDIX 6

**LIST OF CAPS SCHOLAR ASSOCIATIONS AND INTEREST GROUPS
(BY GEOGRAPHIC AREA)**

INSTITUTION	MISSION/ACTIVITIES	REPRESENTATIVE	ADDRESS	PHONE
EASTERN ZONE				
<p>BASCO (Becarios Asociados para la Salud Comunitaria de Oriente)</p>	<p>Works in health, with a special focus on the promotion of alternative medicine, and rural community development</p>	<p>Miguel Angel Baires, R., President, Mental Health Program</p>	<p>7a. Avenida Sur #803, Barrio San Nicolás, fte. Esc. Dolores C. Retes, San Miguel</p>	<p>660-0783</p>
<p>ADIBECAPSO (Asociación de Desarrollo Integral de Becarios CAPS de Oriente)</p>	<p>Promotes programs in environment, education, leadership and human capacity development in rural and urban areas</p>	<p>David Salomón Romero, President, Environmental Promoters Program</p>	<p>Av. Roosevelt Sur, #606, Col. Ciudad Jardín, San Miguel</p>	<p>667-2187 660-0783</p>
<p>Sociedad Cooperativa Las Marías 93 de R.L. de C.V.</p>	<p>Provides employment and income for the local population through its member-run coffee cultivation and exportation business</p>	<p>Mario Neftaly Hernández, President, Community Leaders Program</p>	<p>Cantón Las Marías, Chinameca, San Miguel</p>	<p>665-2011 ANTEL ext. 221</p>
<p>Silod San Simón (Sistema Local de Desarrollo de San Simón)</p>	<p>Promotes economic, social and cultural development at the community level</p>	<p>María Martha Guevara, Secretary, Civic Participation Program</p>	<p>Barrio La Fuente, San Simón, Morazán</p>	<p>---</p>
<p>AMICAPSO (Asociación de Maestros de Inglés CAPS de Oriente)</p>	<p>Works to improve English language proficiency in teachers and students</p>	<p>Humberto Alvarez S., President, English Teachers Program</p>	<p>7a. Avenida Sur #803, Barrio San Nicolás, fte. Esc. Dolores C. Retes, San Miguel</p>	<p>660-0783</p>

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APPENDIX 6

INSTITUTION	MISSION/ACTIVITIES	REPRESENTATIVE	ADDRESS	PHONE
WESTERN ZONE				
ADEPEFIS (Asociación de Profesores de Educación Física de Sonsonate)	Participates in local and national-level development projects with a special focus on physical education activities	Renato Antonio Arévalo, President, Physical Education Teachers Program	Col. 14 de Diciembre, Gimnasio Sonsonateco, Sonsonate	451-0480
Los Lagartos (Asociación Comunitaria Pro-Ayuda Los Lagartos)	Works in community-level development projects	Iván Ernesto Rivas, President, Community Promoters Program	Cantón Los Lagartos, San Julián, Sonsonate	452-0002 451-0480
ABEPAZ (Asociación de Becarios para la Paz)	Promotes development, training and organization of communities	Julio César Castro Silva, President, Local Leaders Program	5a. calle Poniente #5, Sonzacate, Sonsonate	
ACOOCAPS de R.L. (Asociación Cooperativa de Ahorro y Crédito de Becarios CAPS de R.L.)	Lends technical and financial assistance to returned scholars	Jesús Atilio Umaña, Board Member, Teacher Leaders Program	21 calle Poniente, entre 12 y 14 Ave. Sur # 14, Santa Ana	440-0799
AMECAPS (Asociación de Maestros Becarios CAPS)	Strives to increase the educational and cultural awareness levels of Sonsonate residents	Ana María de Arévalo, President, Teacher Leaders Program	Tercer Ciclo de Educación Básica Thomas Jefferson, 10a Ave. Sur Bo. El Angel, Sonsonate	451-0272 451-0480
AMBACAPS (Asociación de Maestros Becarios Ahuachapanecos CAPS) *Grupo de interés	Develops and promotes the use of educational materials	Ana Marisol Vallejo, General Coordinator, Teacher Leaders Program	Regional del Ministerio de Educación, Calle Gerardo Barrios Pte. #2-4, Ahuachapán	443-1899 451-0480

APPENDIX 6

INSTITUTION	MISSION/ACTIVITIES	REPRESENTATIVE	ADDRESS	PHONE
CENTRAL ZONE				
ASECHA (Asociación Ecológica de Chalatenango)	Develops environmental projects and activities in the Department of Chalatenango	José Eliseo Morán, Zonal Coordinador, Technical Advisor, Environmental Promoters Program	Final 6a. Avenida Norte, Calle Caja de Agua, Barrio El Calvario y Turicentro Agua Fría, Chalatenango	335-2059 335-2599
ADECAPAZ (Asociación de Ex-becarios CAPS de La Paz) *Grupo de Interés	Works to advance the technical abilities of its CAPS membership for the benefit of returned scholars' communities	Juan Enrique Tranquino, President, Disaster Relief Program	1a. Ave. Sur y 1a. Calle Ote, Barrio El Centro, Esquina opuesta a la Dirección de Raíces e Hipotecas, Zacatecoluca	330-3009 334-0422
ADICAPS (Asociación de Desarrollo Integral de Becarios CAPS de San Salvador) *Grupo de Interés	Promotes human capacity development through social, cultural, educational and economic projects	Sandra Solórzano, President, Community Promoters Program	Calle Managua #334, Colonia Centroamérica, San Salvador	225-2692
ADIBECAPSVI (Asociación de Desarrollo Integral de Becarios CAPS de San Vicente)	Promotes educational, social and cultural development and addresses environmental and gender issues through training	Salvador Roque Medina, President, Public Administration Program	6a. Av. Sur #81, Barrio El Centro, San Vicente	333-0654 333-0439
CODITO/ACODT (Comité de Desarrollo Integral del Distrito de Tonacatepeque)	Fosters the social and economic development of the inhabitants of Tonacatepeque	José Mercedes Sánchez, President, Community Leaders Program	4a. calle Pte. #8, Barrio Las Mercedes, Tonacatepeque	245-1111, ext. 226 fax: ext. 267
CREA (Centro de Recursos para la Enseñanza-Aprendizaje) *Grupo de Interés	Trains teachers in the Department of Cabañas in the development of educational materials	Ana Dolores Calles de Rivera, General Coordinador, Teacher Leaders Program	Escuela Parv. "José Misael Ramos", 2a. Av. Nte. #2, Barrio Los Remedios, Sensuntepeque, Cabañas	332-3321

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APPENDIX 6

INSTITUTION	MISSION/ACTIVITIES	REPRESENTATIVE	ADDRESS	PHONE
FUCADES (Fundación de Capacitación y Desarrollo Social y Económico)	Works in human resource development and training projects aimed at different economic and social sectors	Ana del Carmen Cañas, President	Av. Bernal, Pje. Mónaco #3, Residencial Montecarlo, San Salvador	284-1980
FUNDEGUADALUPE (Fundación para del Desarrollo de Guadalupe)	Develops social and economic programs to improve the quality of life of the residents of Guadalupe	Emilio Eddy Henríquez, President	1a. calle Poniente # 2904, Condominio Montemaría, Edficio D, 4o. Nivel, Apt. 1, San Salvador	298-0681
Asociación Ecológica Chinchontepec	Promotes environmental education and works to develop a conservationist approach to the use of natural resources in the Department of San Vicente	Jorge Alberto Durán, President	2a. calle Oriente #1, San Vicente	333-0645
Instituto Multidisciplinario Thomas Jefferson	Serves as advocate for its members; organizes and implements projects and activities on behalf of returned scholars' communities	María Elena Condray de Aguirre, President	Urbanización La Cima 1, calle "A" #27-B, San Salvador	273-8410 casa 272-2828 oficina
Promotores Ambientales Becarios CAPS '96 *Grupo de Interés	Promotes the preservation of natural resources through environmental education	Roberto Emilio Vásquez, General Coordinador, Environmental Promoters Program	Calle Managua #334, Colonia Centroamérica, San Salvador	225-2692

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Internal CLASP II Project Documents

Needs Assessments
Basic Documents
Requests for Proposals
Impact Studies
Newsletters
Follow-on Office Reports

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LIST OF ACRONYMS

ABEPAZ	Asociación de Becarios para la Paz Central American Peace Scholars Association
ACOACAC	Asociación Cooperativa de Ahorro y Crédito de Aprovisionamiento de Corinto Cooperative Savings & Credit Association for Supplies of Corinto
ACOOCAPS de R.L.	Asociación Cooperativa de Ahorro y Crédito de Becarios CAPS de Responsabilidad Limitada Savings & Credit Cooperative Association of CAPS Scholars, Ltd.
ADECOPEFIS	Asociación de Desarrollo Comunal de Profesores de Educación Física de Sonsonate Community Development Association of Physical Education Teachers of Sonsonate
ADESCO	Asociación de Desarrollo Comunal Community Development Association
ADESCOSCAR	Asociación de Desarrollo Comunal de San Carlos Community Development Association of San Carlos
ADIBECAPSO	Asociación de Desarrollo Integral de Becarios CAPS de Oriente Integrated Development Association of CAPS Scholars of the Eastern Region
ADIM	Asociación de Desarrollo Integral de la Mujer Association for the Integrated Development of Women
ADS	Asociación Demográfica Salvadoreña Salvadoran Demographic Association
AED	Academy for Educational Development
AGAPE	Asociación AGAPE de El Salvador AGAPE Association of El Salvador

AGEUS	Asociación General de Estudiantes Universitarios Salvadoreños General Association of Salvadoran University Students
ALFAES	Asociación de Lisiados de la Fuerza Armada de El Salvador Association of Physically Challenged Members of the Armed Forces of El Salvador
AMAR	Asociación de Amigos del Árbol Association of Friends of the Tree
AMECAPS	Asociación de Maestros Becarios CAPS Association of CAPS Teacher Scholars
AMPES	Asociación de Pequeños y Medianos Empresarios Association of Small and Medium Entrepreneurs
ANDA	Administración Nacional de Acueductos y Alcantarillados National Administration of Water Supply and Sewer Systems
ANDES	Asociación Nacional de Educadores Salvadoreños 21 de Junio National Association of Salvadoran Educators 21 de Junio
ANTEL	Administración Nacional de Telecomunicaciones National Telecommunications Administration
APRHES	Asociación Protectora de los Recursos Hídricos de El Salvador Protective Association for Water Resources in El Salvador
ASALDI	Asociación Salvadoreña de Desarrollo Integral Salvadoran Association for Integrated Development
ASALDIG	Asociación Salvadoreña de Lisiados y Discapacitados de Guerra Salvadoran Association of Physically Challenged and War Wounded
ASECAPS	Asociación de Becarios CAPS Association for CAPS Scholars
ASECHA	Asociación Ecológica de Chalatenango Ecological Association of Chalatenango

ASPAGUA	Asociación Salvadoreña de Profesionales del Agua Salvadoran Association of Water Management Professionals
BASCO	Becarios Asociados para la Salud Comunitaria de Oriente Associated Scholars for Community Health of the Eastern Region
CAPS	Central American Peace Scholarships
CDA	Consejo Departamental de Alcaldes Departmental Mayors Councils
CDE	Consejo Directivo Escolar School Board
CEDRO	Centro de Educación y Desarrollo Rural Center for Education and Rural Development
CENSALE	Centro Salvadoreño de Encuestas Salvadoran Survey Center
CEPA	Comisión Ejecutiva Portuaria Autónoma Executive Commission for Ports
CEPRODE	Centro de Protección para Desastres Disaster Relief Center
CLASP	Caribbean and Latin American Scholarship Program
CLUSA	Cooperative League of the United States of America
CODDICH	Corporación Departamental para el Desarrollo Integral de Chalatenango Departmental Corporation for Integrated Development of Chalatenango
CODECA	Coordinación de Comunidades para el Desarrollo de Cacahuatique Coordinating Committee of Communities for the Development of Cacahuatique

COM	Coordinación de la Organización de Mujeres Coordinating Committee of Women's Organization
COMURES	Corporación de Comunidades de la República de El Salvador Association of Municipalities of El Salvador
CONCULTURA	Consejo Nacional para la Cultura y el Arte National Council for Culture and Art
CONFRAS	Confederación de Federaciones de la Reforma Agraria Confederation of Agrarian Reform Federations
CORDIM	Coordinadora Departamental para el Desarrollo Integral de Morazán Integral Development Corporation of Morazán
CRD	Coordinadora para la Reconstrucción y el Desarrollo Coordinating Committee for Reconstruction and Development
CREDHO	Concientización para la Recuperación Espiritual y Económico del Hombre Awareness Campaign for the Spiritual and Economic Recovery of Mankind
CREFAC	Centro de Orientación Familiar y Comunitaria Center for Family and Community Orientation
DSM	Debt Strategy Module
DIDECO	Dirección de Desarrollo Comunal, Ministerio del Interior Community Development Directorate, Ministry of the Interior
EFL	English as a Foreign Language
ENA	Escuela Nacional de Agricultura Agricultural National School
ESL	English as a Second Language

EVA	Escuela Vocacional de Agricultura Agricultural Vocational School
FEPADE	Fundación Empresarial para el Desarrollo Educativo Entrepreneurial Foundation for Educational Development
FFA	Future Farmers of America
FIA	Fundación para la Infancia y la Agricultura Foundation for Childhood and Agriculture
FIAES	Fondo de Inversión Social para las Américas Social Investment Fund for the Americas
FINCA	Fundación para la Asistencia Comunitaria Internacional Foundation for International Community Assistance
FIS	Fondo de Inversión Social Social Investment Fund
FMLN	Farabundo Martí para la Liberación Nacional Farabundo Martí National Liberation Front
FIGAPE	Fondo de Financiamiento y Garantía para la Pequeña Empresa Financing and Guarantee Fund for Small Entrepreneurs
FONAES	Fondo Ambiental de El Salvador Environmental Fund of El Salvador
FUNDAPAL	Fundación Democracia, Paz, Progreso y Libertad Democracy, Peace, Progress and Liberty Foundation
FUNDECOMUNA	Fundación para el Desarrollo de las Comunidades Foundation for Community Development
FUNDEMUN	Fundación para el Desarrollo de la Mujer y el Niño Foundation for the Development of Women and Children
FUNDESO	Fundación de Desarrollo Social Social Development Foundation

FUNEDES	Fundación Empresarial para el Desarrollo en El Salvador Entrepreneurial Foundation for the Development of El Salvador
FUSAI	Fundación Salvadoreña de Salud Integral Salvadoran Foundation for Integrated Health
FUTECMA	Fundación Técnica Pro-Medio Ambiente Technical Foundation for the Environment
GOES	Government of El Salvador
GTZ	German Technical Cooperation Office
IDEA	Iniciativa para el Desarrollo Alternativo Initiative for Alternative Development
INPEP	Instituto Nacional de Pensiones de Empleados Públicos National Public Employees Pension Institute
INSAFOCOOP	Instituto Salvadoreño de Fomento Cooperativo Salvadoran Institute for the Promotion of Cooperatives
INSAFORP	Instituto Salvadoreño de Formación Profesional Salvadoran Institute for Professional Development
ISDEM	Instituto Salvadoreño de Desarrollo Municipal Salvadoran Institute for Municipal Development
ISPM	Instituto Salvadoreño de Protección al Menor Salvadoran Institute for Child Protection
ISRI	Instituto Salvadoreño de Rehabilitación de Inválidos Salvadoran Institute for Rehabilitation of the Physically Challenged
ISSS	Instituto Salvadoreño del Seguro Social Salvadoran Social Security Institute
ISTA	Instituto Salvadoreño de Transformación Agraria Salvadoran Institute for Agrarian Reform

ISTU	Instituto Salvadoreño de Turismo Salvadoran Institute for Tourism
MEA	Municipalidades en Acción Municipalities in Action
MES	Microempresa Solidaridad de Corinto Microenterprise Solidarity of Corinto
MINED	Ministerio de Educación Ministry of Education
MSPAS	Ministerio de Salud Pública y Asistencia Social Ministry of Public Health and Social Assistance
NAPA	National Association of Partners of the Americas
NGO	Non-Government Organization
NRP	National Reconstruction Plan
OHE/USAID	Office of Health and Education, USAID
PAEBA	Programa de Alfabetización y Educación Básica de Adultos Adult Basic Education and Literacy Program
PAHO	Pan American Health Organization
PANAVIS	Servicios Parques Nacionales y Vida Silvestre National Parks and Wildlife Services
PLANSABAR	Plan Nacional de Saneamiento Básico Rural National Plan for Basic Rural Health
PNC	Policía Nacional Civil National Civil Police

PODES	Promotora de la Organización de Descapacitados de El Salvador Promotion of the Organization of the Physically Challenged of El Salvador
PROCADES	Asociación Salvadoreña de Promoción, Capacitación y Desarrollo Salvadoran Association for Promotion, Training and Development
PROCAMPO	Programa de Crédito Agropecuario para la Mujer, la Producción y la Organización Program for Agricultural Credit for Women, Production and Organization
PROCIPTES	Proyecto de Niños Integrados por Trabajo, Educación y Salud The Project for Integral Children through Work, Education and Health
PRODERE	Programa de Desarrollo para Refugiados y Repatriados Development Program for Refugees and Returnees
PROMESA	Proyecto de Protección al Medio Ambiente de El Salvador Project for Protection of the Environment of El Salvador
PRONAFORP	Programa Nacional de Formación Profesional National Program for Professional Development
PROSAMI	Programa de Salud Materna y Supervivencia Infantil Maternal Health and Child Survival Program
REDES	Fundación Salvadoreña para la Reconstrucción y Desarrollo Salvadoran Foundation for Reconstruction and Development
ROCAP	Regional Office of Central American Programs
RTI	Research Triangle Institute
SAFI	Sistema de Administración Financiera Integrada Integrated Financial Administration System
SALVANATURA	Fundación Ecológica de El Salvador Ecological Foundation of El Salvador

SASO	Sociedad de Alcaldes de Sonsonate Mayors' Society of Sonsonate
SCIS	Sociedad de Comerciantes e Industriales Salvadoreños Salvadoran Merchants and Industrialists Society
SEMA	Secretaría Ejecutiva del Medio Ambiente Executive Bureau for the Environment
SIPES	Sindicato de la Industria Portuaria de El Salvador Salvadoran Port Workers Union
SLEM	Sistema Local de Educación del Municipio Segundo Montes Local Education System of the Municipality Segundo Montes
SRN	Secretaría de la Reconstrucción Nacional Secretariat for National Reconstruction
TQM	Total Quality Management
UCA	Universidad Centroamericana José Simeón Cañas Central American University José Simeón Cañas
UES	Universidad de El Salvador University of El Salvador
UNES	Unidad Ecológica Salvadoreña Salvadoran Ecological Unit
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNM	University of New Mexico
USAID	United States Agency for International Development
WID	Women in Development