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AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OF AMERICA A I D.
MISSION TO EL SALVADOR
C/O AMERICAN EMBASSY
SAN SALVADOR EL SALVADOR, C A

ACTION MEMORANDUM FOR THE MISSION DIRECTOR

FROM SO1 Team Leader, Mary C Ott *Mary C Ott*

SUBJECT Approval of New Activity Document for Early Childhood Family Education (EDIFAM), Activity No 519-0433

I ACTION REQUESTED

You are requested to approve the Early Childhood Family Education (EDIFAM) Activity No 519-0433 at a funding level not to exceed \$6,000,000, for a five-year period, from FY 1998 to FY 2002

II BACKGROUND

During the past decade, USAID/El Salvador has promoted programs that support improved access and quality of education. However, the need to improve significantly the quality of life in rural and poor areas still exists. GOES programs have been directed at formal schools, particularly at children aged 7 and older, with very little directed at ages 4-6, and nothing at all at ages 0-3. Evidence provided through educational research studies carried out by local NGO's shows that 70% of Salvadoran homes with children 5 years old or less--representing half a million children--are below the poverty line. A majority are in the country's rural areas, in which only 3 5% of children, poor or not, have access to early childhood activities. This low percentage is particularly alarming, as there is no disagreement in the field of early childhood education with the finding that children who are developmentally neglected in the first several years of life--as many rural, economically deprived children are--bear the intellectual and emotional scars of that neglect for the rest of their life. International research also confirms that educational intervention in the form of early childhood programs has multiple beneficial effects on even the most disadvantaged children.

The design team held numerous discussions and meetings within USAID offices, partner institutions, stakeholders, key political figures and donor organizations. The team also reviewed an extensive number of documents related to Early Childhood Development (ECD), many from the Internet.

III. MISSION REVIEW

On April 27, 1998, the Mission reviewed the EDIFAM NAD Annex A contains the minutes of this review, which address each element in the Issues Paper as well as other points raised during the review. The minutes specified five areas where modifications were required.

- a) Substitution of a personal services rather than institutional contract,
- b) Holding further discussions with UNICEF regarding a more important role for that organization in EDIFAM,
- c) Clarification of the activity's relationship with Instituto Salvadoreño de Protección al Menor (ISPM),
- d) Clearer designation of responsibility for indicators,
- e) New language to change a proposed condition precedent for the SOAG into a covenant

The SO1 Education Team was tasked with discussing the above issues with UNICEF and ISPM. Finally, the NAD text and the budget were to be modified appropriately. In the NAD text, the number of interventions has been reduced from ten to four.

IV DISCUSSION/JUSTIFICATION

This New Activity Document (NAD) consists of a description and suggested implementation arrangements for a new activity No 519-0433 entitled "Early Childhood Family Education (EDIFAM) "

The purpose of the proposed activity is to strengthen the long-term economic competitiveness of rural Salvadorans by addressing the developmental needs of at-risk children between 0 - 6 years of age, and especially 0 - 3 years of age.

This Activity is preventive rather than curative in nature, and will focus on economically depressed at-risk rural families. It will concentrate its resources on interventions that are sustainable, appropriate, cost effective, and high impact. While the main focus of the Activity is on improving the ability of rural, poor family-based and community-based caregivers to provide their children with a stimulating development environment, it will also be involved at the national level in supporting ECD in multiple aspects, such as formal and non-formal training, policy, materials development, field research, program evaluation and design, institutional strengthening, technical assistance, and public awareness and participation.

Regarding point a) above, the implementation mechanism for this activity is included in the text and budget of the NAD that proposes a USAID personal services contractor rather than an institutional contractor. The contractor would be an expert in ECD to work in the ISPM. The consequent savings have been redistributed among priority categories in the budget. Regarding point b), SO1 held preliminary discussions with the Acting UNICEF Representative in El Salvador. Early Childhood Education is part of UNICEF's current five-year plan, and UNICEF is interested in working with other donors in this field, and

would consider writing a proposal to USAID concerning an implementation role it might play. No commitments were made, and no proposal has been received.

Point c) is addressed in Annex B, the May 7, 1998, ayuda memoria signed between USAID and the Acting Director of the ISPM. The ISPM accepts responsibility for the counterpart contribution of \$2 Million. Furthermore, it accepts the idea of a USAID expert in ECD--and a small staff--housed in the Instituto.

The impact of EDIFAM will be complementary to the impact of other activities in the RP, but will nonetheless require the addition of a new indicator at the RP and possibly IR level.

Point d) indicators, were discussed both with UNICEF and ISPM. UNICEF already is applying its own early childhood indicators. ISPM has not developed indicators for early childhood, but is used to developing indicators in other areas and in providing donors with periodic reports on indicators. The three institutions agreed to discuss and harmonize the definition of ECD indicators, and to work together on the data collection, analysis and reporting. Finally, in its proposal, UNICEF would suggest suitable indicators for the EDIFAM activity.

The revised NAD text contains new language on the covenant, point e) from the minutes.

The pages in the attached NAD which contain new or modified language are marked with "post-its," and the new passages are in **bold**.

A Congressional Notification (CN) for this Activity was submitted to Congress, and expired without objection on June 17, 1998.

On February 20, 1998, a recommendation was made by USAID/El Salvador for a categorical exclusion from the environmental procedures set forth in 22CFR 216. Concurrence with this recommendation was received on February 23, 1998 from Jeffrey J. Brokaw, Chief environmental Officer of the LAC Bureau.

Both the Country checklist and the Assistance checklist for this Activity have been completed and are included in the NAD.

V. AUTHORITY

Under ADS 103.5.14b(1) you have been delegated the general authority set forth in ADS section 103.5.8b(1) to implement approved strategic, special or support objectives, except for signing section 632(a) interagency agreements or exercising the authorities specifically excluded by ADS section 103.5.8b(3).

None of the excluded authorities are applicable to your approval of this activity. The strategic objective, as well as the results framework, for this activity were approved by the AA/LAC as part of the Strategic Plan for USAID/El Salvador and are included in the management contract between the AA/LAC and USAID/El Salvador

VI. RECOMMENDATION

That you approve the Early Childhood Family Education (EDIFAM) Activity No 519-0433, at a funding level not to exceed \$6,000,000, for a five-year period under Strategic Objective No 1, "Expanded Access and Economic Opportunities for Rural Families in Poverty", and in support of intermediate result 1.1 "Better Educated and Trained Rural Residents", by signing below

APPROVED *Debra D MacFarland*

DISAPPROVED _____

DATE 6/30/98

Attachments

- A Minutes of EDIFAM Review, 4/27/98
- B Ayuda memoria USAID/Instituto, 5/6/98
- C Early Childhood Family Education New Activity Document

Drafted by	SO1, SGrant	<u><i>sg</i></u>	Date	<u>5/28/98</u>
Cleared by	SO1, BGavidia	<u><i>BGavidia</i></u>	Date	<u>5/28/98</u>
	OCG, LPizarro	<u><i>LP</i></u>	Date	<u>5/29/98</u>
	CONT, CAdams	<u><i>CA</i></u>	Date	<u>6/1/98</u>
	PK/SO, PKranstover	<u><i>PK</i></u>	Date	<u>6/2/98</u>
	EXO, ROlsen	<u><i>RO</i></u>	Date	<u>6/8/98</u>
	RLA, BMyers	<u><i>BM</i></u>	Date	<u>6/24/98</u>
	DDIR, DMacFarland	_____	Date	_____

Office of the Controller
REVIEWED
SS 5/27/98
DATE *6/1/98*

Minutes EDIFAM Review

The EDIFAM NAD Review was held on April 27th, 1998 Following are minutes of this meeting

In response to the main issue which stated the following

"The Implementation section of the NAD does not explicitly describe the means by which this activity will be implemented It appears that there will be an institutional contractor as well as a USAID/Mission based activity manager Is it not more efficient, particularly in light of diminishing resources and the new area which Early Childhood Development represents, to simply have an Activity Manager who serves as the implementor, closely working with host country institutions such as ISPM and NGOs? This person would be charged with bringing to El Salvador on a periodic basis people and resources from Global and Regional activities or other sources who can respond to specific training, research or TA requests from our clients and partners "

The following was agreed

The RP should recommend the most viable implementation mechanism

The Mission Director made several suggestions such as

- 1 Drop the traditional mechanism of hiring an institutional contractor for the implementation of this activity He suggested the idea of hiring a qualified US citizen expert, with experience in Latin America, in early childhood education If a US citizen EDC expert cannot be identified, a non-US citizen would then be considered This person would be able to work at the ISPM in order to provide overall coordination, assess technical assistance and procurement needs He will act as liaison between the ISPM and the USAID activity manager in order to be able to bring advisors and needed resources from Global and Regional activities using existing IQCs and Global contracts This methodology will provide USAID/El Salvador with a considerable savings which will be beneficial in carrying out the objectives of this activity
- 2 He also suggested to look to other donors' efforts in the area of early childhood education During this discussion it was mentioned that UNICEF is carrying out activities in this area However, these are very small activities because UNICEF's funding is very limited The Mission Director suggested that contact be made with UNICEF to find out if a formal agreement

would be possible between the two agencies. This agreement will probably expedite contracting and procurement needs, it also would provide a quick turn around time in hiring the required technical assistance and/or procurement of educational materials using UNICEF approved procedures

In addition to the clarification provided in the issues paper

"With respect to the need to identify indicators for the impact measurement of the EDIFAM activity, the RPI recommends to use current indicators at the SO level, which probably are sufficient for the purposes of this activity at this time

We are aware that it will take a few years for the impact to be felt at that level. Additional indicators will be identified at the IR level once the ethnographic baseline study is completed and the data becomes available as of August 1998. In addition, as stated in the NAD the choice of specific indicators for this Activity is also awaiting further developments in regional (Latin America) efforts at early childhood development, in order to use common indicators "

The Mission Director also would like to make sure that data for additional indicators can be easily identified and obtained. He suggested that this responsibility could be shared among the ISPM, NGOs, other donors and USAID

Regarding the question included in the issues paper about the idea of using a Steering Committee mechanism for overall coordination and direction, the Mission Director suggested that we bring up this topic with ISPM and UNICEF to make sure that they are in agreement with using this mechanism for the implementation of the activity

In closing the review the Director said that in order to obtain final approval of the NAD, the above suggestions should be addressed in the Action Memo. He suggested that the RP members should carry out additional meetings with ISPM and UNICEF to identify possible intervention and commitments of these two institutions. Ayuda Memorias of these meetings should be attached to the Action Memo

The Legal Advisor, Ms Bobbie Myers, raised additional issue regarding the following

- a) Is the ISPM clear about their provision of Counterpart Contribution in the amount of 25%?

Response

The RP members will clarify this USAID requirement with the ISPM and will amend and provide required language to the

NAD

- b) Ms Myers would like to see the standard condition precedent included in the SO1 SOAG. In addition, she suggested that the second condition precedent proposed in the NAD should be rewritten as a covenant. She offered to suggest the appropriate language.

Drafted by AValencia, SDO AValencia 05/07/98

BGavida, SO1/ RP1/ TL BG 05/07/98

Cleared by SGrant, A/SO1/TL Sg

**AYUDA MEMORIA
REUNION SOBRE PROYECTO
EDUCACION INICIAL A TRAVES DE LA FAMILIA 1998-2002 (EDIFAM)**

FECHA JUEVES 7 DE MAYO DE 1998

LUGAR SALA DE REUNIONES DEL ISPM

HORA 9 30 A M.

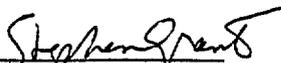
AGENDA

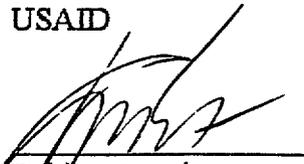
- Discusión de puntos surgidos, en la USAID, durante la examinación del diseño del Proyecto EDIFAM.

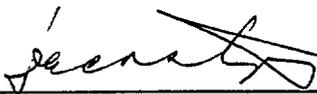
ACUERDOS ENTRE LAS DOS PARTES

- 1o **Contrapartida del Gobierno**
El Instituto Salvadoreño de Protección al Menor (ISPM) acepta el monto requerido de \$2,000,000 de dolares, como contrapartida al Proyecto EDIFAM. El ISPM reunirá este monto en especie ("in-kind") y moneda. El ISPM tiene la costumbre de contribuir con fondos de contrapartida, de una manera satisfactoria, con sus otros socios, como el BID, Plan Internacional y la Cooperación Española.
- 2o **Presencia de un equipo de USAID a largo plazo en el ISPM.**
El ISPM acepta, la instalación de un Equipo USAID a largo plazo dentro de sus oficinas. Este equipo podría consistir en un especialista internacional de Educación Inicial, con experiencia en América Latina y que domine el idioma español en su totalidad. El ISPM comprende la necesidad que tiene USAID para buscar especialista norteamericano, si existe. Este equipo estaría constituido además por dos o tres funcionarias locales que apoyarían el trabajo del experto internacional, también el ISPM se compromete a no utilizar el equipo de trabajo de USAID en otras actividades que no sean del proyecto.
- 3o **Impacto anticipado de las elecciones de 1999**
Las elecciones no deben afectar en nada la estructura del ISPM o la continuidad de sus programas.

Lo cual firmamos las partes que a continuacion se detallan


Stephen Grant
Jefe de equipo
Crecimiento Economico
USAID


Bobbie Gavidia
Jefe de equipo, Educación
USAID


Lic Doris Elizabeth Castro
Directora A I
ISPM


Lic Soledad de Orellana
Jefa de la División de Atención Preventiva
ISPM


Lic Mario Quinteros
Jefe de la Unidad de Desarrollo Institucional
ISPM



USAID/El Salvador

**STRATEGIC OBJECTIVE No. 1:
Expanded Access and Economic Opportunity
for El Salvador's Rural Poor**

**RESULTS PACKAGE No. 1
Better Educated and Trained Rural Residents**



**Early Childhood Family Education (EDIFAM)
Activity No. 519-0433**

NEW ACTIVITY DOCUMENT (NAD)

May 26, 1998

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STRATEGIC OBJECTIVE NO 1 EXPANDED ACCESS AND ECONOMIC OPPORTUNITIES FOR EL SALVADOR'S RURAL POOR

RESULTS PACKAGE NO 1 BETTER EDUCATED AND TRAINED RURAL RESIDENTS

**ACTIVITY EARLY CHILDHOOD FAMILY EDUCATION (EDIFAM)
Activity No 519-0433**

I. INTRODUCTION

This New Activity Document (NAD) outlines the justification, structure and administrative mechanism for a proposed new activity, Early Childhood Family Education (EDIFAM), in support of Strategic Objective No 1 Expanded Access and Economic Opportunity for El Salvador's Rural Poor, Intermediate Results Package No 1 Better Educated and Trained Rural Residents

This activity addresses the needs of families--in this case poor, rural, at-risk families--to become better promoters of developmental experiences for infants and young children in their own homes and communities

The activity recognizes

- ▶ The crucial neurological, emotional and physical development that takes place in children between birth and six years of age, especially during the first three years,
- ▶ The fact that the poorest children benefit most from early childhood development (ECD) programs,
- ▶ The importance of working with parents, siblings, extended family and other caregivers, including institutions, to provide quality developmental opportunities to children, especially rural children of preschool age,
- ▶ The crucial role that human capacity development can play in establishing a sustainable means of preparing effective ECD caregivers,
- ▶ The wisdom of an integrated approach to early childhood family education, taking advantage of synergies between education, health, micro-finance, gender empowerment, and democratic practices in the community and family

Basic Definitions

Instituto Salvadoreño de Protección al Menor (ISPM) - Legally charged with the responsibility for developing and administering programs in Youth Policy, including Early Childhood Development

Ministry of Education (MOE) - Legally charged with the responsibility for developing and administering educational programs, including parvularia (preschool for children from 4 years old to 6 years old) A member of the ISPM Board

Ministry of Health (MOH) - Responsible for preventive/curative programs of health and nutrition One member of the ISPM Board

Early Childhood Development (ECD) - The cognitive, affective, and psychomotor aspects of development for children from 0 to 5 years of age

Early Childhood Family Education - Educating families to provide better care and development for children from 0 to 5 years of age

Centro Rural de Nutricion (CRN) - Rural early childhood development centers managed by the Ministry of Health

Centro de Bienestar Infantil (CBI) - ISPM-managed rural early childhood development centers
Guarderia - A child care (day care) center

Centro de Estimulacion Temprana - A place where early childhood development activities are provided to children

Parvularia - Ministry of Education kindergartens for children from 4 to 6 years of age

Preschool - Refers to the period preceding the age of formal schooling, which usually starts in El Salvador at 7 years of age

Readiness Activities - Those activities designed to teach rudimentary skills requisite to learning more complex ones such as reading or mathematics

Secretaria Nacional de la Familia (SNF) - Parent institution of the ISPM, headed by the First Lady of El Salvador

Primary Institutions Those institutions that will receive the direct impact of the Activity
ISPM - Principal GOES counterpart, and governmental unit charged with management of Early Childhood Development

MOE - Manages parvularias and has contact with rural parents through the Consejos Directivos Escolares (CDEs) and Escuela de Padres

MOH - Manages a nation-wide corps of community promoters and rural clinics
Families - Services delivered directly to families, especially in cantones and caserios

NGOs - As providers of services of early childhood development, in caregiver training, and in the development of educational materials

Universities - As researchers and possible trainers of ECD caregivers Also could provide the country's first professional degree program in Early Childhood Development

Secondary Institutions Those institutions that will be impacted by the activity through other institutions

NGOs - Those with secondary relationships with primary level NGOs, and those which operate in areas related to but not directly involved with early childhood development

SNF - Parent organization of the ISPM, involved in multiple activities at the community level throughout the country

Industry groups (ASI, ANEP, etc) - Possibly important mechanisms for private sector involvement

II. PROBLEM STATEMENT

During the course of this decade, USAID/El Salvador has made a major contribution to the considerable national and international effort to improve the quality of life among the rural poor of El Salvador, especially in the area of educational access and quality While progress due to these shared efforts has been undeniable, for the most part infrastructure continues to be inadequate, poverty is still widespread, school attendance remains relatively low, and the quality of learning in rural areas maintains itself at a level inferior to that in urban areas (scores in third grade national tests in both language and math, for instance, are commonly between 10% and 20 % lower for rural students than for those in urban areas)

El Salvador is well aware of the direct correlation between poverty and a lack of education In a country in which roughly 52% of the population (65% of the rural population) is considered poor by government standards, the reality is that a significant portion of the adult population is inadequately educated, and a large percentage of each new generation runs the real risk of not ever attending school, not learning as well as should be possible, or not finishing the full nine years of basic education The heavy investment by the GOES in education in the last several years, larger than in any other area of government, shows a definite commitment to using improvements in educational access and quality as a cost-effective and sustainable means of assisting future generations of Salvadorans (whose present per capita annual income is \$875, dropping to \$450 in the rural areas¹), to compete in the labor market of an increasingly demanding and fluid economy

¹ Encuestas de Hogares para Propositos Multiples, 1996

With full knowledge of the pivotal role education can play in reducing individual and national levels of poverty, USAID has promoted programs in El Salvador that support improved access to and quality of education. While uniformly successful in their areas of focus, all of those programs have been directed at the formal school sector, children aged seven and older, with very little being directed at ages four through six, and nothing at all for zero through three. This is a particularly serious shortcoming, since there is practically no disagreement in the field of early childhood education with the finding that children who are developmentally neglected in the first several years of life--as many rural economically deprived children are--bear the intellectual and emotional scars of that neglect for the rest of their life. In addition, there are many researchers who believe that approximately half of all intellectual development potential is established by age four, and that interventions that begin **only** following this age may already be **too late** to significantly develop young children's capacities.

There is also ample international research--including almost 100 reports on U.S. Head Start programs along with other studies and program evaluations conducted in the Middle East, Asia, and Latin America--that consistently confirms that educational intervention in the form of early childhood programs does have multiple beneficial effects on the most disadvantaged children: improved health and nutrition, higher intelligence, prolonged school enrollment, improved academic skills, lower dropout rates, and lower repetition rates. One report concludes that while programs that benefit the development of children in their earliest years are almost universally insufficient to meet demand, there is the most urgent and pressing need for early childhood programs that benefit "impoverished rural households"^{2,3}. This is precisely what this activity purports to do, to answer the pressing need for early childhood programs in some of El Salvador's most impoverished rural households.

To take the example of Latin America, in which the cultural and socioeconomic conditions of developing countries may come closest to those in El Salvador, there are decades of experience that programs targeting the rural, isolated poor in countries such as Mexico (PRODEI), Chile (Conozca su Hijo), Colombia (Hogares de Bienestar Infantil, PEFADI, and Pre-escolar en el Hogar), Bolivia (Programa de Aprendizaje Interactivo), Panama (CEFACEI and Madre a Madre), and Mexico (PRODEI) can work.

In El Salvador, recent evidence⁴ suggests that 70% of Salvadoran homes with children five years old or less, representing some half a million children, are below the poverty line. A majority of those children are in the country's rural areas, in which only 3.5% of all children, poor or not, have access to early childhood activities. The figure from urban areas is also abysmally low, even doubling as it does to 7%. Contrast this to the United States, in which over half of American children four years old and younger are enrolled in some form of early childhood education, and to countries such as the United Kingdom, Belgium, New Zealand,

² G/HCD newsletter, January 23, 1998, Vol IV, No 1

³ Time Magazine Special Report, February, 1997

⁴ Encuesta de Hogares para Propósitos Múltiples, 1996

and Spain, in which enrollment is 90 percent or higher⁵

It is not only the simple absence of early childhood programs in El Salvador, and especially in the rural areas, that is the problem. During the FEPADE/UNICEF two-day workshop, **Situación Actual de la Educación Inicial en El Salvador** (executive summary included in the annex), held in July 1997⁶, representatives from almost 60 institutions working in the subject area expressed an almost unanimous evaluation of the weaknesses

- ▶ no standard basic curriculum of early childhood education,
- ▶ no formal programs for the creation of early childhood professionals,
- ▶ very little in-service training,
- ▶ few appropriate materials for ages 0 - 6 (especially for in-home use),
- ▶ minimal capacity for designing and implementing systems of evaluation and supervision of programs or professionals,
- ▶ non-existent research capabilities,
- ▶ a large measure of confusion and overlap between the responsibilities of the Ministry of Education and the ISPM,
- ▶ little public knowledge or appreciation of the importance of early childhood education,
- ▶ little to no articulation between formal and non-formal preschool activities and primer ciclo (grades 1 to 3),
- ▶ an uninterested and unsupportive private sector, and
- ▶ an apathetic and often counterproductive media (print, television, and radio)

There is consensus within the country that significant and rather complex problems do exist in the area of early childhood education, and that the present level of GOES, private sector, and donor efforts is not having a discernable impact. Without fundamental changes in the near term such as those the EDIFAM Activity is proposing, many more of the children now being born to rural families throughout El Salvador will grow to adulthood under-educated and ill-prepared to effectively confront the challenges of a world in flux and the uncertainties of a changing national and global economy

III. PURPOSE, OBJECTIVES, RESULTS

PURPOSE

The purpose of the proposed activity is to strengthen the long-term economic competitiveness of rural Salvadorans by addressing the developmental needs of at-risk children between zero and six years of age, and especially zero to three years of age

⁵ G/HCD newsletter, January 23, 1998, Vol IV, No 1

⁶ "Situación Actual de la Educación Inicial en El Salvador", FEPADE/UNICEF, 12/1997

In order to accomplish this, it will be necessary to work with adults and other caregivers, including older children and young people found in the home, NGOs with home-based or center-based programs, adolescents in their role of the next generation of parents, the responsible GOES entities, especially the ISPM, the MOE, and the MOH, and representatives of the private sector

OBJECTIVES

The Activity's first and ultimate objective is to improve the mental, social, emotional, and physical development of poor at-risk rural children from 0-6 years of age, with priority given to years 0-3. This objective will be realized through interventions under objectives two through four below

The Activity's second objective is to elevate the skill level of home, community, and institutionally based caregivers by means of programs of human capacity development directed primarily at private and public sector trainers and trainers of trainers

The Activity's third objective is to provide the Salvadoran institutions--in either the public or private sector--that are implementing significant early childhood activities with programs of institutional strengthening in both technical and administrative areas

The Activity's fourth objective is to develop family oriented and institutionally appropriate educational materials that are effective in rural settings, to validate them, and to find feasible mechanisms of delivering those materials to target groups and institutions

RESULTS

The impact of the proposed activities in the poor rural areas of El Salvador will lead to the following results: infants aged 0-6 better prepared to enter primary school and who perform well during their schooling, family members--parents and siblings--providing better care to infants, public- and private-sector institutions more capable of implementing child care programs, development and successful use of educational materials for both young children and caregivers, and a heightened public awareness of the necessity of improved child care

IV CUSTOMER SERVICE PLAN

BENEFICIARIES

The primary beneficiaries of this activity will be infants 0-3 years of age. Others will include children aged 4-6, parents, other adult caregivers (including teachers), adolescents, and institutions working in the field of early childhood education. Key beneficiaries: 50,000 children aged 0-3, in the home, 25,000 children aged 4-6, in the home, 80,000 children in kindergarten, 7,500 children aged 3-6, in 250 other child care institutions, and 80,000 caregivers

PARTNERS

The key institutional partner in the activity's interventions will be ISPM, the government counterpart institution Other institutional partners will be MOE, MOH, Corte Suprema de Justicia, FUSAL, DJC, ISRI, Universidad Pedagógica, and other NGOs active in childhood development, such as Fe y Alegría. Partners to be reached by the above-named institutions include parents, adult family caregivers, lay and professional child development workers. Activity resources directed to these partners will be dedicated primarily to the goal of providing the individuals who serve as guides and facilitators for the affective, cognitive, and physical development of El Salvador's children with the technical, organizational, and material requirements they need to do their job with equity and excellence.

V RELATIONSHIP TO USAID/EL SALVADOR'S STRATEGY

The EDIFAM activity will contribute to the Mission's Strategic Objective No. 1, "Expanded Access and Economic Opportunities for Rural Families in Poverty" through the intermediate result, "better educated and trained rural residents", by strengthening the ability of children from rural families to eventually compete more advantageously in the national and global economy. This will be accomplished by strengthening the quality of education provided by family, community, and institutional caregivers for children 0-6 years of age.

Synergistic relationships are anticipated within SO1. For instance, micro finance opportunities (Results Package 3a) for rural parents may be important in alleviating some of the economic constraints to significant participation in EDIFAM by working mothers. Within the Activity's own Results Package 1, there will be close coordination between the Social Sector Reform (SSR, 519-0401) and Human Capacity Development (HCD, 519-0432) Activities, both of which offer opportunities for providing support to EDIFAM, just as EDIFAM will be complementary to SSR and HCD in support of the Results Package and Strategic Objectives. Special mention should be made of the HCD Activity, which will be used for key aspects of the training contemplated, especially in the organizational and administrative areas of institutional strengthening.

Relationships are envisioned with SO2, Democracy, in children's rights, gender equality, civics education, and municipal development, with SO4, Environment, in environmental education (while environmental education is already a key focus of RP1, EDIFAM will provide a mechanism to deliver this important message directly to the rural family unit), and with SO3, Health, in health education, nutrition, sanitation, population education, and breast feeding. Because evidence abounds that the cognitive, affective, and physical development of a child can be optimal only if considered as a whole, and that a lack of proper handling and affection can as adversely affect children's growth as a lack of food, the relationship with SO3 is envisioned to be considerable. Another compelling reason for full cooperation with SO3 is the advantage presented by the extensive rural presence of the MOH throughout El Salvador. Local clinics and community health promoters represent a resource unparalleled in the country for reaching the rural family unit.

Important, too, is to note that with this Activity USAID/El Salvador will position itself at the crest of the growing attention early childhood education is receiving within USAID on an international level. The recent recognition by USAID in Washington of Education as a full Agency Goal, and the fact that Early Childhood Development is specified as one of the activities that qualifies under this category, demonstrates the increasing realization of the crucial importance both have in furthering Agency goals. In the words of the Administrator, "We will place special emphasis on early childhood development to help children attain success in school."⁷

Sustainability

EDIFAM will foster sustainability in Early Childhood Development in both the public and private sectors, and in institutional as well as home settings. *Programmatically*, all EDIFAM's interventions will be designed to encourage sustainability by not only producing an immediately usable end product, such as a manual or a training session, but also by institutionalizing the process whereby that product was produced, thereby creating the ability to repeat, modify, and multiply the experience in-country in the future. *Institutionally*, ECD in El Salvador will be made more sustainable by efforts directly aimed at strengthening the public or private sector organizations that provide ECD services, so that their improved structures and processes can maximize impact and minimize costs. *Politically*, ECD will become more important on the national stage by virtue of both a clearer policy environment as well as a much higher public awareness. One especially important effect of the Activity on the sustainability of quality ECD in El Salvador in the future will be in a higher degree of cooperation and coordination between the public and private sector, and in the definition of a formal relationship appropriate to each sector's strengths and weaknesses.

Gender/Socioeconomic Concerns

EDIFAM will concentrate its efforts, for both conducting pilot tests and reaching ultimate beneficiaries, in poor rural areas. These areas will be defined by the Poverty Map, or other groupings of Departments or municipalities that the Mission currently uses. As for beneficiary make-up it is expected that as many girls as boys will benefit from the EDIFAM program, as there is an almost equal representation of 50 percent enrollment for each gender in the first years of primary school.

I want
to see
the
results

While EDIFAM is concerned with involving the family as a whole in ECD practices in the home setting, cultural and socioeconomic factors in El Salvador today make it difficult to deny that most of the family members with sustained contact with infants, especially in terms of parents, will be females. This is obviously especially true in one-parent homes, which are almost exclusively headed by the mother in El Salvador. Nonetheless, EDIFAM will make a concerted effort to include all family members in providing quality ECD opportunities to their children, paying special attention to developing innovative and culturally appropriate ways in

⁷ "Human Capacity Development for the 21st Century" (Speech Release), USAID, July 15 1997

which underutilized caregivers such as fathers can be made more effective

It can also be pointed out that the GOES counterpart agency, the ISPM, has a large majority of women on its staff, as do many of the NGOs dedicated to ECD activities. This will result in a largely female professional work force benefitting from much of EDIFAM's activities, especially in technical assistance and human capacity development

VI. ANALYTICAL/CONSULTATIVE PROCESS

The following national and international institutions were consulted in the analytical and consultative process

Instituto Salvadoreño de Protección al Menor (ISPM)

The ISPM works closely with and under the Secretaria Nacional de la Familia, which is under the direction of the First Lady. There is a Board of Directors consisting of representatives from the Ministries of Health, Education, Public Security and the private sector. By law, the ISPM is charged with the coordination of youth policy and early childhood programs

USAID and the US Embassy have signed a Letter of Cooperation with the Secretaria de la Familia, the umbrella organization for ISPM. That letter mutually supports the concepts of Early Childhood Family Education (Appendix D-1) and strengthening programs for youth at risk

The EDIFAM Concept Paper was discussed with the Executive Director of ISPM, Lic. Maria Teresa de Mejia, and the Directora de Programas de Prevención, Lic. Soledad de Orellana. They have provided feedback in verbal and written form. That feedback has been incorporated into this NAD.

In addition, ISPM and USAID have signed an ayuda memoria in May, 1998 in which ISPM agrees to the counterpart contribution of \$2 Million, and to the housing of an internationally recruited ECD expert, plus a small staff, in the Instituto. ISPM has the experience working with other donors, including making counterpart contributions and reporting on indicators

Ministry of Education (MOE)

For approximately two years SOI/RP1 has been discussing the development of activities in Marginalized Youth and Early Childhood Development with the MOE. The MOE has requested EDIFAM assistance in the development of family education modules for EDUCO parvularias, but in the area of Youth Policy and Early Childhood Development has deferred to the ISPM

The United States Agency for International Development (USAID)

SO1/RP1 has consulted with USAID in Washington since early 1997 about our developing an activity in Early Childhood Family Education. The feedback from virtual team member Dr Sarah Wright, USAID's Office of Education, and from Dr Emily Vargas Baron, USAID Global, Human Capacity Development (HCD) Director has been both frequent and supportive. **SO1 has received written assurances from the HCD Director that her office will do everything possible to help us, in her words, "develop a stellar Early Childhood program "** Considerable conversations were also held with personnel from SO3, Health, in the El Salvador Mission, to assess common areas of interest and possible collaboration.

The World Bank and the BID

The development banks indicated that the proposed project would be complementary to current activities in El Salvador, and very similar in concept to activities they support in Bolivia and Nicaragua. The World Bank is now funding the development of family education materials in EDUCO schools in El Salvador.

The Consultative Group (CG)

SO1/RP1 has contact with the "Consultative Group" (CG), a Massachusetts-based NGO that acts as a clearing house for international projects in early childhood development and marginalized youth. It grew out of an international youth conference in the 80s, and still enjoys financial support from BID, USAID, UNICEF and the Swiss NGO, Radda Barnan. We communicate with the CG and receive their quarterly publication, **Coordinator's Notebook: An International Resource for Early Childhood Development**. The CG is also the sponsor of the aforementioned Early Childhood Development Network for Latin America, which is anticipated to be an important resource for EDIFAM due to its regional focus.

Salvadoran Institutions with Early Childhood Programs

Almost 60 institutions, both public and private, were consulted in July 1997 in an event sponsored by UNICEF, USAID, and FEPADE (details later in this NAD). This was the first time that such a variety of institutions were able to share their experiences in the field of Early Childhood Development, to participate in an open forum for expressing their opinions about the difficulties that face the area, and to have an opportunity to come to consensus about recommendations to improve the situation.

Consultations in South America

With the intention of determining how feasible early childhood development activities are in the Latin American setting, especially in rural areas, SO1/RP1 attached this objective to a multi-purpose trip to South America. We learned that Uruguay and Chile have mature programs in early childhood development for rural areas that are an integrated part of the national social offering.

UNICEF

As the principal United Nations organization mandated to develop programs benefitting children, UNICEF has been active in El Salvador in early childhood education, both with

the government and with NGOs USAID has held preliminary discussions with UNICEF concerning the possibility of UNICEF's playing an important role in EDIFAM This role might include implementation, procurement, training of caregivers through local NGOs, and advancement of national policy

International Consultants

In July 1997, Dr Regino Chavez, US specialist in early childhood development, spent one day discussing the EDIFAM concept with USAID His suggestions have been incorporated into this NAD In March 1998 two South American ECD specialists, Marta Arango (Colombia) and Adriana Muñoz (Chili) spent five days in El Salvador reviewing Early Childhood Activities in El Salvador, and made suggestions of areas of focus for a future Activity in the subject area

VII. CONDITIONS PRECEDENT AND/OR COVENANTS

- 1 The standard SOAG Conditions Precedent will be employed
- 2 A Special Covenant will also be applied, as per the following language

The Grantee agrees that within one year of the date of execution of this Agreement, ISPM will prepare, on behalf of the Grantee, a five-year strategic plan for achieving the long term objectives of the ISPM Such plan will include, at a minimum, the following (a) a mission statement which defines the long term vision of the ISPM, (b) specific and measurable objectives for achieving the goals defined by the vision, (c) a methodology to be implemented to achieve the foregoing objectives, (d) a financial plan, including counterpart contributions, in funds and in-kind, expected to be provided by the Grantee in support of, as well as funds expected to be provided by the donor and private sector organizations during the term of the plan plus one year, in support of strengthening early childhood development opportunities for Salvadoran children, (e) an evaluation plan, including a timetable, and (f) a strategy for insuring the long-term sustainability of ISPM activities in the following areas financing, human capacity development, curriculum, evaluation, institutional coordination, community awareness and participation, and policy strengthening

VIII PROPOSED INTERVENTION

This Activity is preventive rather than curative in nature, and will focus on economically depressed at-risk rural families It will concentrate its resources on interventions that are sustainable appropriate, cost effective, and high impact While the main focus of the Activity is on improving the ability of rural, poor family-based and community-based caregivers to provide their children with a stimulating development environment, it will also be involved at the national level in supporting ECD in multiple aspects, such as formal and non-formal training, policy, materials development, field research, program evaluation and design

institutional strengthening technical assistance, and public awareness and participation

The four areas of intervention for EDIFAM are as follows

- 1) **Improve the technical skills of formal and non-formal early childhood caregivers**, through a continued program of human capacity development (HCD)
- 2) **Increase the cognitive, affective, and psychomotor skills of children 0-6, through newly developed educational materials** for in-home, community, and institutional use
- 3) **Strengthen institutions** in the public and private sector which are key in providing early childhood services, including caregiver training
- 4) **Increase the awareness** of the importance of child-raising skills for those who care for the youngest children, and for the public at large

These categories of interventions are discussed in more detail below

- 1) **Improve the technical skills of formal and non-formal early childhood caregivers**, through a continued program of human capacity development (HCD)

While HCD activities will be cross cutting throughout EDIFAM, and will support every one of the proposed interventions, they are being singled out here because of the crucial importance of EDIFAM's involvement in improving the skill levels of ECD caregivers

This elevation of caregiver skill levels will be undertaken through a "training of trainers" strategy, which is necessary due to the paucity of training opportunities for both professional and non-professional caregivers in El Salvador, and the lack of standardized curricula for those that do exist. The strategy of directing efforts at trainers and trainers of trainers instead of directly at caregivers themselves is a function of the importance of the Activity in creating sustainable change, of the potential impact of the multiplier effect, of previous Mission experience in the use of this strategy, and of EDIFAM's relatively limited budget

It is envisioned that three types of institutions would become directly involved in activities under this objective

- ▶ **NGO's** providing direct services to communities, services that include the training of locally based personnel such as madres cuidadoras, and of higher level promoters of other institutions, including those in the private sector
- ▶ **GOES entities** such as the ISPM, MOE, and MOH, which provide training to locally based caregivers, as well as to promoters from municipalities and NGOs, and which may assume a more proactive normative role in the area of training in Early Childhood Development
- ▶ **Universities** which could offer training services to either the government, NGOs, or

private enterprise, with the additional possibility that one or more universities in the future may be interested in establishing a formal degree program in Early Childhood Development

Inherent in any human capacity development focus is the necessity of looking beyond the immediate target group, and of designing complementary development programs to support the change agents produced as a result of primary target group training. For example, it may be necessary to train not only field personnel in order to insure efficient delivery of services, but also administrative and support personnel, as well as the client population and other key individuals (such as municipal officials)

2) Increase the cognitive, affective, and psychomotor skills of children 0-6, through newly developed educational materials for in-home, community, and institutional use

Quality educational materials must be designed to be functional and valuable for each of the two major audiences contemplated

- a) parents other in-home caregivers, and organizations, and
- b) young, at-risk children

Materials must serve as an effective means for providing stimulation to children by the creative use of resources in everyday activities, for parents to act proactively in the development of their children, to communities in establishing formal or semi-formal means of providing services, and to organizations in incorporating high quality, nationally validated, and scientifically proven resources in their programs. Due to the experience of SABE in the development of the "Pro Cipotes" line of text books and in distance education, and in establishing a significant degree of ability within El Salvador to produce these types of materials and programs, EDIFAM will be able to take advantage of an existing expertise in-country. This home-grown capability will be complemented by the extensive and proven experience in Latin America in the production of ECD materials directed at rural, remote communities. For instance, in the area of printed materials for both literate and illiterate individuals the countries of Chile (Conozca su Hijo), Colombia (El Pre-escolar en el Hogar), Mexico (PRODEI), and Panama (CEFACEI) have especially valuable experience. In distance education programs, countries such as Colombia, Bolivia, Mexico, and Chile have years of operating programs in which radios, CBs, cassettes, and television are used in distance programs some of them interactive, directed at caregivers and children.

3) Strengthen institutions in the public and private sector which are key in providing early childhood services, notably in the areas of design, implementation, evaluation, and advocacy

The goal of strengthening institutions is to develop key institutions in ECD both organizationally and technically to the point at which they can

- ▶ implement more effective programs
- ▶ control and utilize funds more efficiently
- ▶ become more attractive to sources of financing

- ▶ possess greater technical expertise
- ▶ produce a higher quality of caregiver
- ▶ demonstrate the capacity for strategic planning and institutional coordination
- ▶ be capable of supervising, monitoring, and evaluating programs
- ▶ generate useful research
- ▶ be more likely to become sustainable as organizations
- ▶ involved themselves in the policy process

This focus on institutional strengthening is especially crucial in the area of early childhood development, as the national reality is one of insufficient public and private funding at the national level, a relatively weak GOES institution in the ISPM, scattered programs across El Salvador which owe their locations more to logistical considerations than to any type of needs analysis a multitude of NGOs providing services that differ substantially in design and quality and minimal leadership within the sector

4) Increase the awareness of the importance of early childhood development for caregivers of all classes, and for the public at large

An increased awareness on the part of the Salvadoran public of the importance of early childhood education, and especially of the crucial role that can be played by the in-home as well as institutional caregiver, will be extremely important to the Activity For early childhood education to be successful, parents must be convinced that it is important for them to participate, whether it be by sending their children to an institutional setting or by incorporating ECD strategies in their home If this can be done effectively, then difficulties in attracting parents to participate in programs will be lessened, as will the necessity of offering expensive "enticements" such as meals, expenses, etc Public support and awareness will also be important in efforts directed at the private sector to support ECD centers in places of work, something which is urgently needed in El Salvador and yet still almost non-existent

This intervention would not be complete without giving direct consideration to the media, which can contribute positively not only by providing space to ECD in print, television, and radio but also by being proactive in developing criteria for choosing programs and written materials that support good ECD concepts and practices Without exception, ECD professionals in Latin American countries and around the world have underlined the usefulness of media campaigns in furthering ECD understanding and goals

Finally, in collaboration with other donors, EDIFAM will hopefully have a constructive effect on improving the national policy environment for ECD

One potential additional area of intervention--pending further investigation--to be managed on a pilot basis in the Mission's four Sustainable Municipalities (Corinto, San Francisco Menendez, Berlin, and Jiquilisco), will look at strategies to ease the financial constraints some families have in devoting enough time to their children or allowing them to participate in an established ECD center In conjunction with SO1/RP3a, the Activity will attempt to take

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advantage of recent economic trends and activities, especially in microfinance and microenterprise, such as the example set by Roberto Palomo, the Salvadoran industrialist, who has begun to apply a "cottage industry" concept to semi-urban and marginalized areas, in which workers with minimal training now process and assemble raw materials in a home or communal setting, the highly publicized "clusters" concept, in which concentrated geographic areas are turned into production centers, and the idea of "community patrimony", in which specific communities possess certain areas of interests and skills that are economically viable (for example, Berlin with hammock making, Nahuizalco with furniture, Ilobasco with ceramics, Moncagua for cooking pots, and La Palma for artisan products)

In a recent World Bank publication⁸, a table appears that describes complementary program approaches for Early Childhood Development, and lists the *program approach*, *participants and beneficiaries*, and *general objectives*. While no single ECD program is expected to include a complete treatment of every program approach and objective of this comprehensive outline, it is a useful tool with which to judge the relative coverage of the proposed EDIFAM design. A fourth column has been added to indicate the corresponding EDIFAM interventions.

<u>Program Approach</u>	<u>Participants & Beneficiaries</u>	<u>General Objectives</u>	<u>EDIFAM Interventions</u>
Delivering services	▶ Children aged 0-6 years	CHILD ▶ Survival ▶ Overall development ▶ Socialization ▶ Caregiver child care	(1) HCD (2) educational materials (3) inst strengthening (see note next page)
Educating caregivers	▶ Parents, family ▶ Siblings	CAREGIVER (FAMILY) ▶ Create awareness ▶ Change attitudes ▶ Improve or change practices	(1) HCD (2) educational materials (4) increasing awareness
Promoting community involvement	▶ Promotors ▶ Leaders	COMMUNITY ▶ Increase awareness ▶ Mobilize for action ▶ Change conditions	(4) increasing awareness

⁸ "Early Child Development Investing in the Future", World Bank, 1996

Strengthening national resources and capabilities	▶ Program personnel-- professionals and paraprofessionals	CAREGIVERS (STAFF) ▶ Create awareness ▶ Improve skills ▶ Increase/improve teaching materials	(1) HCD (2) educational materials (3) inst strengthening
Strengthening public awareness and stimulating demand	▶ Policymakers ▶ Public ▶ Education professionals	PUBLIC AND GOVERNMENT ▶ Create awareness ▶ Build political will ▶ Increase demand ▶ Change attitudes	(4) increasing awareness
Developing supportive legal frameworks	▶ Working women with young children ▶ Working children	PUBLIC AND GOVERNMENT ▶ Increase awareness of rights and legal resources ▶ Sponsor favorable legislation ▶ Monitor compliance	(4) increasing awareness
Developing national child care and family policies	▶ Families with young children	GOVERNMENT, EMPLOYERS ▶ Encourage family-sensitive employment practices	(4) increasing awareness

Note While EDIFAM itself does not contemplate actually supporting daily service delivery through development centers, the interventions listed are designed to directly improve the quality of services rendered by institutional caregivers in the areas of technical assistance, staff development, materials, and institutional strengthening

IX. HUMAN CAPACITY DEVELOPMENT STRATEGY

Human capacity development plays a major role in the EDIFAM activity as it presents an integrated approach to all key actors in this strategy. As previously stated, it will focus on improving the skills of caregivers through the training of trainers and trainers-of-trainers, as well as on institutional strengthening of entities that will be involved in this activity, such as the GOES, NGOs, and universities, and in exposing professionals in El Salvador to programs

in other countries To most effectively achieve this, a significant amount of training activities will be coordinated/channelled through the HCD activity (519-0432), a strategy which will include taking advantage of the core-funded cross-cutting topic seminars offered by the HCD activity

To "jump start" its HCD strategy, EDIFAM will incorporate in its planning activities a sub-set of the network of Salvadoran women who received, under the CAPS Project, training in the United States in child care in the early 1990s Currently sixty-six of the original seventy women are still working in ECD, in both urban and rural settings, and are distributed as follows 25 in rural CBIs, 7 in Centros Rurales de Nutricion, and 9 in other child care centers If the five representatives of this group visited during the Activity design are any indication, the group is both interested in participating in EDIFAM and still very appreciative of the support and training it received Since an important component under human capacity development is the follow-up one provides after training experiences, and since EDIFAM can benefit from the existence of a trained cadre of child care professionals, it is planned to continue support of this network of ex-CAPs participants, particularly where its work in early childhood especially in rural areas, is accompanied with health and nutrition efforts

X. IMPLEMENTATION/MANAGEMENT PLAN

Section VIII, "Proposed Intervention," described the four major areas in which EDIFAM activities will take place These areas were defined by the SOI/RP1 activity development team, with inputs from partner institutions, an early childhood workshop, the literature on early childhood education, and outside consultants The four areas cover to varying degrees all of the suggested program approaches established (above) by the World Bank for early childhood activities

Chronological Steps Annex E presents a summary timeline, to which this additional description of major steps is added

- A CN expiration, SOAG amendment approval, first obligation from FY98 funds
- B Mission advertise for a personal services contractor, an expert in early childhood development to work long-term on the AID activity from an office in the ISPM
- C FUSAL studies on childraising practices and organizational support for ECD completed findings and recommendations discussed with partners
- D Personal services contractor selected, contractor team hired and operational
- E Steering Committee formed
- F Feasibility study and establishment of two pilot activities in Sustainable Municipalities or

other poor municipalities based on existing models such as training of older siblings or traveling ECD resource center (intervention 1)

G Design of experimental educational materials for both young children and caregivers, adapted from models in use in Latin America (intervention 2)

H Above pilot activities carried out for 1-2 years, educational materials improved, printed, and distributed in year two

I In year two, conduct publicity campaign to increase awareness of the importance of child-raising skills (intervention 4)

J Throughout the activity, two general interventions--common practice in all AID activities--will be addressed continually

--key partners institutions--such as ISPM, MOE, FUSAL, and selected NGOs working in rural areas--will be strengthened (intervention 3),

--coordination among key partner institutions will be enhanced

As for the location of activity interventions, initially, concentration will be within the four Sustainable Municipalities (Corinto, Berlin, Jiquilisco, San Francisco Menendez) Later, focus will be expanded to 10-15 of the 49 poorest municipalities situated in the four poorest departments (Morazan, Cabañas, La Union, Chalatenango) Pilot activities will be carried out with the ex-CAPS participants trained in the U S in child care, pilot outreach activities in the home, pilot materials development and testing, development of training models for caregivers, and steps to improve support as well as coordination of efforts designed to favor early childhood development

GOES counterpart institution The ISPM, the MOE, and the MOH will be part of the Activity's official relationship with the Government of El Salvador The ISPM will serve as the principal GOES counterpart institution, while the MOE and MOH will be collaborating ministries This arrangement respects the essence of the present distribution of responsibilities by the GOES, in which the ISPM is the lawfully designated coordinating agency for all activities that deal with early childhood development, while the MOE has some overlapping responsibility in providing formal schooling for children ages 4 to 6 (parvularia), and the MOH is responsible for the physical health and well being of children of all ages Because of its major role, the ISPM will be the entity charged with the responsibility of assuring compliance with *counterpart funding* requirements (see budget, Annex F), Standard Provisions, PILs and other legal and/or regulatory requirements associated with USAID funding A major responsibility of the ISPM will also be to assure that successful components of the activity are sustainable and are incorporated into necessary GOES budgeting and personnel planning

Management It is envisioned that the implementation of the Activity will be managed as a four-way partnership between the ISPM, a PSC early childhood development expert, an implementing entity such as UNICEF, and USAID Recruitment of the expert will take place

through a worldwide announcement from USAID

The activity will receive its broad strategic direction from a Steering Committee comprised of representatives from the Secretaria Nacional de la Familia and/or the ISPM, USAID, the contractor the Ministry of Education, the Ministry of Health, and selected NGO representatives. The advantage of the committee approach at the strategic--though not operative--level is the broad-based ownership it will provide the Activity. This kind of message is particularly important in the area of ECD in El Salvador, in which the common perception is that significant change cannot be the responsibility of just one entity or even one sector--that it must be the responsibility of the Salvadoran society as a whole. In keeping with this perception, the Steering Committee will encourage transparency and broad-based participation in its strategic role.

SO1/RP1 is an adherent of the concept of participation in action, in which partners and clients play a substantive role in the nature and direction of proposed activities. EDIFAM envisions a process in which the Activity's broad strategic direction is determined in the Steering Committee. Program ideas are developed with representatives of partner institutions, and clients are used to determine overall applicability and viability. While this will add some time to the development and implementation of a particular intervention, and while the Activity will require a great deal of flexibility in its design, the results are anticipated to achieve a more lasting and significant impact than is normal under more traditional designs.

USAID SO1/RP1 will be represented on the Committee by the designated Activity Manager. Due to the high degree of cross-sectoral consensus and collaboration this Activity will need to generate to be successful, it is important that the Manager be someone who is not only an educational expert, but who will also have considerable "poder de convocatoria", someone who will be able to deal with high government officials and prominent Salvadorans on a relatively equal footing. As for more administrative duties, the Activity Manager will serve the purposes of monitoring compliance of GOES and contractor activities with USAID regulations, assuring that the activity remains consistent with the scope of this NAD and Project Implementation Letters, monitoring and planning the financial viability of the project, and assuring the eventual sustainability of project interventions.

It is important to note that the loss of one of SO1/RP1's two US-hired USPSC managers in July 1998 will leave an \$8 million Activity (Social Sector Reform - SSR) with a PACD of July 2000 without a manager at approximately the same time that the EDIFAM Activity begins. Because of the coincidence in time of the availability of the two management positions, the shrinking human resources available to SO1/RP1, and the opportunity to save on management costs for both Activities, SO1 suggests that one USPSC manager be chosen for both activities.

SO1 further recommends that the two education activities (SSR & EDIFAM) be managed by a team consisting of the beforementioned USPSC and one FSN. One half of each employee's time would be devoted--and charged--to each of the two activities.

Cooperation between Education and Health/Nutrition All the early childhood literature has stressed the importance of good nutrition and health practices as necessary complements to well educated pre-school children Latin American consultants in ECD have stressed the same complementarity Some ways in which this complementarity has been, and will be, addressed in EDIFAM is as follows

- 1 Mission staff from SO3 have been included in EDIFAM field trips, discussions, and design work, and will continue such involvement during implementation
- 2 USAID has funded 70 Salvadoran women under CAPS to be trained in Early Childhood, and has maintained contact with them through the Mission's follow-up program Many are working in educational and health institutions today EDIFAM will continue to support some of them, especially where there is the complementarity of education and nutrition/health, such as in the Centros Rurales de Nutricion
- 3 The Ministry of Health has a representative on the ISPM board, and in this fashion will be involved in the Institute's role as major counterpart agency in this activity
- 4 The Ministry of Health will be invited to designate a representative on the Activity Steering Committee to further be involved in advising on project policy and implementation
- 5 When SALSA and EDIFAM have become operational, their Activity managers will see in what areas of the country collaboration will be possible

XI PERFORMANCE MONITORING PLAN

EDIFAM contribution to the RP and Strategic Objective

All EDIFAM objectives are within the scope of the RP's mission, Better Educated and Trained Rural Residents The impact of EDIFAM will be complementary to the impact of other activities in the RP, but will nonetheless require the addition of a new indicator at the RP and possibly IR level To select it, RP1 envisions using the following two major resources

The first resource available to SO1/RP1 is the opportunity represented by the establishment of the Agency-assisted Early Childhood Development Network for Latin America, which is prioritizing the development of early childhood indicators at "local, provincial, national, sub-regional, regional, and international levels" It would be advantageous for the Activity, for the Mission, and for the Agency to be able to manage common indicators in early childhood development at these various levels One of our RP team virtual members, Dr Sarah Wright, LAC/RSD, recommends accepting a delay in developing our indicators to take advantage of a "synergy with the regional efforts of CINDE and the EC consultative

group" It is understood that the agency-wide effort toward common indicators may also be influenced by these regional efforts at indicator standardization

The second resource will be UNICEF, as this United Nations Organization in El Salvador already has developed and applied indicators for early childhood development USAID proposes to discuss and determine with this organization both IR and sub-IR indicators

XII. FINANCIAL PLAN

The total amount to be obligated under this Activity is US\$6 000,000 See Annex F for the planned obligation schedule and illustrative budget

Required counterpart contributions from the GOES will be negotiated and included in the SOAG Counterpart contributions from nongovernmental partners will be negotiated and included as a requirement of the individual assistance instruments involved With regard to counterpart contributions, it is the policy of the Mission to negotiate and obtain as much counterpart contribution as possible to achieve maximum impact from its assistance, subject to the minimum of 25 percent mandated by law and by USAID regulations This requirement is not applicable, as a matter of law, to nonprofit organizations Nonetheless, USAID/El Salvador has administratively determined that it will apply this requirement whenever possible Counterpart contributions are expended and accounted for by the counterpart institutions Counterpart contribution reports are required every quarter and are followed up by Activity Managers

ANNEXES

- A Assistance and Country Checklist
- B Congressional Notification
- C Initial Environmental Examination
- D Feasibility Analysis
 - D-1 Letter of Cooperation, USAID/United States Embassy in El Salvador/First Lady of El Salvador, 8/97
 - D-2 Executive Summary "Situacion Actual de la Educacion Inicial en El Salvador", UNICEF/FEPADE, 12/97
- E Time Line of Key Events
- F Illustrative Budget

III. ASSISTANCE CHECKLIST

Listed below are criteria applicable to the assistance resources themselves, rather than to the eligibility of a country to (A) both DA and ESF assistance, (B) DA only, or (C) ESF only

CROSS REFERENCE IS COUNTRY CHECKLIST UP TO DATE? **YES**

A. DEVELOPMENT ASSISTANCE AND ECONOMIC SUPPORT FUND**1 Congressional Notification**

a **General Requirement** (FY 1998 Appropriations Act Sec 515, FAA Sec 634A) If the obligation has not previously justified to Congress, or is for an amount in excess of the amount previously justified to Congress, has a Congressional Notification been made?

SDO has prepared the CN which will be submitted to Washington.

b **Special Notification Requirement** (FY 1998 Appropriations Act, "Burma" and "NIS" Title II headings and Sec 520) For obligations for NIS countries, Burma, Colombia, Haiti, Liberia, Pakistan, Panama, Peru, Serbia, Sudan or the Democratic Republic of Congo has a Congressional Notification been submitted, regardless of any justification in the Congressional Presentation? **N/A**

c **Notice of Account Transfer** (FY 1998 Appropriations Act Sec 509) If funds are being obligated under an appropriation account to which they were not appropriated, has the President consulted with and provided a written justification to the House and Senate Appropriations Committees? **N/A**

d **Cash Transfers and Nonproject Sector Assistance** (FY 1998 Appropriations Act Sec 532(b)(3)) If funds are to be made available in the form of cash transfer or nonproject sector assistance, has the Congressional notice included a detailed description of how the funds will be used, with a discussion of U S interests to be served and a description of any economic policy reforms to be promoted? **N/A**

2 **Engineering and Financial Plans** (FAA Sec 611(a)) Prior to an obligation in excess of \$500,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance, and (b) a reasonably firm estimate of the cost to the U S of the assistance? **YES**

3 **Legislative Action** (FAA Sec 611(a)(2)) If the obligation is in excess of \$500,000 and requires legislative action within the recipient country, what is the basis for a reasonable expectation that such action will be completed in time to permit orderly accomplishment of the purpose of the assistance?

SOAG is expected to be amended by June-July This activity will be part of such amendment.

4 **Water Resources** (FAA Sec 611(b)) If the assistance is for water or water-related land resource construction, have benefits and costs been computed to the extent practicable in accordance with the principles, standards, and procedures established pursuant to the Water Resources Planning Act (42 U S C 1962, et seq)? N/A

5 **Cash Transfer/Nonproject Sector Assistance Requirements** (FY 1998 Appropriations Act Sec 532) If assistance is in the form of a cash transfer or nonproject sector assistance

a **Separate Account:** Are all such cash payments to be maintained by the country in a separate account and not commingled with any other funds (unless such requirements are waived by Congressional notice for nonproject sector assistance)? N/A

b **Local Currencies** If assistance is furnished to a foreign government under arrangements which result in the generation of local currencies

(1) Has A I D (a) required that local currencies be deposited in a separate account established by the recipient government, (b) entered into an agreement with that government providing the amount of local currencies to be generated and the terms and conditions under which the currencies so deposited may be utilized, and (c) established by agreement the responsibilities of A I D and that government to monitor and account for deposits into and disbursements from the separate account? N/A

(2) Will such local currencies, or an equivalent amount of local currencies, be used only to carry out the purposes of the DA or ESF chapters of the FAA (depending on which chapter is the source of the assistance) or for the administrative requirements of the United States Government? N/A

(3) Has A I D taken all necessary steps to ensure that the equivalent of local currencies disbursed from the separate account are used for the agreed purposes? N/A

(4) If assistance is terminated to a country, will any unencumbered balances of funds remaining in a separate account be disposed of for purposes agreed to by the recipient government and the United States Government? N/A

6 Capital Assistance

a. (FAA Sec 611(e)) If capital assistance is proposed (e.g., construction), and total U S assistance for it will exceed \$1 million, has Mission Director certified and Regional Assistant Administrator taken into consideration the country's capability to maintain and utilize the assistance effectively? N/A

b. (Jobs Through Export Act of 1992, Secs 303 and 306(b)), P L 102-549, 22 U S C 2421b and 2421d(b) If assistance is being provided for a capital activity, is the activity developmentally sound and will it measurably alleviate the worst manifestations of poverty or directly promote environmental safety and sustainability at the community level? N/A

7 Local Currencies

a. **Recipient Contributions** (FAA Secs 612(b), 636(h)) Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U S are utilized in lieu of dollars N/A

b. US-Owned Foreign Currencies

(1) **Use of Currencies** (FAA Secs 612(b), 636(h)) Are steps being taken to assure that, to the maximum extent possible, foreign currencies owned by the U S are utilized in lieu of dollars to meet the cost of contractual and other services N/A

(2) **Release of Currencies** (FAA Sec 612(d)) Does the U S own non-PL 480 excess foreign currency of the country and, if so, has the agency endeavored to obtain agreement for its release in an amount equivalent to the dollar amount of the assistance? N/A

8 **Trade Restrictions - Surplus Commodities** (FY 1998 Appropriations Act Sec 513(a)) If assistance is for the production of any commodity for export, is the commodity likely to be in surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance likely to cause substantial injury to U S producers of the same,

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similar or competing commodity? **No**

9 **Environmental Considerations** (FAA Sec 117, USAID Regulation 16, 22 CFR Part 216) Have the environmental procedures of USAID Regulation 16 been met?

USAID/El Salvador Environmental Officer prepared the IEE, which was sent to Washington and was approved on February 23, 1998.

10 **PVO Assistance**

a **Auditing** (FY 1998 Appropriations Act Sec 549) If assistance is being made available to a PVO, has that organization provided upon timely request any document, file, or record necessary to the auditing requirements of USAID?

It is expected that the "Instituto Salvadoreño de Protección al Menor" will be the prime grantee for this activity. In the case of sub-grants to local NGOs annual audit requirements of the activity will be carried out in accordance with "Automated Directive System, (ADS) Chapter 591.5.1. Audits of U.S. Non-Profit Organizations", or "ADS Chapter 591.5.3. Audits of U.S. For-Profit Firms". The AID/W Office of Procurement has audit cognizance, funds have been budgeted for audit purposes.

b **Funding Sources** (FY 1998 Appropriations Act, Title II, under heading "Private and Voluntary Organizations") If assistance is to be made to a United States PVO (other than a cooperative development organization), does it obtain at least 20 percent of its total annual funding for international activities from sources other than the United States Government? If not, has the requirement been waived?

At this moment it has not been determined that a U.S PVO will be the implementor of this activity. If that is the case, then the PVO will have to comply with this requirement.

11 **Agreement Documentation** (ADS 350 5 5, Case-Zablocki Act, 1 U S C Sec 112b, 22 C F R Part 181) For any bilateral agreement with an obligation of \$25 million or over, has the date of signing and the amount involved been cabled to State L/T immediately upon signing and has the full text of the agreement been pouched to State/L within 20 days of signing? **N/A**

12 **Metric System** (Omnibus Trade and Competitiveness Act of 1988 Sec 5164, as interpreted by conference report, amending Metric Conversion Act of 1975 Sec 2, and as implemented through A I D policy) Does the assistance activity use the metric system of measurement in its procurements, grants, and other business-related activities, except to the extent that such use

business-related activities, except to the extent that such use is impractical or is likely to cause significant inefficiencies or loss of markets to United States firms? **YES** Are bulk purchases usually to be made in metric, and are components, subassemblies, and semi-fabricated materials to be specified in metric units when economically available and technically adequate? **N/A** Will A I D specifications use metric units of measure from the earliest programmatic stages, and from the earliest documentation of the assistance processes (for example, project papers) involving quantifiable measurements (length, area, volume, capacity, mass and weight), through the implementation stage? **YES**

13 **Abortions** (FAA Sec 104(f), FY 1998 Appropriations Act, Title II, under heading " Development Assistance" and Sec 518).

a. Are any of the funds to be used for the performance of abortions as a method of family planning or to motivate or coerce any person to practice abortions? (Note that the term "motivate" does not include the provision, consistent with local law, of information or counseling about all pregnancy options) **NO**

b. Are any of the funds to be used to pay for the performance of involuntary sterilization as a method of family planning or to coerce or provide any financial incentive to any person to undergo sterilizations? **NO**

c. Are any of the funds to be made available to any organization or program which, as determined by the President, supports or participates in the management of a program of coercive abortion or involuntary sterilization? **NO**

d. Will funds be made available only to voluntary family planning projects which offer, either directly or through referral to, or information about access to, a broad range of family planning methods and services? (As a legal matter, DA only) **N/A**

e. In awarding grants for natural family planning, will any applicant be discriminated against because of such applicant's religious or conscientious commitment to offer only natural family planning? (As a legal matter, DA only) **N/A**

f. Are any of the funds to be used to pay for any biomedical research which relates, in whole or in part, to methods of, or the performance of, abortions or involuntary sterilization as a means of family planning? **NO**

g Are any of the funds to be made available to any organization if the President certifies that the use of these funds by such organization would violate any of the above provisions related to abortions and involuntary sterilization? NO

14 Procurement

a **Source, Origin and Nationality** (FAA Sec 604(a)) Will all procurement be from the U S , the recipient country, or developing countries except as otherwise determined in accordance with agency rules? YES

b **Marine Insurance** (FAA Sec 604(d)) If the cooperating country discriminates against marine insurance companies authorized to do business in the U S , will commodities be insured in the United States against marine risk with such a company? YES

c **Insurance** (FY 1998 Appropriations Act Sec 529) Will any A I D contract and solicitation, and subcontract entered into under such contract, include a clause requiring that U S insurance companies have a fair opportunity to bid for insurance when such insurance is necessary or appropriate? YES

d **Non-U S Agricultural Procurement** (FAA Sec 604(e)) If non-U S procurement of agricultural commodity or product thereof is to be financed, is there provision against such procurement when the domestic price of such commodity is less than parity? (Exception where commodity financed could not reasonably be procured in U S) N/A

e **Construction or Engineering Services** (FAA Sec 604(g)) Will construction or engineering services be procured from firms of advanced developing countries which are otherwise eligible under Code 941 and which have attained a competitive capability in international markets in one of these areas? (Exception for those countries which receive direct economic assistance under the FAA and permit United States firms to compete for construction or engineering services financed from assistance programs of these countries) N/A

f **Cargo Preference Shipping** (FAA Sec 603)) Is the shipping excluded from compliance with the requirement in section 901(b) of the Merchant Marine Act of 1936, as amended, that at least 50 percent of the gross tonnage of commodities (computed separately for dry bulk carriers, dry cargo liners, and tankers financed shall be transported on privately owned U S flag commercial vessels to the extent such vessels are available at

fair and reasonable rates? **N/A**

g Technical Assistance (FAA Sec 621(a)) If technical assistance is financed, will such assistance be furnished by private enterprise on a contract basis to the fullest extent practicable? **N/A** Will the facilities and resources of other Federal agencies be utilized, when they are particularly suitable, not competitive with private enterprise, and made available without undue interference with domestic programs? **N/A**

h U S Air Carriers (Fly America Act, 49 U S C Sec 1517) If air transportation of persons or property is financed on grant basis, will U S carriers be used to the extent such service is available? **Yes**

i Consulting Services (FY 1998 Appropriations Act Sec 548) If assistance is for consulting service through procurement contract pursuant to 5 U S C 3109, are contract expenditures a matter of public record and available for public inspection (unless otherwise provided by law or Executive order)? **Yes**

j Notice Requirement (FY 1998 Appropriations Act Sec 546) Will agreements or contracts contain notice to the effect that it is the Sense of the Congress that, to the greatest extent practicable equipment and products purchased with funds appropriated under the FY 1998 Appropriations Act should be American-made? **Yes**

15 Construction

a Capital Assistance (FAA Sec 601(d)) If capital (e.g., construction) assistance, will U S engineering and professional services be used? **N/A**

b Large Projects - Congressional Approval (FAA Sec 620(k)) If for construction of productive enterprise, will aggregate value of assistance to be furnished by the U S not exceed \$100 million (except for productive enterprises in Egypt that were described in the Congressional Presentation), or does assistance have the express approval of Congress? **N/A**

16 U S Audit Rights (FAA Sec 301(d)) If fund is established solely by U S contributions and administered by an international organization, does Comptroller General have audit rights? **N/A**

17 Communist Assistance (FAA Sec 620(h)) Do arrangements exist to insure that United States foreign aid is not used in a manner which, contrary to the best interests of the United States, promotes or assists the foreign aid projects or

activities of the Communist-bloc countries? **YES**

18 Narcotics

a **Cash Reimbursements** (FAA Sec 483) Will arrangements preclude use of financing to make reimbursements, in the form of cash payments, to persons whose illicit drug crops are eradicated? **N/A**

b **Assistance to Narcotics Traffickers** (FAA Sec 487) Will arrangements take "all reasonable steps" to preclude use of financing to or through individuals or entities which we know or have reason to believe have either (1) been convicted of a violation of any law or regulation of the United States or a foreign country relating to narcotics (or other controlled substances), or (2) been an illicit trafficker in, or otherwise involved in the illicit trafficking of, any such controlled substance? **YES**

19 **Expropriation and Land Reform** (FAA Sec 620(g)) Will assistance preclude use of financing to compensate owners for expropriated or nationalized property, except to compensate foreign nationals in accordance with a land reform program certified by the President? **YES**

20 **Police and Prisons** (FAA Sec 660) Will assistance preclude use of financing to provide training, advice, or any financial support for police, prisons, or other law enforcement forces (see exceptions in section 660) ? **YES**

21 **CIA Activities** (FAA Sec 662) Will assistance preclude use of financing for CIA activities? **YES**

22 **Motor Vehicles** (FAA Sec 636(1)) Will assistance preclude use of financing for purchase, sale, long-term lease, exchange or guaranty of the sale of motor vehicles manufactured outside U S , unless a waiver is obtained? **YES**

23 **Export of Nuclear Resources** (FY 1995 Appropriations Act Sec 506) Will assistance preclude use of financing to finance, except for purposes of nuclear safety, the export of nuclear equipment, fuel, or technology? **YES**

24 **Publicity, Propaganda and Lobbying** (FY 1998 Appropriations Act Sec 545, Anti-Lobbying Act, 18 U S C § 1913) Will assistance be used to support or defeat legislation pending before Congress, to influence in any way the outcome of a political election in the United States, or for any publicity or propaganda purposes not authorized by Congress? **NO**

25 **Commitment of Funds** (FAA Sec 635(h)) Does a contract or agreement entail a commitment for the expenditure of funds during a period in excess of 5 years from the date of the contract or agreement? **NO**

26 **Impact on U S Jobs** (FY 1998 Appropriations Act, Sec 538)

a Will any financial incentive be provided to a business located in the U S for the purpose of inducing that business to relocate outside the U S in a manner that would likely reduce the number of U S employees of that business? **NO**

b Will assistance be provided for the purpose of establishing or developing an export processing zone or designated area in which the country's tax, tariff, labor, environment, and safety laws do not apply? If so, has the President determined and certified that such assistance is not likely to cause a loss of jobs within the U S ? **NO**

c Will assistance be provided for a project or activity that contributes to the violation of internationally recognized workers rights, as defined in section 502(a)(4) of the Trade Act of 1974, of workers in the recipient country, or will assistance be for the informal sector, micro or small-scale enterprise, or smallholder agriculture?

Assistance will be directed to assist small farmers

B DEVELOPMENT ASSISTANCE ONLY

1 **Agricultural Exports (Bumpers Amendment)** (FY 1998 Appropriations Act Sec 513(b)), as interpreted by the conference report for the original enactment) If assistance is for agricultural development activities (specifically, any testing or breeding feasibility study, variety improvement or introduction, consultancy, publication, conference, or training), are such activities (a) specifically and principally designed to increase agricultural exports by the host country to a country other than the United States, where the export would lead to direct competition in that third country with exports of a similar commodity grown or produced in the United States, and can the activities reasonably be expected to cause substantial injury to U S exporters of a similar agricultural commodity, **N/A**, or (b) in support of research that is intended primarily to benefit U S producers? **N/A**

2 **Recipient Country Contribution** (FAA Secs 110, 124(d)) Will the recipient country provide at least 25 percent of the costs of the activity with respect to which the assistance is to be furnished **Yes, the SOAG establishes a 25% contribution to be**

provided by the Government or local entities. or is this cost-snarling requirement being waived for a "relatively least developed" country? **NO**

3 Forest Degradation (FAA Sec 118)

a Will assistance be used for the procurement or use of logging equipment? **NO** If so, does the an environmental assessment indicate that all timber harvesting operations involved will be conducted in an environmentally sound manner and that the proposed activity will produce positive economic benefits and sustainable forest management systems?

b Will assistance be used for (1) actions which will significantly degrade national parks or similar protected areas which contain tropical forests, or introduce exotic plants or animals into such areas, **NO** (2) activities which would result in the conversion of forest lands to the rearing of livestock, **NO** (3) the construction, upgrading, or maintenance of roads (including temporary haul roads for logging or other extractive industries) which pass through relatively undergraded forest lands, **NO** (4) the colonization of forest lands, **NO** or (5) the construction of dams or other water control structures which flood relatively undergraded forest lands? **NO** If so, does the environmental assessment indicate that the activity will contribute significantly and directly to improving the livelihood of the rural poor and will be conducted in an environmentally sound manner which supports sustainable development? **N/A**

4 Deobligation/Reobligation (FY 1998 Appropriations Act Sec 510) If deob/reob authority is being used under section 510 in the provision of DA assistance, are the funds being obligated for the same general purpose and for countries within the same region as originally obligated, and have the House and Senate Appropriations Committees been properly notified? [Note Compare to no-year authority under section 511]
N/A

5 Loans

a **Repayment Capacity (FAA Sec 122(b))** Information and conclusion on capacity of the country to repay the loan at a reasonable rate of interest **N/A**

b **Long-Range Plans (FAA Sec 122(b))** Does the activity give reasonable promise of assisting long-range plans and programs designed to develop economic resources and increase productive capacities? **N/A**

c **Interest Rate (FAA Sec 122(b))** If development loan is

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repayable in dollars, is interest rate at least 2 percent per annum during a grace period which is not to exceed ten years, and at least 3 percent per annum thereafter? **N/A**

d **Exports to United States** (FAA Sec 620(d)) If assistance is for any productive enterprise which will compete with U S enterprises, is there an agreement by the recipient country to prevent export to the U S of more than 20 percent of the enterprise's annual production during the life of the loan, or has the requirement to enter into such an agreement been waived by the President because of a national security interest? **N/A**

6 **CITIES -Convention on International trade in Endangered Species of Flora and Fauna. (New for FY 98) (FY 1998 Appropriations Act, Title II under "Development Assistance" reading** Is the activity not in contravention of CITIES? **YES**

7 **Planning and Design Considerations** Has agency guidance or the planning and design documentation for the specific activity taken into account the following, as applicable?

a **Economic Development** FAA Sec 101(a) requires that the activity give reasonable promise of contributing to the development of economic resources or to the increase of productive capacities and self-sustaining economic growth **YES**

b **Special Development Emphases** FAA Secs 102(b), 113, 281(a) require that assistance (1) effectively involve the poor in development by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, dispersing investment from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using appropriate U S institutions, **Yes** (2) encourage democratic private and local governmental institutions, **N/A** (3) support the self-help efforts of developing countries, **YES** (4) promote the participation of women in the national economies of developing countries and the improvement of women's status, **Yes** and (5) utilize and encourage regional cooperation by developing countries **N/A**

c **Development Objectives** FAA Secs 102(a), 111, 113, 281(a) require that assistance (1) effectively involve the poor in development, by expanding access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U S institutions, **Yes** (2) help develop cooperatives, especially by technical assistance, to assist rural and urban

poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions, **Yes** (3) support the self-help efforts of developing countries, **YES** (4) promote the participation of women in the national economies of developing countries and the improvement of women's status, **Yes** and (5) utilize and encourage regional cooperation by developing countries? **N/A**

d Agriculture, Rural Development and Nutrition, and Agricultural Research FAA Secs 103 and 103A require that (1) **Rural poor and small farmers** assistance for agriculture, rural development or nutrition be specifically designed to increase productivity and income of rural poor, and assistance for agricultural research take into account the needs of small farmers and make extensive use of field testing to adapt basic research to local conditions, (2) **Nutrition** assistance be used in coordination with efforts carried out under FAA Section 104 (Population and Health) to help improve nutrition of the people of developing countries through encouragement of increased production of crops with greater nutritional value, improvement of planning, research, and education with respect to nutrition, particularly with reference to improvement and expanded use of indigenously produced foodstuffs, and the undertaking of pilot or demonstration programs explicitly addressing the problem of malnutrition of poor and vulnerable people, (3) **Food security** assistance increase national food security by improving food policies and management and by strengthening national food reserves, with particular concern for the needs of the poor, through measures encouraging domestic production, building national food reserves, expanding available storage facilities, reducing post harvest food losses, and improving food distribution **Yes**

e Population and Health FAA Secs 104(b) and (c) require that assistance for population or health activities emphasize low-cost, integrated delivery systems for health, nutrition and family planning for the poorest people, with particular attention to the needs of mothers and young children, using paramedical and auxiliary medical personnel, clinics and health posts, commercial distribution systems, and other modes of community outreach **N/A**

f Education and Human Resources Development FAA Sec 105 requires that assistance for education, public administration, or human resource development (1) strengthen nonformal education, make formal education more relevant, especially for rural families and urban poor, and strengthen management capability of institutions enabling the poor to participate in development, and (2) provide advanced education and training of people of developing countries in such disciplines as are required for planning and implementation of public and private development

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activities

Yes

g **Energy, Private Voluntary Organizations, and Selected Development Activities.** FAA Sec 106 requires that assistance for energy, private voluntary organizations, and selected development problems may be used for (1) data collection and analysis, the training of skilled personnel, research on and development of suitable energy sources, and pilot projects to test new methods of energy production, and facilitative of research on and development and use of small-scale, decentralized, renewable energy sources for rural areas, emphasizing development of energy resources which are environmentally acceptable and require minimum capital investment, (2) technical cooperation and development, especially with U S private and voluntary, or regional and international development, organizations, (3) research into, and evaluation of, economic development processes and techniques, (4) reconstruction after natural or manmade disaster and programs of disaster preparedness, (5) special development problems, and to enable proper utilization of infrastructure and related projects funded with earlier U S assistance, (6) urban development, especially small, labor-intensive enterprises, marketing systems for small producers, and financial or other institutions to help urban poor participate in economic and social development **N/A**

h **Appropriate Technology** FAA Sec 107 requires that assistance emphasize use of appropriate technology (defined as relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small businesses, and small incomes of the poor **YES**

i **Tropical Forests** FAA Sec 118 and FY 1991 Appropriations Act Sec 533(c) as referenced in section 532(d) of the FY 1993 Appropriations Act) require that

(1) **Conservation:** assistance place a high priority on conservation and sustainable management of tropical forests and specifically (i) stress the importance of conserving and sustainably managing forest resources, (ii) support activities which offer employment and income alternatives to those who otherwise would cause destruction and loss of forests, and help countries identify and implement alternatives to colonizing forested areas, (iii) support training programs, educational efforts, and the establishment or strengthening of institutions to improve forest management, (iv) help end destructive slash-and-burn agriculture by supporting stable and productive farming practices, (v) help conserve forests which have not yet been degraded by helping to increase production on lands already cleared or degraded, (vi) conserve forested watersheds and

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rehabilitate those which have been deforested, (vii) support training, research, and other actions which lead to sustainable and more environmentally sound practices for timber harvesting, removal, and processing, (viii) support research to expand knowledge of tropical forests and identify alternatives which will prevent forest destruction, loss, or degradation, (ix) conserve biological diversity in forest areas by supporting efforts to identify, establish, and maintain a representative network of protected tropical forest ecosystems on a worldwide basis, by making the establishment of protected areas a condition of support for activities involving forest clearance or degradation, and by helping to identify tropical forest ecosystems and species in need of protection and establish and maintain appropriate protected areas, (x) seek to increase the awareness of U S Government agencies and other donors of the immediate and long-term value of tropical forests, (xi) utilize the resources and abilities of all relevant U S government agencies, (xii) be based upon careful analysis of the alternatives available to achieve the best sustainable use of the land, and (xiii) take full account of the environmental impacts of the proposed activities on biological diversity **Yes**

(2) **Sustainable Forestry** assistance relating to tropical forests assist countries in developing a systematic analysis of the appropriate use of their total tropical forest resources, with the goal of developing a national program for sustainable forestry **N/A**

j **Biological Diversity** FAA Sec 119(g) requires that assistance (i) support training and education efforts which improve the capacity of recipient countries to prevent loss of biological diversity, (ii) be provided under a long-term agreement in which the recipient country agrees to protect ecosystems or other wildlife habitats, (iii) support efforts to identify and survey ecosystems in recipient countries worthy of protection, or (iv) by any direct or indirect means significantly degrade national parks or similar protected areas or introduce exotic plants or animals into such areas **N/A**

k **Benefit to Poor Majority** FAA Sec 128(b) requires that if the activity attempts to increase the institutional capabilities of private organizations or the government of the country, or if it attempts to stimulate scientific and technological research, it be designed and monitored to ensure that the ultimate beneficiaries are the poor majority **YES**

l **Indigenous Needs and Resources** FAA Sec 281(b) requires that an activity recognize the particular needs, desires, and capacities of the people of the country, utilize the

country's intellectual resources to encourage institutional development, and support civic education and training in skills required for effective participation in governmental and political processes essential to self-government **YES**

m **Energy** FY 1991 Appropriations Act Sec 533(c) as referenced in section 532(d) of the FY 1993 Appropriations Act) requires that assistance relating to energy focus on (1) end-use energy efficiency, least-cost energy planning, and renewable energy resources, and (2) the key countries where assistance would have the greatest impact on reducing emissions from greenhouse gases **N/A**

n **Debt-for-Nature Exchange** FAA Sec 463 requires that assistance which will finance a debt-for-nature exchange (1) support protection of the world's oceans and atmosphere, animal and plant species, or parks and reserves, or (2) promote natural resource management, local conservation programs, conservation training programs, public commitment to conservation, land and ecosystem management, or regenerative approaches in farming, forestry, fishing, and watershed management **N/A**

C. ECONOMIC SUPPORT FUND ONLY

1 **Economic and Political Stability** (FAA Sec 531(a)) Does the design and planning documentation demonstrate that the assistance will promote economic and political stability? To the maximum extent feasible, is this assistance consistent with the policy directions, purposes, and programs of Part I of the FAA? **N/A**

2 **Military Purposes** (FAA Sec 531(e)) Will this assistance be used for military or paramilitary purposes? **N/A**

3 **Commodity Grants/Separate Accounts** (FAA Sec 609) If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? (For FY 1998, this provision is superseded by the separate account requirements of FY 1998 Appropriations Act Sec 532(a), see Sec 532(a)(5)) **N/A**

4 **Generation and Use of Local Currencies** (FAA Sec 531(d)) Will ESF funds made available for commodity import programs or other program assistance be used to generate local currencies? If so, will at least 50 percent of such local currencies be available to support activities consistent with the objectives of FAA sections 103 through 106? (For FY 1998, this provision is superseded by the separate account requirements of FY 1998 Appropriations Act Sec 532(a), see Sec 532(a)(5)) **N/A**

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**UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
ACTIVITY DATA SHEET**

PROGRAM*

CP 81 05 (4-85)

TITLE Early Childhood Family Education (EDIFAM)		FUNDING SOURCE DA CSX	PROPOSED OBLIGATION (In thousands of dollars) \$1,702			
			FY 98	LIFE OF PROJECT (Auth) \$6,000,000		
NUMBER GRANT <input checked="" type="checkbox"/>	LOAN <input type="checkbox"/>	NEW <input checked="" type="checkbox"/> CONTINUING <input type="checkbox"/>	PRIOR REFERENCE	INITIAL OBLIGATION FY 98	ESTIMATED FINAL OBLIGATION FY 2002	ESTIMATED COMPLETION DATE OF PROJECT FY 2003

Purpose To address the educational and developmental needs of poor at-risk Salvadoran children between 0 and 6 years of age and especially 0 - 3. This will contribute to an increase in the performance levels of children from rural families during their schooling eventually allowing them to compete more advantageously in the labor market.

Background During the past decade USAID/El Salvador has promoted programs that support improved access and quality of education. However, the need to improve significantly the quality of life in rural and poor areas still exists. GOES programs have been directed at formal schools particularly at children aged 7 and older with very little being directed at ages 4 - 6 and nothing at all at ages 0 - 3. Evidence provided through educational research studies carried out by local NGOs shows that 70% of Salvadoran homes with children 5 years old or less--representing half a million children--are below the poverty line. A majority are in the country's rural areas in which only 3.5% of all children poor or not have access to early childhood activities. International research also confirms that educational intervention in the form of early childhood programs has multiple beneficial effects on even the most disadvantaged children.

Activity Description This activity will focus on economically depressed rural families with at-risk children. Resources will be concentrated in interventions that will: 1) Improve the technical skills of formal and non-formal early childhood caregivers through a continued program of human capacity development; 2) Increase the cognitive, affective, and psychomotor skills of children 0 - 6 through newly developed educational materials including appropriate curricula for in-home, community-centered, and institutional use; 3) Strengthen institutions in the public and private sector which are key in providing early childhood services notably in the areas of design, implementation, evaluation, and advocacy; 4) Increase the awareness of the importance of child-raising skills for

those who care for the youngest children and for the public at large.

Host Country and Other Donors GOES entities such as the Ministry of Education and the "Instituto Salvadoreño de Protección al Menor" will be major partners. USAID will work closely with the Inter-American Development Bank which is already assisting the Instituto in institutional development. USAID will consider making a formal arrangement with UNICEF to assist in implementation. The World Bank is not yet active in early childhood support in El Salvador but has indicated that the proposed project is complementary to its current and planned activities.

Beneficiaries This activity will target children aged 0 - 6 living in rural areas as well as parents and other adult or adolescent caregivers. The activity will also benefit key Salvadoran institutions including NGOs working in the field of early childhood education.

Results By the end of this activity, early childhood education will be an integral part of El Salvador's education system. As a direct result of this activity, over 162,000 children currently aged 0 - 6 will be better prepared to enter primary school and perform well during their schooling. Approximately 80,000 caregivers will have improved understanding of and skills to raise and care for young children. More than 5 public- and private sector institutions managing about 250 child care centers will have the capacity to design, implement, evaluate, and coordinate child care programs. USAID assistance to local institutions will help develop and successfully use educational materials for both young children and caregivers. Implement programs to significantly heighten public awareness of the necessity of improved child care and lobby for more positive and constructive national policies on early childhood development.

U S FINANCING (In thousands of dollars)				PRINCIPAL CONTRACTORS OR AGENCIES "Instituto Salvadoreño de Protección al Menor" (ISPM), Ministry of Education, Ministry of Health
	Obligations	Expenditures	Unliquidated	
Through September 30 1996	0	0	0	
Estimated Fiscal Year 1997	0	0		
Estimated Through September 30 1997	0	0	0	
		Future Year Obligations	Estimated Total Cost	
Proposed Fiscal Year 1998	1 702	4 298	6,000	

ANNEX B

TOTAL P.02



U.S. AGENCY FOR
INTERNATIONAL
DEVELOPMENT

LAC-IEE-98-09

REQUEST FOR A CATEGORICAL EXCLUSION

Project Location : El Salvador

Activity Title : Early Childhood family
Education (EDIFAM)

Project Number : 519-0433

Funding : \$4.9 million

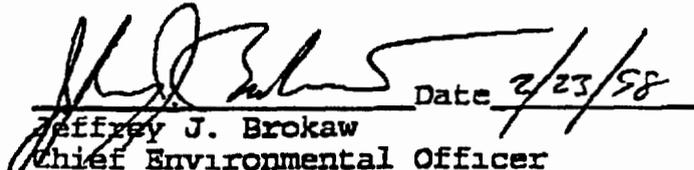
Life of Project : 5 years

IEE Prepared by : Peter Gore, USAID/El Salvador

Recommended Threshold Decision : Categorical Exclusion

Bureau Threshold Decision : Concur with Recommendation

Comments

 Date 2/23/98
Jeffrey J. Brokaw
Chief Environmental Officer
Bureau for Latin America
and the Caribbean

Copy to : Kenneth Ellis, USAID/El Salvador

Copy to : Peter Gore, USAID/El Salvador

Copy to : Tracy Parker, USAID/Guatemala, REA

Copy to : Cam Wickham, LAC/SPM-CAC

Copy to : IEE file

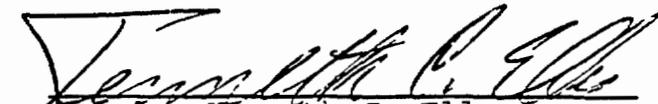


Agency for International Development
United States of America A I D
c/o American Embassy
San Salvador, El Salvador, C.A

So4 - Environment Office

Categorical Exclusion from INITIAL ENVIRONMENTAL EXAMINATION

Activity Location	El Salvador
Activity title	Early Childhood Family Education (EDIFAM)
Project Number	519-0433
Funding	\$4.9 million
Life of Project	5 years
IEE Prepared BY	Peter H. Gore Environmental Officer USAID/El Salvador
Recommended Threshold Decision	Categorical Exclusion
Mission Threshold Decision	Concur with Recommendation
Date Prepared	February 12, 1998


Kenneth C. Ellis
Mission Director

Date

Early Childhood Family Education (EDIFAM)
(519-0433)

I Activity Description

The purpose of the Early Childhood Family Education (EDIFAM) Activity is to strengthen the economic competitiveness in the long term in rural El Salvador by addressing the developmental needs of Salvadoran children between zero and six years of age. Educational research has proven that approximately half of all intellectual development potential is established by age four, and that interventions that begin only following this age may already be too late to help develop young children's capabilities.

This activity will focus on economically depressed rural families to increase the awareness of the importance of child raising skills for those who care for the youngest children and to improve the technical skills of early childhood personnel and curriculum development of pre-school institutions. It will also address the relevant needs of other family members, especially youth, as those needs impinge on the rights of children and infants to develop into fully functioning, healthy adults. The interventions will be delivered via existing NGOs and government institutions.

II Recommendation

Since the actions contemplated under this Activity will not have an effect on the natural or physical environment, this Activity qualifies for Categorical Exclusion of Initial Environmental Examination under Section 216 2(c)(2)(1), "Education, technical assistance, or training," and (111) "Analyses, studies, academic or research workshops and meetings," of 22CFR.

nad0433 lee



AGENCY FOR INTERNATIONAL DEVELOPMENT
 UNITED STATES OF AMERICA A. I. D. MISSION
 TO EL SALVADOR
 C/O AMERICAN EMBASSY
 SAN SALVADOR, EL SALVADOR, C. A.

Carta de Cooperación

El propósito de esta carta es reafirmar la intención de ambas partes, el Gobierno de El Salvador, representado por la Presidenta de la Junta Directiva del Instituto Salvadoreño de Protección al Menor (ISPM), Licenciada Elizabeth de Calderón Sol, el Gobierno de los Estados Unidos de América, representado por la Señora Embajadora Anne W Patterson, y la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID), representada por el Administrador Adjunto para América Latina y el Caribe, Señor Mark L. Schneider, de colaborar en la realización de dos importantes objetivos

- 1 Considerando que han transcurrido cuatro años desde la firma de la "Política de Menores"; considerando que el Instituto Salvadoreño de Protección al Menor (ISPM) está firmemente comprometido y operando de una manera decidida en el logro del espíritu de esta política, y considerando que han sucedido eventos de mucha conmoción que han afectado, tanto positiva como negativamente, a la sociedad salvadoreña

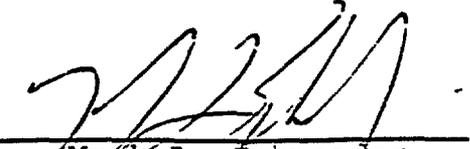
Por tanto las dos entidades trabajarán en estrecha cooperación durante el siguiente año para apoyar "la ejecución de políticas, programas y proyectos dirigidos a la infancia y a la juventud salvadoreña".

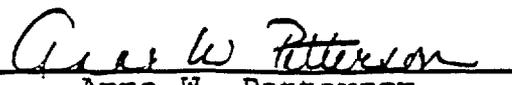
- 2 Considerando que el desarrollo de una niñez sana y fuerte depende directamente del desarrollo emocional, neurológico y físico durante los primeros tres años de vida, considerando que el Instituto Salvadoreño de Protección al Menor (ISPM) promueve el bienestar de la niñez salvadoreña a través de la formación y fortalecimiento de los Centros de Bienestar Infantil (CBIs) apoyando a la niñez de 0 a 3 años en educación inicial y a los niños con exclusión social, y considerando que la Agencia de los Estados Unidos para el Desarrollo Internacional (USAID) apoya el fortalecimiento familiar y la participación comunitaria

Por tanto, las dos entidades acuerdan por este medio llevar a cabo en El Salvador un proyecto conjunto que beneficie a la niñez de dicho país

San Salvador, 29 de julio de 1997


 Elizabeth de Calderón Sol
 Presidenta Instituto Salvadoreño
 de Protección al Menor (ISPM)


 Mark L. Schneider
 Administrador Adjunto
 para América Latina y el
 Caribe


 Anne W Patterson
 Embajadora de los Estados

ff
- 1997

**SITUACION ACTUAL DE LA
EDUCACION INICIAL EN
EL SALVADOR**

EL SALVADOR, DICIEMBRE DE 1997.

I. INTRODUCCION

Para la sociedad salvadoreña, que actualmente procura consolidar la paz y encaminarse a un desarrollo sostenible, es de trascendental urgencia que las nuevas generaciones sean atendidas en la satisfaccion de sus necesidades basicas de alimentacion, salud y vivienda, pero ademas en las areas afectivas, de seguridad y estimulacion

Es de ahí donde surge la vital importancia de la educacion, y como parte de ella, la Educación Inicial (E.I), pues sirve a niñas y niños no sólo para su desarrollo físico, emocional y cognitivo, sino que simultaneamente fortalece las aptitudes escolares y baja los índices de repitencia, problemas atencionales y desercion escolar. Con ello se pretende obtener, a futuro, ciudadanos con mayor adaptacion en la adultez, de alta productividad, creatividad y en mejor posición para contribuir al buen desarrollo de su familia, comunidad y país

FEPADE, USAID y UNICEF unificaron esfuerzos para analizar la situacion de la Educación Inicial en El Salvador, en vista de sus multiples beneficios

Este documento es resumen de una consulta nacional sobre el estado de la Educación Inicial en el país, el cual incluye las recomendaciones para resolver la problematica encontrada

II. ANTECEDENTES Y JUSTIFICACION

En el transcurso de los últimos años se ha incorporado en la Educación, un area nueva llamada Educación Inicial que aspira a desarrollar a niños y niñas de edad preescolar. Esta incorporación surgió gracias a los resultados de investigaciones que reportan impactos positivos sobre la niñez, especialmente facilitando su transición entre hogar y escuela, y promoviendo su aprendizaje y rendimiento escolar

La Ley General de Educación en el artículo 16 establece que la "Educación Inicial comienza desde el nacimiento del niño hasta los cuatro años de edad, y que favorecera el desarrollo socio-afectivo, psicomotriz, senso-perceptivo, de lenguaje y de juego por medio de una adecuada estimulación temprana". También estipula que, "la Educación Inicial centrara sus acciones en la familia y en la comunidad, y que el Ministerio de Educación normara y facilitara la ejecución de los programas de esta naturaleza—desarrollados por instituciones publicas y privadas"¹

El artículo 17 establece como objetivos de la Educación Inicial

- a) Procurar el desarrollo integral de niños y niñas por medio de la estimulacion armonica y equilibrada de todas las dimensiones de su personalidad, y

¹ Ley General de Educación, Decreto No 917. Ministerio de Educación, 1994-1999

- b) Revalorizar y fomentar el rol educativo de la familia y la comunidad a través de la participación activa de los padres, como primeros responsables del proceso educativo de sus hijos.²

Se entenderá por E.I , aquella que se imparte para los niños de cero hasta cuatro años de edad. Es necesario aclarar que dada la realidad de nuestro país, donde no hay acceso universal a la Educación Parvularia, los programas de E.I incorporan elementos de esta y atienden, en ocasiones, a niños de mayor edad.

III. OBJETIVOS

General

- Promover procesos consultivos que apoyen la participación y el diálogo de los diferentes sectores involucrados en Educación Inicial, para fortalecer los cambios que en el área se están realizando a nivel nacional

Específicos

- Elaborar un diagnóstico participativo para conocer la situación actual de la Educación Inicial en El Salvador
- Generar insumos para incluirlos en las recomendaciones o propuestas de políticas educativas nacionales
- Involucrar a todas las instancias cuya labor contribuye directa o indirectamente a la atención de niños y niñas menores de cuatro años

IV. FASES DEL PROCESO

El proceso llevado a cabo para obtener el presente documento se realizó desde julio hasta noviembre del presente año, en tres fases

Seminario-Taller sobre Educación Inicial en El Salvador.

Este seminario se realizó el 15 y 16 de julio de 1997 y sus objetivos fueron obtener un diagnóstico situacional y alternativas de solución para la Educación Inicial en el país, utilizando la matriz de Potencialidades-Deficiencias-Solución, para elaborar un documento base. Otro objetivo fue orientar, enriquecer y actualizar los conocimientos técnicos de los participantes, para ello se contrataron tres consultores extranjeros, quienes entre otros aspectos expusieron experiencias desarrolladas en sus países

Los temas de trabajo fueron Política/Marco Legal, Metodología, Cobertura, Recursos Humanos, Coordinación Intersectoral / Institucional, Valorización y Familia/Comunidad, en los anexos de este documento se compilan los resultados del Seminario-Taller

² Ibidem, pag.2

Análisis y síntesis del diagnóstico.

Los representantes de UNICEF, USAID y FEPADE, considerando que era necesario sintetizar los resultados del Seminario-Taller con la participación de los diversos sectores, convocaron a 17 instituciones para formar el Comité de Apoyo. Este se reunió semanalmente desde el 9 de septiembre hasta el 9 de diciembre del presente año.

En las sesiones, se analizó y discutió las ideas expuestas en cada una de las matrices, sintetizando los contenidos hasta obtener los resultados.

Divulgación del diagnóstico.

El Comité de Apoyo se reunió en un último esfuerzo para establecer los mecanismos de difusión de los resultados.

V. CONCLUSIONES

Los resultados obtenidos se clasificaron en cuatro áreas: Política, Técnica, Institucional y Social. Cada una contiene una introducción que incorpora elementos positivos con los que en la actualidad se cuenta en el país, es decir, puntos de los cuales se puede partir para mejorar la Educación Inicial y algunas metas a las que se desea llegar. En la problemática se incluyen problemas puntuales y efectos encontrados, es decir, las necesidades o estados negativos con sus consecuencias más inmediatas. Finalmente se encuentran las recomendaciones, que describen estrategias para superar las limitaciones y poder así alcanzar las situaciones ideales establecidas.

AREA POLITICA

La creación de la Comisión del Niño y la Familia en la Asamblea Legislativa ha permitido que en El Salvador, en la década de los 90s, existan notables avances en leyes y políticas que benefician y facilitan la atención a la niñez, como la Ley General de Atención al Menor, la ratificación de la Convención de los Derechos del Niño, el Código de Familia y el fortalecimiento del Instituto Salvadoreño de Protección al Menor (ISPM).

La atención que el Ministerio de Educación (MINED) está dando a la Educación Inicial, el interés del ISPM por desarrollar y normar algunos programas específicos, los intentos de coordinación que se han realizado por parte de algunos donantes internacionales y organizaciones nacionales, públicas y privadas, nos indican los avances que a nivel político se han presentado para esta educación.

Además, se han realizado esfuerzos por promover y divulgar los Derechos del Niño, el Código de Familia, y la Reforma Educativa. Sin embargo, la Educación Inicial en sí es un tema todavía poco conocido y valorizado a nivel nacional.

Problemática

- Según datos de la EHPM-96, un 68.9% de los hogares que cuentan con niñas y niños menores de cinco años son pobres, el 34.9% de ellos se encuentran en pobreza absoluta y 34% en pobreza relativa. Lo anterior indica que un elevado porcentaje de hogares no alcanzan a cubrir las necesidades prioritarias de los niños y niñas, mucho menos a recibir o tener acceso a E.I.
- Existe incongruencia entre algunas leyes/políticas y su operativización, y al mismo tiempo se manifiesta poca divulgación y aplicación de las mismas dentro de la sociedad salvadoreña.
- Presupuestariamente el Gobierno pese a los esfuerzos, todavía invierte muy pocos recursos financieros en el área social, actualmente del PIB se está invirtiendo un 4.2%, el 2.7% en educación y 1.5% en salud. En otros países la tendencia es de invertir más. Por ejemplo, según datos contenidos en el Índice de Desarrollo Humano de 1997, en Costa Rica se invierte en el área social el 7.7%, el 3% en salud y 4.7% en educación; y en Chile el 7.9% (3.4% en salud y 4.5% en educación) lo que significa que en El Salvador se deben hacer esfuerzos más grandes a corto plazo para lograr una mayor inversión en la mencionada área.
- En el país, especialmente en el sector público, continúa existiendo poca planeación estratégica y una práctica de tomar decisiones basadas en información desactualizada e incompleta, situación que causa desorganización, descoordinación y confusión de roles, entre los diferentes sectores involucrados y como consecuencia, poco impacto.
- La ausencia de un sistema nacional de Educación Inicial definido, integrado y de nación causa una desarticulación entre los actores tanto públicos como privado.

Recomendaciones

- Promover en forma participativa la revisión y ajuste a las políticas y marco legal existentes con el fin de llevar a cabo una definición, unificación, divulgación y aplicación consistente de ellos a nivel nacional.
- Reformular y enfatizar los roles y responsabilidades del ISPM y MINED en el área de Educación Inicial.
- Lograr la participación y coordinación intersectorial, tanto a nivel central como a nivel local.
- Elaborar una propuesta para entregar a la Comisión de Educación de la Asamblea Legislativa, con el objetivo de lograr mayor porcentaje dentro del presupuesto nacional para Educación Inicial.
- Incorporar la Educación Inicial en el proceso de Reforma Educativa.
- Promover que las alcaldías asignen parte de su presupuesto para acciones de Educación Inicial dentro de sus municipalidades.
- Es de mucha trascendencia promover y divulgar los derechos de niños y niñas, y la existencia de instancias que velen por el cumplimiento de esos derechos, logrando así

un compromiso con las generaciones futuras por una mejor calidad de vida y desarrollo humano.

- Elaborar un plan nacional para la ampliación de la cobertura de la Educación Inicial a largo plazo, en forma progresiva.
- Erradicar la existencia de establecimientos que atenten contra la integridad física y moral de la niñez y adolescencia, especialmente en zonas recreativas y escolares

AREA INSTITUCIONAL

El creciente interés de instituciones gubernamentales y no gubernamentales, en los últimos años, en relación a Educación Inicial y Parvularia, ha permitido reconocer la importancia de formalizarlas, extenderlas e incrementar su cobertura a nivel nacional. Consecuentemente se han provocado algunos esfuerzos de coordinación entre ellas, buscando el apoyo de organismos internacionales para brindar cooperación técnica y financiera en el desarrollo de sus programas. Ese interés ha llevado a constantes intentos por lograr mejoras en la calidad de los servicios y consolidar sus propias experiencias.

El ISPM desarrolla un Programa de Centros de Bienestar Infantil (CBI) cuyo objetivo es promover y acompañar esfuerzos locales para brindar atención integral a la niñez de 0 a 7 años. A la fecha cuenta con 138 (CBIs) en 13 departamentos del país y con una población de 4,140 niños y niñas.

Asimismo, las instituciones han desarrollado capacidad y experiencia en Educación Inicial y varias cuentan con un sistema de seguimiento exclusivo para sus actividades, sin embargo, el monitoreo y evaluación de los proyectos aún no es sistemático.

Problemática

- La débil coordinación entre instituciones del sector público y privado, manifestándose con acciones ejecutadas en forma aislada, generan duplicación de esfuerzos, pérdida de confianza de organismos donantes, programas de baja calidad, mal uso de recursos y baja cobertura.
- Según la EHPM-96 de los 717,683 menores de cinco años existentes en el país, solamente el 7%, en la zona urbana, y 3.5%, en la zona rural, asisten a algún centro de educación formal, lo que indica que se ejecutan pocos programas de E I.
- El personal capacitado se encuentra centralizado en las instituciones ISPM-MINED y mayormente concentrado en el área urbana, consecuentemente el poco personal existente en el área rural es empírico.
- La tendencia ha sido de implementar programas dictados más por los criterios de las fuentes de financiamiento, exigencias políticas e intereses institucionales sin considerar las necesidades de la población y un plan nacional de Educación Inicial.
- Escasa participación de la empresa privada, directa o indirectamente, en la atención a menores de cuatro años.

Recomendaciones

- Modernizar las estructuras organizativas, mediante procesos concensuados
- Crear una red de sistemas de información y sistematización de experiencias
- Promover entre donantes e instituciones implementadoras el desarrollo de programas basados en necesidades educativas detectadas. Para ello es necesario diseñar, en forma participativa, un sistema de monitoreo, evaluación y sistematización de información pertinente a la Educación Inicial y las experiencias exitosas del país
- Fomentar en la empresa privada la creación y el financiamiento de centros de Educación Inicial para los hijos e hijas de sus empleados
- Involucrar a todos los sectores e instituciones en la formulación de programas y planes de acción nacionales, mediante procesos consultivos y el desarrollo de la capacidad de planeación estratégica.
- Romper el asistencialismo propiciando la autogeneración de ingresos mediante proyectos de desarrollo comunitario

AREA TECNICA

Las diferentes instituciones que trabajan con Educación Inicial cuentan con algún personal especializado, muchos de los cuales tienen experiencia profesional y empírica, y varias de las mismas instituciones procuran formarlos permanentemente

Existe por lo menos una universidad en El Salvador que tiene un programa de formación de profesionales de Educación Inicial

Actualmente el MINED ha formulado un documento que contiene los fundamentos curriculares de la E I, en el cual se destaca aspectos relevantes tales como los objetivos, estructura y área curricular, los principios que la rigen, además el perfil e indicadores del desarrollo del niño, así como el perfil del docente, los contenidos básicos a desarrollarse en este nivel, estrategias y recursos metodológicos

Problemática

- La falta de divulgación del currículo a nivel nacional y la limitada documentación de consulta (tal como evaluación del desarrollo, guías de estimulación, planeamiento, etc) propicia el desligamiento de la Educación Inicial al sistema educativo nacional
- La ausencia de un currículo de formación profesional nacional para el recurso humano que trabaja en el nivel de Educación Inicial, tanto del sector formal como no formal, impide establecer un perfil adecuado a las necesidades de la niñez.
- No existen programas de capacitación permanente, que permitan al personal involucrado su actualización y manejo de metodologías apropiadas, produciendo un proceso educativo inadecuado e improvisado en su ejecución
- Deficiente conocimiento, apreciación y aplicación de los mecanismos de supervisión, investigación, monitoreo y evaluación. Tal situación no permite el intercambio de información, experiencia, retroalimentación, revisión y mejoramiento de programas

Como consecuencia de esta deficiencia no se toman medidas preventivas ni correctivas, basadas en información real sobre el impacto y funcionamiento de acciones, en forma oportuna y profesional

- El descuido del recurso humano produce desmotivación y desensibilización ante el proceso integral del niño.

Recomendaciones

- Establecer un currículo para Educación Inicial, que se difunda a nivel nacional, sea adaptado a la realidad, revisado y evaluado permanentemente
- Tomando en cuenta las experiencias nacionales, diseñar y poner en práctica mejores sistemas de monitoreo y evaluación con la participación de profesionales y colaboradores capacitados de todos los sectores, para retroalimentar los procesos y mejorar la calidad de los servicios de la Educación Inicial
- Procurar que en el futuro los programas estén basados en la demanda y oferta real, utilizando la información de programas exitosos actuales y otras fuentes, tales como investigaciones específicas, Encuesta de Hogares de Propósitos Múltiples, Censo, etc
- Sistematizar la preparación y divulgación de la información de Educación Inicial, adecuándola a los diferentes niveles de usuarios (político, técnico y comunitario), para maximizar su impacto y utilidad
- Diseñar e institucionalizar un plan nacional de formación para todos los participantes en el área de Educación Inicial, tanto del sector formal como no formal, público y privado
- Fomentar la mística profesional de los involucrados en la Educación Inicial
- Elaborar un diagnóstico de la oferta y demanda del recurso humano que labora en Educación Inicial, diseñar y definir normativos que lo regulen, elaborar perfiles de los diversos actores y capacitarlos en estrategias de monitoreo y evaluación

AREA SOCIAL

La sociedad salvadoreña está poco a poco tomando consciencia de la necesidad e importancia de ofrecer Educación Inicial a todos los niños y niñas menores de cuatro años como un programa formativo y preventivo que potencia su desarrollo biopsicosocial. Paralelamente, los medios de comunicación, como uno de los actores coadyuvantes de la educación en la población salvadoreña, están iniciando esfuerzos por desempeñar un papel propositivo en la protección y formación del niño/niña, compromiso que debe fortalecerse mucho más.

Actualmente existen programas comunales, mediante los cuales se promueve la participación y capacitación de padres y madres de familia para que puedan asumir mejor la responsabilidad de educar y proveer salud a hijos e hijas.

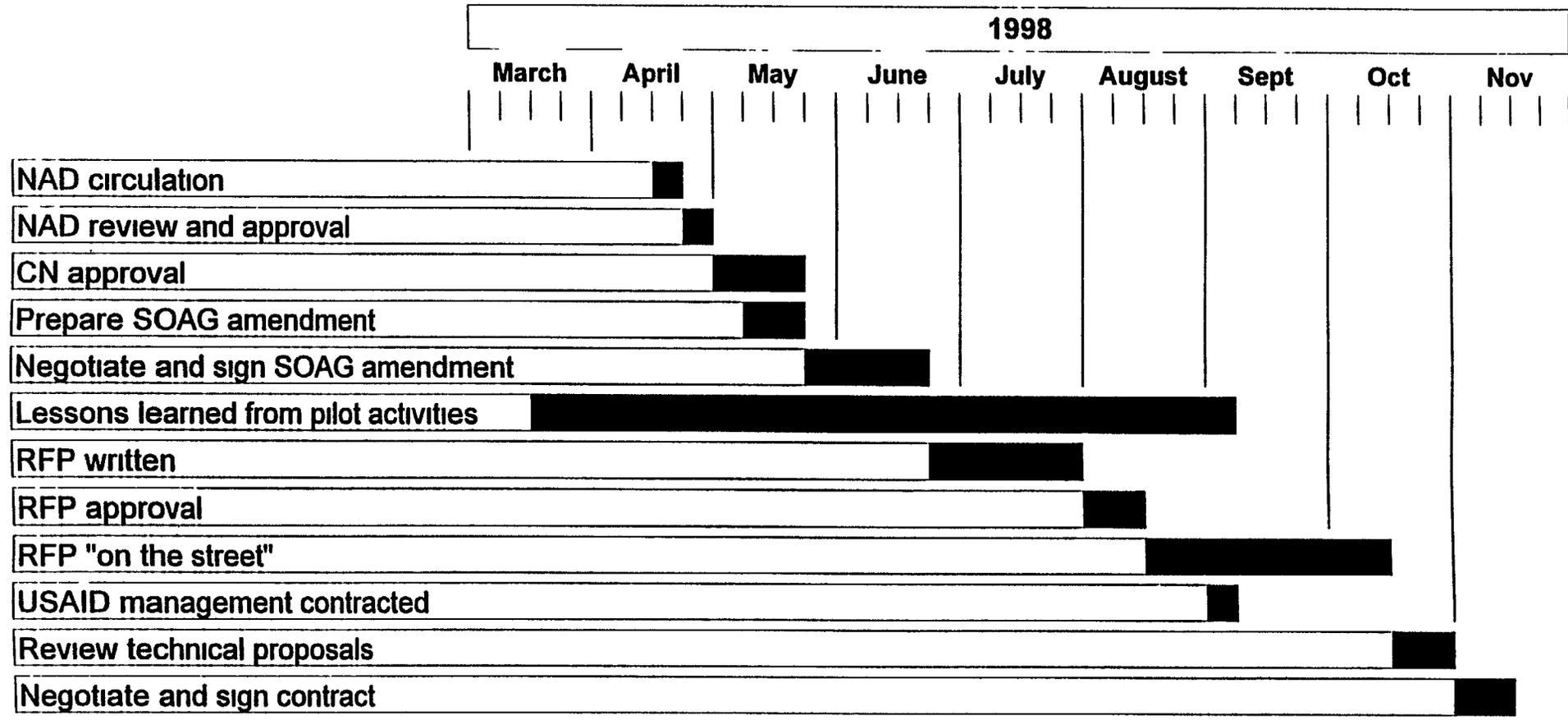
Problemática

- Poco conocimiento de la importancia de la Educación Inicial a nivel nacional, por lo tanto no hay reconocimiento social ni adecuada remuneración para los profesionales que trabajan en esta área
- Alto porcentaje de hogares inestables e incompletos, el 22.6% de los hogares que tienen niños y niñas menores de cinco años tienen por jefe a una mujer, donde las familias no tienen la capacidad de atender en forma adecuada a los hijos e hijas debido a sus condiciones de pobreza, los procesos de transculturación negativa, alto índice de violencia intrafamiliar, trabajo infantil, y desigualdad de género
- Se evidencia una crisis de valores morales, cívicos y espirituales, causando contradicción entre lo que promueve la educación y la realidad diaria
- Medios de comunicación que se esfuerzan muy poco para contribuir al desarrollo positivo de la niñez y que por el contrario, pueden influir negativamente con su programación
- Un sector empresarial que escasamente apoya la Educación Inicial, inclusive para los hijos e hijas de sus propios empleados

Recomendaciones

- Promover campañas de concientización, dirigidas a niños, jóvenes y adultos sobre la paternidad responsable, haciendo énfasis en áreas como el respeto a los derechos humanos, autoestima, necesidades afectivas de los niños/as, equidad de género y etapas evolutivas del ser humano
- Fortalecer los programas de Educación Inicial en las comunidades, utilizando el servicio social que ofrecen las instituciones de educación media y universitaria, pública y privada
- Obtener un compromiso de los medios de comunicación social para que enfatizen sobre aspectos positivos para la niñez y juventud actual, y establecer mecanismos efectivos de control de material que podría tener un impacto negativo
- Involucrar a miembros de la comunidad en todas las fases de los programas de Educación Inicial (desde el diseño hasta el seguimiento)
- Fomentar en las comunidades el cumplimiento de las leyes que regulan la existencia de establecimientos que atentan contra la integridad física y moral de niños, niñas y adolescentes
- Promover en las comunidades la creación y mantenimiento de zonas recreativas, utilizando recursos de bajo costo y gestión permanente con empresa privada, ONG's y autoridades locales
- Realizar jornadas de intercambio de experiencia entre comunidades para promover la trascendencia de la Educación Inicial, el establecimiento y fortalecimiento de mecanismos de participación y coordinación, y la definición de roles y responsabilidades a nivel local

EDIFAM TIME LINE OF KEY EVENTS



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Illustrative Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Implementing Entity	362,276	253,365	233,704	168,000	147,000	1,164,345
USAID Managed Funds						
Expert						
U S PSC	92 000	95 220	98 553	102 002	105,572	493 347
Fringes	13 800	14 283	14 783	15 300	15 836	74,002
Allowances	18 400	19 044	19 711	20 400	21 114	98,669
Housing Storage Trvl etc	80 000	40 000	30 000	40 000	35 000	225 000
Total Expert	204 200	168 547	163 047	177,702	177 522	891 018
Technical Assistance						
Short Term TA (U S)	40 000	40,000	40 000	40 000	40 000	200 000
Long Term TA (U S)	200,000	210 000	110,250	100 000	100,000	720 250
Total Tech Assistance	240 000	250 000	150 250	140 000	140 000	920 250
Inst Strengthening for GOES & NGOs	240 000	240 000	240 000	240 000	240 000	1 200 000
Research	50 000	50 000	50 000	50 000	50 000	250 000
Small Awards (Unsolicited Proposals)	70 000	70 000	70 000	70 000	70 000	350 000
Training	50 000	50 000	50 000	50 000	50 000	250 000
Observational Travel	40 000	40 000	40 000	40 000	40 000	200 000
USAID Management						
1/2 Resident Hire USPSC (1st yr only 1/3)	34 000	53 550	56 228	59 039	61 991	264 808
1/2 FSN Assistant	13 000	13 650	14 333	15 050	15 803	71 836
1/2 FSN Secretary	6 750	7 088	7 442	7 814	8 205	37 299
Training for Project Mgt Personnel	3 029	4 055	4 241	4 436	4 641	20 402
USAID Management Total	56 779	78 343	82 244	86 339	90 640	394 345
Evaluation and Audit	10 000	10 000	60 000	10 000	60 000	150 000
Contingency (5%)	48 049	47 845	45 277	43 202	45 669	230 042
Total USAID Managed Funds	1,009,028	1,004,735	950,818	907,243	963,831	4,835,655
Activity Total	1,371,304	1,258,100	1,184,522	1,075,243	1,110,831	6,000,000

Illustrative Budget

PROJECTION OF OBLIGATIONS BY FISCAL YEAR

Activity Components	FY-98	FY-99	FY-00	FY-01	FY-02	TOTAL
Curric Dev & Inst. Strengthening	1,325 7	1,420 7	686 7	691 7	280 8	4,405 6
Training & Observational Travel	107 8	105 8	84 8	79 8	71 8	450 0
Small Awards (Unsolicited Proposals)	90 0	90 0	60 0	55 0	55 0	350 0
Research, Evaluation and Audit	85 0	90 0	85 0	90 0	50 0	400 0
USAID Management	93 5	93 5	83 5	83 5	40 4	394 4
Activity Total	1,702 0	1,800 0	1,000 0	1,000 0	498 0	6,000 0

SUMMARY COST ESTIMATES AND FINANCIAL PLAN

Activity Components	LC	FX	USAID
Curric Dev & Inst Strengthening	1,230 9	3,174 7	4,405 6
Training & Observational Travel	115 6	.334 4	450 0
Small Awards (Unsolicited Proposals)	126 0	.224 0	350 0
Research, Evaluation and Audit	360 5	39 5	400 0
USAID Management	129 6	.264 8	394 4
Total USAID Contribution	1,962 6	4,037 4	6,000 0
Total Counterpart	2,000 0	0 0	2,000 0
Grand Total	3,962 6	4,037 4	8,000 0

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METHODS OF IMPLEMENTATION AND FINANCING

Activity Components	METHOD OF	METHOD OF	TOTAL
Curric Dev & Inst Strengthening	CA or Contract	FRLC or Dir Pay	4,405 6
Training & Observational Travel	CA, Contract, TARs		
	IQC or buy-ins to HCD	Direct Pay	450 0
Small Awards (Unsolicited Proposals)	Coop Ag or Grants	Direct Pay	350 0
Research, Evaluation and Audit	IQCs or Contracts	Direct Pay	400 0
USAID Management	Contracts	Direct Pay	394 4
Activity Total			6,000 0