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**Strengthening Basic Education
EQUIP2, El Salvador
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LIST OF ACRONYMS

AED	Academy for Educational Development
AMCHAM	American Chamber of Commerce
CIES	Comparative & International Education Society
COP	Chief of Party (Directora del Proyecto)
COMURES	El Salvador Municipal Corporation
CTO	Cognizant Technical Officer
DIGESTYC	Census and Statistics Department (Dirección General de Estadística y Censos)
EQUIP2	Education Quality Improvement Program 2
ESC	Quality Tracking Team (Equipo de Seguimiento a la Calidad)
EMIS	Education Management Information System
FEPADE	Private Sector Foundation for Educational Development
FLACSO	Latin American Department of Social Sciences (Facultad Latinoamericana de Ciencias Sociales)
IBB	International Book Bank
INSAFORP	Professional Development Institution of El Salvador (Instituto Salvadoreño de Formación Profesional)
M & E	Monitoring and Evaluation (Monitoreo y Evaluación)
MINED	Ministry of Education (Ministerio de Educación)
NEA	National Education Account (Cuenta Nacional de Educación)
NGO	Nongovernmental Organization (Organización no gubernamental)
PEA	Annual Education Project (Proyecto Educativo Anual)
PEI	Institutional Education Project (Proyecto Educativo Institucional)
PMC	Presidential Monitoring Committee (Comisión Presidencial de Monitoreo)
PMP	Performance Monitoring Plan (Plan de Monitoreo)
RTI	Research Triangle Institute
TBN	To Be Nominated
USAID	United States Agency for International Development El Salvador
UCA	University of Central America (Universidad Centroamericana)
UTEC	University of Technology (Universidad Tecnológica)
CIES	Comparative International Education Society

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EQUIP2
STRENGTHENING BASIC EDUCATION Program
USAID/EL SALVADOR

EXECUTIVE SUMMARY

USAID/El Salvador's Strengthening of Basic Education Program is the compilation of an integrated group of activities that assist El Salvador's Ministry of Education efforts to help achieve the goals of the National Education Plan 2021. The program has two major goals. The first is to support educational policies aimed at increasing the quality and quantity of social investment and improving transparency of the educational sector. The second is to increase and improve basic education opportunities. All of the program's activities over four years seek impact on the national level, but the direct intervention is carried out at 500 schools in five departments. The project is scheduled to end in September of 2009.

EQUIP2 directly contributes to the objectives of the National Education Plan 2021. It supports Strategy #2 "Effectiveness of Basic Education" by training competent and motivated teachers and developing student-oriented curriculum. It also supports Strategy #4 "Good Management Practices" by strengthening schools' management, institutional development, community participation, information systems, and monitoring and evaluation.

EQUIP2 contributes to these strategic objectives through a variety of activities. The project is developing language curricula materials for first through sixth grades, as well as introductory teacher training modules on competencies and continuous assessment. EQUIP2 also strengthens school management using the PEI and PEA tools and provides technical assistance to a group of 500 schools. The EQUIP2 project has an alliances component, through which it is advising the MINED on how to strengthen ties with the private sector. The Project is also developing the National Education Accounts system to track investment in education, and connecting the accounts to the MINED's information systems. EQUIP2 is influencing educational policy through informed dialogues about the sustainability of the Plan 2021 in an effort to advise the Presidential Monitoring Commission for the Plan 2021 during political transition. This advisory role is essential for the improvements to El Salvador's educational system that will take place over the next 16 years.

This report presents a summary of the main activities from October to December, 2008, broken down by component. The final section describes the challenges met throughout the quarter as well as the lessons learned.

PRINCIPAL ACTIVITIES OF THE QUARTER

EQUIP2 completed the document “Private Sector investment in education 2005-2007,” based on information garnered from the National Education Accounts

This document contains the analysis of the initiatives, activities and projects driven by private business, NGO’s from El Salvador, and international donors that contribute with financial resources to the education sector. The information included in the report allow for actions to be taken which are consistent with the objectives of the Plan 2021, calling upon the participation of the private sector as well as international corporations for the financing of educational investments. Using the results from this study and of the other components of the NEA, the MINED has prepared proposals for free high school education, and school lunches.

EQUIP2 finished the Glossary of Terms from the School Census and refined the public school survey

EQUIP2 finalized the Glossary of Terms from the School Census, which will be distributed by MINED to more than 5,000 schools at the national level. This activity also included refining data from the “Public Education Survey of Educational Investment,” which was administered as part of the National Education Accounts activity. This refinement included data from 4,433 questionnaires referring to the investment in education as surveyed at the school level, and will be used to complete the final analysis of the NEA.

EQUIP2 offered support to MINED in launching the Integrated Information System which will assist with decision making at the central level.

During the month of November, the MINED unveiled the “Education Information System for Decision Making,” in front of a large audience from various sectors involved in the development of education within the country. For MINED, the integration of the information system has allowed for the unification of available data from different internal databases. It has given education information access to the public and ultimately strengthening transparency. Also, it has established a master catalogue, with unique codes designated for each school. The system has facilitated the access of information for users to assist with decision making; and allowed for the direct access of data from the MINED Intranet and the Internet for viewers to see all supplied data.

EQUIP2 has also assisted MINED in the integration of the information system, particularly in the development of two new components: a global positioning system (GPS) and a system of reports and integrated statistics. The GPS component allows schools to digitally locate their communities and access a basic profile for each one of them. The report system offers the availability to combine school data with internal efficiency indicators.

To support MINED in the integration of the information system, EQUIP2 has used an application of *Business Objects* (the French software) developed by AED for USAID in their

projects in Guatemala and now in El Salvador. USAID and EQUIP2 have closely collaborated to make this a successful activity and one that strengthens the relationship between USAID/Guatemala and USAID/El Salvador. The USAID/Guatemala CTO attended the launching of El Salvador's information system along with a representative from the Ministry of Education in Guatemala.

126 schools had their Annual Education Plan (PEA) finished before the beginning of the 2009 school year as part of the strategy to strengthen education management through EQUIP2 assistance

During this quarter, 100% (126) of the schools that received technical assistance from EQUIP2 over the past year developed their Annual Education Plan (PEA), which will dictate the activities that the school will implement in 2009 and are in accord with the process outlined in the Guide for the Development or Revision of the PEI and PEA. These schools, along with the education community at large, have planned activities oriented to improved student learning which are linked with the PEI guidelines. Each one of the 126 schools has a file with data of its experience developing and/or revising the PEI and PEA.

School principals on the national level, teacher training institutions and NGO's contributed to the socialization of the strategy to strengthen school management in the education system

Together with MINED, EQUIP2 socialized the strategy for the strengthening of school management (PEI and PEA) by having all actors involved in assisting schools help in creating the vision, mission and objectives of the PEI in each educational institution. This strategy has permitted the MINED, at the technical level, to grasp an integral vision of school management and how learning should be oriented. Since December, MINED officials have been developing "hands-on" workshops with school principals at the district level in 14 departments. Additionally, EQUIP2 worked with 9 teacher training institutions with the purpose of integrating the PEI and PEA process into their study programs. With the same mission, EQUIP2 and MINED presented the strategy for the strengthening of the school management to a group of 65 representatives from NGO's that work with MINED to add the program to the planning process that schools implement. Finally, EQUIP2 has begun the distribution of the self- assessment guide of the PEI and PEA to school principals at the national level, with the goal of reaching all 5,213 schools. This process was dependent upon coordination with different units within MINED. Although EQUIP2 has developed the strategy in 500 primary schools, the socialization strategy has also arrived at the doorstep of school principals in preschool and high schools as well.

26 representatives from different sectors met to discuss the sustainability and continuity of the Plan 2021 during the upcoming government transition.

In October, the Presidential Commission for the Monitoring of Plan 2021, in alliance with USAID and EQUIP2, held the technical meeting, "Continuity and Sustainability of the Plan 2021" in Washington D.C. This conference was convened as part of the process for the

reflection and dialogue of sustainability and continuity of the National Education Plan 2021. In attendance at the three-day meeting were the Minister of Education, the Vice minister of Education, a group of representatives from the private sector, representatives from both major political parties, civil society, members of the Presidential commission and a group of international education experts.

The meeting focused on the analysis of the educational situation in El Salvador broken down by educational levels (preschool, primary, secondary, high school, technical, technological, and higher education). The Minister of Education, Darlyn Meza, the Vice Minister, José Luis Guzmán, the Manager of the Analysis and Information unit from MINED, Laura Salamanca, and the Coordinator of the Presidential Monitoring Commission, Sandra de Barraza, lead the analysis on advances in the country's education, the Plan 2021, and priorities for the next administration. This analysis was enriched with the participation of international experts who shared state of the art educational initiatives from around the world. The participants had the opportunity to analyze the McKinsey Report on the status of educational systems from various countries through a video conference with the co-author of the report, Mona Mourshed. Additionally, conference participants discussed the trends and priorities of education quality, teaching quality, and education finance following presentations of international experts: Luis Crouch, John Gillies, Ernesto Schiefelbein, Marcelo Cabrol, Carmen Siri, Paul Bucci, Jesús Alvarez and Maria Teresa Tatto.

After lengthy discussion, the group of participants selected those areas that were agreed upon to be most important to focus on for continuing to support the Plan 2021. The group also established a working group to follow-up the meeting's agreements while working in coordination with the Monitoring Commission and EQUIP2.

Organization of the Visual Health Clinic, "Seeing well to learn more"

EQUIP2, in alliance with Rayjon Share Care, MINED, FUDEM, CONCULTURA and the Ministry of Health, hosted a visual health clinic from October 27-31 called, "Seeing well to learn more." The aim of the clinic was to improve the learning ability for those students with special vision needs as well as to improve the quality of life for all members of the education community. The clinic discovered that a high number of children—26% of the 256 who were attended to—had a reduced capacity to learn because of their inability to see well.

Understanding this link between poor vision and a child's ability to read and maintain attention in the classroom, EQUIP2 proposed and coordinated the logistics of the vision clinic in alliance with a team of 20 professionals and volunteers from Rayjon Share Care out of Canada. Rayjon Share Care donated more than 1,700 pair of glasses for adults and assisted 823 patients.

The Vision Clinic was a success because of the coordination between national institutions who work towards improved student learning. The local partners assisting on the ground level were MINED, who financed glasses for the students, and the Foundation for the Development of Women (FUDEM), who attended to more than 600 students through eye consultations. The project was bolstered by the Ministry of Health, who offered 696 oral cleanings for students, and

CONCULTURA, who assisted with a mobile library, or *Bibliobús*. Many books were read from the mobile library while families waited for their appointments at the clinic, reinforcing the habit of reading out loud to children. Those who attended reported their satisfaction for the glasses, the oral cleanings, and the reading activities.

Strengthening of the COMPITE program with book donations in alliance with USAID, AED and the IBB

As a result of the second donation from IBB, 59,351 books (49,294 in English and 9,614 in Spanish) were distributed through the partnership with AED and the International Book Bank. EQUIP2, along with MINED and its determination to strengthen COMPITE, a program that teaches English as a foreign language, worked to secure 9 thousand books in English for teachers and schools that were part of the COMPITE program. These textbooks were the only English resources that teachers and schools had ever used, as there were no official MINED English texts that teachers could have used previously.

MINED officially distributed textbooks to grades 1-6

During an official press conference, MINED distributed textbooks, exercise notebooks and teachers guides. At this occasion, MINED publicly thanked USAID for their contribution towards the development of the language materials for grades 1-6 and for strengthening the curricular focus. The MINED is distributing books and materials from the Cipotes y Cipotas collection to more than 5000 schools at the national level.

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ADVANCES IN ACTIVITIES BY COMPONENT

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
Component 1. Increase the quantity and transparency of investment in the social sector		
A.2. Methodology and institutionalization of the NEA	<p>- EQUIP2 developed the final reports that describe both private sector and municipal investment in education.</p> <p>-The Project corrected all of the inconsistencies of the Public School Database following MINED recommendations.</p> <p>-The Project finished the consolidation and integration of the data generated for the different components that shape the CNE system, especially the results of the support from mayors, from the private sector, and from the central government to develop the consolidated CNE report.</p> <p>-EQUIP 2 prepared and incorporated necessary data of the EHPM 2007 into the appropriate tables of the CNE system.</p>	<p>-500 printed copies of the final report on municipal investment.</p> <p>-EQUIP2 will elaborate the consolidated report of the CNE, the synthesis report and recommendations for the institutionalization and sustainability of CNE in the MINED.</p>
A.4. Support the Presidential Advisory Commission Plan 2021	<p>- The Project held the technical meeting, “Continuity and Sustainability of the Plan 2021” in Washington D.C “ from the 20-24 of October 2008, with the assistance of 26 participants, 14 of which were financed by Project funds to learn about international education experiences including: evaluation, financing, teaching and management, and viable options for the sustainability and continuation of the objectives set forth in the Education Plan 2021.</p>	<p>-EQUIP2 will print 300 copies of the document “Sustainability and Continuation of the Plan 2021: Reflections on the school as the center for learning”.</p> <p>-The Project will create the municipal educational development index and best practices for the investment in education.</p>

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
	<ul style="list-style-type: none"> - Following the workshop in Washington, the participants convened to continue with the dialogue over the educational priorities and objectives defined at the October conference. - As a result of the Washington workshop, a working group was organized that had its first meeting on November 11, 2008. 	
A.5. Information Systems for MINED	<ul style="list-style-type: none"> - EQUIP2 presented to the public the System of Education Information to assist MINED in decision making. - EQUIP2 finished the Glossary of Terms for the census within the information system. 	<ul style="list-style-type: none"> - EQUIP2 will develop an access and security policy for the information system. - EQUIP2 will print a Glossary of Terms for the school census in the first months of 2009.
Component 2: Improve basic opportunities in elementary schools		
B.1.National language strategy based on competencies	<ul style="list-style-type: none"> - EQUIP2 finalized the production and layout of the textbooks, exercise notebooks and teacher guides for the 4th, 5th, and 6th grades. - The Project officially delivered to MINED all of the electronic files of the language materials from the 1st-6th grade for printing. -The MINED publicly presented the <i>Cipotes and Cipotas</i> Collection and organized a media conference to thank USAID for its contribution to education. -The Project participated in the creation and planning of the television program that will serve to bring technical materials to the classroom. -EQUIP 2 worked to develop the content and the graphic layout of the document, “Marking Successes in Primary Education 	<ul style="list-style-type: none"> -In the next quarter, EQUIP2 will begin to develop materials for the integrated classroom (multigrades) in preschool, 4th, 5th, and 6th grades over the 4 curriculum subjects. -The Project will publish the document, “Marking Successes in Primary Education with the Support of Families: You learn, I support you,” in the months of February and March. The purpose is to disclose information on the competencies that students should acquire in high school. -The Project will train MINED evaluation teams on the strategies to utilize the teacher’s materials produced to support classroom learning.

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
	<p>with the Support of Families: You learn, I support you,” which will be published in one of the major newspapers in the country. This material will help families understand the basics of what their children are learning and how to help them with the six subjects that are taught from 1st to 6th grade.</p> <p>-The Project has provided assistance to MINED by organizing technical meetings with MINED teams to deliver the study programs and the use of textbooks and notebooks. On November a workshop was held with 22 technical team members from MINED that are in charge of training other technical staff working within the system.</p> <p>-The Project organized 5 focus groups in December to validate the disclosure in the media of the competencies that students should acquire in 1st to 6th grade</p>	
B.2, 3 and 4. Training for teacher trainers; development of modules for teacher training; and plan for the applied research	- This activity has been successfully completed.	
C. Strengthen community participation to improve the quality of education in 500 schools		
C.1. To design the strategy to strengthen the PEI and PEA as a simple and participatory planning and institutional management instrument to reach educational goals in 500 schools.	- This activity has been successfully completed.	
C.2. Create awareness	- The Project held 2 training workshops	- The strategy has been expanded to

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
about the PEI strategy within different groups of actors.	<p>for 9 Institutions of Higher Education, including teacher trainings at the national level and 187 university professors.</p> <p>-The Project trained 65 representatives from NGO's that work in education during a workshop prepared in collaboration with the MINED</p> <p>-EUQIP2 has redesigned the PEI instructional video, organizing it into 6 short videos lasting 5 minutes each.</p>	<p>include the training of school principals.</p> <p>-EQUIP2 will design the strategy for socialization of the PEI and PEA video, to be aired on El Salvador's education TV channel.</p>
C.3. Train the facilitators to work on developing the PEI	<p>- During this quarter, the Project trained the team of facilitators on MINED's first document in the series of Effective School Management documents.</p> <p>-The Project hosted a workshop with MINED officials from the "Programas Complementarios" unit, with the objective of strengthening the school management process through the implementation of complementary projects, that this unit oversight.</p>	<p>- The Project will provide training to the team of facilitators to strengthen administrative and managerial aspects within the schools.</p>
C.4. Create local capacity in MINED follow-up teams	<p>- The Project hosted 5 workshops for 14 monitoring teams at the national level, resulting in 433 trained MINED advisors.</p>	<p>- The Project will monitor the process that MINED team advisors will implement to strengthen the development of the PEI in their districts.</p>
C.5. Foster local capacity in school community members to strengthen the PEI	<p>- The 126 schools that participated in the program this year have developed their PEA for 2009 anticipatively and in accord with the process presented in the self-assessment PEI and PEA guide, establishing activities oriented to the improvement of student learning.</p> <p>-The Project has held 4 training workshops for 710 school principals:</p> <p>379 from the Department of La Unión 324 from the Department of Morazán</p>	<p>- EQUIP 2 will continue to train all of the school principals from each school in the country in partnership with MINED, as part of expanding the role of the PEI and PEA.</p>

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
C.6. Strengthen the tools of school management	<p>-EQUIP 2 has delivered to the MINED the content and design layout of the 4 documents in the series “Effective School Management to Improve Learning”, and has financed the printing of 1,000 copies of the flipchart for the school management strategy PEI and PEA. These documents are:</p> <ul style="list-style-type: none"> - Document N°1: “Effective school management to improve learning ” - Document N°3: Effective leadership for school principals” - Document N°4: “Effective school organization” (Únicamente se fortaleció el contenido) - Document N°5: “Ordinance framework for institutional strengthening” 	<p>- The Project will work with MINED to train schools principals nationwide on the series “Effective School Management to Improve Learning”.</p>
D. Improving civilian capabilities in 500 schools		
D.1. Conduct regular meetings with the MINED	This activity has been redefined, and is not longer on the work plan.	
D.2. Facilitate meetings with NGOs and other actors to review best practices	This activity is being redefined, and is not longer on the work plan.	
D.3. Identify alliances	<p>- As part of the book donation program on behalf of AED, EQUIP2 distributed more than 9 thousand English books to 476 teachers in the COMPITE program from the 10-20 of November.</p> <p>-In the month of December, the Project completed the second distribution of the private sector donations within the Ministry’s legal framework, which is part of the support offered to the MINED in the area of alliances with the private sector.</p> <p>-From the 27-31 of October, the Project held the visual health clinic, “Seeing Well</p>	<p>- Between the 15 and 29 of January, the Project will distribute a second round of books to more than 900 teachers in 100 schools.</p> <p>-The Project is hoping to coordinate 2 more visual health clinics in 2009 with other institutions.</p>

GOALS	QUARTERLY RESULTS	COMMENTS/NEXT STEPS
	<p>to Learn More.” The activity was coordinated with Rayjon Share Care who donated 1,746 pair of eyeglasses and with the assistance of 2 optometrists and 18 technicians. The clinic saw 823 patients and distributed 689 glasses, as well as referred 50 patients with special needs to the Department of Health. The alliance between MINED and FUDEM allowed for the financing of consults for 655 students, 175 of whom needed eye glasses and 12 students with more serious health issues who were put into contact with the Ministry of Health for further treatment. The Ministry of Health also provided 595 dental cleanings for students. The Bibliobus program by CONCULTURA, which was active throughout the clinic, motivated students to read and write through interactive activities.</p>	
E. Monitoring and Evaluation		
<p>E.1 and 2. Development and implementation of a plan for monitoring and evaluation.</p>	<p>-The Project has concluded the 2008 PMP</p>	<p>- The Project will prepare the 2009 PMP, and will collect the data needed.</p>
<p>E.3. Develop workshops with the follow-up team of the MINED</p>	<p>-This activity is no longer in the work plan.</p>	
<p>E.4. Collect information</p>	<p>-The Project has a draft of the PEI study.</p>	<p>- EQUIP2 will collect data from PAES achievement tests of grades 3, 6 and 9 to conclude the PEI study.</p>
F. Administrative Process		
<p>F.1 Establish the office and procedures</p>	<p>-No activities to report.</p>	<p>-No activities to report.</p>
<p>F.2 Hire local personnel</p>	<p>-The Project contracted Martha Duran as Administrative Assistant, who has been working with the team since mid-November.</p>	

LESSONS LEARNED

The process of developing the PEI and PEA school management strategy has taken more time than was programmed; however, it is a healthy process within the MINED. The success of the process is exemplified through the ownership of the MINED officials at all levels, and through the expansion of its use by all schools within the country. Furthermore, the PEI and PEA strategy gives support to better communication between the MINED and the schools. There is a *feedback loop* where MINED is taking into account the activities that are relevant for the schools, likewise schools are receiving from MINED clear guidelines on management and administration issues. The PEI and PEA has been used to underline the capacity of the school community to participate and positively affect educational indicators. The lesson learned is that this *feedback loop* will contribute to the sustainability of the initiatives supported by EQUIP2.

CHALLENGES ENCOUNTERED AND PROPOSED SOLUTIONS

In regards to activities included in the work plan, the support to the MINED for the development of a television program that could have been used to inform teachers of the strategies to utilize materials that have been developed for the classroom (textbooks, workbooks and teacher guide) has been suspended. Activities were initiated by USAID, EQUIP2 and a MINED committee that was formed to define the strategy and conception of the program. EQUIP2 participated in the development of two drafts of television scripts. However, this activity will no longer continue because of differences between MINED and USAID regarding how to manage the branding of the program. MINED, USAID and EQUIP2 collaborately identified other activities that are priorities for MINED. The funding that was budgeted for this activity has been reprogrammed for other activities, including the creation of multi-grade materials for rural schools.

INTERNATIONAL TECHNICAL ASSISTANCE

CURRENT QUARTER

Area of Technical Assistance	Specialist	Dates
Integrated Information System for MINED	Sergio Somerville	November 13-22, 2008
Integrated Information System for MINED	Alejandro Donis	November 17-22, 2008

PROPOSAL FOR NEXT QUARTER

Area of Technical Assistance	Specialist	Dates
Monitoring and Evaluation of the Project	Ana Flórez	February 2009
Monitoring of the Project and Baseline of the Schools	Ray Chesterfield	March 2009

Integrated Information System for MINED	Sergio Somerville	February 2009
Study Tour to Nicaragua (multigrade materials)	Antonieta Harwood Celia Moran	March 2009

FOLLOW-UP VISITS AND GEOGRAPHIC INFORMATION SYSTEM

No.	Code	Municipality	Name of School
1	64119	Santa Catarina Masahuat	CENTRO ESCOLAR CASERIO DOS PUERTAS CANTON CUYUAPA ARRIBA
2	64087	Santa Catarina Masahuat	CASERIO SANTA ROSA CANTON EL MATAZANO
3	64084	Santa Catarina Masahuat	CENTRO ESCOLAR CASERIO EL TEMPISQUE CANTON CUYUAPA ARRIBA
4	64043	Izalco	CENTRO ESCOLAR CASERIO LA CHACARITA CANTON LAS LAJAS
5	10622	Izalco	CENTRO ESCOLAR CANTON LAS LAJAS
6	64028	Cuisnahuat	CENTRO ESCOLAR CANTON SAN LUCAS
7	64023	Cuisnahuat	CENTRO ESCOLAR QUEBRADA SECA CANTON COQUIAMA CUISNAHUAT
8	10589	Caluco	CENTRO ESCOLAR CANTON EL ZAPOTE
No.	Code	Municipality	Name of School
1	60170	Villa Victoria	CENTRO ESCOLAR CASERIO LA CAÑADA CANTÓN AZACUALPA
2	12206	San Isidro	CENTRO ESCOLAR CANTON LOS JOBOS
3	12210	San Isidro	CENTRO ESCOLAR CENTRO AMERICA
4	12145	Ilobasco	CENTRO ESCOLAR CASERIO CONCEPCION CANTÓN LA QUESERA
5	12294	Ciudad Victoria	C.E. ALBERTO MENJÍVAR RODRÍGUEZ
6	60257	Villa Dolores	CENTRO ESCOLAR CASERIO LA PALANCA CANTÓN NIQUERESQUE
7	12209	San Isidro	CENTRO ESCOLAR DE SAN ISIDRO
8	76021	Ilobasco	CENTRO ESCOLAR CASERIO HELEN CANTÓN SITIO VIEJO
9	76008	Ilobasco	CENTRO ESCOLAR CANTÓN EL MESTIZO
10	12182	Ilobasco	CENTRO ESCOLAR CASERIO BUENOS AIRES CANTÓN POTRERO

11	12149	Ilobasco	CENTRO ESCOLAR CASERÍO NUEVO PORVENIR CANTÓN LOS HOYOS
12	12148	Ilobasco	CENTRO ESCOLAR CASERÍO EL ZACAMIL
13	76027	San Isidro	CENTRO ESCOLAR CASERÍO MINAS EL DORADO
14	12207	San Isidro	CENTRO ESCOLAR CANTÓN SAN FRANCISCO EL DORADO
15	86428	Tejutepeque	CENTRO ESCOLAR CASERÍO BUENOSAIRE CANTÓN LA CONCEPCION
16	76046	Tejutepeque	CENTRO ESCOLAR CASERÍO AZACUALPITA CANTÓN EL ZAPOTE
17	12278	Tejutepeque	CENTRO ESCOLAR DOCTOR IRENEO CHACON
18	12273	Tejutepeque	CENTRO ESCOLAR CANTÓN LA CONCEPCIÓN
19	60213	Villa Victoria	CENTRO ESCOLAR CASERÍO EL ZOPE CANTÓN AZACUALPA
20	12133	Guacotecti	C.E. CASERIO SAN FIDEL C/BAÑADERO
21	60167	Ilobasco	CENTRO ESCOLAR CASERIO LAS VISTAS CATON LOS HOYOS
22	88158	Ilobasco	CENTRO ESCOLAR JUAN PABLO II
23	76048	Tejutepeque	CENTRO ESCOLAR CANTÓN SAN FRANCISCO ECHEVERRIA
No.	Code	Municipality	Name of School
1	11811		CENTRO ESCOLAR COLONIA FATIMA
2	11860		CENTRO ESCOLAR CANTON EL LIMON
3	11816	El Carmen	CENTRO ESCOLAR ANGELINA ANGEL PANAMEÑO
4	72084	El Rosario	CENTRO ESCOLAR CANTON EL CALVARIO
5	72023	Oratorio de Concepción	CENTRO ESCOLAR CANTON PALACIOS
6	60235	Oratorio de Concepción	CENTRO ESCOLAR COMUNIDAD SAN FRANCISCO CANTON TACANAGUA
7	11868	San Pedro Perulapán	CENTRO ESCOLAR FELIPE HUEZO CORDOVA
8	11858	San Pedro Perulapán	CENTRO ESCOLAR CANTON TECOLUCO ABAJO
9	11851	San Pedro Perulapán	CENTRO ESCOLAR COLONIA SANTA ISABEL
10	11848	San Pedro Perulapán	CENTRO ESCOLAR CANTON EL RODEO
11	72083	Tenancingo	CENTRO ESCOLAR CANTON SANTA ANITA
12	72081	Tenancingo	CENTRO ESCOLAR CASERIO HACIENDA NUEVA CANTON HUIZILTEPEQUE
13	11915	Tenancingo	CANTON ROSARIO TABLON
14	11914	Tenancingo	CENTRO ESCOLAR JOSE MARIO HENRIQUEZ
15	11810		CENTRO ESCOLAR WALTER THILO DEININGER
16	11861	San Pedro Perulapán	CENTRO ESCOLAR CANTON SAN AGUSTIN
17	72027	San Cristobal	CENTRO ESCOLAR CANTON SAN ANTONIO
18	11836	San Cristobal	CENTRO ESCOLAR CANTON SANTA ANITA

19	11869	San Pedro Perulapán	COMPLEJO EDUCATIVO GENERAL FRANCISCO MENENDEZ
No.	Code	Municipality	Name of School
1	12446	San Vicente	CENTRO ESCOLAR CASERIO EL PLAYON CANTON SAN RAMON GRIFAL
2	12371		CENTRO ESCOLAR MARIA LUISA VIUDA DE MARIN
3	12378		CENTRO ESCOLAR DOMINGO SANTOS
4	12447	San Vicente	CENTRO ESCOLAR ROMILIA BLANCO VIUDA DE BRIOSO
5	78083	Tecoluca	CENTRO ESCOLAR CASERIO LOS NARANJOS
6	78075	Tecoluca	CENTRO ESCOLAR CASERIO LA SABANA
7	78074	Tecoluca	CENTRO ESCOLAR CASERIO EL PORVENIR
8	78068	Tecoluca	CENTRO ESCOLAR CASERIO SAN JOSE CANTON ANTON FLORES
9	78066	Tecoluca	CENTRO ESCOLAR CANTON LLANOS DE ACHICHILCO
10	78064	Tecoluca	CENTRO ESCOLAR CANTON SANTA GERTRUDIS DEPARTAMENTO DE SAN VICENTE
11	78060	Tecoluca	CENTRO ESCOLAR HACIENDA MIRAMAR
12	78070	San Vicente	CENTRO ESCOLAR CASERIO EL DELIRIO
13	12440	Tecoluca	CENTRO ESCOLAR CASERIO LA CRUZADILLA CANTON VAQUERANO
14	12331	San Cayetano Istepeque	COMPLEJO EDUCATIVO JUSTO AGUILAR
15	12416		C.E. CONCEPCIÓN DE MARÍA
16	78071		C.E. SAN CRISTOBAL
17	12444		CENTRO ESCOLAR CANTON SAN JOSE LLANO GRANDE
18	12441	San Vicente	CENTRO ESCOLAR CASERIO TEHUACAN CANTON EL ARCO
19	78067	Tecoluca	CENTRO ESCOLAR CASERIO EL COYOLAR CANTON SAN FRANCISCO CHAMOCO
20	78065	Tecoluca	CENTRO ESCOLAR CASERIO CRISTOREY CANTON SAN FRANCISCO CHAMOCO
21	12409	San Vicente	CENTRO ESCOLAR CASERIO EL JUNQUILLAL CANTON CHANMOCO
22	12414	San Vicente	CENTRO ESCOLAR HACIENDA SAN JUAN BUENAVISTA CANTON EL REBELDE
23	60030	Tecoluca	CENTRO ESCOLAR CASERIO SAN DIEGO UNO
24	12435	Tecoluca	CENTRO ESCOLAR CANTON EL CARAO
25	12452	San Vicente	CENTRO ESCOLAR CANTON EL PUENTE
No.	Code	Municipality	Name of School
1	84073	Jocoro	CENTRO ESCOLAR CASERIO EL ACHIOTE CANTON LOS LAURELES
2	13218	Jocoro	CENTRO ESCOLAR GENERAL FRANCISCO MORAZAN
3	13216	Jocoro	CENTRO ESCOLAR CANTON FLAMENCO

4	13211	Jocoro	CENTRO ESCOLAR CASERIO LOS ROMERO CANTON LAS MARIAS
5	13210	Jocoro	CENTRO ESCOLAR CANTON LAGUNETAS
6	13208	Jocoro	CENTRO ESCOLAR DOCTOR RICARDO TRIGUEROS DE LEON
7	86525	San Carlos	CENTRO ESCOLAR CASERIO LOS VASQUEZ
8	13246	San Carlos	CENTRO ESCOLAR ASENTAMIENTO SANTA BARBARA CANTON SAN MARCOS
9	60298	San Francisco Gotera	CENTRO ESCOLAR CASERIO LOS BENITEZ
10	13266	San Francisco Gotera	CENTRO ESCOLAR CANTON EL TRIUNFO
11	13263	San Francisco Gotera	CENTRO ESCOLAR CANTON CACAHUATALEJO
12	13261	San Francisco Gotera	CENTRO ESCOLAR CANTON EL NORTE
13	13260	San Francisco Gotera	CENTRO ESCOLAR ASENTAMIENTO SAN JOSE
14	13259	San Francisco Gotera	CASERIO LOS ROMEROS CANTON EL TRIUNFO
15	84107	Yamabal	CENTRO ESCOLAR CASERIO LOS CIMIENTOS
16	13303	Yamabal	CENTRO ESCOLAR PEDRO PABLO CASTILLO
17	13166	Chilanga	CENTRO ESCOLAR EL PEDERNAL DE CHILANGA
18	86521	Chilanga	CENTRO ESCOLAR CASERIO LOS MARTINEZ DEL CANTON PEDERNAL JURISDICCION DE CHILANGA
19	86361	Chilanga	CENTRO ESCOLAR CASERIO LOS CRUCES CANTON PIEDRA PARADA
20	84036	Chilanga	CENTRO ESCOLAR CASERIO LOS FERRUFINO
21	13253	Chilanga	CENTRO ESCOLAR ASENTAMIENTO EL CAMPO
No.	Code	Municipality	Name of School
1	86020	Anamoros	CASERIO RIO ARRIBA CANTON CEDROS ANAMOROS
2	86019	Anamoros	CENTRO ESCOLAR CASERIO LOS RIOS CANTON CEDROS
3	86015	Anamoros	CENTRO ESCOLAR CASERIO EL ALTO CANTON HUERTAS VIEJAS
4	86014	Anamoros	CENTRO ESCOLAR CASERIO EL SALITRE CANTON HUERTAS VIEJAS

5	86012	Anamoros	CENTRO ESCOLAR CASERIO LOS ZAVALA CANTON CORDONCILLO
6	86006	Anamoros	CENTRO ESCOLAR CASERIO EL ALTO CANTON CEDROS
7	86005	Anamoros	CENTRO ESCOLAR CASERIO LOS BENITEZ CANTON AGUA BLANCA
8	86004	Anamoros	CENTRO ESCOLAR CASERIO LA MONTAÑITA CANTON AGUA BLANCA
9	86003	Anamoros	CENTRO ESCOLAR CASERIO EL CARAGUITO CANTON AGUA BLANCA
10	13332	Anamoros	CENTRO ESCOLAR CANTON TULIMA
11	86043	El Sauce	CENTRO ESCOLAR CASERIO LA CANTARERA
12	60246	El Sauce	CENTRO ESCOLAR CANTON EL RINCON
13	13397	El Sauce	CENTRO ESCOLAR CASERIO LA JOYA
14	13396	El Sauce	CENTRO ESCOLAR JOSE FRANCISCOBARRUNDIA
15	13393	El Sauce	CENTRO ESCOLAR CANTON CANAIRE
16	86118	San José	CENTRO ESCOLAR CANTON EL CHAGUITILLO
17	13322	Anamoros	CENTRO ESCOLAR LUCILA DE SORTO DE ANAMOROS
18	13592	Yucuaiquín	CENTRO ESCOLAR CANTON LA CAÑADA
19	86122	San José	CENTRO ESCOLAR CANTON LA JOYA, San José
20	86134	Yucuaiquín	CENTRO ESCOLAR CANTON SAN LUCAS
21	13585	Yucuaiquín	CENTRO ESCOLAR CANTON LAS CRUCES
22	13580	Yayantique	CENTRO ESCOLAR DE YAYANTIQUE
23	13583	Yayantique	CENTRO ESCOLAR CANTON EL PASTOR
24	13579	Yayantique	CENTRO ESCOLAR CANTON LA JOYA
25	13343	Bolivar	COMPLEJO EDUCATIVO DE BOLIVAR
26	86120	Yucuaiquín	CENTRO ESCOLAR CASERIO LA CHACRA CANTON EL SOMBRERITO
27	13584	Yucuaiquín	CENTRO ESCOLAR CANTON LLANO GRANDE
28	13593	Yucuaiquín	CENTRO ESCOLAR CANTON LOS HATILLOS

29	13339	Bolivar	CENTRO ESCOLAR CASERIO LOS MAJANITOS CANTON GUADALUPE
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SUCCESS STORY

Seeing Better to Learn Better



Statistics show that in El Salvador 6% of the children of school age have vision problems. In some of the visits conducted by EQUIP2 to schools that participate in USAID's sponsored Strengthening of School Management and Learning, teachers indicated that many students experience problems learning how to read. Other teachers indicated that many students are easily distracted. In many cases both of these observations are related to vision problems.

USAID and EQUIP2 are supporting the Ministry of Education in the elaboration of new text books for the Cipotas y Cipotes collection. But based on the comments of the teachers, it would appear that even more needs to be done to help the students, especially those with vision problems, fully appreciate and use the new text books. Consequently, EQUIP2 and the Ministry of Education, in partnership with Rayjon Share Care (a Canadian NGO), FUEM (a Salvadoran NGO) and the Ministry of Health conducted a visual health week for students and adults in the department of Usulután, during October 27-31, 2008.

A total of 1,571 persons were examined, including 655 students. The examinations detected 175 students and 689 adults with visual problems. Thanks to the collaboration of Rayjon, whose clinic included over 2,000 lenses, Rayjon donated glasses to all children and adults who would benefit from them.

The Ministry of Health took advantage of the opportunity to also conduct oral evaluations on 595 boys and girls, providing them with special attention in cases of problems of dental health.



Dr. Jaime Araujo, from FUEM, was part of the team conducting evaluations of the students. He experienced a great deal of gratitude from the students for the attention to their visual and dental needs. Dr. Araujo pointed out that "the majority of the students are from very low income families, so the glasses

should improve the students' chances of improving their academic performance through reading, as well as in sports".