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Social Institutional Framework Analysis

CLASP

CENTRAL AMERICAN PEACE SCHOLARSHIPS PROGRAM

PHASE - II

by

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Acronyms

ADESCO - Association for Community Development

AID - Agency for International Development

AMMS - Salvadoran Association of Women Doctors

AMPS - Association of Salvadoran Women Professors

AMU - Association of University Women

ANDES - National Association of Salvadoran Educators

APSISA - Association for the Promotion of Health Systems

ARENA - Association to Rescue the Nation

ASAPROSAR - Salvadoran Association for the Promotion of Rural Health

ASD - Salvadoran Demographic Association

ASI - Salvadoran Association of Industrialists

BFA - Agricultural Development Bank

CALMA - Center for Promotion of Breast Feeding

CAPS - Central American Peace Scholarships Program

CASALCO - Salvadoran Chambers of Construction Industries

CENTA - National Center for Agrarian Transformation

CLASP - Central and Latin American Peace Scholarships Program

COMURES - Commission for Municipal

CONARA - National Council for the Rescue of Areas

DIDECO - Directorship for Community Development

ENA - National School of Agriculture

FEDECCREDITO - Federation for the Development of Credit Associations

FEPADE - Empresarial Foundation for Educational Development

FFA - Future Farmers of America

FINATA - Financing Agency for Agricultural Lands

FUNDASAL - Salvadoran Foundation for Minimum Housing

FUNDASALVA - Salvadoran Foundation Against Drugs

FUSADES - Salvadoran Foundation for Social and Economic Development

IMP - Marketing and Population Research Company, Inc.

INSAFOCOOP - Salvadoran Institute for Cooprative Development

ISDEM - Salvadoran Institute for Municipal Development

ISSS - Salvadoran Institute for Social Security

ISTA - Salvadoran Institute for Agrarian Transformation

MEA - Municipalities in Action Program

NAPA - National Association of Partners of the Americas

NBCCA - National Bipartisan Commission for Central America

PROPEMI - Program for Small and Medium Entrepreneurs

PVOs - Private Voluntary Organizations

UNOC - Agricultural Labor Union

UNTS - Salvadoran Workers' Union

USAID - U.S. Agency for International Development

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EXECUTIVE SUMMARY

Positions and institutions from which leadership can or should be exercised in Salvadoran society are identified in this SIF. It helps the Mission to: (a) focus training on key sectors and institutions through which leaders influence opinions and actions; (b) establish a methodology for identifying leaders and potential leaders in society; and (c) determine appropriate types of training for different groups.

The CAPS/El Salvador program is intended to promote broad based economic and social development within the framework of democratic institutions and a free market economy. Phase I has emphasized skill training for occupations in potential demand in the Salvadoran economy. Phase I has also emphasized leadership training and opportunities to experience U.S. way of life. Phase II will give greater emphasis to selection of actual and potential leaders and to provision of leadership and "Experience America" training.

Reformist leaders who wrested government from the hands of a traditional oligarchy in 1978 initiated several major reforms, including land redistribution, nationalization of banks, and reform of the export sector. These reforms have had a major impact on El Salvador's social structure, and have strengthened democratic institutions. The reforms coincided with initiation of a civil war which endures to this day. Conflict is manifest through guerrilla warfare, sabotage of electricity, drinking water, bridges and other infrastructure, and violence by left and right wing extremists. The national economy has been hurt by the war; foreign investments have declined markedly, and there has been a large outflow of capital and human resources to other countries. However, significant social, economic and political progress has slowly occurred. Two presidents have been democratically elected, land has been redistributed to peasants, and the economy has grown, albeit slowly.

Leadership is an important dimension of social stratification in Salvadoran society. It has two fundamental dimensions; a positional dimension and an influence dimension. Several subdimensions of position leadership are (a) organizational capacity; (b) decision making capacity; (c) executive capacity; (d) representational capacity; and (e) educational capacity. Influence occurs in two tiers in society. Some opinion leaders impact directly on national public opinion through mass media, university classrooms and other channels. Others interpret these messages for community and rural populations at the local level.

Actual and potential leaders typically are characterized by several of the following traits: (a) speaking ability; (b) will

power; (c) broad knowledge base; (d) profound convictions; (e) ideological commitment; (f) positive self concept; (g) sharing of personal resources; (h) ability to concentrate on goal attainment; (i) charisma; and (j) concern for group welfare.

Socially disadvantaged persons are born into inferior social class positions, which are reflected in part by parental socio-economic background. Important indicators of social disadvantage include: (a) low parental educational status; (b) low parental occupational status; (c) low family standard of living; (d) female gender; (e) limited travel experience; (f) rural/marginal urban residence; and (g) absence of parent(s) in the family.

Economically disadvantaged persons are those with limited access to monetary resources. Income is the principal indicator of economic status. Individuals are currently classified as economically disadvantaged if their annual family incomes are less than 20,000 colones in the San Salvador metropolitan area, or less than 15,000 colones in other areas of the country. Given the objectives of this program, the Mission may wish to consider increasing this amount to 36,000 colones (US$6,000) in the San Salvador metropolitan area and from 24-30,000 colones elsewhere.

CAPS-II scholars will receive academic and technical training that enhances their occupational careers. They will also receive training to enhance leadership capacity, and nonclassroom training designed to familiarize them with U.S. democratic institutions and to establish enduring friendships in the U.S.

Several major criteria were identified for selection of groups of leaders for CAPS-II. These criteria are consistent with AID/Washington guidelines and the promotion of democratic institutions and broad based economic development in El Salvador. They include: (a) impact on youth or youth involvement; (b) multiplier effects; (c) promotion of equality of opportunity in society by focussing on social and economic disadvantages, women and rural residence; (d) mitigating important skill shortages in society; (e) complementarity with other USAID Mission programs; and (f) sphere of leadership influence.

Key rural and urban groups of leaders were identified for major societal sectors. Two important sectors were excluded from Phase I programming, namely, the higher education and mass communications industries. Both sectors have leaders who have important impacts on the formation of national character and national policy on key issues. Major sectors include: (a) education; (b) governance/ community decision making; (c) agriculture; (d) health; (e) communications; (i) leisure/recreation; and (j) religion. They were categorized according to their impact on national issues, municipal life, and/or on local community life.

Forty-nine groups of leaders were identified. They can be

classified by level of importance using selection criteria described elsewhere. Nineteen groups were identified as high priority, including: Agriculture -(a) agricultural extension agents; (b) home economist extension agents; (c) rural and community development promoters; (d) community leaders; (e) cooperative leaders; Local Government - (f) municipal authorities; (g) community leaders; Health - (h) health promoters; Education - (i) school administrators; (j) primary school teachers; (k) secondary school teachers; (l) university professors; (m) university students; (n) literacy promoters; PVOs (o) volunteers working with youth; (p) promoters working with marginal populations; Mass Communications - (q) mass communicators; and Private Sector (r) small businessmen; and (s) junior achievement members.

Methodologies for selecting actual and potential leaders for CAPS training programs were discussed. A two stage selection process is recommended. The first stage involves identification of actual and potential leaders. Use of select individuals, who are familiar with the leadership structure of the community or group being considered, is recommended to identify leaders. These individuals should know leaders by reputation. The second stage involves use of economic and social criteria to ensure that sufficient numbers of disadvantaged leaders are included in each group. Social criteria include parental education and father's occupation, family standard of living, gender, nuclear family composition, and travel experience. School performance, participation in voluntary organizations and work experiences can be used in addition these same criteria to identify suitable school age potential leader candidates.

It will be important for the USAID Mission to maintain a flexible, open training plan. Annually, the Mission should select appropriate groups and determine the appropriate type of training for them, taking into account important events, situations or opportunities which may have emerged during the past year. This exercise should include substantial interaction between the Office of Education and Training and the Mission front office. The SIF should be updated, taking recent events or opportunities and front office concerns into account. Examples of training programs for major groups of actual and potential leaders are presented in the final section.

Matrices

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SOCIAL-INSTITUTIONAL FRAMEWORK ANALYSIS
USAID MISSION/EL SALVADOR
CAPS - II

Introduction

Social-Institutional Framework.

This Social-Institutional Framework Analysis (SIF) provides a basis for USAID to elaborate a strategy for its CAPS-II training project. Primary emphasis is given to identification of leaders to be considered for CAPS-II training; only secondary emphasis is given to types of training to be provided. Leaders are generally defined as people who have a broad impact on society or their community through their actions.

The purpose of the SIF is to identify positions and institutions from which leadership can or should be exercised to influence events in the community, municipality, department, or nation consistent with CAPS-II objectives. It will help the mission to:

(1) focus training on key sectors and institutions that are influential in shaping actions and opinions from all social-economic strata of society, with an emphasis on the socially and economically disadvantaged;

(2) propose a flexible methodology and indicators for identifying leaders and potential leaders within these sectors; and

(3) determine the appropriate types of training for each group.

The exercise was conducted within the parameters of the overall framework of the Mission's program, as reflected in its Country Development Strategy Statement (CDSS), in order to ensure that recommendations are consistent with Mission priorities. Training to be provided under CAPS-II will complement activities being carried out through offices attending to major sectors of Salvadoran society.

CAPS Program - El Salvador.

The Central American Peace Scholarships (CAPS) program was stimulated by the 1984 National Bipartisan Commission of Central America (NBCCA)'s report that political, social and economic turmoil in Central America poses a serious threat to indigenous ^@democratic initiatives and to U.S. national interests. Previous A.I.D. programs provided U.S. training to literally thousands of individuals from this region. However, emphasis given to training

declined in the late 70's and early 80's. The NBCCA's report suggested that concentrated attention again be given to training in this region.

The goal of the CAPS-II program is to promote broad based economic and social development in the region. This is to be accomplished within the framework of encouraging and strengthening democratic pluralism and free market enterprise economies. The program purpose is to educate leaders from diverse sectors and socio-economic strata. This education will provide them with (1) specialized skills, training, and academic education, and (2) an appreciation and understanding of how democratic processes work in a country possessing a free enterprise economy.

The Salvadoran CAPS program has been consistent with these general goals and purposes. It has emphasized upgrading of the human resource base of the country. It has also been used to strengthen democratic institutions and processes, and to complement other Mission priorities in areas such as agricultural diversification and small business development. The program has focussed on equipping individuals with useful and practical skills that will help them advance their occupational careers and personal lives, as well contribute to Salvadoran development.

Initially, identification of target groups for training emphasized the need to reach socially and economically disadvantaged student leaders, disadvantaged community leaders, and persons who influence young people in society. Student leaders were provided with long term technical training in areas of high demand. Others were provided with short term training focussing on specialized skills. All groups were also provided with nonstructured opportunities to learn about how democratic processes function in U.S society.

Past CAPS training has included a spate of academic and technical areas. Long term training has included M.S. programs in Economics, Business Administration, Agriculture and Education Administration. It has also included technical training in Computer Sciences, Agricultural Mechanics, Electronic and Medical Equipment Repair, Accounting, Business Administration, Agribusiness Management and English Language. Currently, long term technical training is being provided in Aquaculture, Fruit and Vegetable Production, Floriculture, Home Business Management, Craft Production, Food Technology and Cooperative Organization and Administration. Short term training has been provided to textile workers, micro enterprise workers, members of credit cooperatives, bank credit analysts, public administrators, owners of micro enterprises, rural mayors, sports coaches, English language trainers, rural community leaders, and student leaders.

Recently, the Mission's CAPS program has attempted to impact more directly on regions most affected by civil strife, namely, the

Eastern and Para-Central regions. Progress in these regions will depend on a stable social and political situation. Training which helps foster democratic self-determination and local initiative at the community and municipal levels is being emphasized. This training will include technical skills in addition to skills which directly strengthen leadership capacity. Returned CAPS scholars in these regions will be expected to strengthen democratic decision making processes in their communities, serve as change agents in promoting development projects in their communities, and strengthen local government institutions by reducing dependency on the central government.

The FY89 Country Training Plan Update for CAPS emphasizes technical and leadership training. Target groups are (1) rural municipal employees in order to strengthen local government, (2) rural female leaders in order to strengthen and promote agricultural and nonagricultural rural enterprises, (3) education leaders, and (4) youth leaders. In general this training is consistent with the overall objectives of the CAPS program and with priority USAID Mission sector programs.

A brief description of the country setting and USAID Mission priorities follows. Many future CAPS training activities will be designed to complement other programs being supported by the USAID Mission.

Background

Country Setting.

A brief review of El Salvador's history is necessary in order to understand the context for the CAPS-II program. The country is at another critical turning point in its history. It has successfully fought off Marxist insurgency for the past decade. In 1983 these guerrilla forces had more combatants than did the Salvadoran armed forces. Today the armed forces are ten times as large as the guerrilla forces and the latter has virtually no chance of taking power through violence. Democracy is functioning for the first time in this small country. A political and economic system which was once dominated by a few wealthy and powerful families is taking major steps toward becoming a pluralistic society characterized by broad based participation.

The initial reform years (1979-1983) were marked by the rising power and violence of the leftist guerrillas who were fighting the government, and a similar force of lawless right wing extremists who practiced the same tactics of intimidation, terror and murder that were used by the left. Social and economic chaos resulted from their activities.

Economic conditions worsened as the scale of fighting

increased. Real GDP fell by 32 percent and real per capita income by 28 percent between 1978-1982. More than half a million persons were displaced from their homes and a similar number migrated to other countries. Schools, health facilities and municipal centers were destroyed. Dams, power lines, water supplies, bridges, and railroads were attacked and damaged by the guerrillas. Foreign investors withdrew their capital and many businesses closed. Lost production and infrastructure damage since 1980 have cost El Salvador about 2.6 billion dollars.

In 1981, the guerrilla forces predicted that they would soon take over the country. At this point the U.S. Government framed a strategy emphasizing substantial resource transfers which may have amounted to about 2.0 billion dollars between 1983-1988. This massive economic aid package has helped to stabilize the economy, restore the provision of essential social services, and promote a more equitable distribution of wealth. The U.S. Government balance of payments support was designed to arrest the downward slide in output, employment and incomes. Local currency programs and dollar funded activities were designed to restore health, education systems and public utilities. Substantial dollar and colon resources were targeted to support efforts by the Salvadoran government to bring about more equitable distribution of wealth, primarily through the redistribution of land. In addition, U.S. food aid and temporary job programs enabled the Salvadoran government to deal with refugees who had migrated to other regions to avoid the conflict.

USAID Mission Strategy*

The goals of the A.I.D. El Salvador program are: (1) economic and social stabilization; (2) economic growth; (3) broadened benefits of growth; and (4) strengthened democratic institutions. The strategy focuses on a specific target group, namely that 70% of the population which has little or no participation in the political or economic processes which govern their lives. The El Salvador USAID Mission proposes to improve their standards of living and quality of life through an integrated program characterized by continued balance of payments support which will be used to leverage key policy changes required to reactivate the economy's productive sectors, and application of dollars and colones to promote development of permanent structural changes in the private and social sectors.

The CAPS program is designed to strengthen leadership in all sectors addressed by the Mission's program. It complements priority Mission activities areas like strengthening democratic institutions and processes, agricultural diversification, and

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* A detailed description of this strategy is found in the USAID Mission's Country Development Strategy Statement, and the interested reader is referred to this document.

small business development.

It is also an important element of the strategy to spread the benefits of economic growth by providing educational opportunities to Salvadorans who might not otherwise have access to them. For example, one target population of the CAPS program has been disadvantaged rural leaders and other rural inhabitants with a potential for assuming leadership roles. They, along with other trainees, have received practical mid-level technical skill training, in addition to being exposed to traditional American values and principles.

Social Structure and Evolution of Leadership.

Although less so than a decade ago, the Salvadoran social structure continues to be highly polarized. Decreased polarization resulted largely from redistribution of land, nationalization of banks and reduction of monopoly control over export activities by the last government. Nevertheless, inequalities continue to be marked. A small but well endowed elite continues to have major influence over the entrepreneurial and banking sectors. This elite is buttressed by a relatively small upper middle class, consisting of professionals and private and public managers.

Unlike western democracies, El Salvador has no large affluent middle class. Other classes, including those consisting of white collar workers, can generally be classified as economically underprivileged. Many of these families require dual family incomes to maintain a semblance of middle class life style.

The marginal urban masses and rural poor comprise the majority of the population. They have failed in the large part, to benefit from economic and social changes experienced during the past decade. The exception is the small farmer class in the reform sector which benefitted from land redistribution. Rural inhabitants are generally characterized by standards of living which are substantially inferior to urban residents. Many of them have actually experienced recent declines in health, nutrition, income and other indicators of standard of living.

Leadership has evolved within the social and cultural context of Salvadoran society.* This in turn is greatly determined by economic transformations which have occurred. The past decade and one half have witnessed important transformations, brought about by fundamental economic reforms and the civil war which has persisted for much of this time.

* The reader is referred to the appendix for an expanded treatment of the evolution of leadership in Salvadoran society by Lic. Alex Alens.

There are several important dimensions to contemporary leadership in El Salvador. With respect to demographic conditions, the large proportion of inhabitants between 25 and 48 years of age virtually ensures that leadership will emerge from these strata for the coming decades. Female participation in leadership will also increase, taking in account the increased number of women receiving professional training, and their important role in determining community, cultural, economic and social events for the female half of the population. With respect to social conditions, increased diversification of community, syndicate and professional activities will lead to increased demands being placed on the State. These demands will come form all social strata. As diversification occurs, so will the number of leaders who will step forward to promote interests of their groups. With respect to the economy, a new leadership is emerging. This leadership is looking for new ways to promote private entrepreneurial activities and to relate them to the social well being of society.

Three general types of leaders currently predominate in Salvadoran society; decision makers, public opinion formers, and those who are responsible for carrying out group activities. Decision makers are those who occupy formal leadership positions. They include professionals in government, some private sector professionals, and some higher education professionals. Leaders who form national public opinion are found in several sectors, including mass communications industries and the church. Leaders who help form public opinions at the local level include teachers, and local doctors, lawyers, and other professionals with greater access to mass communication media. Leaders who oversee group activities are found in the bureaucratic structure of diverse sectors of society. They represent an important component of the leadership structure of the society, particularly in view of the important of government bureaucracies for the economic and social well being of the country.Definition of Major Concepts.

Several concepts are integral to this analysis. They include leadership, elite class, socially disadvantaged, and economically disadvantaged. Brief definitions of each of these concepts are presented in this section.

Leadership - Leadership is a complex, multifaceted concept. It can be broadly defined as the capacity to influence the thoughts and actions of others. Leadership has two fundamental dimensions. One is related to position within the social structure of a given society or group; the other is related to the capacity to influence individuals to obtain given collective goals. Position leadership is most commonly associated with formally recognized leaders and capacity to influence with nonformally recognized (informal) leaders.

In reference to the position dimension, leadership relates to

the capacity to analyze situations and make group decisions, taking into account common interests whose preservation and promotion are considered important by the group. Leaders of groups (a) represent them and (b) form opinions through the synthesis of diverse views held by group members which are translated into group activities, opinions, decisions or actions.

There are several subdimensions to group leadership, including (a) organizational capacity, (b) decision making capacity, (c) executive capacity, (d) representational capacity; and (e) educational capacity. Leaders are accorded deference by followers in social groups, are capable of giving orders and being obeyed, and have control over those who execute decisions.

The capacity to influence others to obtain collective goals refers primarily to opinion formation. Leaders can and typically do galvanize public thought over issues of collective importance. These issues may be relevant to specific groups or to society in general. Essentially there are two tiers of influence on public opinion. At the national level, leaders impact on public opinion, primarily through mass media and through the formation of personalities and belief systems of future leaders in society. Journalists and radio and television news commentators are representative of those who help form public opinion through the mass media. University faculty, and intellectuals shape opinion through interpretation of contemporary issues, and literary and artistic production. They are representative of those who impact on future leaders of society.

At the community level, there are leaders who interpret the messages of these national opinion makers. In rural areas, they include individuals who are aware of national issues and their impact on the welfare of their communities. They include clergy, school teachers, professionals such as doctors and lawyers, and business organization leaders. They may include nonprofessionals such as agents of government ministries and private voluntary organizations, sellers in the marketplace, barbers and others who interact with a broad spectrum of their community on a daily basis.

Several important traits of actual and potential leaders are: (a) speaking ability, (b) will power, (c) broad knowledge base, (d) profound convictions, (e) ideological commitment, (f) positive self concept, (g) generosity, (h) capacity to concentrate on goal attainment, (i) charisma, and (j) concern for group welfare.

Typically, potential leaders are under 40 years of age. Given the social changes which are occurring in Salvadoran society, including increased access to education by women, more potential leaders are women. Potential leaders possess important technical and economic knowledge and information. They are more aware of global events which impact on Salvadoran society. They are able to translate national and group goals into concrete national and

group objectives. They are already leaders of their peer groups and actively promote collective goals of their groups.

Elite - Elite refers to the privileged class in society which perpetuates its position through the intergenerational transmission of social and economic status. Typically, it is represented by a limited number of families. The elite class maintains its identity and coherence through intermarriage among members of these families. It is characterized by inherited wealth, occupancy of positions of influence in society, and the use of these resources to perpetuate its status across generations. Elites have legitimate status in society by virtue of prestige accorded to them by nonelites. Nonelites acknowledge their superior position in society.

Socially disadvantaged - Socially disadvantaged persons are those who are born into inferior social class positions. They have limited opportunities for social mobility by virtue of inherited social statuses such as gender, race, ethnic background and family resources. Family resources are best represented by education and occupation of parents. Frequently, these limited opportunities are translated into limited achieved social statuses, such as educational attainment, less prestigeful occupations with limited earning power, limited personal aspirations, negative self concepts, and low levels of living.

Several indicators of social disadvantage are: (a) low educational status of parents, (b) low occupational status of parents, (c) low family level of living; (d) female gender, (e) limited travel experiences, (f) rural residence, and (g) absence of one or both parents in the family.

Economically disadvantaged - Economically disadvantaged persons are those who have limited access to financial resources. Typically, this condition is highly correlated with birth into a lower class family. Considerable variation exists in income levels of rural and urban dwellers, and the purchasing power of different incomes in these two settings. Thus, one may be economically disadvantaged with a given income in urban areas, but not disadvantaged with the same income in rural areas.

For the purpose of the CAPS program, the Salvadoran mission currently gives preference to students with family incomes less than 20,000 colones/year in San Salvador and regional urban areas and 15,000 colones/year in rural areas. Incomes below this level are obviously inadequate to finance an education in the U.S. These incomes are below those earned by most professionals in Salvadoran society. Many individuals from middle and lower economic classes qualify as economically disadvantaged.

There are several reasons why the USAID Mission should consider modifying upward this quantitative definition of

economically disadvantaged. First, inflation and currency devaluation have decreased purchasing power of the colon. Second, the primary reference point for this program is study in the U.S. Only families with incomes substantially above 20,000 colones/year are able to send their offspring to the U.S. for advanced educations. Third, the 20,000 colones threshold is considerably below that used by other USAID Missions in the region for their CAPS programs.

One modification might consist of identifying a different threshold level for San Salvador, for other regional metropolitan centers, and for all other areas. Another modification would be to increase the family income level currently in effect. That for San Salvador should be increased by at least 50 percent to 36,000 colones/year (US$500/month). That for regional metropolitan centers (San Miguel, Santa Ana, Sonsonate) might be set at 30,000 colones/year. That for all other areas might be set at 24,000 colones/year.

These levels would still be considerably below the level required to enable families to education their children in the U.S. Middle class families earn the equivalent of about US$500/month. This would be the upper limit for families residing in San Salvador. Thus, most upper middle class and upper class families would still be excluded from participation in the program.

Training under CLASP-II

The Mission should consider continuing to use the general guidelines which it has followed in structuring training programs under CAPS-I. Training for most groups of young potential leaders has been long term. This training has emphasized academic programs and skill training which are of direct potential benefit to the scholars' occupational careers. Training for actual leaders has tended to be short term. It has focussed in most cases on additional training for jobs currently held by the trainees and on training which strengthen's their leadership position.

The training to be received by CAPS scholars will be of three general types: (1) training which enhances leadership role or occupational career, (2) training which strengthens leadership capacity, and (3) nonclassroom experiences which familiarize trainees with U.S. institutions and democratic processes as they relate to their occupations and to national systems. An important element of the latter training is the building of long term professional and personal relationships with U.S. citizens and communities.

Occupational Career Enhancement - It is important that all training programs under CAPS-II include opportunities to receive academic or skill training. Participants are more likely to assess positively the training experience and to develop a greater

admiration for U.S. society and its government if their training programs have an important favorable impact on their occupational careers and incomes.

To maximize the probability of the training having a positive impact on the lives of participants, it will be important to involve Salvadorans in defining the content of the training programs. Ideally, the mission will solicit active participation of local communities, employment institutions, supervisors and the participant in defining this content. This process will entail additional work for the Mission, but is critical to program success.

(a) Academic training - Academic training refers specifically to degree programs. Given the limited resources available to the CAPS program and the need to train a large number of individuals under it, degree training should probably not exceed three years, the maximum length provided under CAPS-I. This training can be of three types; Master's degrees, undergraduate degrees, and associate degrees.

Undergraduate degrees cannot be obtained in three years; however, CAPS-II should consider the possibility of sending potential leaders who are currently enrolled in university undergraduate programs in El Salvador to complete their degrees in the U.S. at universities which recognize training received at Salvadoran universities. This training should be limited to students at Salvadoran universities which provide quality training, including the Autonomous Catholic University, the Matias Delgado University, and the Evangelical University. Ideally, it would be limited to careers which are more likely to produce future leaders in Salvadoran society, such as law, industrial engineering, the humanities, the social sciences, and journalism.

Associate degrees should focus on technical careers which are in high demand. According to a study recently completed by NAPA, this type of training is applicable primarily to the private sector. It includes technical skills needed by manufacturing industries and by industries which produce explicitly for nontraditional export markets.

(1) Manufacturing Industries

(a) machinery maintenance technicians,
(b) electronic equipment maintenance technicians,
(c) administrative secretaries,
(d) accountants,
(e) textile workers, and
(f) diesel mechanics

(2) Industrial Exports

(a) production technicians,
(b) quality control technicians,
(c) machinery maintenance and use technicians,
(d) human resource managers,
(e) cost control managers, and
(f) export marketing experts.

(3) Agricultural Exports

(a) nontraditional agroexport marketing experts,
(b) production efficiency experts,
(c) irrigation technicians,
(d) plant protection technicians,
(e) chemical residue analysis technicians
(f) food processing technicians, and
(g) agricultural export laws experts.

(b) **Technical training** - Immediate returns are more likely to accrue to short term training because this training is normally provided to individuals who already have established positions in their communities. Thus, skills imparted to these trainees should have an important immediate impact on the trainees' lives and their on communities.

Nondegree skill training is especially needed in governmental and nonprofit voluntary organizations. This training is essentially of two types, training for public administration and training for extension agents and promoters who work with urban and rural community inhabitants to improve their economic, health and general standards of living.

(1) Public Administration

(a) human resource managers,
(b) tax systems experts,
(c) planners,
(d) accountants, and
(e) auditors.

(2) Extension Agents

(a) rural health promoters,
(b) agricultural extension agents,
(c) family planning agents, and
(d) community development agents.

Leadership Training - One of the major objectives of CAPS is to strengthen leadership capacity. Ideally, training of this sort will be directly related to leadership development in the participants' occupations. Several examples of this type of training are: workshops on the conduct of meetings, theoretical and practical classroom training on conflict resolution, management

of formally and informally organized community groups, identification of group priorities and objectives, improving public speaking abilities, solicitation of funding for community projects, project development and management capacity.

Nonclassroom Training - All CAPS trainees should have the opportunity to become familiar with the organization of U.S. society. Ideally, experiences of this sort would incorporate interface with institutions which incorporate democratic processes as they relate to economic activities. The interface should include participation, observation, and study in the U.S., in addition to sustained interaction with U.S. counterparts. This training should lead to long term ties between CAPS scholars and U.S. citizens, and enduring positive attitudes on the part of CAPS scholars towards the U.S. It will be important to ensure that appropriate individuals in U.S. communities in which this experience is to occur are properly briefed about the CAPS program before the arrival of the CAPS scholars. They should be informed that CAPS scholars are not just foreign students; but rather that they are special guests of the American people who have received a special invitation from the U.S. congress through the USAID program.

Several specific "Experience America" activities are listed below. They may be complemented with other activities appropriate to specific groups.

(1) Sharing a dormitory room with an American roommate. These roommates should be thoroughly briefed about the program and its objectives. They should also be selected because of perceived personal benefits to be gained by living with Salvadoran roommates.

(2) Identifying a mentor or counterpart for each of the CAPS scholars. These individuals will ensure that the needs of CAPS scholars are met, and help provide them with proper classroom and nonclassroom experiences.

(3) Visiting with host country families on weekends and on special holidays. These families would treat scholars in much the same way as U.S. families treat their own sons and daughters who are studying at universities.

(4) Participating in and observing activities carried out by voluntary participatory organizations in local communities. Examples of these activities include town council meetings, town hall meetings, local school board meetings, PTA meetings, and faculty and trustee meetings of higher educational institutions.

(5) Participation in voluntary youth groups in U.S. communities. Examples of these groups are 4-H, FFA,

intramural football and soccer teams, and student organizations, such as debate teams, and language and theater clubs.

(6) Observation of college and university football, basketball and other sports events.

(7) Visits to parks, museums and other cultural, artistic and recreational centers. This may be coupled with short visits or tours outside of the community of residence.

(8) Interaction with locally elected officials, and to the extent possible, national and state legislators. This activity could be coupled with visits to state capitols and the congress in Washington, D.C. These visits should include participation by U.S. counterparts.

Methodology

Process

Upon arrival in El Salvador, the U.S. consultant received initial orientation from the Office of Education and Training in the USAID Mission. He was supplied with the names of three highly qualified consultants who could serve as potential counterparts for the study. Lic. Alex Alens of the Population and Marketing Research Company (IPM) was selected as a counterpart. Lic. Alens was assisted by Lic. Carlos Alfredo Godines (See curriculum vitas in Appendix).

The consultants initially reviewed Mission guidance for the study and background materials related to the first phase of the CAPS program. A work plan based on these materials was prepared and approved by the Project Development Committee. Materials consulted included concept papers on leadership in Central American nations, the Mission Country Development Strategy Statement, mission training plans, and documentation of prior CAPS activities (See documentation listed in appendix under bibliography).

Review of this literature was complemented by interviews with representatives of major USAID sectoral program areas, including the Offices of Democratic Initiatives, Rural Development, Infrastructure and Rural Development, Private Enterprise, Education and Training, and Health, Population and Nutrition. Through these interviews the consultants familiarized themselves with on-going program priorities and activities. They also obtained the names of key informants in this sector (See appendix for list of persons interviewed).

This initial round of interviews was followed by interviews of key informants in the Salvadoran public and private sectors to

obtain information on leadership structure in these sectors, to explore methodologies to identify key leaders, and to identify types of training required by them. Additional information about key groups and associations was gathered through field trips, interviews with returned CAPS scholars, and interviews with NAPA employees. NAPA has been responsible for administration of in-country and U.S. aspects of the CAPS program for fiscal years 1988 and 1989.

The analysis was sequenced by the following stages:

(1) identification of key sectors of Salvadoran society

(2) identification of key institutions and groups in each sector (this included elaboration of criteria to judge the relative importance of different institutions and groups to the CAPS program);

(3) identification of training plans for leaders of the different institutions and groups;

(4) and identification of alternative forms of selection of participants.

Monitoring and feedback on study activities occurred through several channels. First, weekly meetings were held with the Project Development Committee to solicit inputs and feedback from the Mission. These meetings were designed to review past progress and planned activities. Second, initial results were discussed with the consultant hired to prepare the Project Paper for CAPS-II. Third, a draft of the study was vetted with the USAID Mission prior to the U.S. consultant's departure from El Salvador.

Criteria for Selection of Group Leaders

Numerous criteria could be used to select groups or other categories of actual and potential leaders for CAPS-II. Special consideration should be given to those which are most directly related to program goal and purpose such as those discussed below.

The program goal is to promote broad based economic and social development through encouraging and strengthening democratic pluralism and a free market enterprise economy. This will be accomplished through providing actual and potential leaders with specialized skills, training, and academic education, and a greater appreciation and understanding of democratic processes in a free enterprise economy.

(1) Impact on Youth

Democratic pluralism will require a long term investment which may only be undertaken over decades. The roots of this

problem are found in the history of El Salvador as described in the section on the evolution of its social structure. Until 1979, the country was effectively ruled by an oligarchy, supported by a conservative military regime. Much change has occurred since 1979; however, given the lack of democratic tradition, it is illogical to expect that the country will already possesses a plethora of grass roots and national democratic institutions, supporting a free enterprise economy and broad based economic growth. Educational programs that effectively nurture the growth of these institutions will shorten the transition period.

Given that the process will be long and arduous, emphasis should be placed on youth training. This may be through direct training of youth, or through training of individuals who impact on youth in El Salvador.

Examples of categories of leaders who have a major impact on youth are:

(1) sports coaches,
(2) university professors,
(3) school teachers, and
(4) scout leaders

(2) **Spread Effect**

Ideally, all actual and potential leaders would be trained under this program. However, the number of fellowships available is limited. A more efficient program will give greatest emphasis to those occupations which have the greatest actual or potential impact on others.

Degree of influence will vary greatly depending on the nature of the occupation and the residence of the leader. All other things equal, leadership which is exercised from roles or activities that radiate to the entire nation is likely to have greater impact. However, influence may be more indirect, depending on the physical proximity of the leader to those influenced by him. Thus, a community mayor is likely to be known by and to have more immediate influence over members of his community than a deputy who legislates in San Salvador; however, the legislator is likely to be known by and to have some influence over a greater number of people.

Several examples of professions or roles which have substantial spread effects and which are found in Table 1 are:

(1) journalists,
(2) elected congressmen,
(3) clergy,
(4) mayors,
(5) university professors,

(6) school teachers,
(7) sports coaches, and
(8) directors of voluntary programs (such as empresarios juveniles, boy scouts, girl scouts)

(3) **Equality of Opportunity**

One of the assumptions underlying free enterprise economies that are buttressed by democratic governance systems is equality of opportunity to benefit from the system through social and economic mobility. Natural talent and positive personal traits, such as charisma and initiative, translate into success. High rates of social and economic mobility enforce democratic institutions in society. Therefore, members of underprivileged groups should be actively encouraged to participate in the program. High rates of social mobility simultaneously lead to and reflect economic development. The absence of opportunities for social is inconsistent with free enterprise economies.

Consistent with the above discussion, the program should continue to emphasize provision of opportunities for additional technical and academic training to members of <u>middle and lower social and economic strata</u> of society who have traditionally lacked access to economic and social advancement. Individuals who come from upper strata already have the social and economic resources required to acquire additional skills instrumental to social advancement and to maintain their current status.

Place of residence is highly correlated with equality of opportunity. Rural environments offer more restricted access to advanced education and to a full spectrum of occupational alternatives. Thus, place of residence should be considered in selecting trainees for the program. <u>Rural residents</u> should have greater access to the program.

Women are becoming more active participants in the economic and political arenas of many countries in the world. This is a relatively new phenomenon in many countries. It represents a marked cultural change. In the past, women have not actively sought full participation in the economic life of El Salvador because of societal norms and traditions. However, they are increasingly demanding more opportunities to participate. <u>Women</u> should be given preferential access to the program.

(4) **Skill Shortage**

Providing training in skill areas which are in high demand and/or limited supply in El Salvador should be emphasized. This is the primary motivation for trainee participation. In addition to trainee satisfaction, there are at least three major reasons to do so. First, certain skills may be critical to economic development. For example, transportation systems are a critical

cog in advanced societies. Vehicles need to be repaired if they are to function properly. Similarly, computers and other sophisticated electronic equipment require repair and updating in order to maximize their contributions to economic growth. Second, these scarce skills provide greater opportunity for those who acquire them to experience economic and associated social mobility. Within a free enterprise system, salaries are highly correlated with level of market demand. Third, acquisition of scarce skills may enhance leadership status. Individuals who possess them may be perceived as more important by other members of society because of their potential contributions to the national economy.

Obviously, it will be easier to apply this criterion to individuals who are already in the job market, because their occupational history is known. Greater attention to occupational aspirations will need to be given to potential leaders who do not have extensive job histories.

(5) **Consistency with USAID Program**

The USAID Mission has established clear priorities for its program in El Salvador. These priorities are related to major sectors in which it intends to promote growth, improved services, and increased education. These Mission inputs are also designed in part to promote broad based economic growth within the framework of free market enterprises and a democratic political system. There are at least two programmatic reasons why the Mission should attempt to complement CAPS training with its other programmatic activities. First, complementarities increase the probability of occurrence of positive interactive effects emerging from the overall Mission program. Second, it is likely that returned CAPS scholars will benefit more from their training if it is related to economic sectors being supported by the Mission's program. These areas are more likely to be growth areas in which employment opportunities will exist.

(6) **Sphere of Influence**

This criteria overlaps with the spread effort criteria. All things equal, leaders who impact over larger geographic regions of the nation should be given preference in the program. One of the objectives of the CAPS programs is to strengthen democratic institutions and the formation of national policies and national opinions which further this objective. Return to investment specifically targeted on this objective are higher to the extent that of the returned scholars extends to larger geographic areas. Typically, leadership positions with the largest spheres of influence are located in San Salvador. They would include

(a) legislative/assembly positions
(b) university professorships, and
(c) TV or press position editorships.

Conclusions

This section begins with a discussion of leadership structure in Salvadoran society. It is followed by the identification of major leadership positions which can be incorporated into CAPS-II. Possible training programs for several of these major groups are discussed in summary fashion. Finally, procedures for selecting candidates and for managing the program in the USAID Mission are discussed.

Key Sectors and Groups of Leaders

Major sectors of Salvadoran society, groups, and other aggregate associations in which significant leadership is exercised are presented in Matrix 1 which is found at the end of the text before the Appendices. Key sectors are education, governance/community decision making, agriculture, health, judicial, economy/private sector, military/para-military, mass communications, leisure/recreation, and religion. Groups, organizations and/or professions which contain important leader positions in each sector are identified by rural/urban location and sphere of influence.

Education - Leadership in the educational sector exercises a pervasive influence on society. The universities, high schools and elementary schools shape the intellectual formation of youth in Salvadoran society. Faculty and staff are recognized as leaders because of their knowledge and ready access to important sources of new knowledge and information. In rural areas and in small communities, teachers frequently occupy important leadership positions. They are consulted by formal leaders, even if they do not occupy formal leadership positions. They are key sources of information about national issues and are frequently asked to interpret events and issues for the community.

Key institutions in this sector which influence national issues and policy are the Ministry of Education, the universities, the National Agricultural School, technical high schools, and associations which represent teachers and faculty. There has been a proliferation of universities in recent years. Among the most influential are the National University of El Salvador, the Autonomous Catholic University, the Matias Delgado University, and the Evangelical University. The National University has become heavily politicized and the quality of its academic programs has suffered as a consequence. It probably exercises less influence today than it did in the past. Representative of associations of university faculty and school teachers are the Salvadoran Association of Women Professors (AMPS), the Association of University Women (AMU), and the National Association of Salvadoran Educators (ANDES).

At the municipal and rural community levels, educational institutions are linked to the community, primarily through parent/teacher associations. These associations are links through which parents exercise some control over the school curriculum and broader educational program.

Several important programs of informal education, which are not necessarily associated with schools, are also found in urban and rural areas. These are the boy scouts, girl scouts, and other youth programs, such as 4-H. These organizations provide important leadership and civic training to youth.

Governance/Community Decision Making - At the national level, this sector is led by the Office of the President of the country and the national assembly. The president and national legislators are supported by staff who also exercise substantial influence over national legislation and national policy affected by this legislation.

Formal community governance and organizations which provide resources for local community projects have been aggregated under this sector. The Ministry of Public Works and CONARA are major providers of resources for rural communities. CONARA provides resources through it Municipalities in Action (MEA) program. ISDEM is structured to provide technical assistance and small loans to municipal governments. COMURES is an association of mayors which performs regulatory and lobbying functions. It oversees mayors' adherence to municipal codes and lobbies for their interests with the national government.

The mayor's office is the principal community governing body. It consists of the mayor, one or more assistants and a governing council selected by the mayor. In recent years, mayors have been elected by popular vote which makes them more accountable to their constituency. The mayor's office makes major decisions regarding the collection and use of local taxes, and represents the community at the regional and national levels.

Within each community, there are major informal organizations which impact directly on the community welfare. In rural areas, these are best represented by open town meetings and self-help committees. Examples of self-help committees are local earthquake reconstruction groups and refugee community improvement groups. Each of these groups is guided by natural leaders who participate actively in group goal setting and decision making.

Agriculture - A plethora of national organizations and associations work directly with the reform sector. Among the most important are the Ministry of Agriculture, ISTA, BFA and FINATA. These organizations have agents who work directly with rural campesinos. They organize campesinos and help them address local needs. Many of them are recognized by the campesinos as opinion

leaders and important sources of information regarding agricultural production and national issues and trends which impact directly on their lives.

The reform sector is organized into cooperatives which have a formal leadership structure. Cooperative leaders are elected and provide leadership to the groups' activities. Many cooperatives also have codirectors, who are appointed by the government agency overseeing the cooperatives. These codirectors are important links to institutions and agencies which provide assistance to this sector. They also provide important technical assistance to the cooperatives.

In addition to agencies which work directly with the reform sector, the Ministry of Agriculture provides technical assistance to rural populations through a system of agricultural extension and home economist agents. These agents are also recognized as important sources of information and exercise considerable influence over rural populations.

Health - Leadership in the health sector is also complex and multifaceted. At the national level, health providers, including physicians, are organized into various groups of class interest. These organizations are represented by national leaders who influence national health policy.

Most lower class families do not have regular access to the formal health delivery systems. For many, the only direct access to this system is through the Salvadoran Social Security Institute (ISSS). Their immediate curative needs are addressed by an informal system of health providers in their local communities, such as midwives and "curanderos." In addition, popular preventative health care is provided through numerous health promoters. These promoters work for the Ministry of Health and for private voluntary organizations. Illustrative of PVO's which provide preventative assistance are the Salvadoran Demographic Association (ASD) which provides assistance in family planning, and the Salvadoran Association of Rural Health Promoters (ASAPROSAR) which provides assistance in basic health and nutrition. Promoters are recognized as leaders by rural and urban marginal populations. These promoters have an important influence over community life and opinion formation among populations with which they work.

Judicial - The Salvadoran judicial sector is highly centralized, with most of its apparatus located in San Salvador. Major organizations in the legal system include the Ministry of Justice and the Supreme Court. Leaders of these two institutions have considerable influence over the character of the national legal system and its operation. The Attorney General and the Public Defender's Offices are major components of this system.

Lawyer's associations represent interests of this class.

Leaders of these associations impact on national legislation and national issues. Many of these leaders occupy important positions in organizations and associations found in other societal sectors. Related to the legal profession, law schools are important sources of potential leaders in this sector. Student leaders in this sector will probably become future leaders of the profession.

Regional associations of lawyers are found in the major municipalities. Municipal courts are located in the regional capitols. These courts are guided directed by leaders who have considerable impact on legal and other issues of the region.

Economy/Private Sector - The economy is an exceedingly complex and multifaceted sector of Salvadoran society. It is virtually impossible to describe in detail its leadership structure. However, by means of illustration, it is possible to identify and discuss several major organizations and class interest groups which impact directly on major decisions in the economy. The current government is committed to promoting private enterprise and restoring some nationalized service industries to the private sector.

At the national level, there are numerous government sponsored organizations which provide assistance to private enterprises. These organizations influence the development of this sector through strategic investments and through the formulation of national policies. Among the more important of these government sponsored organizations are the Salvadoran Foundation for Economic and Social Development (FUSADES), PROPEMI, and FEDECCREDITO.

The private sector is represented by numerous class interest organizations such as ASI, UDES, and SCIS. In addition, there are private voluntary organizations which are dedicated to promoting private sector interests, such as the Chamber of Commerce, Rotary and the Lion's CLub. Leaders of these organizations exercise considerable influence at the national level on national policy and legislation. There are also numerous voluntary organizations that are dedicated to training future leaders for this sector, such as the Club 20/30 and Junior Achievement. Labor is also organized into numerous unions which represent the collective interests of workers. Leadership of these unions is elected by the membership. These leaders also exercise considerable influence over national policy and the operation of the economy. In addition, they impact directly on the formation of opinions of laborers.

Many of these organizations have affiliate offices at the municipal level, particularly in regional centers. Leaders of these regional affiliates exercise considerable influence over their membership as well as over national policy.

Rural areas are largely devoid of leadership in the non-agricultural private sector. Local merchants frequently exercise

considerable influence over community decisions. However, this influence is primarily reflected in individual, rather than organizational activities.

Military/Para-military - Traditionally, the military have exercised leadership in El Salvador, at the national, regional and local levels. In large measure, this leadership has been due to power possessed by military leaders. It is located at the national level in the Ministry of Defense, the National Military Academy, and the Armed Forces. Although the armed forces are in theory subordinate to the national government, military leaders have great influence over national policy and national decisions. This is particularly true in contemporary El Salvador because of the civil war which is currently in process.

At the municipal level, local commandants are important leaders in their communities. They exercise important influence over local decisions. Community members recognize the influence of these leaders. Other community leaders consult with them about major decisions, and community members frequently solicit favors from them.

At the community level, civil defense units are an important force in the community. Leaders of these units are recognized as leaders and are involved in community decision making processes. Frequently, they make the decisions themselves.

Mass Communications - Major newspapers, radio and television stations have a great impact on the formation of public opinion regarding major societal issues. These communication media are probably the most important mechanisms for forming public opinion. Key leaders in this sector, in addition to the owners, are editors, editorialists, and radio and television commentators. They interpret current events and issues for the public.

Associations which represent these individuals are important organizations in society. Their leaders impact directly on national policy through interaction with leaders in other sectors.

Representatives of these organizations in regional municipal centers have a similar impact on their communities and those in their immediate sphere of influence. Regional municipal centers have their own newspapers and radio stations, and employees are represented by regional class associations.

Leisure/Recreation - Sports clubs are the most important form of organized recreation. At the national level, these clubs promote several sports, including basketball and soccer. Soccer is by far the most popular sport in El Salvador and is represented by associations at the national, municipal and local levels. Trainers and referees are organized into national and regional associations. At the community level, these clubs are an important mechanism for training potential future leaders.

Religion - Organized religion has a major important impact over public opinion formation. The Catholic church, through the Archbishop's see in San Salvador, has a major impact over national policies. At the community level, parish priests are recognized as leaders by parishioners. Other community leaders frequently consult with them regarding important community decisions.

Selection of Groups of Leaders for CAPS-II

U.S. government policy may limit the ability of USAID to access leaders of several of these sectors through formally constituted organizations and associations. This may be particularly true for individuals in leadership positions in the religious, the military/para-military and mass communications sectors. The Office of Education and Training will need to consult with USAID Mission management, AID/Washington, and other diplomatic mission offices regarding the feasibility of working directly with these sectors.

The criteria developed for selection of groups, organizations and/or professions in which to identify leaders incorporate AID/Washington guidelines in addition to general program objectives. Major leadership positions which should be considered by the Mission are listed in Matrix 2 which is found at the end on the text after Matrix 1. This list is not exhaustive, nor does it necessarily conform with specific Mission priorities. However, it is illustrative of how to go about identifying key leadership roles. Ideally, the Mission would review the matrix annually, update it in view of changing circumstances in El Salvador, and annually select priority groups for the coming year.

Use of quantitative selection criteria can be unreliable in some cases. However, the process may be useful for purposes of an initial cut. Matrix 2 has selection criteria listed along the horizontal axis. Different weights have been arbitrarily assigned to the criteria according to their perceived importance to the program. Spread criteria (multiplier effect [10], sphere of influence [5] and impact on youth [5] have the potential to contribute most heavily to the scale. Equality of opportunity criteria (class [2], residence [2], gender [2]) comprise the next most important set. Technical criteria (skill shortage [1] and support of USAID Mission program [1]) represent the least important set. Ideally, three to five Mission personnel would independently would score the groups of leaders. Those having the highest average ranking would then be considered for inclusion in the annual program. These groups could then be analyzed further by project management, taking into account other contextual factors and discussing with the front office. A final priority ranking could then be made by project management.

Agricultural sectors - Leaders to be considered from this

sector include government agents providing assistance to the sector, including agricultural and home economist extension workers and promoters. These individuals work directly with community leaders in this sector. Training of these agents may have an important spread effect through secondary training of local leaders.

Also included are natural leaders. Consideration should be given to the ability of natural leaders to take advantage of a U.S. experience. Natural leaders may need a minimum level of education to benefit from the program. In some cases, their participation in the CAPS-II program may jeopardize acceptance of their leadership position by others in the group.

Municipal Government - Leaders identified in this sector include mayors and their assistants, in addition to natural community leaders who participate in open town meetings and refugee communities. Mayors and their assistants have been included in CAPS-I groups. However, many of them have been replaced, because of recent elections and resignations. There is a great need to provide training to their replacements. In addition, those who have remained in office but were not given an opportunity to participate in CAPS-I should also be considered for training.

Natural community leaders of the type identified should also be considered. These individuals impact on the use of resources provided by the USAID Mission for community improvement projects and project maintenance. As true for agricultural sector natural leaders, care should be taken to select those individuals who are certain to benefit from the U.S. experience.

Health - Providers of health, nutrition and family planning assistance are often accorded leadership status by members of rural and marginal communities. In this category are included community health promoters supported by the Ministry of Public Health and PVOs, in addition to community members who provide health services.

An other category consists of medical and paramedical personnel at the central and regional levels. It includes physicians, nurses, sanitation inspectors, and social workers. These individuals are also accorded leadership status because of their possession of health information.

Education - This sector includes primarily leadership positions in the formal education system. Included are leaders in educational administration at the national, regional and community levels, teachers who are leaders of private and public grade and secondary schools, university professors, students from the technological institutes and universities, and high school graduates. The Mission should give special consideration to including university faculty and students in CAPS-II. University faculty exercise important influence over the intellectual

formation of future leaders; and student leaders represent important future leaders of Salvadoran society.

Special consideration should also be given to community primary and secondary school teachers for the same reasons. They have an important impact on the character formation of future generations. In addition, many are natural leaders in their communities. The Mission may wish to give priority to physical education teachers who were not included in CAPS-I.

The Mission may also wish to give special consideration to literacy teachers. These individuals are in direct contact with lower class rural and urban leaders.

Judicial - Included in this category are leaders who work in the justice system, such as judges, court secretaries and fiscal agents. Leaders in this category have important impacts on order in society. Leaders of lawyer's associations should also be included because of the important influence which they have on major decisions in society, either indirectly, or directly through actual or eventual occupancy of important political posts. A special case may be made for providing training to student leaders enrolled in major law schools.

Non Profit Voluntary Organizations - Many of these organizations work directly with youth and marginal populations, many of whom are actual or potential leaders. Individuals participating in these organizations are often recognized as leaders by community members. Key groups include leaders of boy scout and girl scout organizations, leaders of the Red Cross and similar medical organizations and ADS volunteers. In addition, leaders of voluntary organizations of young adults, such as Club 20/30, represent potential societal leaders and should also be considered for training. Volunteers working with World Relief and Save the Children are recognized as leaders in communities in which they work. They orient community members about community development activities and at times about major national issues.

Mass Communications - Individuals who contribute to mass communications industries influence the formation of national opinions. Leaders of these industries should be considered for training under CAPS-II. They may be accessed directly through major newspaper companies and television and radio stations, or through associations of mass communications workers.

Professional Associations - Professional associations contain many actual leaders in society. Leaders of these associations are typically the most. Among the associations that merit greatest consideration are those representative of physicians, lawyers, university professors, teachers, agronomists and engineers.

Economic Interest Associations - The private sector of the

economy contains numerous associations which represent major industries. Leaders of these associations influence national decisions and the direction of these industries in society. Illustrative of candidates from this sector which may be included in CAPS-II are leaders of the Salvadoran Chamber of Construction Industries (CASALCO), the Salvadoran Association of Livestock producers (AGS) the Salvadoran Association of Industrialists (ASI) and the Salvadoran Chamber of Commerce. In addition, there are numerous associations of medium and small entrepreneurs whose members are actual and potential leaders in society.

Junior Achievement is also an important association which impacts directly on the formation of future leaders of the private sector. Leaders of groups organized by Junior Achievement are representative of the most important future leaders being prepared by the organization.

Foundations - Numerous para-statal and private foundations have been organized to work with major sectors of Salvadoran society. Typically, they work with leaders of these sectors through organized programs. Foundation professionals, who occupy important contact positions with these leaders, should be considered for training under CAPS-II because of the impact which they have on these leaders. Illustrative of these foundations are FEPADE (Foundation for Educational Development), FUNDASAL (Salvadoran Foundation for Residential Development), FUSADES (Salvadoran Foundation for Economic and Social Development) and FUNDASALVA (Salvadoran Anti-Drug Foundation).

Leisure/Recreation - Groups which should be considered as candidates for CAPS-II are leaders of soccer clubs, community sports organizations and members of associations of referees and sports trainers. These leaders have major impact on youth in society. Many serve as role models for these youth.

Others - Included in this category are leaders of professional associations, Private Voluntary Organizations, and women's groups which have not been mentioned previously. The Mission may identify these groups when undertaking annual program reviews and include them in future programming along with other groups of leaders listed in this section.

Selection of Scholars

Some variation will necessarily exist in the selection of different groups of CAPS scholars. It may be necessary to vary in the selection process for groups of actual and potential leaders. One of the major concerns which should be reflected in the selection process for both groups is the ability of the candidate to take advantage of the program.

It is important that the selection process identify leaders.

Leaders should be recognized as leaders by members of social groups. As was discussed in the Background section, not all occupants of formal leadership positions are leaders. Furthermore, objective criteria, such as education and IQ, may not always predict leadership. Therefore, it will be important to incorporate an appreciation of leadership status by individuals who know the candidates and their position in the community or group in which they act out their daily lives.

Actual Leaders - Two dimensions were emphasized in the discussion of leadership in the Background section. One is the occupancy of community, group or organizational leadership positions and corresponding recognition of leadership status by members of the group. The other is the influence which individuals have over opinion formation in society. Although there is a high correlation among these dimensions, particularly at the community level, there is no one-to-one relationship. For instance, newspaper editors, sports heroes, and actors and artists may have a major impact on opinion formation, yet not occupy a leadership position. University faculty members and school teachers also have an important impact on the character and intellectual formation of their students, but may not occupy leadership positions or community organizations. On the other hand, many individuals occupying formal leadership positions may simply execute policies determined by other influentials, and may not be recognized as true leaders by the community or group. Examples of this category are some government officials and administrators of educational institutions.

If the emphasis is on selecting actual leaders, it may not be necessary to solicit an appraisal from a panel of individuals who are familiar with leadership status. Information about occupation and past occupational experience may be sufficient to identify them. On the other hand, if the emphasis is on selecting individuals who influence group organization, process and decisions because of their leadership role, then it will be important to incorporate the assessment of leadership status by individuals who know leadership structure of the community, group or associates into the selection process.

In most cases, it is possible to identify organizations or associations whose members are familiar with the leadership structure of communities and other groups. Examples of these sources of "judges" for rural communities are PVOs and government agencies that provide assistance to rural and urban populations. For example, regional directors of CONARA and ISDEM can probably identify "true" leaders of rural communities. Similarly, agricultural extension agents can probably identify "true" farmer leaders in the reformed and nonreformed agricultural sectors. Because leaders are identifiable by reputation, it is probably not necessary to provide individuals evaluating leadership status with checklists of leadership characteristics. The opinions of several

individuals should be solicited in order to reduce possible individual bias in response.

Potential Leaders - The best way to identify future leaders is to assess whether young people currently occupy leadership positions in peer groups. These may be positions in formal organizations, or they may be informal leadership positions. Individuals who seek out and/or occupy leadership roles have a high probability of being leaders in adult society. Related to this indicator are the personal aspirations and individual goals of young people. High personal motivation is related to leadership capacity.

The best way to assess this leadership dimension, again, is to solicit independent evaluations of individuals who are familiar with the individual and his/her position in the community and school attended. Teachers or professors would probably be the best informants of actual and potential leadership status. Their evaluation could be solicited through letters of reference. Returned CAPS scholars who are familiar with youth being considered for the program might also be requested to give references.

Selection Process - Given that the primary criterion for selection for CAPS-II is leadership capacity, the Mission may wish to consider a two stage selection process. The first stage would consist of identification of actual and potential leaders. The second stage would consist of (1) an evaluation of the ability of these actual and/or potential leaders to take advantage of the training, and (2) the satisfaction of A.I.D. guidelines for the program. Of necessity, there is some variation in criteria used to determine the ability of actual and potential leader candidates to take advantage of training which they are to receive. These criteria will in turn vary depending on the content of the training to be provided.

<u>Criteria for Selecting Already Identified Actual Leaders</u>.

(1) Financial status - Most leaders should not exceed maximum income levels established by USAID.

(2) Occupation - Leaders should hold occupations for which specific training programs are designed.

(3) Education - Leaders should normally be at least functionally literate in order to take advantage of the training.

<u>Criteria for Selecting Already Identified Potential Leaders</u>.

(1) Financial status - Parental income

(2) Social background - Parental educational/occupational status; family living standard, travel experience,

broken family composition

(3) Academic performance - Grades/class standing

(4) Motivation/maturity - Written essay

(5) Gender

(6) Nonmetropolitan residence

Training Programs for Leaders

Several possible training programs for actual and potential leaders are summarized in Matrix 3 which follows Matrices 1 and 2 below. They are presented for illustrative purposes and are not meant to be prescriptive. The Mission, with the assistance of its contractors, will need to elaborate detailed training plans for selected participant groups. Ideally, this would be an annual exercise and part of the annual program update.

Matrix 1

Identification of Key Sectors, Institutions and Professions

Sphere of Influence	Key Sector of Society: Education	
	Urban	Rural
National Issues/Policy	Universities Min. of Education ENA Gremios (AMPS;AMU)	Teacher Associations
Municipal	High Schools Primary Schools P/T Associations Boy Scouts Girl Scouts	
Community		Primary Schools P/T Associations

Matrix 1 (Continued)

Sphere of Influence	Governance/Community Decision Making	
	Urban	Rural
National Issues/Policy	ISDEM CONARA Min. of Public Works COMURES	
Municipal	Local Government Earthquake (Self Help Groups) Refugee Groups Municipal Councils	
Community		Local Government Town Meetings Self-HelpCommittees

Sphere of Influence	Agriculture	
	Urban	Rural
National Issues/Policy	Min. of Agriculture Campesino Unions ISTA BFA FINATA	
Municipal	INSAFOCOOP	
Community		Cooperatives Agricultural Extension

Matrix 1 (Continued)

Sphere of Influence	Key Sector of Society: Health — Urban	Key Sector of Society: Health — Rural
National Issues/Policy	Min. of Health ASAPROSAR ASD Medical Assns. (AMMS) Social Security CALMA APSISA	
Municipal	Local Doctors	
Community		Community Health Health Systems Family Planning

Sphere of Influence	Judicial — Urban	Judicial — Rural
National Issues/Policy	Lawyers Associations Law Schools Legislature Supreme Court Labor Unions Min. of Justice	
Municipal	Local Lawyer's Assns. Municipal Courts	
Community		

Matrix 1 Continued

Sphere of Influence	Key Sector of Society: Economy/Private Sector — Urban	Rural
National Issues/Policy	Chamber of Commerce Rotary, Lion's Club, etc. FUSADES PROPEMI Junior Achievement FEDECCREDITO Gremios (UDES;SCIS;ASI) Club 20/30	UNOC UNTS
Municipal	Junior Achievement Chamber of Commerce Rotary, Lion's Club, etc.	
Community		

Sphere of Influence	Military/Para-Military — Urban	Rural
National Issues/Policy	Min. of Defense "Estado Mayor" Military Academy	
Municipal	Battalion Headquarters Military Posts	
Community		Civil Defense

Matrix 1 Continued

Sphere of Influence	Key Sector of Society: Mass Communications — Urban	Key Sector of Society: Mass Communications — Rural
National Issues/Policy	Assn. of Journalists Radio Commentators T.V. Commentators Script Writers	
Municipal	Assn. of Journalists Gremios	
Community		

Sphere of Influence:	Leisure/Recreation — Urban	Leisure/Recreation — Rural
National Issues/Policy	Soccer Clubs Soccer Associations Trainer/Coach Assns.	
Municipal	Sports Clubs	
Community		Sports Clubs

Matrix 1 Continued

Sphere of Influence	Key Sector of Society: Religion — Urban	Key Sector of Society: Religion — Rural
National Issues/Policy	Archbishop's Office Overseas Missions Religious Associations	
Municipal	Parishes/Churches Religious Associations	
Community		Parishes/Churches Religious Assns.

Matrix 2
Identification and Selection of Groups of Leaders for Program

Groups of Leaders	Selection Criteria									
			Equal of Opp							
	Y	ME	M/LC	R/UM	F	SS	AID	SI	Score	Comments/ Justification
Agricultural Reform Sector										
Agricultural Extension Agents										
Home Economists										
Development Promoters										
Co-Administrators of Ag Coops										
Community Leaders										
Cooperative Leaders										
Traditional Agricultural Sector										
Community Leaders										

Criteria	Score
ME - Multiplier Effect	0-10
Y - Youth Involvement/Impact on Youth	0-5
SI - Sphere of Influence	0-5
M/LC - Middle or Lower Class Background	0-2
R/UM - Rural or Urban Marginal	0-2
F - Female	0-2
SS - Skill Shortage	0-1
AID - Support of USAID Programs	0-1

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria									
			Equal of Opp							Comments/
	Y	ME	M/LC	R/UM	F	SS	AID	SI	Score	Justification
Municipal Government										
Municipal Authorities										
Communal Leaders										
Refugee Camp Communal Leaders										
Health										
Community Health Promoters										
Medical & Paramedical Personnel										
Education										
Administrators (Central, Regional, Nuclear)										
Primary School Teachers										
Secondary School Teachers										
University Professors										
University Students										
Literacy Educators										

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria									
			Equal of Opp							
	Y	ME	M/LC	R/UM	F	SS	AID	SI	Score	Comments/ Justification
Judicial										
Justice Personnel										
Lawyers										
NonProfit Voluntary Organizations										
Boy Scouts										
Girl Scouts										
Red Cross, etc.										
Club 20/30, Lions, Rotary, etc.										
ADS Volunteers										
Save the Children										
World Relief										
Mass Communications										
Employees of Newspapers,										
Radio and Television										
Telegraph & Telephone System										
Media Personnel Associations										

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria									
			Equal of Opp							Comments/
	Y	ME	M/LC	R/UM	F	SS	AID	SI	Score	Justification
Professional Associations										
Lawyers										
Doctors										
Engineers										
Professors										
Agronomists										
Economic Interest Associations										
Junior Achievement										
CASALCO										
Cattlemen's Association										
Sindicate Associations										
Small Business Associations										
ASI										
Chamber of Commerce										

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria									
			Equal of Opp							
	Y	ME	M/LC	R/UM	F	SS	AID	SI	Score	Comments/ Justification
Foundations										
FEPADE										
FUNDASAL										
FUSADES/ FORTAS										
FUNDASALVA										
Leisure/ Recreation										
Soccer Clubs										
Trainer/ Referee Associations										
Others										
Women's Organizations										

Matrix 3

Summary of Training Plans for Different Types of Leaders

MUNICIPAL	RURAL COMMUNITY LEADERS
Category	Summary
Income Level	Middle and Low
Nature of Influence	They are natural leaders in the community. They exercise influence over communal decisions, including projects supported by the "Municipalities in Action Program."
Principal Functions	These leaders represent an important form of transferring decison making to rural communities. Effective decentralization of decision making and responsibility by the community for its own projects will be promoted by this training.
Selection Criteria	These trainees should be identified as natural community leaders. Regional AID, CONARA and ISDEM representatives, as well as community members, should participate in candidate selection. Community members who participate in town meetings should be given special consideration.
Type of Training	How to conduct meetings (parliamentary procedures); group motivation to attain collective goals; strengthening of leadership capacity; improvement of technical capabilities.
Location and Duration of Training	Emphasis could be on how to participate in democratic decision making, including individual responsibility in the process. Theoretical training could be

MUNCIPAL	RURAL COMMUNITY LEADERS (Cont.)
Category	Summary
	administered at a small institution of higher education and supplemented by active participation in voluntary organizations in rural communities. Training programs could be structured for two to four months.
Special Training Related Considerations	Ideally, each participant would have a counterpart in a rural community. A formal relationship between the community of the candidate and the U.S. community should be encouraged, in part through participation in community voluntary ogranizations.
Post-training Activities (Special Considerations)	Regional meetings among returned participants should be promoted in order to strengthen knowledge of democratic processes and to interchange post-training experiences in their communities. Visits by counterparts in the U.S. communities may be encouraged to maintain ties between these communities.
Impact/Multiplier Effect	Decisions influenced by them can have an impact on all members of the community. Training received by them regarding democratic processes will be reflected in their participation in open town and other meetings. They can serve as models for other members of the community.

Observations: _____

MUNICIPAL	REFUGEE COMMUNITY LEADERS
Category	Summary
Income Level	Low (Subsistence Level)
Sphere of Influence	They are natural leaders of refugee groups. They influence the thoughts and actions of other community residents (other refugees), especial in reference to community projects.
Principal Functions	Within refugee communities, these leaders are normally youth and early adults, who are concerned about the welfare of their communities. They dedicate themselves to organizing grass roots community development activities.
Selection Criteria	Trainees in this category should be identified as natural leaders. Their selection should be based on objective criteria. They should demonstrate great concern for the welfare of their communities; they should be self-starters; and they should have demonstrated past leadership to solve community problems. Community members and CONADES professionals should be involved in selecting the candidates.
Types of Training	Given their probable low levels of formal education, training should center on group leadership skills, group motivation, and organization of group activities. Ideally, formal training would be complemented with participant observation of similar urban programs in the U.S.
Location and Duration	Training should be provided by institutions which provide this type of training to community development specialists in the U.S. Most training could be programmed for a duration of approximately three months.

MUNICIPAL

REFUGEE COMMUNITY LEADERS (Cont.)

Category	Summary
Special Training Related Considerations	Special consideration will have to be given to Spanish language capability of the trainers. Practical training could be provide in urban areas with large Spanish speaking populations. To maximize the benefits of the training, each trainee would ideally have a U.S. counterpart. The trainees would work closely with their counterparts and with leaders of underprivileged communities or groups in U.S. urban centers.
Post-Training Activities (Special Considerations)	Returned trainees should be provi ded with opportunities to meet among themselves to interchange experiences in the U.S. and post-training experiences in their communities. They should be provided with additional follow up training relevant to community projects which they promote after return.
Impact/Multiplier Effect	Training which is directly related to problems which are faced by their communities will reflect directly on their ability to solve these community problems upon return. They will impact on fellow community members through their work and as role models to emulate.

Observations: _____

AGRICULTURAL REFORM SECTOR	DEVELOPMENT PROMOTERS
Category	Summary
Income Level	Low (Current situation)
Sphere of Influence	Formal leaders and ISTA employees. They attend to community (intervened farms) needs. They exercise influence over community groups by discussing and prioritizing prolems with community participation.
Principal Functions	They provide organizations and training technical assistance to campesinos on appropriated farms.
Selection Criteria	They should be identified as formal leaders, who are also true leaders. They will probably be those with a great capacity for work and real interest in helping the communities with which they work. ADI and ISTA employees and members of the community of residence should participate in their selection.
Type of Training	Training may include participation in meetings, theory and practice of social organization, groups dynamics and group motivation, how to identify leaders and how to strengthen their leadership capacity, participation in community decisions and decision making to solve problems.
Location and Duration of Training	Theoretical training should be received in a small university. Practical training should be received in a community, preferably a productive unit (farm), where they can participate in farmer organization activities. Training should be for a maximum of three months.

AGRICULTURAL REFORM SECTOR	DEVELOPMENT PROMOTERS (Cont.)
Category	Summary
Special Training Related Considerations	Each participant should have a U.S. counterpart, for the entire training period. A formal relation between the trainee's community and that of the counterpart should be promoted in order to encourage the participation of the U.S. community in voluntary activities of the Salvadoran community. Participant observation training should be provided in the U.S. community.
Post-Training Activities (Special Considerations)	Regional and national Central American meetings among participants ought to be promoted to allow them to interchange experiences. This process will strengthen their knowledge base and will facilitate a continuation of their activities. Brief return visits to the U.S. should also be promoted to stimulate participants in their community work.
Impact/Multiplier Effect	These individuals have a strong influence over community members. The training they receive will contribute to their attempts to better the living conditions of communities with which they work. They will serve as models for other development promoters.

Observations: _____

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TRADITIONAL AGRICULTURE	RURAL COMMUNITY LEADERS
Category	Summary
Income Level	Low and Very Low
Sphere of Influence	The are natural leaders in their communities. Their influence is manifest in community projects (infrastructure, nutrition, production or other types), either promoted by the community or by national or international agencies
Principal Functions	Within the framework of Communal Development Associations (ADESCO), rural community leaders ensure community participation in the solution of their own problems.
Selection Criteria	These leaders should be identified as natural leaders. Key community informants, DIDECO and USAID should participate in the identification of candidates. Those who are truly committed to solving community problems should be selected for the program.
Type of Training	Training should center on how to conduct meetings, community organization, group motivation, social organization and co-operative development. Leadership capacity should also be strengthened.
Location and Duration of Training	Classroom training should include individual responsibility in democratic processes. Participants should receive this training in a small U.S. university. The training should be geared to rural, undereducated leaders. The formal training could be supplemented with observations of local meetings, such as American Farm Bureau local councils.

TRADITIONAL AGRICULTURE

RURAL COMMUNITY LEADERS (Cont.)

Category	Summary
Special Training Related Considerations	Each counterpart should be provided with a counterpart in a U.S. community. A formal relationship between participant and counterpart communities should be fomented. Ideally, the U.S. counterpart would be a leader in the farm community. The trainee should actively participate in the live of the U.S. community.
Post Training Activities (Special Considerations)	Local and regional meetings of former trainees should be promoted. These meetings would permit them to trade experiences. These meetings should also be structured to continue to strengthen leadership capacity and position in the community. When appropriate, follow up meetings to the U.S. should be promoted.
Impact/Multiplier Effect	Their principal influence is over members of their community, with secondary impact on neighboring communities. Training will help them to participate in identifying and prioritizing community problems and needs.

Observations: _____

AGRICULTURAL REFORM SECTOR	HOME ECONOMIST AGENTS
Category	Summary
Income Level	Low (Current Situation)
Sphere of Influence	These agents are formal leaders. They work for ISTA/CENTA. They work with housewives in the reform sector and have influence over community groups. Principal activities focus on improving conditions of the home environment.
Principal Functions	These women agents provide technical assistance to farm homes in the reform sector. They train women in home economics, administration of family resources, food preparation and consumption and maternal care.
Selection Criteria	Participants should be recognized as leaders by members of communities with which they work. First priority should be given to agents who are most able and who have the greatest interest in assisting the communities. They should identify strongly with community problems solution. Professionals from USAID, ISTA and CENTA, and key community members could help identify these candidates.
Types of Training	A priority area for training is how to organize communities to formally identify priority problems and collectively to address them. Community participation should be broad based. Special emphasis should be given to education theory and practice, resource administration, nutrition and food preparation.
Location and Duration of Training	Classroom training should be realized in a rural university setting and practical training in rural communities.

AGRICULTURAL REFORM SECTOR

HOME ECONOMIST AGENTS (Cont.)

Category	Summary
	Practical training could be coordinated with state extension systems. Training programs could be structured for from three to six months.
Special Training Related Considerations	A U.S. counterpart should be assigned to each trainee. Preferably, these would be home economist extension agents. Practical training would emphasize professional interaction and interchange of experiences. The trainees should actively participate in U.S. extension activities and would ideally live with rural U.S. families.
Post Training Activities (Special Considerations)	National, regional and/or local meetings of returned scholars should be promoted to allow for interchange of experiences. To the extent possible, trainees and their U.S. counterparts should be encouraged to exchange visits to each other's community.
Impact/Multiplier Effect	These agents have considerable impact on women in the communities in which they work, and through them on entire families. Their training will increase their ability to be improve living conditions in rural communities. Their training will also improve their ability to train women leaders in the communities.

Observations: _____

AGRICULTURAL REFORM SECTOR	AGRICULTURAL EXTENSION AGENTS
Category	Summary
Income Level	Low and Very Low
Sphere of Influence	These agents are formal leaders, who work for ISTA and CENTA. They work with medium and small farmers in both the reform and traditional agricultural sectors. They influence rural communities and agricultural units through discussion, prioritization and decision making within these communities and units.
Principal Functions	These agents extend agricultural technologies to farmers. At times, they also provide technical assistance to this constituency.
Selection Criteria	Care should be taken to identify agents who are recognized as leaders by the communities with which they work. They should be dedicated to solving community problems. Key community informants and administrators of ISTA and CENTA could help identify them.
Types of Training	Capacitation should focus on techniques for transferring agricultural technology, and on appropriate agricultural practices. Training should also include group motivation techniques and demonstration techniques.
Location and Duration of Training	Training should be both theoretical and practical. Ideally, a state Cooperative Extension System could be enlisted to provide both the classroom and field training. This would facilitate integration of the theoretical and practical training.

AGRICULTURAL REFORM SECTOR AGRICULTURAL EXTENSION AGENTS (Cont.)

Category	Summary
Special Training Related Considerations	Each trainee should be assigned a U.S. extension agent as a counterpart, ideally, someone who is fluent in Spanish. The trainee would be expected to accompany his U.S. counterpart during his work in the field. Ideally, he would actively participate in extension activities.
Post-Training Activities (Special Considerations)	National and regional meetings of returned trainees should be promoted. These meetings could be organized as workshops to discuss the application of extension techniques acquired in the U.S. Workshops will permit the informal interchange of experiences among the participants. Ideally, exchange visits by former participants and their U.S. counterparts will be facilitated.
Impact/Multiplier Effect	Most extension agents exercise considerable influence in the communities in which they work. Their influence is most marked among small and medium farmers. Training will better equip agents to provide effective technical assistance to farmers, as well as to promote democratic decision-making in their communities.

Observations: _____

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EDUCATION	HIGH SCHOOL TEACHERS
Category	Summary
Income Level	Middle and Low
Sphere of Influence	As functionaries of public and private institutions, they are formal leaders. Their radius of influence extends from municipal seats to communities in the municipality. Their leadership is manifest in the process by which communities deal with their problems. They are normally involved in the solution of these problems.
Principal Functions	They are professional educators. They provide high school training at the municipal and departmental levels of society. Directly under their influence are all high school students in the country.
Selection Criteria	Selection criteria will be objective Candidates' professional records, interest, and responsibility in carrying out functions should be considered. Actual leadership influence over youth at the municipal and departmental levels should also be considered. Individuals who are familiar with the performance of these teachers should be involved in the selection process.
Type of Training	Training should include conduct of meetings, parliamentary procedures, how to participate in democratic processes, technical training in the formulation and evaluation of educational projects, educational supervision, and related areas.
Location and Duration of Training	Classroom training should be provided by a university specialized in secondary training. Opportunities should be provided for trainees to visit and observe high school educational programs in

EDUCATION	HIGH SCHOOL TEACHERS (Cont.)
Category	Summary
	U.S. communities. Training should be programmed 6-12 months.
Special Training Related Considerations	Participants should have U.S. counterparts, preferably teachers at the same level as the participant. This would facilitate interchange of personal job related experiences and potential post-training interaction. The participant should participate in activities germane to his/her job situation in El Salvador with the assistance of the U.S. counterpart.
Post Training Activities (Special Considerations)	Meetings should be promoted at the national levels to permit interchange of experiences by the participants. Professional growth opportunities might include travel outside of El Salvador. Ideally, follow up activities would also include observation visits to other Central American countries to allow participants to familiarize themselves with other educational systems. Periodic return visits to the U.S. might be programmed to stimulate job performance.
Impact/Multiplier Effect	High school teachers have considerable influence at the departmental and municipal levels, and at the community level through their interaction with primary school teachers. Participation in the CAPS program will strengthen their influence over their populations. Proper training will enable them to train other teachers.

Observations: _____

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EDUCATION	PRIMARY SCHOOL TEACHERS
Category	Summary
Income Level	Middle and Low
Sphere of Influence	Primary school teachers are formal leaders in their communities. They exercise influence over many community decisions, principally on topics related to education.
Principal Functions	Primary school teachers provide early educational training to youth in society. In many schools, this education is up the sixth grade.
Selection Criteria	Primary school teachers often are informal leaders of the community. They should be selected according to their ability and level of professional responsibility as teachers, as well as their interest in resolving community problems. Representatives of the community, AID and the Ministry of Education should be involved candidate selection.
Type of Training	Their training should be participatory, centering on leadership strengthening - how to conduct meetings, group motivation, etc., and acquisition of new teaching skills applicable to rural populations.
Location and Duration of Training	Training should be provided by a small university, specializing in educational theory and practice. It should be supplemented with observation of elementary school teaching in rural U.S. communities. Training programs of around 6 months would appear to be most appropriate.

EDUCATION	PRIMARY SCHOOL TEACHERS (Cont.)
Category	Summary
Special Training Related Considerations	Rural primary school teachers are of great importance to rural and marginal urban populations. Their training will strengthen their leadership positions and elementary education for marginal populations. Emphasis may be given to courses in civics. Ideally, each participant would have a Spanish speaking counterpart in a U.S. elementary school. This individual would assist the trainee during the participant observation phase of training.
Post-Training Activities (Special Considerations)	Periodic meetings of returned trainees should be fostered to facilitate interchange of experiences. Regional and national meetings of this type would appear to be particularly appropriate. U.S. counterparts to trainees should be encouraged to visit counterpart villages.
Impact/Multiplier Effect	Training will provide theoretical and practical tools which should improve the level of teaching by participants. This will result in better educated youth, ideally with a greater appreciation for individual responsibility to the collective welfare. The community leadership position of the teachers will be strengthened as a result of the process.

Observations: _____

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EDUCATION	UNIVERSITY STUDENTS
Category	Summary
Income Level	Upper Middle, Middle and Low
Sphere of Influence	These students can be potential or actual leaders of their peer groups. They influence their peers in the institutions in which they study and in other sectors of society.
Principal Functions	Students are specializing in several distinct areas. Those which might be given greatest consideration are Law, Industrial Engineering, Agriculture and the Humanities. These students aspire to professional positions in society.
Selection Criteria	Students should be identified as natural leaders within their peer groups, and as future leaders of society. Initial selection could be by reputation, using recommendations of professors, student counselors, and/or administrators. Final selection could be based on objective criteria, such as concern about solving communal and national problems, and success in the classroom. The most important objective criterion should be socioeconomic status. Preference should be given to students from disadvantaged families.
Types of Training	Students should be selected in their sophomore year. They would receive a year of language training and then receive two years of technical training in their area of specialization. This would allow them to complete undergraduate degrees in the U.S. The USAID Mission will have to decide which degree areas to emphasize for the training.

EDUCATION	UNIVERSITY STUDENTS (Cont.)
Category	Summary
Location and Duration of Training	Training would occur at four year universities in the U.S. Preference might be given to Historically Black Colleges and Universities. Language training should be received at the institution in which the trainees will enroll for their undergraduate training, if the institutions offer English Language training.
Special Training Related Considerations	Ideally, each trainee would room with a U.S. student who wants to participate in the program, or with a U.S. family. These U.S. counterparts should be conduits through which the trainees become more familiar with U.S. society and culture.
Post-Training Activities (Special Considerations)	Ideally, students would be provided opportunities to meet together after returning to El Salvador. These meetings could be used to provide them with additional technical training, job placement, and to exchange post-training experiences in El Salvador.
Impact/Multiplier Effect	As eventual leaders of Salvadoran society and the professions in which they receive training, these trainees will have a substantial impact on national issues and on the orientation of Salvadoran society toward the U.S.

Observations: _____

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NONPROFIT VOLUNTARY ASSOCIATIONS	SCOUT LEADERS
Category	Summary
Income Level	Middle and Upper Middle
Sphere of Influence	They are leaders of youngsters who give service to different communities, principally urban. Most scouts are high school students and have considerable influence over their peers.
Principal Functions	In general, scouts undertake a series of activities which are not common among other youth groups of comparable age. These activities include first aid, directing traffic, rescue operations, how to overcome difficult situations, etc. Leaders prepare future leaders through teaching these skills.
Selection Criteria	Scout groups are easily defined because they belong to different regional groups throughout the country. Scout administrators should participate in the selection of top scout leaders.
Types of Training	Training should include how to prepare leaders and how to train youngsters to be good citizens. Emphasis may be on civics. Much training could be participant observation, focusing on how scouts' organizations operate in the U.S.
Location and Duration of Training	Training should be provided by counterpart organizations in the U.S. Training should be through participant observation of camp and other scout activities. Duration

NONPROFIT VOLUNTARY ASSOCIATIONS SCOUT LEADERS (Cont.)

Category	Summary
	of training may vary from one to three months.
Special Training Related Considerations	It is recommended that each trainee have a North American counterpart. Ideally, trainees would spend considerable time with their counterparts in order to establish lasting relationships between them and their communities.
Post-Training Activities (Special Considerations)	Scout leaders meet on occasion as part of their regular activities. Meetings might include an evaluation of their individual training experiences in the U.S. Leaders should be encouraged to transfer what they learned to the scouts under their sphere of influence and to other scout leaders.
Impact/Multiplier Effect	They have a heavy influence over members of their groups as well as parents of members of their groups. This influence extends to the communities in which they live through parents and services which they donate to the community. Their leadership role will be strengthened through the training.

Observations: _____

ECONOMIC INTEREST ASSOCIATIONS	JUNIOR ACHIEVEMENT LEADERS
Category	Summary
Income Level	Middle and low
Sphere of Influence	Young leaders in this group are natural leaders. They provide leadership to whatever enterprise the group is pursuing, and therefore, influence group membership. They are elected by their peers.
Principal Functions	Junior achievers are youth who have considerable entrepreneurial initiative. They are characterized by levels of need achievement. They participate in micro businesses and industries in preparation for future participation in the business and industrial life of the country.
Selection Criteria	They should be identified as natural leaders within their groups. Youth with proven entrepreneurial abilities in business and industry should be selected as trainees. They should exercise influence over their groups. Normally, they should be elected leaders of their groups. National and regional leaders of Junior Achievement should help select them.
Types of Training	Training should be provided with long term training in areas determined by USAID. In addition, training on youth responsibility in democratic pro-cesses and group motivation should also be provided. Notions of business administration and how to conduct meetings should also be included. Trainees should also receive theoretical and practical classroom training to strengthen leadership abilities. Ideally, trainees would also have

ECONOMIC INTEREST ASSOCIATIONS JUNIOR ACHIEVEMENT LEADERS Cont.)

Category	Summary
	the opportunity to work with counterpart Junior Achievement groups in the U.S.
Location and Duration of Training	Location of training will depend on the area of training. It should probably be a small rural university or community college. Training should be for a minimum of two years with time for language training added.
Special Training Related Considerations	Each participant should have a counterpart in the U.S., preferably also a Junior Achiever. A formal relationship should be fomented through observation and practical activities in Junior Achievement groups in the U.S.
Post-Training Activities (Special Considerations)	It is important that the trainee return to his place of origin. He should be provided with opportunities to transfer knowledge gained about Junior Achievement activities to his peers in the community. Post training meetings of the groups sent for training should be encouraged to interchange experiences and ideas.
Impact/Multiplier Effect	Knowledge acquired about business management and democratic processes will take on greater value when they are transferred to peers in El Salvador. Returned trainees will serve as role models for colleagues and peers.

Observations: _____

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HEALTH	COMMUNITY HEALTH PROMOTERS
Category	Summary
Income Level	Lower Middle and Low
Sphere of Influence	Community health promoters are formal leaders and work for governmental and voluntary organizations. They exercise influence in communities where they are located, particularly on matters dealing with community health and first aid.
Principal Functions	The principal function of the health promoter is to assist the communities on all matters related to health, environmental health, control of disease vectors, community cleanup campaigns, preventive medicine, etc.
Selection Criteria	Potential trainees should be identified as informal leaders of the community in addition to their occupancy of formal leadership positions. Only those with proven abilities and demonstrated concern for community welfare should be selected. Community members and administrators of organizations for which they work should be involved in the selection process.
Types of Training	Training should be of two types. Leadership training should focus on group leadership techniques, group dynamics, group motivation, and community self-help organization. Training should also be provided on methods of extending health practices to rural and urban communities, in addition to specific training on low cost health practices.
Location and Duration	Formal training should be provided at a small educational institution specializing in community health, ideally with the capacity to provide the training in Spanish.

HEALTH	COMMUNITY HEALTH PROMOTERS (Cont.)
Category	Summary
	This training should be complemented with internships with community health organizations in the U.S. Programs should be of four to six month duration.
Special Training Related Considerations	Each trainee should have a U.S. counterpart, preferably also a community health promoter. This will permit them to establish professional ties with counterparts. Ideally, the trainees would undertake their practical training in rural U.S. communities.
Post-Training Activities (Special Considerations)	As for other groups of trainees, opportunities should be provided to them to meet periodically to exchange job related experiences, particularly those related to application of what they learned in the U.S. to the communities in which they are working. They should also be provided with structured opportunities to share their experiences with colleagues who did not receive training in the U.S.
Impact/Multiplier Effect	The training will permit them to exercise greater influence over health and related issues in the communities in which they work. If given opportunities to do so, they may also influence colleagues who did not participate in the formal training program.

Observations: _____

APPENDIX

SUMMARY WORKSHEET
CAPS-II SCHOLARS - ACTUAL LEADERS

Candidate's Name: _____
Last Name First

A. Economic Disadvantage.....Score (_____)

(a) Annual Family Income (income of candidate and parents if candidate living at parents' home; or of candidate; or of candidate and spouse if married)

(1) San Salvador metropolitan area

* C36,000 or more = 0
* less than C36,000 = 50

(2) Regional metropolitan center (San Miguel, Sonsonate, Santa Ana)

* C30,000 or more = 0
* less than C30,000 = 50

(3) Non metropolitan center (all other area)

* C24,000 or more = 0
* less than C24,000 = 50

(b) Sum value of assets belonging to candidate and candidate's family

* C50,000 or more = 0
* Less than C50,000 = 5

B. Social Disadvantage.....Score (_____)

(a) Father's education

* Father abandoned candidate or candidate has no known father = 5
* 0-6 years (elementary schoool) = 5
* 7-9 years (middle school) = 4
* 10-12 years (high school) = 2
* Post-secondary = 0

(b) Mother's education

* Mother abandoned candidate or candidate has no known father = 5
* 0-6 years (elementary schoool) = 5
* 7-9 years (middle school) = 4
* 10-12 years (high school) = 2
* Post-secondary = 0

(c) Father's occupation

* Father abandoned candidate or is unemployed or disabled = 5
* Working class, artisan, small farmer, or small business owner = 5
* White collar nonprofessional (technician, bookkeeper, school teacher, mid-level manager, etc.) = 4
* Professional, owner of medium or large business, etc.) = 0

(d) Family standard of living (Score 5 points if yes to all items below; otherwise score = 0) = 5

* house has tile roof
* living room has wood/tile floor
* house has indoor bathroom

(4) Gender of the candidate

* Male = 0
* Female = 15

(5) Nuclear family composition

* Two parent family = 0
* One parent family = 3
* Orphan = 5

(6) Travel abroad

* to U.S. or other country (leisure) = 0
* to U.S. or other country (work) = 2
* No travel abroad = 5

SUMMARY WORKSHEET
CAPS-II SCHOLARS - POTENTIAL LEADERS

Candidate's Name: _____
Last Name First

A. Economic Disadvantage.....Score (_____)

(a) Annual Family Income (income of candidate and parents if candidate living at parents' home; or of candidate; or of candidate and spouse if married)

(1) San Salvador metropolitan area

* C36,000 or more = 0
* less than C36,000 = 25

(2) Regional metropolitan center (San Miguel, Sonsonate, Santa Ana)

* C30,000 or more = 0
* less than C30,000 = 25

(3) Non metropolitan center (all other area)

* C24,000 or more = 0
* less than C24,000 = 25

(b) Received financial assistance for studies in the past (from any agency or PVO)

* No = 0
* Yes = 5

(c) Sum value of assets belonging to candidate and candidate's family

* C50,000 or more = 0
* Less than C50,000 = 5

B. Social Disadvantage.....Score (_____)

(a) Father's education

* Father abandoned candidate or candidate has no known father = 5
* 0-6 years (elementary schoool) = 5
* 7-9 years (middle school) = 4
* 10-12 years (high school) = 2
* Post-secondary = 0

(b) Mother's education

* Mother abandoned candidate or candidate has no known father = 5
* 0-6 years (elementary schoool) = 5
* 7-9 years (middle school) = 4
* 10-12 years (high school) = 2
* Post-secondary = 0

(c) Father's occupation

* Father abandoned candidate or is unemployed or disabled = 5
* Working class, artisan, small farmer, or small business owner = 5
* White collar nonprofessional (technician, bookkeeper, school teacher, mid-level manager, etc.) = 4
* Professional, owner of medium or large business, etc.) = 0

(d) Family standard of living (Score 5 points if yes to all items below; otherwise score = 0) = 5

* house has tile roof
* living room has wood/tile floor
* house has indoor bathroom

(4) Gender of the candidate

* Male = 0
* Female = 10

(5) Nuclear family composition

* Two parent family = 0
* One parent family = 3
* Orphan = 5

(6) Travel abroad

* to U.S. or other country (leisure) = 0
* to U.S. or other country (work) = 2
* No travel abroad = 5

C. School Performance

(1) Grade Point average.....Score (____)

* Excellent (8.91 - 10.0) = 10
* Very Good (7.86 - 8.9) = 8
* Satisfactory (7.00 - 7.850 = 5
* Deficient (0.0 - 6.99) = 0

D. Extracurricular participation.....Score (____)

(1) Participation in voluntary organizations

* Active (in leadership position[s]) = 10
* Active (not in leadership positions) = 8
* Not active, but belongs) = 3
* None = 0

(2) Temporary work experience

* Has held temporary jobs in off-school hours or during breaks = 5

Selected Bibliography

(1) AID/LAC/DR, "Experience America," No date.

(2) AID/LAC/DR, "Guidance for Preparing CLASP II Social Institutional Framework", 1989

(3) AID/LAC/DR, "Caribbean and Latin Amderican Scholarship Program II (CLASP II) program Description and Model Project Paper", June, 19, 1989.

(4) Partners of the Americas, "Estudio sobre las Necesidades de Capacitation y Demanda de Empleo en El Salvador, Primer Informe, Abril, 1989.

(5) USAID/El Salvador, "List of Private Voluntary Organizations Working in El Salvador," March, 1985.

(6) USAID/El Salvador, "FY1989 Country Training Plan Update, USAID/El Slavador," March, 1989.

(7) USAID/El Salvador, "FY1988 Country Training Plan Update, USAID/El Slavador," March, 1988.

(8) USAID/El Salvador, "FY1988 Country Training Plan Update, USAID/El Slavador," March, 1988.

(9) USAID/El Salvador, "Central American Peace Scholarships (CAPS) - Project No. 519-0337 (Briefing Paper), August, 1989.

(10) USAID/El Salvador/HPN, "Health Sector Overview and Program Plans, El Salvador," June, 1989.

(11) USAID/El Salvador, "Memorandum: Comments on the cLASP II PP Model Package," August, 1989.

(12) USAID/El Salvador, "Country Development Strategy Statement," 1989.

(13) Zapata-Castillo, Gerardo H. El Liderazgo y su Funcion en el Deasrrollo de la Comunidad, San Salvador: VII Congreso Latioamericano de Sociologia, 1987.

(14) a.k.a., Lineamientos sobre Estrategias para el Desarrollo. San Salvador: Ministerio de Planificacion, 1984.

List of Persons Interviewed

USAID/EL SALVADOR

(1) Office of Democratic Initiatives

Ana Klenicki
Sergio Guzman

(2) Office of Rural Development

Ken Ellis
Clem Webber
Michael Wise
Ana Luz de Mena

(3) Office of Infrastructure/Rural Development

David Kitson
Don Bryant
Tom Hawk

(4) Office of Private Enterprise

James Stephenson
Ana Albanez
Rosa Maria Alvarez
Francisco Lainez
Beatriz Peralta

(5) Office of Population, Health and Nutrition

Kevin Armstrong
Guillermo Toledo
Sandy del Prado

(6) Office of Education/Training

Patsy Layne
Mel Chatman
Claude Boyd
Jaleh de Torres

(7) Other Offices

Bill Kaschak
Ted Bratrud
Ray Sangiovanni

Salvadoran Public and Private Sectors

(1) Judiciary Sector

Dr. Jose Ernesto Criollo, CORELESAL (Comision Reforma de la Legislacion Salvaodrena
Dr. Aresio Holasco, Asociacion de Abogados de El Salvador
Dr. Hugo Flores, CORELESAL

(2) Agriculture

Dr. Carlos Abarca, Director, TECHNOSERVE
Lic. Tomas Mendoza, Instituto Salvadoreno de Transformacion Agraria (ISTA)
Lic. Jose Angel Villeda, Financiera Nacional de Tierras Agricolas (FINATA)

(3) Infrastructure/Local Government

Arq. Carlos Luis Tenorio, Direccion de Desarrollo Regional (DDR), Ministerio del Interior
Lic. Luis Bermudez, Consultor de CONARA
Dra. Norma Rodriguez de Dowe, Director, CONARA
Lic. Torribio Quintanilla, ISDEM

(4) Private Enterprise

Ing. Alivio A. Bernal, Desarrollo Cientifico y Tecnologico (DECITEC)
Lic. Engique Suarez Mantilla, Presidente, Empresarios Juveniles
Lic. Alfonso Quinonez, Director Ejecutivo Nacional, Empresarios Juveniles
Lic. Roman Mayorga Quiroz, FUSADES

(5) Population, Health, Nutrition

Lic. Jose David Araya, Director de Planificacion y Desarrollo, Asociacion Demografica Salvadorena
Sonia de Melchor, Min. de Salud Publica
John Nittler, Save the Children

(6) Education

Lic. Carlos Valentin Puentes, FEPADES
Guillermo Trigueros, President, Universidad Matias Delgado
Roberto Palomo, FEPADE

(7) Mass Communications

Lic. Luis Humberto Penate, La Prensa

(8) NAPA

Gary H. Valley, In Country CAPS Project Director

(9) Returned CAPS Fellows

Joaquin Ramirez Santamaria, Santa Tecla
Leonel Joya, San Salvador
Alfonso Moran, Cabanas
Ana Melara, San Salvador

(10) CAPS Fellows Candidates

Miguel Alfonso Prieto Hernandez, Quezaltepec

(11) USIS

Bob Dance, Cultural Affairs Officer

ASOCIACIONES GREMIALES FEMENINAS

Asociación de Cosmetólogas Salvadoreñas (A.COS.S.)

Presidente: Sra. Margoth Arana
Director: la misma
Teléfonos: 219741 y 256359
Dirección: Avenida Cuba # 920 San Jacinto, San Salv.
Servicios: capacitaciones, publicaciones ,otras actividades.

CLUB DE MUJERES DE NEGOCIOS Y PROFESIONALES DE EL SALVADOR(CMNPES)

Presidente: Doña Connie Orellana
Vice-presidenta: Sra. Maymie de Jauregui
Teléfono: 219300
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Servicios: Jurídicos, capacitaciones,Publicaciones, y otras.

COMITE FEMENINO PRO DEFENSA DEL CAFE

Presidente:
Gerente: Sra. Tita de Lainez
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Dirección: Calle Gabriela Mistral # 521, San Salvador
Servicios:
Función: Apoyar las asociaciones cafetaleras

ASOCIACIONES PROFESIONALES FEMENINAS

ASOCIACION DE MUJERES MEDICO SALVADOREÑAS

Presidente: Dra. Elizabeth Galdamez de Marchessini
Secretaria: Dra. de Nieto
Teléfono:
Dirección:
Servicios: Capacitaciones, publicaciones y otras.

ASOCIACION DE SECRETARIAS EJECUTIVAS SALVADOREÑAS (ASES)

Presidente: Sra. Ana Elsa Sosa de López
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Servicios: Capacitaciones, publicaciones y otras.

ASOCIACION FEMENINA DE QUIMICOS Y FARMACEUTICOS (AFQF)

Presidente: Lic.Georgia Gómez de Reyes
Vice-Pdte.: Dra. Dinorah Clark de Ortiz
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Servicios: Jurídicos, capacitaciones y otras.

ASOCIACION NACIONAL DE ENFERMERAS SALVADOREÑAS. (ANES)

Presidente: Srta. Edith Palencia
Gerente:
Teléfono: 238451
Dirección: Reparto Los Heroes, entre calle Gabriel Rosales y Matias Alvarado,frente taquilla pte. Estadio Cuscatlán, S. S.
Servicios: Jurídicos, capacitaciones,publicaciones y otra

ASOCIACION SALVADOREÑA DE MUJERES MEDICOS

Presidente: Dra. Leonor Murillo de Linares
Gerente:
Teléfono: 267414
Dirección: Colegio Médico de El Salvador, Sn. Salvador
Servicios+ Capacitaciones, Publicaciones, y otras.

SOLIDARIDAD DE MAESTRAS SALVADOREÑAS (SMS)

Presidente: Prof. Consuelo Rico de Liévano
vice-Pdnte: Laura de Salazar
Teléfono: 234157
Dirección: 5a.C.P. #3721 Col. Escalón, S.S.
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ASOCIACIONES DE SERVICIO FEMENINAS

SOCIEDAD DE SEÑORAS DE ABOGADOS DE EL SALVADOR

Presidente: Sra. Leticia de Claros
Secretaria: Sra. Lolita de Torres
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ASOCIACION DE SEÑORAS DE DISTRIBUIDORES DE PRODUCTOS DE PETLOLEO

Presidente: Sra. Lillian de Valdivieso
Tesorera: Sra. Miriam de Sandoval
Teléfono: 231334
Dirección: Col. Las Terrazas,Psje.# 1, San Salv.
Servicios: Publicaciones, y otras.

ASOCIACION DE SEÑORAS DE LA SOCIEDAD DE EMPLEADOS,PROFESIONALES Y EMPRESARIOS DE EL SALVADOR

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ASOCIACION DE SRAS.DE PROFESIONALES EN CIENCIAS ECONOMICAS (ASPECE)

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Servicios: Publicaciones y otras.

ASOCIACION DE SRAS.DE PROFESIONALES SALVADOREÑOS EGRESADOS DE MEXICO (ASSPSEM)

Presidente: Sra.Anabell López de Quintanilla
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ASOCIACION MARIANA DE SEÑORAS DE SAN MIGUEL

Presidente: Sra. Cecilia de Guzman Perla
Vice-Pdte.: Sra. Margoth Noltenius
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COMITECENTRAL DE DAMAS VOLUNTARIAS DE LA CRUZ ROJA

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Vice-Pdte.: Sra. Karen de Martínez
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COMITE DAMAS LEONAS DE SAN SALVADOR

Presidente: Sra.Leticia de Quiñones
Secretaria: Sra. Rosa Amelia de Urrutia
Teléfonos: 256726 y 281020
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Servicios: Capacitaciones, Publicaciones, y otras.

COMITE DE DAMAS DEL CLUB DE LEONES 40 SAN SALVADOR

Presidente: Sra. Rosa Maria Dennis de Menendez
Dirección: Col. Escalón, 79 Ave.Norte(a una cuadra del Bodegon) ó 21 C.P. #222 (casa Sra. de Menendez), San Salvador

SOCIEDAD BENEFICA DE SEÑORAS DE MEDICOS DE SANTA ANA

Presidente: Sra. Elena de Cador Ramos
Teléfonos: 411556 y 411852
Dirección: Ave. José Matias Delgado Sur, Condominio San Rafael, Local 5, Santa Ana.
Servicios:

SOCIEDAD BENEFICA FEMENINA

Presidente: Sra. Lola de López
Teléfonos: 220351
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SOCIEDAD AMIGAS HOSPITAL DE MATERNIDAD

Presidente: Sra. Maria de Mayora
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Servicios:	Otras actividades

SOCIEDAD SEÑORAS DE MEDICOS

Presidente:	Sra. Thelma de Avila
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Servicios:	otras actividades

SOC.DE SRAS.DEPEDIATRIA DEL HOSP.SAN JUAN DE DIOS DE SAN MIGUEL

Presidente:	Sra. Liana de Reyes
Teléfono:	611149
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Servicios:	otras actividades

SOCIEDAD DE SEÑORAS DE QUIMICOS Y FARMACEUTICOS

Presidente:	Sra. Marta Lilian de Alvarez
Teléfonos:	240980 Colegio de Químicos
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SOCIEDAD DE DAMAS VOLUNTARIAS PRO FAMILIA, MIEMBRO ADJUNTO DE ADS

Presidente:	Sra. Marta de Trabanino
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Servicios:	Capacitaciones, Publicaciones, otras activid des.

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SOCIEDAD DE SEÑORAS DE AMOR Y CARIDAD

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ASOCIACION DE SEÑORAS DE INGENIEROS CIVILES (ASSIC)

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ASOCIACIONES DE DESARROLLO FEMENINAS

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Presidente: Sra. Maria Isabel de Novoa
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ASOCIACION DE DAMAS ROTARIAS DE SAN SALVADOR

Presidente: Sra. Rosario Pascueal de Guerra Hinds
Gerente: la misma
Teléfono: 255459
Dirección: Ave. Roosevelt # 3022 ó 25 Calle Poniente # 1220, San Salvador
Servicios: otras actividades

ASOCIACION DE MUCHACHAS GUIAS DE EL SALVADOR

Presidente: Dra. Flora de Aparicio
Gerente: la misma
Teléfono: 267913
Dirección: Ave. Maracaibo # 621, Col.Miramonte, S.S.
Servicios: Capacitaciones, Publicaciones,otras actividades

ATENEO SALVADOREÑO DE MUJERES

Presidente:	Sra. Orbe de Salazar
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Servicios:	Otras actividades

CLUB DE JARDINERIA DE EL SALVADOR

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Servicios:	Capacitaciones, otras actividades

COMITE PRO CLUB DE AMAS DE CASA CAMPESINAS

Presidente:	Sra. Betty Lagos Campbell
Teléfono:	246825
Dirección:	61 Ave. Norte # 151, San Salvador
Servicios:	Capacitaciones, otras actividades

CONSEJO NAC. DE ASOC. DE SEÑORAS DE LA CARIDAD DE SAN VICENTE DE PAUL

Presidente:	Sra. Yolanda de Fuentes
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Dirección:	15 Ave. Norte # 1411, San Salvador
Servicios:	Jurídicos, Capacitaciones, Publicaciones

DEFENSA SOCIAL SALVADOREÑA FEMENINA

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Teléfonos: 242164 y 230346
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Servicios: otras actividades

LIGA FEMENINA SALVADOREÑA

Presidente: Dra. Hilda Otilia Navas de Rodriguez (Secretaria Gral.)
Teléfonos: 252017 y 281432
Dirección: 29 C.P. # 1243, San Salvador
Servicios: Capacitaciones, Publicaciones, otras actividades

PATRONATO PRO INTEGRACION DE LA MUJER AL DESARROLLO

Presidente: Srita. Rhina Aviles
Teléfonos: 239464 y 241315
Dirección: Calle El Progreso # 2823, Centro Comercial El Rosal, Local 11 Pte., San Salvador.
Servicios: Jurídicos, Capacitaciones, Publicaciones

UNION DE MUJERES AMERICANAS, (UMA) - CAPITULO DE EL SALVADOR

Presidente: Sra. América de Alas
Teléfono: 230346
Dirección: Calle Jose Marti # 625, Col. Escalón, San Salvador
Servicios: Otras actividades.

LIST OF PRIVATE VOLUNTARY ORGANIZATIONS WORKING IN EL SALVADOR

CARITAS DE EL SALVADOR
Pasaje 3 No. 124,
Urbanización La Esperanza
San Salvador
Tel: 26-1042 26-0881
Mr. Daniel Barrera, Director

CESAD
Comité Evangélico Salvadoreño de Ayuda y Desarrollo
45 Avenida Sur No. 423,
Colonia Flor Blanca
San Salvador
Tel. 23-2954, 24-4418
Lic. Manuel de Jesús Quiñónez, Executive Director

CATHOLIC RELIEF SERVICES - (USCC-UNITED STATES CONFERENCE)
25 Avenida Norte No. 1198
Edificio San Francisco, 4o. Piso No. 7
San Salvador
Tel. 26-3998
Lic. Ana Eugenia Marín, Representante

Mr. Palmari de Lucerna, Director Regional para C.A.
1011 First Avenue
New York, NY 10022
(212) 838-4700

Mr. Mark D. Moriarty, Director (Stationed in Costa Rica)
Apartado Postal 4583
San Jose, Costa Rica
(504) 31-49-67

INTERNATIONAL COMMITTEE OF THE RED CROSS (ICRC)
5a. Calle Poniente y 9a. Avenida Norte
Edificio AMSA
San Salvador
Tel: 22-1604, 22-1954
Mr. Martin Fuhrer, Chief Delegate in El Salvador

SECRETARIADO SOCIAL ARQUIDIOCESANO
DEL ARZOBISPADO DE SAN SALVADOR (ASESAH)
Avenida Las Américas y Calle San José
Urbanización Isidro Menéndez
Tel: 26-1943
Padre Octavio Cruz (26-9532 casa)

ALDEAS S.O.S.
Calle a San Antonio del Monte,
contiguo a Escuela "República de Haiti"
Tel. 51-0351
Mr. Hebert Arauz Hernández, Director
Revdo. Flavian Mucci, Representante (51-1466 directo)

ALDEA INFANTIL SAN ANTONIO (PADRES FRANCISCANOS)
5a. Avenida Norte Bis y 14 Calle Poniente
San Miguel, El Salvador
Tel.: 61-1164
Rvdo. Aquiles Ugole, Director
Padre Fray Saturnino Molina Palacios,
Promotion Area
(Parroquia San Antonio)
Colonia América
Tel. 26-3479, 21-3695

ASOCIACION COOPERATIVA DE GRUPO
INDEPENDIENTE PRO-REHABILITACION INTEGRAL
(ACOGRIPI)
Colonia Centro América,
Calle Gabriela Mistral,
Pasaje 11 No. 563
San Salvador
Tel. 26-7854
Ms. Eileen Girón, President

COMPAÑEROS DE LAS AMERICAS (EL SALVADOR-LOUISIANA PARTNERS)
Address unknown

CIUDAD DE LOS NIÑOS
Salesian Order
Apartado Postal No. 274
Santa Ana
Tel.: 41-2580
Padre Miguel Angel Alvarado, Director
Padre Florindo Rossi, Sub-Director Administrativo

ASOCIACION CREDHO (CONCIENTIZACION PARA LA RECUPERACION ESPIRITUAL Y ECONOMICA DEL HOMBRE)
63 Avenida Sur y Avenida Olímpica
San Salvador
Tel.: 23-2252
Rev. Luis Serrano, Representantive

SAVE THE CHILDREN FEDERATION, INC.
(DESARROLLO JUVENIL COMUNITARIO)
Edificio Palomo, 4o. Piso No. 43
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Tel. 21-6653
Mr. David Rogers, Director

SAVE THE CHILDREN
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Westport Connetticut 06880
Tel. 203-226-7271
Mr. David Guyer, President

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Lic. Delmy Burgos, Director

OVERSEAS EDUCATION FUND
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Washington, D.C. 20037
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Ms. Elisa Fiber Smith, Director

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81 Avenida Norte y 11 Calle Poniente No. 4216
Colonia Escalón
San Salvador
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TECHNOSERVE, INC.
11 Belden Av.
Norwalk, Conneticut
06850-3398
Tel.: 203-847-2875
Mr. Eduard Bulard, President

CALMA
Urbanización La Esperanza
Diagonal 2, Polígono L No. 226
San Salvador
Tel.: 25-3063
Ruth de Melara

CODECAVOL (CONSEJO SALVADOREÑO DE
CAPACITACION VOLUNTARIA)
Publicidad Rumbo
Mrs. Elizabeth de Rodríguez

PLAN DE PADRINOS (FOSTER PARENTS PLAN)
Avenida Olímpica y 57 Avenida Sur
Colonia Escalón
San Salvador
Tel.: 24-1469
Mr. Larry Wolfe, Director
Mrs. Blanca Lucía de Millard, Jefe de Programa

PLAN DE PADRINOS (FOSTER PARENTS PLAN)
804 Quaker line
East Greenwich,
Road Island 02818
P.O. Box 804
Tel. 401-826-2500
Mr. George W. Ross, Director Executive

VISION MUNDIAL (WORLD VISION RELIEF
ORGANIZATION, INC.)
Condominio y Boulevard Los Héroes, Nivel 3
Apartado Postal No. 812
San Salvador
Tel.: 26-0615, 26-2056
Mr. Norman Pattersall

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Mr. Thomas Houston, Executive Director

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Mr. Antonio Vásquez, Presidente

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Mr. Pedro Dalmau

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33 Calle Oriente Bis No. 315
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Mr. Rafael García, National Secretary
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NAME: David O. Hansen

KEY QUALIFICATIONS:

Dr. Hansen has been working in rural and institutional development for 23 years. This work has involved over ten years of residence in Latin American, including Peace Corps Volunteer experience in Bolivia, research assignments in Costa Rica, Brazil and the Dominican Republic, long-term university A.I.D. contract assignments in Brazil, short-term consulting A.I.D. assignments in the Dominican Republic, Bolivia and El Salvador; and a three year Joint Career Corps assignment with A.I.D./Washington's Bureau for Science and Technology. His tenure with the Ohio State University includes extensive academic experience, including teaching of development-related courses, advising foreign graduate student thesis and dissertation research, and Latin American field research. In addition, he has work extensively in university administration of A.I.D. and other donor sponsored university contracts, in administration of the Ohio State rural sociology graduate program, and in the activities of the Rural Sociological Society and AUSUDIAP.

EDUCATION: Ph.D., Sociology of Development, University of Wisconsin-Madison, 1972
M.S., Rural Sociology, University of Wisconsin-Madison, 1968
A.B., Sociology, University of Notre Dame, 1964

EXPERIENCE:

1987-present — Associate Dean and Director of International Programs in Agriculture, Ohio State University, responsible for international dimension of the college program.

1973-present — Assistant to Full Professor of Rural Sociology and Sociology, Ohio State University. During this period, advised 4 Ph.D. dissertations and 10 M.S. theses; taught various courses in rural sociology program; published extensively research on Latin American development problems in national and international professional journals.

1973-present (Special Assignments)

1973-1975 — On assignment in Brazil as curriculum development specialist for OSU/A.I.D. contract on Interuniversity Assistance Program in Agricultural Sciences (PAICA)

1976-1978	On assignment in Brazil at College of Agriculture, University of Sao Paulo (Teaching/research)
1981-1982	Associate Chairman for Rural Sociology of Department of Agricultural Economics and Rural Sociology
1983-1986	On assignment in Washington, D.C. as Joint Career Corps member with A.I.D. Bureau for Science and Technology, Office of Research and University Relations
1971-1973	On assignment in Brazil at Institute for Economic Studies and Research, University of Rio Grande do Sul, Brazil with USAID/Un. of Wisconsin contract (Teaching/research/admin)
1970-1971	MUCIA dissertation fellow at Institute for Economic Studies and Research, University of Rio Grande do Sul, Brazil
1968	Ford Foundation Research Fellow in Costa Rica
1964-1966	Peach Corps Volunteer in Bolivia (Cooperative Development and High School Teaching)

A.I.D.-RELATED CONSULTING REPORTS:

Hansen, David O. 1973. Final report for long-term consulting assignment with the Wisconsin/UFRGS/USAID contract. Madison, Wisconsin: International Agricultural Programs Office.

Hansen, David O., et al. (Junior Author). 1974. The Brazilian program for higher agricultural education (PEAS). Brasilia: MEC/DAU.

Hansen, David O. 1975. Final report for the Brazilian inter-university assistance program in agricultural sciences. (PAICA Contract No. PIO-T-512-094.6-3). (for USAID/Brazil)

Fienup, Darrel, Willis Peterson, David O. Hansen, Antonio Bandeira, Izairton do Carmo, and Ivo Schneider. 1978. Brazilian graduate education in agricultural economics and rural sociology. East Lansing: Report 85, MSU Latin American Studies Center. (for USAID/Brazil)

Hansen, David O. 1978. Final report to the MSU/MEC/DAU PEAS contract. East Lansing: Report 93, MSU Latin American Studies Center. (for USAID/Brazil)

Ladman, Jerry R., Glenn C. Ames, Thomas C. Dickey, David O. Hansen, and David C. Richardson. 1979. Bolivian rural financial sector assessment. Columbus: The Ohio State University. (for USAID/Bolivia)

Hansen, David O. 1980. A social soundness analysis for the natural resources management project: Ocoa, Dominican Republic. Columbus: Ohio State University. (for USAID/Dominican Republic)

Hansen, David O. 1981. An assessment of the Title XII Strengthening Grant Program. (Prepared for AID/BIFAD). Columbus: Ohio State University. (for BIFAD)

Hansen, David O. 1982. Summary report about Title XII Strengthening Grant Program workshops. Columbus: Ohio State University. (for BIFAD)

McKinsey, Wendell, David O. Hansen, and Earl Brown, 1982. Revision of NASULGC statement of principles regarding university participation in international programs. (for BIFAD/NASULGC)

Hansen, David O. 1982. Methodology for conducting a survey of manpower needs in natural resources development in the Dominican Republic. (for USAID/Dominican Republic) Ohio State University: International Programs in Agriculture Office.

Hansen, David O. 1983. Social soundness analysis for the rural savings mobilization project: Dominican Republic. (for USAID/Dominican Republic) Columbus: Ohio State University.

Hansen, David O. 1984. Agricultural policy analysis project: Social Soundness Analysis. Santo Domingo: USAID Mission.

Hansen, David O. 1986. Credit for agrarian reform project: Social soundness analysis. San Salvador: USAID Mission.

Hansen, David O., Gustavo Antonini, and John Strasma. 1987. Dominican Republic: The superior institute of agriculture: Development of a private institution of higher agricultural education. Washington, D.C.: AID Project Evaluation Report No. 67.

Strasma, John and David O. Hansen. 1987. Review of rural development management: Dominican Republic. (for USAID/Dominican Republic). Washington, D.C.: Experience Incorporated.

Donald Jackson, David O. Hansen, John Strasma, and Dale Harpstead. 1989. Agribusiness Training Project: Project Paper (Draft). Dominican Republic: USAID Mission, Santo Domingo.

LANGUAGES: Native: English

Others:	Spanish (S-4/R-4)	FSI Tested
	Portuguese (S-3+/R-4)	FSI Tested
	French (S-3+/R-2+)	FSI Tested

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IPM S. A. de C. V.
INVESTIGACIONES DE POBLACION Y MERCADO

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NOMBRE: ALEX ANTONIO ALENS ZELAYA

I. DATOS PERSONALES

[redacted]

Profesión : Demógrafo - Investigador Social.

Dirección : Avenida Los Lirios 1135, Urbanización Universitaria San Salvador, El Salvador, C.A.
Teléfonos: 25-5920; 24-5327; 23-9538.

II. ESTUDIOS SUPERIORES

1957 - 1963 : Universidad de El Salvador (San Salvador, El Salvador, C.A.)

1962 - 1964 : Universidad de Chile y Centro Latinoamericano de Demografía (Santiago de Chile): Estudios de Maestría en Demografía.

1965 : Centro Interamericano de Estudios Sociales (CIES), (México, D.F., México): Estudios sobre Encuestas de Hogares de Propósitos Múltiples por Muestreo - (OEA, IASI and Bureau of the Census of the United States of America). Tesis de Graduación.

III. EXPERIENCIA PROFESIONAL

1965 - 1967 : 1. Asesor Técnico de la Dirección General de Estadística y Censos (DIGESTYC). San Salvador.

1965 - 1967 : 2. Profesor de la Universidad Nacional de El Salvador, Facultad de Humanidades y Ciencias Económicas, Cátedras: Matemáticas, Demografía, Estadística, Técnicas de Investigación Social.

1967 - 1968 : 3. Técnico en Investigaciones Sociales de la OEA.

1968 - 1977 : 4. Funcionario de las Naciones Unidas:

a) Profesor de cursos de Post-Grado en el Centro Latinoamericano de Demografía (CELADE) y en varios países latinoamericanos (Nicaragua, Honduras, Panamá, Venezuela, República Dominicana, - El Salvador, México y Guatemala): 1969 - 1976.

b) Asesor de programas de producción y uso de datos sobre la población y el desarrollo de países latinoamericanos: 1970 - 1975.

c) Coordinador Docente para América Latina en diferentes cursos de pre-grado y post-grado en - Demografía: 1971 - 1975.

d) Director Asistente, a.i. de la oficina regional de CELADE para Centroamérica y el Caribe, con sede en San José, Costa Rica: 1976.

e) Profesor de la Universidad de Costa Rica (UCR), Facultad de Ciencias Económicas. Cátedras: - Demografía, Técnicas de Investigación Social, Población y Desarrollo: 1972 - 1975.

f) Experto Consultor del Fondo de las Naciones Unidas para Actividades en Materia de Población (UNFPA), en El Salvador. 1977.

1978 - 1979 : 5. Profesor de la Universidad Centroamericana "José Simeón Cañas" (UCA). Cátedras: Demografía y Técnicas de investigación Social.

1978 - 1979 : 6. Director del Proyecto de Políticas de Población y Desarrollo, que auspiciado por el UNFPA, la Unión Internacional para el Estudio Científico de la Población (IUSSP) y el Battelle Memorial Institute de los Estados Unidos, se desarrolló en El Salvador con la base institucional nacional de la Asociación Demográfica Salvadoreña (ADS).

1980 - 1984 : 7. Ejercicio privado de la profesión en IPM, S.A. de C.V., con el cargo de Vice-Presidente.

1982 : 8. Experto Consultor del Programa de las Naciones - Unidas para el Desarrollo (PNUD) en Guinea Ecuatorial, AFRICA, Septiembre - Diciembre de 1982.

1984 - 1989 : 9. Ejercicio privado de la profesión en IPM, S.A. de C.V., con el cargo de Presidente.

IV. PUBLICACIONES

Autor de 25 estudios sobre estadísticas de la población, análisis de sus componentes dinámicos, los recursos humanos y sus interrelaciones socioeconómicas, con especial referencia a El Salvador y Centroamérica. Entre ellos:

1. "Consideraciones Básicas sobre la Realidad Demográfica de El Salvador". (Revista ECONOMIA SALVADOREÑA, Universidad de El Salvador, 1965).

2. "El Salvador Proyecciones de Población por Sexo y Edad, 1961 - 1981"
(DIGESTYC, El Salvador, 1965).

3. "El Salvador: Niveles de Mortalidad, por Sexo y Edad (Tablas de vida), 1950 - 1961"
(El Salvador en Gráficos, DIGESTYC, El Salvador, 1966).

4. "El Salvador: Estimaciones y Proyecciones de la Población Escolar, por Sexo y Edad, 1961 - 1981"
(DIGESTYC, El Salvador, 1966).

5. "El Salvador: Diseño de un Programa de Encuestas de Hogares de Propósitos Múltiples"
(DIGESTYC, El Salvador, 1966).

6. "Hacia un Programa Centroamericano de Investigaciones Demográficas"
(ODECA, San Salvador, El Salvador, 1967).

7. "Costa Rica: La Mortalidad por Causas de Muerte 1950 - 1965"
(CELADE, San José, Costa Rica, 1969).

8. "Introducción al Estudio de Tablas de Vida"
(CELADE, San José, Costa Rica, 1973).

9. "El Salvador: Principales Características Demográficas en el Período 1950 - 1970"
(CELADE, San José, Costa Rica, 1974).

10. "El Salvador: Proyecciones de Población por Sexo y Edades en el Período 1970 - 2000; Principales Indicadores Demográficos"
(CELADE, San José, Costa Rica, 1974).

11. "La Población de El Salvador por Sexo, y Edad, Según Areas Urbanas y Rurales, 1950 - 2000; Principales Indicadores Demográficos"
(Ministerio de Planificación y Coordinación del Desarrollo Económico y Social, MIPLAN, 1976).

12. "La Población de El Salvador, por Sexo, Edad y Areas Urbanas y Rural, según Departamento, 1950 - 1985"
(MIPLAN, 1977).

13. "El Salvador: Población Económicamente Activa, Urbana y Rural, por Sexo y Edad, 1950 - 1985"
(MIPLAN, 1977).

14. "Consideraciones Básicas sobre la Dinámica de la Población: El Mundo, América Latina y El Salvador"
(Asociación Demográfica Salvadoreña (ADS), 1977).

15. "El Salvador: Esquema de Investigaciones Básicas sobre Políticas de Población y Desarrollo, 1977 - 1982"
(A D S, 1977).

16. "Diseño de Investigación para Identificar Sectores Sociales Claves en el Comportamiento Reproductivo de la Población y sus Factores Determinantes"
(A D S, 1977).

17. "Población y Desarrollo en El Salvador: Introducción a la Investigación Interdisciplinaria"
(A D S, 1978).

V. PARTICIPACIONES EN EVENTOS NACIONALES E INTERNACIONALES

Participante en 38 eventos nacionales y 28 eventos internacionales sobre la temática estadística, poblacional y del desarrollo, social, económico, demográfico y político, con diferente rango, como asistente, conferencista y/o coordinador. Entre ellos:

1. Participante-Coordinador del "Seminario para Centroamérica y Panamá sobre Encuesta de Ingresos y Gastos Familiares" (ODECA, San Salvador, El Salvador, Noviembre de 1965).

2. "Miembro Titular de la Sub-Comisión de Población y Vivienda del Comité de Mejoramiento de las Estadísticas Nacionales (COINS) del Instituto Interamericano de Estadística (IASI)" (OEA, Washington, D.C., U.S.A., Enero de 1966)

3. "Miembro Titular-Presidente del Grupo de Trabajo de Centroamérica y Panamá sobre Estadísticas y Estudios Demográficos" (ODECA-CELADE, - San Salvador, El Salvador, Julio de 1966).

4. "Miembro Organizador y Ponente del "Seminario sobre la Situación Demográfica de Centroamérica y Panamá, Perspectivas y Consecuencias" - (CELADE, San José, Costa Rica, Julio de 1967).

5. "Miembro de Secretaría de la Reunión de Presidentes de las Repúblicas de Centroamérica, Panamá y Estados Unidos de América" (ODECA, San - Salvador, El Salvador, Noviembre de 1967).

6. "Miembro Titular-Relator del Grupo de Trabajo de las Encuestas de Hogares de Propósitos Múltiples para Centroamérica y Panamá (ECAH); 5 reuniones realizadas en San Salvador, El Salvador; Guatemala, Guatemala; Tegucigalpa, Honduras; San José, Costa Rica; Panamá, Panamá; respectivamente" (1966 - 1967).

7. "Participante en la Conferencia Regional Latinoamericana de Población de la IUSSP" (México, D.F., Mayo de 1970).

8. "Miembro Titular-Relator de la Misión de Evaluación de los Programas de Población de Costa Rica" (Naciones Unidas, New York, U.S.A., Junio de 1970).

9. "Participante en la Conferencia Latinoamericana de Población de las - Naciones Unidas" (Preparatoria de la Conferencia Mundial, San José, Costa Rica, Febrero de 1974).

10. "Miembro Titular de la Misión de Evaluación de los Programas de Población de El Salvador" (Naciones Unidas, New York, U.S.A., Mayo de 1975).

11. "Conferencista en los Diálogos de Población patrocinados por el Population Reference Bureau (PRB) y el Fondo de las Naciones Unidas para Actividades en Materia de Población (FNUAP) en Boca Raton, Florida, U.S.A.:

    - Para Parlamentarios y Políticos de Alto Nivel de Centroamérica, Panamá y El Caribe (Marzo de 1974).
    - Para Ejecutivos de Empresas Privadas de Centroamérica, Panamá y el Caribe (Mayo de 1974).
    - Para Rectores, Decanos y Personal Ejecutivo de Universidades Estatales y Privadas de Centroamérica, Panamá y el Caribe (Septiembre de 1974).

12. Participante en la "Conferencia General (Mundial) de Población de la IUSSP" (México, D.F., México, Mayo, 1977).

13. "Participante en 4 reuniones del Comité Mundial de Políticos de Población para Países Insuficientemente Desarrollados de la IUSSP (POPOLCOM)":

    - En México, D.F., México, Junio de 1977.
    - En El Cairo, Egipto, Junio de 1978.
    - En Liége, Bélgica, Diciembre de 1978.
    - En Bruselas, Bélgica, Diciembre de 1978.

14. Organizador y Conferencista de la Primera Reunión de Intercambio sobre Requerimientos de Investigación en el Area de Políticos de Población y Desarrollo en El Salvador (HOTEL CAMINO REAL, San Salvador, El Salvador, Diciembre de 1977).

15. Participante en la Conferencia Anual de la Population Asociation of - America (PAA), en Atlanta, U.S.A., 1979.

16. Participante en la Reunión Conjunta CEPAL - ILPES - CELADE de Revisión de un Modelo Población - Desarrollo para América Latina, en Santiago, CHILE, 1980.

VI. ASOCIACIONES INTERNACIONALES Y OTROS

Miembro Ticular de las siguientes asociaciones:

1. Inter American Statistic Institute (IASI), Santiago, CHILE.

2. International Union for the Scientific Study of Population (IUSSP), Liège, Bélgica.

3. Population Action Council (PAC), Washington, D.C., U.S.A.

4. Population Association of America (PAA), Washington, D.C., U.S.A.

5. Asociación Salvadoreña de Planificación (ASAP), San Salvador, El Salvador, C.A.

6. Associate Consultand of the Inter American Bank for the Development.

7. Associate Consultand of United Nations New York, U.S.A.

VII. PUBLICACIONES (EN I P M , S. A. de C. V.)

1. Diseño del "Estudio sobre la Situación Actual y Definición de una Estrategia para el Desarrollo Ocupacional de El Salvador en la Decada de 1980".

   Incluido en el Convenio Básico entre la Agencia Internacional de Desarrollo de los Estados Unidos de América en El Salvador (USAID-El Salvador) y el Ministerio de Planificación y Coordinación del Desarrollo Económico y Social del Gobierno de El Salvador (MIPLAN), dentro del Proyecto "Planificación del Empleo": (Marzo de 1980).

2. Diseño del "Estudio Evaluativo sobre la Situación Actual y Perspectivas de los Programas de Población en El Salvador".

   Elaborado por iniciativa de USAID-El Salvador, para la Asociación Demográfica Salvadoreña (ADS): (Mayo de 1980).

3. Diseño del "Estudio de Evaluación del Programa Pro-Familia de la ADS". (Junio de 1980).

4. Organización y Desarrollo del "Primer Seminario sobre las Características Estructurales de la Población y el Desarrollo en El Salvador"

   Evento desarrollado en colaboración con la ADS, en el Hotel Presidente, San Salvador, El Salvador, Septiembre de 1980.

5. Diseño y ejecución de los sectores "Estructura Social y Población" y "Estructura Económica", del Proyecto "Plan de Desarrollo Urbano de la Ciudad de Santa Ana".

6. Diseño y ejecución del Proyecto "Laboratorio de Control de Calidad de Medicamentos y Alimentos".

   En 1982, IPM realizó el Estudio de Pre-Factibilidad. Oportunamente, se tramitó la ejecución del Estudio de Factibilidad bajo el patrocinio del Ministerio de Salud Pública y Asistencia Social (MSPAS), con financiamiento del Fondo Salvadoreño para Estudios de Preinversión (FOSEP) y del Banco Interamericano de Desarrollo (BID); pero, por decisión institucional del MSPAS se suspendió su ejecución.

7. Diseño y Ejecución del Proyecto "El Salvador: Estudio sobre la situación Actual y Perspectivas del Transporte Colectivo de Pasajeros" (Primera Parte).

   Ejecutado bajo el patrocinio de la Agencia Internacional de Desarrollo de los Estados Unidos de América en El Salvador (USAID-El Salvador) para el Ministerio de Planificación y Coordinación del Desarrollo Económico Social (MIPLAN): (Octubre de 1982).

8. Diseño y Ejecución del Proyecto "El Salvador. Transporte Colectivo de Pasajeros: Programa Inicial de Asistencia Inmediata para Rehabilitación de Autobuses Dañados".

   Se ejecutó bajo el patrocinio de la Agencia Internacional de Desarrollo de los Estados Unidos de América, en El Salvador (USAID - El Salvador) para el Ministerio de Planificación y Coordinación del Desarrollo Económico y Social (MIPLAN): (Septiembre de 1983 a Julio de 1984).

9. Ejecución del Estudio "El Salvador. Situación Actual y Perspectivas de los Sistemas de Información sobre Disponibilidades y Requerimientos de Recursos Humanos Calificados: Evaluación Analítica".

   Realizado para el Comité Intergubernamental para las Migraciones (CIM) con sede en Ginebra, Suiza, contando con el apoyo del Gobierno de El Salvador: (Septiembre - Diciembre de 1983).

10. Diseño y Ejecución del Estudio "El Salvador. Estudio sobre Características Básicas Socio-Demográficas y Económicas de la Población Desplazada: Enero de 1984".

Realizado para el Comité Intergubernamental para las Migraciones (CIM) - con sede en Ginebra, Suiza, contando con el apoyo del Gobierno de El Salvador: (Diciembre de 1983 a Febrero de 1984).

11. Estudio de Factibilidad Técnica-Económica del Proyecto "Sistema de Educación a Distancia en El Salvador (SEAD)".

Realizado bajo el patrocinio del Ministerio de Educación, contando con financiamiento del Fondo Salvadoreño para Estudios de Preinversión (FOSEP) y el Banco Interamericano de Desarrollo (BID): (Enero de 1984 a Julio -- 1985).

12. Ejecución del Estudio "República de El Salvador, C.A.: Los Programas de Población y Planificación Familiar-Situación Actual y Perspectivas Técnico-Financieras a Corto Plazo".

Un grupo Ad-Hoc de profesionales de IPM lo desarrollo para la Asociación Demográfica Salvadoreña (ADS), contando con la asesoría técnica, por dos semanas, del doctor Juan B. Londoño (Colombia) y el financiamiento de - USAID-El Salvador: (Octubre-Diciembre de 1984).

13. Organización y Desarrollo en El Salvador de la "Encuesta Nacional de Salud Familiar (FESAL-85)".

Estudio realizado bajo el patrocinio de la Asociación Demográfica Salvadoreña (ADS), contando con asistencia técnica y financiera de la Agencia - Internacional de Desarrollo de los Estados Unidos de América en El Salvador (USAID- El Salvador) y Westhinghouse Overseas Service Corporation Public Applied Systems: (Enero de 1985-Octubre de 1986).

14. Organización y Desarrollo de los "Estudios Complementarios a la Factibilidad Técnica y Económica del Proyecto Expansión y Mejoramiento de la Educación Técnica (EXMETEC)".

Investigación de campo realizada a nivel nacional, bajo el patrocinio del Ministerio de Educación, contando con financiamiento del Fondo Salvadoreño para Estudios de Preinversión (FOSEP) y el Banco Interamericano de Desarrollo (BID): Diciembre 1985 - Julio 1986).

15. Ejecución del Estudio "Aspectos Socio-Demográficos Relacionados con los -- Servicios de Salud: Revisión Comparativa 1979-1985 y Prognósis 1986-1989.

Un grupo ad-hoc de profesionales de IPM lo elaboró para USAID-El Salvador, como marco referencial del Proyecto "Health Systems Magament" para el Ministerio de Salud Pública y Asistencia Social (MSPAS): Mayo-Junio de 1986).

16. "Sondeo de Opinión Pública sobre el Terremoto del 10 de Octubre de 1986".

Encuesta realizada por IPM en las zonas afectadas por el terremoto --- (Diciembre 1986 - Febrero 1987).

17. Diseño y Ejecución del Estudio "Investigación sobre Aceptación de Sales de Rehidratación Oral en Farmacias y Usuarios Potenciales".

Realizado para la Asociación Demográfica Salvadoreña (ADS): (Enero - Abril de 1987).

18. "Estado Actual de la Capacidad Instalada de Servicios y Facilidades de Salud en el Sector Privado e Instituciones Específicas del Sector Público".

Realizada bajo el patrocinio de USAID - El Salvador: (Enero - Julio 1987).

19. "Factibilidad Técnica y Económica del Proyecto Drenaje y Saneamiento de las Lagunas de Olomega, El Jocotal y San Juan para el Control de la --- Malaria".

Se puso en ejecución, en consorcio con la firma Imery Trabanino, S.A. de C.V. (Agosto 1987 a Septiembre 1988).

20. "Estudio de Diagnóstico del Sistema Penitenciario y de Readaptación Salvadoreño".

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21. "Estudio Socioeconómico de la Población del Area Metropolitana de San - Salvador".

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23 "Caracterización Básica de Instituciones de Salud, Pública y Privadas: Ambulatorias y Hospitalarias (Noviembre de 1988)".

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CURRICULUM VITAE

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Teléfono :

I. ESTUDIOS REALIZADOS

-Estudios de Bachillerato:
Instituto Nacional "Thomas Jeferson'
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-Estudios de Contador:
Nuevo Liceo Centroamericano,
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-Estudios Universitarios:
Universidad de El Salvador
1961-1965:
Licenciado en Sociología.

-Universidad Nacional Autónoma de México
(UNAM), Facultad de Ciencias Políticas y Sociales,
1979-1973.

-"Desarrollo de Comunidades Indígenas".
(San Cristóbal las Casas, Chiapas,
México, Marzo/Diciembre, 1965).

-"Segundo Curso Intensivo sobre Desarrollo de la Comunidad"
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Mayo/Junio de 1967).

-"Primer Congreso Centroamericano de Sociología"
(San José, Costa Rica, Abril de 1974).

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San José, Costa Rica, Julio de 1974.

-"Seminario sobre Problemas de la Historia Centroamericana"
(Universidad Centroamericana "José Simeón Cañas" (UCA),
San Salvador, 1974).

-"Seminario sobre Reforma Agraria para Ejecutivos del Sector
Público Agropecuario" (Hotel Presidente, San Salvador,
Agosto/Septiembre, 1981).

II. TRABAJOS DESEMPEÑADOS EN EL SALVADOR

-Colaborador Técnico
Dirección Operacional del Sector Comunicaciones,
Ministerio del Interior, Abril de 1979-Abril de 1980.

-Jefe del Departamento de Investigación,
Dirección de Desarrollo de la Comunidad (DIDECO), Mayo/Junio 1980.

Gerente de Desarrollo Comunal Agrario,
Instituto Salvadoreño de Transformación Agraria (ISTA),
Junio/1980-Diciembre 1981.

·Asesor del Proyecto de Salud Rural,
Dirección de Servicios Operativos,
Ministerio de Salud, Enero/Agosto/1982.

·Jefe Departamento de Investigación Social,
Dirección de Desarrollo de la Comunidad,
Ministerio del Interior, Septiembre 1982-Enero de 1985.

·Investigador Social,
Departamento de Bienestar Estudiantil,
Universidad de El Salvador,
Noviembre/64-Marzo 1965.

·Profesor Titular
Departamento de Ciencias Sociales,
Facultad de Ciencias y Humanidades,
Universidad de El Salvador, 1974-1978.

-Director del Departamento de Ciencias Sociales,
Facultad de Ciencias y Humanidades,
Universidad de El Salvador, Agosto 1977-Diciembre 1978.

-Jefe del Departamento de Organización Social,
Dirección de Desarrollo de la Comunidad (DIDECO),
Ministerio del Interior, Febrero/85-Junio/89.

III. CATEDRAS Y CURSOS IMPARTIDOS

1. Universidad de El Salvador (1974-1978):

Sociología General, Sociología Rural, Desarrollo de la Comunidad, Introducción a las Ciencias Sociales, Política Agraria, Cambio Social, Sociología del Desarrollo, Historia de América Latina, Formación Social y Métodos de Investigación Social.

2. Otras Universidades e Instituciones de El Salvador:

-Escuela Nacional de Enfermería,
Curso Intensivo de Antropología Social,
San Salvador, 1966 y 1982.

-Movimiento Juvenil Cristiano,
Curso Intensivo sobre Desarrollo de la Comunidad, Planes de Renderos, 1975.

-Cuerpo Protector de Menores,
Curso Intensivo sobre Desarrollo de la Comunidad,
San Salvador, 1976.

-Profesor Horas Clase de Sociología General en Universidad Tecnológica, Ciclos 82-83; Universidad Nueva San Salvador (UNSSA), Ciclo II-84; Universidad de Sonsonaate (USO), Ciclos I-83, I-84, II-84, I-85.

IV. ARTICULOS, LIBROS, FOLLETOS Y ENSAYOS PUBLICADOS

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-Artículo "Introducción a la Sociología de los Medios Masivos de Comunicación" (Revista 10, Ministerio del Interior, San Salvador/80).

V. DISTINCIONES RECIBIDAS

-Universidad de Sonsonate, Segundo Año de Derecho: DIPLOMA AL MERITO. Sonsonate, 22 de Junio de 1983.

-Universidad de Sonsonate, Estudiantes de Derecho: DIPLOMA DE RECONOMIENTO En el Día del Maestro, Sonsonte, 22 de Junio de 1984.

VI. ULTIMAS CATEDRAS IMPARTIDAS

1. Universidad "Francisco Gavidia":

Métodos de Investigación Social, Ciclo 02-1985; Formulación de Proyectos, Ciclo 2- 1985; Taller de Técnicas de Investigación, Ciclo 01 - 1986; Formulación de Proyectos, Ciclo 01 - 1986; Métodos de Investigación Social, Ciclo 02 - 1986; Formulación de Proyectos, Ciclo 01, 1987; Taller de Técnicas de Investigación, Ciclo 01 - 1987; Seminario de Graduación, Ciclo 01 - 1987; Seminario de Graduación, Ciclo 02 - 1987; Seminario de Graduación, Ciclo 02-1988.

2. Universidad Pedagógica:

Sociología General, Ciclo 02-1987 (Curso Sabatino); Teoría Sociológica, Ciclo 01 - 1988; Sociología General, Ciclo 02-1988.

LEADERSHIP

1. CARACTERIZACION ACTUAL DEL LIDERAZGO EN EL SALVADOR

En general, independientemente de la situación específica, las metodologías que se han venido utilizando en el análisis clasificatorio del liderazgo en diferentes sociedades, conducen a resultados semejantes. Este tipo de análisis siempre incluye aspectos que hacen relación a individuos que ejercen influencia sobre otros, la frecuencia relativa con que la ejercen y los medios que ponderan el rango de liderazgo hacia una causa común entre dirigentes y dirigidos. Asimismo, es común establecer la fisonomía de liderazgo entre la proveniente de ciertos tipos de jefaturas superiores y aquella que surge del reconocimiento espontáneo, generalmente voluntario y en un mismo nivel social de individuos.

En el caso actual salvadoreño, similar a otros países del mundo subdesarrollado particularmente de América Latina, este tipo de análisis puede fundamentarse en un conocimiento panorámico y aproximado de la estructura social; no es posible hacer un estudio sistematizado sin contar con información reciente de terreno, suficientemente desagregada, que le de autoridad empírica a la investigación.

Con base en la conceptualización ya descrita en acápites anteriores, se plantea aquí lo que se considera más apropiado como concepto de liderazgo en el medio social y cultural salvadoreño; el mismo se basa en el proceso de transformación económica, socio-política y cultural, principalmente aplicada en la última década, ~~la que sin duda conduce a establecer una escala y una estructura de poder en la sociedad salva-~~ doreña, factor dominante en el dimensionamiento cuali-cuantitativo del liderazgo. En efecto, el liderazgo está inmerso en una estructura de poder, donde el que es guiado sigue al que lo guía; en este sentido, factor decisivo actual han sido los hechos políticos que ha vivido la sociedad salvadoreña a partir de 1979.

No se trata acá la estructura de liderazgo que pudiera considerarse tradicional, pensando en los objetivos específicos de CAPS II. En la concepción tradicional de líder tiene influencia preponderante pertenecer a clases altas sociales, con una decidida influencia y poder político, y/o tener profesiones de alto nivel académico con amplio reconocimiento en la sociedad salvadoreña (médicos, abogados e ingenieros, principalmente); este fue el patrón dominante todavía en los años 70.

Los serios acontecimientos socio-políticos iniciados hacia 1975, que en la actualidad identifican una virtual guerra civil en El Salvador, han generado una tendencia irregular en características claves del desarrollo que no es la esperada en situaciones normales. En relación con la temática del liderazgo, El Salvador se ha urbanizado más rápidamente en la última década (traslado de población rural a zonas consideradas urbanas), pero con notorias deficiencias en la dotación de servicios básicos (agua, alcantarillado, etc.). El sistema educativo se ha expandido en los niveles más bajos (educación básica), pero evidencia deterioro en la educación media. Resulta débil la estructura de la educación técnica-superior; ha aumentado aceleradamente su cobertura de rango universitario, pero existen serios problemas de contenido curricular, de recursos pedagógico-didácticos y de equipo, determinando un nivel general que puede considerarse mediocre.

Por otra parte, se presentan serios problemas en la movilización espacial de la población. Se han introducido en la sociedad salvadoreña dos conceptos novedosos. Uno es el de "desplazados" constituidos por migrantes de determinados lugares de origen (principalmente rurales) que por razones del conflicto bélico se trasladan a lugares predominantes urbanos; actualmente se estiman más de 500,000 desplazados. El otro es "refugiados" que son migrantes salvadoreños que por razones también socio-políticas, están residiendo en diferentes países receptores, siendo importantes Estados Unidos, México, Honduras, Guatemala y Costa Rica; algunas estimaciones recientes indican un entorno de 600,000 refugiados salvadoreños.

Paralelamente, se ha generado un proceso acelerado de cambio en los procedimientos políticos, dentro de una situación donde el arranque democrático se caracteriza por la organización de partidos políticos y su participación en comicios munici

pales, legislativos y presidenciales. Este aspecto, concatenado con los mencionados en párrafos anteriores, conduce a la definición de un marco político estable a la fecha; pero, con un conflicto bélico no resuelto y una problemática socioeconómica totalmente deficitaria, considerada por muchos analistas como crisis estructural del desarrollo en la última década.

Así se llega a una heterogeneidad estructural donde actúan diferentes tipos de asociaciones de facto, jurídicas, informales, formales, gremiales, públicas, de servicio y sociales; todas ellas hacen muy difícil el establecimiento de una clasificación ordenada y priorizada del liderazgo en El Salvador, tomando en cuenta variables dominantes como nivel educativo, experiencia empírica, participación efectiva en movimientos de masa, reconocimiento real del líder, efectos positivos de promoción institucional y/o comunitaria. Por ello, se impone la necesidad de una mayor investigación que facilite aspectos operacionales para poder categorizar el liderazgo en El Salvador.

Considerando las apreciaciones anteriores y acorde con los objetivos de CAPS II, se requiere definir y elaborar una estructura actual del liderazgo en El Salvador, incluyendo consideraciones de índole teórica sobre liderazgo formal y liderazgo informal, ambos dentro de la crisis estructural que vive el país y en la perspectiva de considerar una solución relativamente eficaz sólo posible a largo plazo.

En todo caso, el líder salvadoreño actual debe ser aquel capaz de conducir situaciones y decisiones de diferentes agrupaciones humanas, atendiendo sus intereses comunes que deben preservar y promover. El líder representa estos intereses en el difícil proceso de formar opiniones, tomar decisiones e incluso desarrollar acciones hacia los objetivos del grupo social representado. Desde luego, en cada caso, dependiendo del tipo de agrupación y/o de organización social (de base, comunitaria, social, política), pueden clasificarse los que organizan, deciden, forman opiniones, representan y ejecutan, siempre que estos condicionantes no se den en el mismo individuo considerado como líder.

Es importante destacar que en la sociedad salvadoreña actual los cargos políticos, de diferente nivel en la estructura burocrática, no necesariamente representan liderazgo formal o tienen la ponderada capacidad personal que requiere cualquier líder; en general, ha sido tradicional que el cargo político burocrático formalizado a diferentes niveles (municipal, comunitario, departamental, nacional o estatal), no ha estado directamente relacionado con las condiciones de liderazgo real que requiere la sociedad salvadoreña, dentro de su estructura heterogénea. Por ello un aspecto esencial a solucionar, al menos a mediano plazo, es la creación de condiciones políticas y la definición de elementos adecuados para una mayor funcionalidad del liderazgo de cargo, a tal grado de brindarle oportunidad de participación burocrática formal a los considerados verdaderos líderes en su respectiva zona de influencia.

Hay muchos ejemplos donde el liderazgo formal está ejercido por elementos de reconocida mediocridad en el medio salvadoreño y de muy poco prestigio real en su comunidad de influencia. Muchos casos de puestos de liderazgo no permiten que el individuo florezca y se realice desarrollando proyectos de interés; por su propia función, se dedica a tramitaciones de índole burocrática o adquiriendo cierto prestigio ante muchos que ignoran el verdadero sentido de las funciones que desempeña. Sólo para mencionar grupos relevantes, esta situación se da en El Salvador en rectorías, decanatos y directores de escuelas universitarias; presidencias y directivas de colegios profesionales; dirigencias estudiantiles; altos cargos de dirigencia política; en el poder ejecutivo y legislativo (ministros, viceministros, directores generales, diputados); alcaldes municipales; gobernadores departamentales.

En síntesis, puede concluirse que se ha venido produciendo cierta deserción del verdadero liderazgo (real) que no ha tenido oportunidad o se ha negado a asumir su verdadero rol en el contexto actual de la sociedad salvadoreña, aceptando la dirección de líderes formales que pueden identificarse como de segunda o tercera cate-

goría. Así se presenta la gravedad del liderazgo en El Salvador, lo que puede conducir a un deterioro mayor de la ya caótica situación estructural demográfica, económica, social y política.

2. TIPOLOGIA DEL LIDER ACTUAL SALVADOREÑO

Al tratar de clasificar tipos de líderes salvadoreños se impone la necesidad de considerar la organización política prevaleciente (particularmente en la presente década) y la crisis profunda y compleja que está vigente, tal como se ha enfocado en párrafos anteriores.

Dados los objetivos de CAPS II, se requieren nuevas formas actualizadas del accionar político, donde prácticamente desaparezcan liderazgos tradicionales de tipo caciquista y con ellos, los líderes políticos personalistas. En este sentido, se hace necesario llegar a una concepción política de partido formal y moderna; como se sabe, los actuales grupos políticos en su mayoría pueden considerarse en proceso de formación. En un contexto más amplio, la crisis de liderazgo en El Salvador, integrada en la crisis general de la sociedad, también se ve influenciada por problemáticas similares que se dan en el resto de los países del área centroamericana.

Así, la dimensión cuali-cuantitativa de un liderazgo actualizado en El Salvador depende de la forma como se vaya solucionando la crisis estructural que se vive a nivel nacional y regional centroamericano. Se requieren más y mejores instrumentos de índole intelectual, cultural y política, con una clara visión de intereses nacionales de aplicación general y dentro de una línea verdaderamente democrática, orientada a recuperar valores cívicos y morales que están haciéndole mucha falta a la sociedad salvadoreña.

De acuerdo con lo anterior, la tipología de liderazgo en El Salvador debe obedecer a la demanda actual, necesariamente vinculada con la estructura productiva que se encuentra en crisis y los problemas derivados de índole socio-política, inmersos en el vigente proceso de confrontación bélica. Surgen aquí algunas consideraciones que debería aplicar el dimensionamiento de este tipo de liderazgo en El Salvador; entre ellas, destacan las siguientes:

- Demográficamente, el sexo y la estructura por edades de la población actual es determinante. En efecto, la abundante proporción relativa de personas entre 15 y 48 años, sin duda, ocupará la estructura de posiciones estratégicas a diferentes niveles del sector público, privado y comunitario, durante los próximos 15 a 20 años. Por su parte, en este proceso la participación femenina debe incrementarse e integrarse en la estructura de liderazgo salvadoreño, aprovechando el actual proceso de formación profesional de las mujeres y su directa relación con el quehacer cívico, cultural, social, económico y político de la mitad de la población de El Salvador que son mujeres.

- Socialmente, la diversificación de actividades comunales, sindicales y profesionales se necesita pra fomentar reinvidicaciones ante el Estado mismo, dentro de su organización burocrática; con ello se adicionan esfuerzos positivos para modernizar la estructura gubernamental, reformando y agilizando procesos técnico-administrativos y cimentando las bases del pluralismo democrático en El Salvador. Dentro de este contexto social, el componente educativo es condición indispensable para el liderazgo que requiere la sociedad salvadoreña actual; en efecto, es la educación el canal más importante para la incorporación de nuevos personajes con mayor conocimiento de la problemática nacional e internacional, y por lo mismo, con mayores criterios de apertura hacia las verdaderas necesidades del desarrollo en El Salvador. Es también por l

vía educativa que se agiliza y actualiza un proceso de cultura que conduce a una mejor dimensión, organización y aplicación de luchas sociales en pro del mejoramiento de las condiciones de vida de los estratos menos privilegiados; ante el aparato estatal, con su tradicional carencia de recursos diversificados, este tipo de participación del liderazgo es conducente a un nuevo esquema de luchas sociales de las que surgirán, forzosamente, líderes sociales y políticos con mayor sensibilidad e identificación ante las ingentes necesidades de los sectores sociales bajos y marginales, mayoritarios en la sociedad salvadoreña.

- Económicamente, se requiere poseer un conjunto de conocimientos del área tecnológica, más específicamente económicos, para poder participar con autoridad calificada en los esfuerzos por incrmentar la producción y la productividad dentro de un desarrollo económico sostenido, coherente con el mercado nacional y tratando de buscar nuevos mercados para productos tradicionales y no tradicionales; esta es una forma de verdadera reactivación económica. Aquí se genera otro perfil del líder actual que requiere El Salvador; desde luego, este liderazgo aplica en los clásicos sectores económicos distribuidos en las diferentes regiones del país, tratando de establecer una apertura social regional que propenda la incorporación de nuevos individuos capaces e identificados con los roles y los mecanismos que impone el desarrollo económico. Dentro del quehacer de este nuevo liderazgo económico está la búsqueda de mecanismos para cimentar la función social del sistema empresarial privado, tradicionalmente acogido a proteccionismos estatales, con una escaza visión del verdadero rol social que la empresa privada debe tener en una economía de mercado.

- Internacionalmente, se requiere un tipo de líder con conocimientos de la problemática internacional y su directa vinculación con la crisis estructural de El Salvador. Como premisa general, este tipo de líder debe tener un concepto nacionalista muy amplio, donde su capacidad e imaginación contribuyan positivamente en las relaciones de intercambio con países del mundo desarrollado y subdesarrollado.

3. LIDERAZGO SOCIAL Y LIDERAZGO POLITICO EN EL SALVADOR

Es necesario distinguir dicotómicamente líderes sociales y líderes políticos en la sociedad salvadoreña; pero, ambos grupos deben reunir la característica fundamental de tener credibilidad real en su respectivo grupo y/o en la comunidad de su dominio, a nivel municipal, regional o nacional. Efectivamente, cualquier líder con posibilidades de mando debe ser obedecido, aplicando mecanismos apropiados para comunicarse con los influenciados y dándole seguimiento a la ejecución de sus propias decisiones.

En el momento actual un problema nacional fundamental es la credibilidad del liderazgo en los diferentes grupos que forman opinión. Afortunadamente, ya se han iniciado esfuerzos por integrar las condiciones del liderazgo con los aspectos relevantes que caracterizan las diferentes asociaciones, principalmente las comunitarias; se está tratando de que efectivamente los líderes decidan, tengan dominio y reconocimiento ejecutivo, colocándose siempre adelante de sus liderados. Aquí se requiere implementar una serie de mecanismos diferenciados según su radio de influencia dentro de la estructura burocrática de cada sector, orientada a mantener unidos el liderazgo real y el formal, en forma coherente con las demandas y acciones que se están formulando, el contexto en que ellas se producen y dentro del cual debe encontrarse su efectiva solución.

Tratando de identificar el liderazgo social en El Social, es de considerar todas las actividades que están inmersas en las demandas ya aludidas ante el Estado.

Este tiene decidida influencia en la organización social del país; de aquí que exista gran cantidad de de organizaciones gremiales, sindicales, estudiantiles, comunitarias y profesionales que aunque se ven influenciadas por el quehacer político, la mayoría de veces es en forma velada, lo que demuestra cierta autonomía del liderazgo social en El Salvador.

Por su parte, el líder político es aquel que alcanza posiciones de poder e influencia en un determinado partido o dentro de la estructura gubernamental, pero no necesariamente asume cargos que lo identifiquen como líder formal; en muchos casos el verdadero líder político se convierte en sinónimo de líder real. Lamentablemente, la situación reciente y actual del liderazgo político en El Salvador no obedece a este patrón.

En cualquier nivel de liderazgo social o político siempre se distinguen tres grandes grupos en la sociedad salvadoreña; ellos son "los que deciden", "los formadores de opinión pública" y "los ejecutan acciones de diversa índole".

El grupo de los que deciden en El Salvador está formado, principalmente, por líderes formales; es decir, los que ocupan altos cargos en la estructura burocrática del Estado y en menor grado, de la empresa privada. Algunos autores nominan a este grupo clase política nacional. Una gruesa estiamción es de 2,500 personas ubicadas mayoritariamente en dos partidos políticos (demócrata cristiano y republicano nacionalista); se distribuyen entre los que ocupan o han ocupado cargos en municipalidades, Asamblea Legislativa, embajadas, ministerios, vice-ministerios, instituciones autónomas y semi-autónomas. Desde luego, dentro de ellos debe establecerse una jerarquización, en orden a su importancia participativa y la significación institucional donde desempeñan su cargo. En todo caso, no se integra en este grupo una proporción significativa del liderazgo social (real).

Complementariamente, el grupo de los que deciden en El Salvador incluye una proporción de funcionarios técnicos de nivel académico universitario; aunque no toman decisiones en forma directa, ejercen roles decisivos en los líderes políticos formales. Aquí puede imputarse un rango aproximado de 5,000 líderes que siendo técnicos, participan del liderazgo real y del liderago formal o político.

Salvo excepciones, en el caso salvadoreño no se debe incluir en el grupo de decisión a miembros de juntas directivas de diferentes instituciones autónomas y semi autónomas; sus nombramientos obedecen directamente a razones políticas, sin tomar en cuenta rangos de verdadera formación y participación técnica y/o profesional. En este caso, es más razonable en El Salvador identificar el liderazgo técnico y profesional en los colegios o asociaciones a las que pertenecen, en virtud de sus condiciones curriculares al respecto.

En todo caso, este tipo de apreciaciones requiere un trabajo de campo que aporte bases empíricas para llegar a conclusiones más precisas y desagregadas en las categorías principales del grupo de los que toman decisiones.

Otro gran grupo de liderazgo está constituido por los formadores de opinión pública. Aquí hay que clasificar su influencia comunitaria, municipal, regional y nacional; en El Salvador esta clasificación resulta de fácil manejo con la información que se tiene disponible. A nivel nacional, se destacan los diferentes medios de comunicación masiva donde se encuentran periodistas de prensa escrita, radial y televisiva en diferentes zonas de influencia. A nivel regional y municipal también son influyentes en la formación de opinión pública los líderes religiosos, principalmente católicos y/o pertenecientes a una reciente diversificación de la iglesia evangélica.

Asimismo, hay un grupo de líderes municipales donde se destacan profesores (directores y maestros de escuelas y colegios), médicos y abogados; todos ellos son influyentes en la formación de opinión pública en su respectiva zona de influencia.

Desde luego, en este grupo el mayor peso lo tienen los medios de comunicación masiva, aunque con limitaciones marcadas en el caso salvadoreño por falta de una sólida formación profesional y una mayor experiencia empírica de los periodistas que constituyen los líderes formadores de opinión pública. Aunque existen distintas asociaciones de prensa (escrita, radial y televisiva) a nivel nacional y regional, sus objetivos apuntan hacia el beneficio directo de sus asociados, solamente con una ligera proyección de beneficio social.

A su vez, la formación periodística, incluyendo el nivel académico universitario, es deficitaria y está influenciada decididamente por corrientes ideológicas. De aquí que haya un verdadero interés nacional por alcanzar niveles superiores de verdadero rango profesional periodístico; programas como CAPS II representan, en este sentido, una sustantiva oportunidad que podría interesarle a este grupo que forma opinión pública a través de la libre expresión en materia de información y comunicación.

Resulta importante incentivar el desarrollo de periódicos regionales y emisoras locales por su sustantivo aporte en el proceso de formar opinión pública; aquí CAPS podría incluir un módulo específico de adiestramiento. Estos medios de comunicación son cotidianamente conocidos en las diferentes comunidades; son verdaderos canales de expresión de demandas específicas de sus propias necesidades e incluso, en muchos casos, trascienden su influencia comunitaria llegando a dimensiones regionales, aumentando de esta manera su importancia relativa.

Es de destacar que en El Salvador una alta proporción de empresarios y periodistas son privados, evidenciando gran dinamismo empresarial; pero, requieren ser estimulados en su formación y participación social, a favor del mejoramiento y la calidad del periodismo y por lo mismo, del derecho a la libre información en su función de formadores de opinión.

Finalmente, está un grupo de líderes considerados ejecutores de políticas, generalmente ubicados en mandos medios de la estructura burocrática de los diferentes sectores, sin poder de decisión institucional. Sin duda, este es un componente importante en la sociedad salvadoreña, sobre todo considerando la gran dimensión de la estructura burocrática gubernamental. No siempre estos ejecutores de políticas están a favor del quehacer gubernamental; pero, representan un grupo preponderante para apoyar políticas partidaristas o si es el caso, para bloquear las mismas. Lamentablemente, en El Salvador después de un proceso electoral, sucede una serie de cambios; se nombra en cargos principales de ejecución política a los correligionarios del partido triunfador, separando de sus funciones a los perdedores que en muchos casos ya habían acumulado conocimiento y experiencia para continuar un proceso sistemático de desarrollo mediante la fundamentación, definición e implementación de políticas globales y sectoriales en el campo económico y social. Este grupo también incluye como líderes un sector de funcionarios de bajo nivel que están protegidos por el régimen de servicio civil; pero, en el aparato gubernamental su liderazgo no está facilmente identificado, dando la impresión de que cada organización dispone de ellos en forma interna, a su mejor discresión.

4. EL LIDERAZGO ACTUAL EN GRUPOS Y SUB-GRUPOS SOCIALES PRINCIPALES

La premisa general en El Salvador es que cualquier grupo social tiene potencialidades de liderazgo formal y real, tanto los políticos, como los sociales y empresariales. Lo más importante es tratar de precisar esas potencialidades, clasificadas por sectores específicos, dándole mayor importancia al liderazgo proveniente de los sectores medio y medio-bajo. En estos grupos se encuentran mayoritariamente líderes entrenados en comercio, docencia básica y media y ciertas áreas jurídico-administrativas; también se integran los que han participado en entidades sindicales o que están desempeñando (o han desempeñado) diferentes rangos de cargos medios

en el sector gubernamental. La característica dominante de este tipo de liderazgo es que debe utilizar sus mecanismos tratando de llegar a mejorar la estructura social de su grupo, su comunidad o su región, no solamente su prestigio personal.

Sin duda, hay notorias diferencias en el liderazgo según la organización donde se origina (cámaras patronales, sindicatos, asociaciones de jóvenes y/o estudiantes, asociaciones femeninas, asociaciones campesinas, partidos políticos, municipalidades, etc....). En algunos aspectos, tienen principios y metas coincidentes, pero con sus propios reglamentos y requisitos de selección de líderes.

Es importante considerar que en la sociedad salvadoreña se ha iniciado en años recientes una clasificación de liderazgo donde se mantienen los de alto poder económico y social, pero se han consolidado grupos medios y medio-bajos, de profesionales, de obreros calificados y de mediana y pequeña empresa. Así, se está ampliando la base del liderazgo en El Salvador propendiendo socialmente hacia una diversificación económica pluralista, aunque frenada políticamente tratando de mantener la tradicional posición elitista y cerrada.

La diversificación de grupos de liderazgo también hay que considerarla en El Salvador desde el punto de vista regional, tomando la clara diferenciación entre las distintas áreas geográficas. Al menos pueden establecerse cuatro grandes regiones: Area Metropolitana de San Salvador (AMSS), Ciudades de Mayor Desarrollo Relativo (Santa Ana, San Miguel, Sonsonate, Usulután), Resto de Comunidades Urbanas (248 Ciudades, Pueblos y Villas) y Areas Rurales (poco más de 2,000 comunidades llamadas Cantones). En efecto, hay aspectos importantes en cada región, a veces extremos, en el origen del liderazgo; mientras en el AMSS los grupos potenciales principales son las profesiones, los educadores, la clase media y la media-baja, en las zonas rurales el liderazgo resulta del campesinado a niveles de pequeños y medianos productores agropecuarios (clase baja, preponderantemente).

Tomando en cuenta las apreciaciones anteriores, pueden distinguirse los sectores prioritarios donde se genera liderazgo en El Salvador, resumidos en la siguiente forma:

4.1. Sector Privado

Este importante sector de El Salvador involucra varios tipos institucionales como los siguientes:

- Asociaciones Patronales tales como la Cámara Salvadoreña de la Construcción (CASALCO), la Cámara de Industria y Comercio y la Asociación Nacional de la Empresa Privada (ANEP). Este grupo es de gran influencia en la política nacional; grandes decisiones, particularmente en materia económica, son tomadas e implementadas al menos en consulta con estas asociaciones. Tienen aspectos complejos en su organización a nivel de grupos de asesoría, comités y comisiones determinantes de sus políticas; de aquí que sea necesario identificar sus condiciones particulares y seleccionar individuos con verdadera calidad de liderazgo para fortalecer esta condición mediante un entrenamiento específico en CAPS II.

- Fundaciones donde se destacan la Fundación Salvadoreña de Desarrollo y Vivienda Mínima (FUNDASAL), la Fundación Salvadoreña para el Desarrollo (FUSADES) y la Fundación Empresarial para el Desarrollo de la Educación (FEPADE). Al igual que el primer grupo, su función es relevante por ser influyente en la política nacional; por lo mismo, su tratamiento para los fines de CAPS II es semejante al de Asociaciones Patronales.

- Asociaciones y/o Colegios de Profesionales y Técnicos (Médicos y Paramédicos, Trabajadoras Sociales, Abogados, Ingenieros, Administradores, Economistas). Este tipo potencial de liderazgo participa directamen-

te en toda la estructura burocrática del Estado y en la empresa privada; mediante las cualidades que identifica la respectiva asociación, pueden seleccionarse para distintos tipos de adiestramiento en CAPS II.

- Sindicatos y Asociaciones Afines. Los líderes sindicales en ambos sectores (privado y público) y los provenientes de agrupaciones solidarias, merecen especial atención en su participación social; un buen criterio de selección para CAPS II puede aportar beneficios sustantivos en los objetivos planificados.

- Organizaciones Voluntarias. En la última década ha cobrado gran importancia en la vida de la sociedad salvadoreña el quehacer del conjunto diversificado de organizaciones de voluntariado, donde se destacan líderes naturales; pero, requieren un adiestramiento mejor en sus funciones y el fortalecimiento de sus condiciones de liderazgo.

- Cooperativas. Su condición de liderazgo es sumamente compleja en El Salvador; en general, sus grupos directivos han decidido el desarrollo de las cooperativas, en muchos casos sin contar con la confianza y la credibilidad de los respectivos cooperativistas, los que mantienen relaciones entre sí con potencialidades de liderazgo real. Aquí el adiestramiento y el fortalecimiento del liderazgo debe enfatizarse en dos niveles: personal administrativo y personal de control y contrapeso. Mucha importancia tienen las cooperativas del llamado sector reformado constituido por la primera etapa de la Reforma Agraria y por la naciente organización cooperativista que se origina en las que mediante el decreto 207 pasaron a ser propietarios de parcelas menores de 10 hectáreas que antes alquilaban. Sin mayor requerimiento evaluativo, este sector requiere mejorar la estructura y los procedimientos burocráticos de entidades directamente involucradas (Instituto Salvadoreño de Fomento Cooperativo: INSAFOCOOP; Instituto Salvadoreño de Transformación Agraria: ISTA; Financiera Nacional de Tierras Agrícolas: FINATA; Banco de Fomento Agropecuario: BFA).

- Uniones Obreras como la Unión Nacional de Trabajadores Salvadoreños (UNTS) y Campesinas como la Unión Nacional Obrero Campesina (UNOC) y la Unión Campesina Salvadoreña (UCS). Sus miembros son potencialmente significativos, muy diversificados a nivel nacional y con diferentes requerimientos de cimentar sus conocimientos y dotes de liderazgo.

- Religiosos. Predomina el liderazgo de la Iglesia Católica, aunque están cobrando cada vez más importancia relativa diversos grupos de iglesias evangélicas. A raíz del conflicto que vive El Salvador han tenido mayor participación e influencia los pastores católicos dentro del concepto actual, aunque genérico, de "Teología de la Liberación". En cualquier caso, debe considerarse que la "parroquia" tiene relevancia cotidiana; aquí el pastor (sacerdote) tiene contacto e identificación con los problemas comunales, lo que cimenta su condición natural de liderazgo. Desde luego, los religiosos tienen diversas fuentes de adiestramiento y fortalecimiento de su liderazgo por lo que no parecen constituir primera prioridad para CAPS II.

- Universidades e Institutos Tecnológicos, proliferados en la última década, al grado de colocar a El Salvador como el país de mayor número relativo de universidades privadas en el consenso latinoamericano. Es evidente que requieren mejorar ostenciblemente sus curriculum académicos y para ello el adiestramiento de profesores y administradores es imprescindible; desde luego, deben aplicarse criterios de selección en virtud de calidad intelectual y capacidad de liderazgo real.

- Asociaciones de Jóvenes y Estudiantiles tales como Empresarios Juveniles, Muchachas Guías y Boy Scout. Aunque sus funciones son de distinta naturaleza (empresarial, de servicio, sociales, etc.) forman parte del futuro de la nación. El poder de influencia de sus afiliados y el reconocimiento que les da la sociedad los califica como líderes a diferentes niveles. CAPS II puede contribuir a mejorar sus conocimientos y adecuar su condición de liderazgo.

- Asociaciones Femeninas Diversas. Los últimos años han proliferado en El Salvador, existiendo en la actualidad 3 Gremiales, 6 Profesionales, 20 de Servicio y 11 de Desarrollo, según el detalle anexo. En su respectiva área de influencia, región o comunidad constituyen grupos de dirigencia y por lo mismo, de liderazgo potencial con conocimiento sobre los diferentes problemas de la mujer (madres, esposas, hermanas, hijas, empleadas, etc.). En todo caso, hay una necesaria clasificación de rangos de liderazgo femenino que debe hacerse entre los grupos intelectuales, empresariales, culturales, comunales, sindicales y gremiales. Ya en la actualidad, aunque en número reducido, hay mujeres que ocupan altos cargos políticos, pero puede reiterarse aquí que todavía no constituyen propiamente líderes reales; para ello, se requiere de un movimiento político femenino específico y bien estructurado, hacia el cual podría propender un fascículo de adiestramiento a incluir en CAPS II. Así se estaría contribuyendo al surgimiento en El Salvador de un fuerte movimiento feminista, incrementando y mejorando esfuerzos aislados que se han realizado en el pasado, los cuales merecen la justipreciación correspondiente, pero deben adaptarse a la situación salvadoreña actual y previsible. Desde luego, en esta gestión deben incluirse educadoras, profesoras en todos sus niveles, profesionales y otros grupos que se derivan del tipo de asociaciones que se detallan en anexo.

4.2. Municipalidades e Instituciones Afines

Ha sido tradicional en El Salvador la intervención estatal en las municipalidades (alcaldías), lo que conlleva serios problemas de burocratización y una gran dependencia del sistema financiero a nivel central. La burocracia tiene también nivel local en la respectiva municipalidad, ligada a su dependencia partidarista político-electoral y dependiendo de los necesarios mecanismos municipales para el ascenso social y político de los munícipes. Se han creado entidades que pueden considerarse supramunicipales, tales como la Dirección de Desarrollo Municipal (DDM), la Dirección de Desarrollo Comunitario (DIDECO) y más recientemente, a raíz del conflicto socio-político, la Comisión Nacional de Restauración de Areas (CONARA), además de la ingerencia de otras dependencias mayores e intermedias estatales, incluyendo las militares.

En otro sentido, las municipalidades han visto reducidas sus funciones cuando servicios que antes atendían han pasado a ser administrados por grandes instituciones estatales de tipo autónomo. Tal es el caso del agua actualmente función de la Asociación Nacional de Acueductos y Alcantarillado (ANDA) y energía eléctrica a cargo de la Comisión Ejecutiva Hidroeléctrica del Río Lempa (CEL).

A lo anterior debe agregarse que la calidad y cantidad del recurso humano para la ejecución de la función municipal es deficiente. Aquí se evidencia la pérdida del liderazgo no formal (real) de los consejos municipales, al no resolver adecuadamente problemas inmediatos de su localidad; la simple explicación de falta de recursos financieros no resulta satisfactoria para la población. No puede afirmarse que esta situación es generalizada y total, entre otras razones, por el diferente tamaño de los municipios, sus relaciones de producción y consum

la dotación de recursos financieros y su influencia política partidarista.

En síntesis, la verdadera función de las municipalidades en la realidad de muchos de los 262 municipios de El Salvador, está reducida, burocratizada y con notoria actividad central en la política local.

Fundamentalmente por la problemática municipalplanteada parece recomendable fortalecer la implementación de asociaciones de desarrollo comunal, como una forma alternativa no burocrática, con origen en la propia comunidad, con participación de líderes reales con genuina identificación con los problemas de la localidad y muchas veces con mejor efectividad en el manejo de los fondos disponibles. De aquí que la naciente idea de formación de "cabildos abiertos" debe verse como parte del rol de liderazgo real en las diferentes comunidades.

De lo anterior resulta evidente la valiosa contribución que generaría el sector de adiestramiento de CAPS II diseñado para la realidad municipal salvadoreña.

4.3. Las Entidades Políticas (Partidos)

Ya se ha comentado la enorme participación del Estado en la estructura social de El Salvador; por ello, las diferentes formas de participación social se traducen en demandas ante el Estado que conllevan un ingrediente político. En efecto, los grupos sociales ven en su afiliación política la forma efectiva de canalizar sus demandas; por su parte, los partidos políticos prometen atender las demandas tratando de hegemonizar su influencia en las diferentes asociaciones (sociales, sindicales y comunitarias).

Debe aclararse que en El Salvador la afiliación política por sí misma no representa liderazgo; algunas veces los verdaderos líderes (reales) no se afilian a ningún partido político (empresarios, intelectuales) y otros de los que lo hacen tienen relevancia sólo en los procesos eleccionarios, más por aspiraciones de ascenso en su liderazgo que por identificación con la problemática de la comunidad a que pertenecen.

De acuerdo con el principio de contribuir en el proceso y el pluralismo democrático, es imprescindible adecuar un adiestramiento superior para un selecto número de líderes reales que participan actualmente en la política nacional y otros con potencialidades de participación en el corto y mediano plazo; en forma dominante, aquí deberían incluirse líderes entre 25 y 40 años de edad. Aunque lentamente, esta sería la forma dedisminuir, cuando no eliminar, las manipulaciones que se hacen en la política electoral actual en todos los partidos políticos, incluyendo los llamados minoritarios.

En el contexto anteriormente resumido, el proceso que se recomienda se fundamentaría en un minucioso estudio que permita establecer la verdadera relación entre el liderazgo real y la afiliación partidarista, clasificando los grupos relevantes de líderes de diferente naturaleza y rango, dentro de los grandes sectores sociales referidos anteriormente. Sólo así se llegaría a precisar la identificación y diferenciación entre figuración, titularidad,participación y afiliación política del liderazgo real diversificado en la sociedad salvadoreña.

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