

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

PD ABC-642
70996

05 March 1991

Dr. William Arceneaux
Consortium for Service to Latin
America (CSLA)
343 Riverside Mall, Suite 505
Baton Rouge, LA 70801

Subject: Cooperative Agreement No. 597-0001-A-00-6420-00
Modification No. 3

Dear Dr. Arceneaux:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, and the Federal Grant and Cooperative Agreement Act of 1977 (PL 95-224), the Agency for International Development (hereinafter referred to as "AID") hereby modifies the subject cooperative agreement with the Consortium for Service to Latin America (hereinafter referred to as "CSLA" or "Recipient") in order to: (1) incorporate implementation details of additional training activities being carried out in support of the Central American Peace Scholarships in El Salvador using funds previously obligated under the agreement; (2) add specific budgets for these activities and to revise other budgets previously incorporated in the agreement; (3) incorporate revised negotiated indirect cost rates; and (4) extend the expiration date of this cooperative agreement to December 31, 1991 to allow CSLA to complete the activities described herein.

To that end the following changes to the agreement, as previously modified, are required and are hereby effected:

ATTACHMENT NO. 1 (Schedule):

Section IV - Period of Agreement is amended to change the expiration date to read "December 31, 1991."

Section VI - Negotiated Overhead Rates is revised to delete the provisional rate established in Modification No. 1 and to substitute the following therefor:

<u>Type</u>	<u>From</u>	<u>Through</u>	<u>Rate</u>	<u>Base</u>
Final	07-01-86	09-30-87	21.82%	Total direct cost
Final	10-01-87	09-30-88	16.41%	less international
Final	10-01-88	09-30-89	15.97%	travel
Provisional	10-01-89	Until Amended	26.00%	

The Recipient will take action, as soon as possible, to adjust invoices submitted under this cooperative agreement for the difference between the billed and the acceptable indirect cost rates shown above. Such adjustments shall not change any monetary ceiling, obligation, or specific cost allowance or disallowance provided for under this cooperative agreement.

Section VII - Financial Plan is amended to delete Annexes 1, 2, and 3 added by Modification No. 2; to substitute the attached Annexes 1, 2, and 3 in lieu thereof; and to add Annex 4-A for the additional activities covered by this Modification No. 3.

ATTACHMENT NO. 2 (Statement of Work No. 2)

Section III - Specific Objectives is amended to incorporate the Program Description for Training of Primary Education Leaders/MOE Officers, attached hereto as Annex 5-A.

Except as expressly amended or modified herein, all other terms and conditions of the agreement, as previously modified, remain in full force and effect. Implementation of the effort incorporated by this modification shall be conducted in accordance with applicable terms and conditions of this agreement.

Please sign the original and six (6) copies of this letter to acknowledge receipt of this modification and return the original and five (5) copies to the undersigned.

Sincerely,



Laura K. McGhee
Agreement Officer

Annexes:

1. Revised Total Budget No. 1: Total Agreement
2. Revised Budget No. 2 : Initial Funding
3. Revised Budget No. 3 : Funds Added by Mod 1
4. New Budget No. 4-A : Activities Added by Mod 3
5. New Annex No. 5-A : Program Description for New Activities

ACKNOWLEDGED:

CONSORTIUM FOR SERVICE TO LATIN AMERICA

By : *Lynn L. Pearson*
Title: *Resident*
Date : *4/9/91*

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REVISED TOTAL BUDGET FOR THE CAPS PROGRAM UNDER
COOPERATIVE AGREEMENT NO. 597-0001-A-00-6420-00

BUDGET NO. 1

TOTAL SHORT-TERM SCHOLARS (223 Individuals)	\$ 895,896
TOTAL LONG-TERM SCHOLARS (124 Individuals)	\$ 4,063,881
TOTAL OVERHEAD	\$ 1,021,771
EQUIPMENT	\$ 10,000
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TOTAL BUDGET COSTS (CAPS Only)	\$ 5,991,548 =====
Plus 53 Justices of the Peace (NON-CAPS) (See budget under Mod 1) <u>1/</u>	\$ 122,858 =====
 TOTAL BUDGET OF THE COOPERATIVE AGREEMENT	 \$ 6,114,406 =====

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Fiscal Data

Project:	519-0296	
APP	: 72-11M1037	
BPC	: LESA-85-25519-KG13	\$6,114,406 =====

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BUDGET FOR INITIAL FUNDING UNDER
COOPERATIVE AGREEMENT NO. 597-0001-A-00-6420-00

BUDGET NO. 2

SHORT-TERM SCHOLARS (121)		\$ 560,899
Training Team	\$ 64,313	
Participant Costs (96)	163,727	
International Travel	42,124	
P.E. Teachers and Coaches (25)	164,000	
Primary School Teachers (45% of Budget)	126,735	
 LONG-TERM SCHOLARS (83 Individuals)		 \$ 2,655,236
First Year:		
English Language Orientation	\$ 816,735	
International Travel	41,500	
Two-Year Program		
Computer Science (37)	768,001	
Agricultural Mechanics (31)	655,000	
Electronic Repair (15)	300,000	
 Tax Liability (1988)	36,000	
Tax Liability (1989)	30,000	
Tax Liability (1990)	8,000	
 OVERHEAD		 693,018
 EQUIPMENT		 10,000

 TOTAL FOR BUDGET NO. 2		 \$ 3,919,153 =====

Fiscal Data

Project: 597-0001	
APP : 72-11M1037	
BPC : LESA-86-25519-KG14	\$ 2,597,758.86
APP : 72-11M1021	
BPC : LDAA-86-25519-EG14	\$ 1,321,394.14

	\$ 3,919,153.00 =====

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BUDGET FOR FUNDS ADDED BY MODIFICATION NO. 1

BUDGET NO. 3

SHORT-TERM SCHOLARS (102)		\$ 334,997
Participant Costs (56)	\$153,134	
International Travel	24,528	
Primary School Teachers (46) (55% of Budget)	157,335	
LONG-TERM SCHOLARS (41 Individuals)		1,408,645
First Year:		
English Language Orientation	\$414,091	
International Travel	25,000	
Two-Year Program:		
Construction Mgmt. & Electronic Repair (20)	446,185	
Agricultural Mechanics (11)	231,185	
Medical Equipment Repair	236,184	
Tax Liability (1988)	26,000	
Tax Liability (1989)	20,000	
Tax Liability (1990)	10,000	
OVERHEAD		\$ 328,753
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TOTAL FOR BUDGET NO. 3		\$ 2,072,395
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Fiscal Data

Project:	519-0337	
APP	: 72-11M0121	
BPC	: LDEA-87-25519-KG13	\$2,072,395
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TRAINING OF PRIMARY EDUCATION LEADERS/MOE OFFICERS

BUDGET NO. 4-A

TRAINING AT UNIVERSITY OF SOUTH FLORIDA, TAMPA, FLORIDA
(Phase II under CAPS Program)

RECIPIENT COSTS

Salaries:		\$ 34,455
Dr. W. Harwood (15 days x \$200/day)	\$ 3,000	
Master Trainer (73 days x \$109/day)	7,955	
Asst. Trainer (56 days x \$ 71/day)	4,000	
Messenger (56 days x \$54/day)	3,000	
Secretary (56 days x \$45/day)	2,500	
Translator (30 days x \$100/day)	3,000	
Instructors (40 days x \$200/day)	8,000	
Consultants (12 days x \$250/day)	3,000	
Staff Travel:		\$ 3,700
U.S. Air Travel (Baton Rouge-Tampa 6 trips x \$417/trip)	\$ 2,500	
International Air Travel Baton Rouge-El Salvador 2 trips x \$600/trip)	1,200	
Staff Perdiem:		\$ 9,223
Preparatory period (15 days x \$95/day)	\$ 1,425	
During training (112 days x \$60/day)	6,720	
In El Salvador (14 days x \$77/day)	1,078	
G. & A. in Florida (Office/ equip. rental for 2.5 months)		\$ 10,000
PARTICIPANT COSTS		\$ 130,024
HAC (26 persons x 2 months x \$34/month)	\$ 1,768	
Allowances/Food (26 persons x 56 days x \$25/day)	37,856	
International Air Fare (ES-Tampa & NO-ES x 26 persons x \$600/trip)	15,600	
U.S. Ground Transportation (2 vans + gas + insurance x 56 days)	13,000	
Receptions (2 recep. x \$350 each)	700	
Ed. Materials (26 persons x \$250 each)	6,500	
In-country Documentation (26 persons x \$115 each)	3,000	
Experience America Activities (26 persons x 2 months x \$100/month)	5,200	
Housing (26 persons x 56 days x \$25/day)	36,400	
Internships and Laboratories (estimated)	10,000	
TOTAL (Phase II - Training at USF)		\$ 187,402

TRAINING AT XAVIER UNIVERSITY, NEW ORLEANS, LOUISIANA
(Phase III under CAPS Program)

RECIPIENT COSTS		\$	6,658
Trainer (14 days x \$107/day)	\$	1,526	
Per diem (14 days x \$63/day)		882	
Consultant in Xavier U. (3 days x \$285/day)		855	
Consultant in El Salvador with MOE (5 days x \$285/day)		1,425	
Consultant Air Fare (2 persons NO-ES x \$600/trip)		1,200	
Per Diem in El Salvador (10 days x 77/day)		770	
PARTICIPANT COSTS (20 MOE Officers):		\$	54,408
Air Fare (ES-NO-ES, 20 persons x \$500 each)	\$	10,000	
Training at Xavier U. (coordinated by NAPA)		10,000	
Housing:		16,100	
26 participants x 14 days x \$25/day	\$	9,100	
20 MOE persons x 14 days x \$25/day		7,000	
Food/Allowance		16,744	
26 participants x 14 days x \$26/day	\$	9,464	
20 MOE persons x 14 days x \$26/day		7,280	
HAC:		1,564	
26 participants x 1 mo. x \$34/mo.)	\$	884	
20 MOE persons x 1 mo. x \$34/mo.)	\$	680	
TOTAL (Phase III - Training at XU)		\$	61,066

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EVALUATION OF NEW METHODOLOGIES
(Phase V under CAPS Program)

CSLA Expenses:

Consulting		\$ 297
Monitoring:		\$ 3,350
Salaries (10 days x \$158/day)	\$ 1,580	
Air Fare (2 trips BR-ES x \$500/trip)	1,000	
Per Diems (10 days x \$77/day)	770	
 CSLA Sub-total		 \$ 3,647

Universidad Francisco Gavidia Expenses:

Direct Salaries		\$18,563
Full-Time Coordinator (11 months x \$562.50/month)	\$ 6,188	
Team members (3 persons x 11 months x \$375/month)	12,375	

Per Diems (room & board for team members/driver/MOE rep./student assistants. Three observation cycles/9 days each/10 persons each trip. Average of \$17 per person/day. Also 10 days of pre-project observations for 4 people. Visitation cycles must include visits to 51 schools, regional, and nucleo offices.

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Gas	1,012
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Air Fare ES-NO-ES and per diem	1,195
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(Direct Expenses Subtotal - \$25,770)

Indirect Expenses (24% of \$25,770)	6,185
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U. Fco. Gavidia Sub-total	\$ 31,955
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TOTAL (Phase V - Evaluation)	\$ 35,602
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SUMMARY

Training at the U. of South Florida, Tampa, Florida	\$ 187,402
Training at Xavier University, New Orleans, Louisiana	61,066
Evaluation of New Methodologies	35,602
 GRAND TOTAL	 \$ 284,070

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PROGRAM DESCRIPTION
TRAINING OF PRIMARY EDUCATION LEADERS
AND MOE OFFICERS

I. BACKGROUND

As part of the CAPS Program, USAID will offer training to certain groups of leaders who have a high impact on the effectiveness of primary school education. This will include primary school teachers, directors of primary schools, directors of primary school nucleos, and certain Regional and Ministry level primary education program supervisors. Under the current CAPS guidelines, all persons participating in this group will be women.

Primary teachers, as a professional group, play a leadership role in developing the country's future citizens. Often the most educated local citizens, they have the potential for influencing what the community does and how it thinks. As skilled professionals they can play a vital role in improving the overall quality of education during the primary years. For these and other reasons, the CAPS Program has identified primary teachers and educators as a priority group to receive CAPS scholarships.

Improving primary education is a major area of USAID interest. During the last few years assistance to the Salvadoran Ministry of Education (MOE) has been provided in this area via the Education Revitalization Project No. 519-0295. A recent evaluation of this Project indicates a major education system problem, i.e., the quality of education provided at the primary school level in El Salvador is significantly below the potential of the public school system. If existing resources were better used, it is estimated that, within a short period of time, the quality of primary school education would improve by 10-20 per cent.

II. BASIC ASSUMPTIONS

This activity, the training of CAPS Primary School Leaders, is predicated on the following assumptions:

1. With minimal training, teachers can perform more effectively as leaders in their professional groups and their communities (PTA, Teachers Associations, etc.).
2. With special training to improve individual skills and increase motivation and with improved MOE support, the Primary School leaders can play a leadership role in improving the quality of Primary School Education as much as 10-20 per cent without additional resources and in a short period of time.

III. OBJECTIVES

The specific objectives of the Primary School Leaders activity are to equip local, regional, and national level Salvadoran Primary School leaders with improved leadership and professional skills and the ability to understand and appreciate the workings of democratic processes in a free economy environment. The latter will be accomplished through the "Experience America" component.

The long-term focus of the activity is to improve the effectiveness of Primary School teachers as leaders in the teaching profession, the school, and the community. It is believed that enhancing professional skills and increasing motivation are the key elements needed to improve the prestige and influence of teachers and thereby strengthen their abilities to become better leaders. As a result, initial focus is on improving professional skills, after this is accomplished, developing the teachers leadership skills, which is the major Project objective, will receive major emphasis. The "Experience America" component supports both the leadership and skills development components.

IV. SELECTION OF PARTICIPANTS

In accordance with CAPS guidelines, the following seventy-six (76) female participants have been nominated by the MOE and approved by USAID for this component of the training program:

- a. Thirty-nine (39) Primary School teachers;
- b. Seventeen (17) Primary School directors;
- c. Eleven (11) Primary School directors/teachers;
- d. Eight (8) Primary School leaders at the regional level; and
- e. One (1) national coordinator for primary education from the MOE.

The Recipient will be responsible for the training of twenty-six (26) of these seventy-six (76) participants. The MOE will also identify up to twenty (20) officers at the regional supervisory and technical levels, who will join these participants during Phase III of the Program.

V. TRAINING METHODOLOGY

This program will be divided into five phases as follows:

PHASE I - Pre-departure Preparation Program: The Pre-departure Preparation Program is the primary responsibility of the MOE,

assisted by the CAPS Contractor, National Association of the Partners of the Americas (NAPA). This phase will commence approximately three months before the beginning of CAPS training in the U.S. Phase I training will consist of three preparatory seminars with a duration of two to three days each. These seminars will consist of activities aimed at meeting the Phase I objectives. They will be held in San Salvador before departure for the United States. The third preparatory seminar will be held immediately before the pre-departure orientation meetings. Some of the areas that may be covered during these preparation seminars are:

- Discussion of program objectives;
- Analysis of existing resources and problems;
- Development of suggested training areas for Phase III;
- Sample of new teaching methodology to be presented during Phase III;
- Development of cultural activities to be presented in the U.S.A.;
- English language self-help training; and
- Other areas as suggested by MOE

PHASE II - Training in the United States will take place at the University of South Florida in Tampa, Florida from o/a 15 November 1990 to o/a 10 January 1991, a total of eight weeks. The Recipient will develop a detailed training plan for Phase II to include specific objectives, activities required to meet objectives and a schedule for all activities. This phase is intended to provide training necessary to meet the CAPS Primary School Leaders Program objectives for:

1. Leadership Skills - Improve the leadership skills of primary school leaders, including such things as:
 - a. enhancing the status and role of primary teachers by suggesting ways to improve their schools and persuading others to support local schools;
 - b. organizing and carrying out improvement activities, cooperatively with other teachers, parents, MOE staff, unions, etc.;
 - c. demonstrating improved teaching practices to colleagues;
 - d. acting as leaders, innovators, and sources of information in the teaching profession, the local community, and in their own classrooms.
2. Teaching Skills - Enhance the professional teaching skills of primary school leaders in order to:
 - a. improve the quality of education provided by individual teachers. Helping them to make better use of existing resources including their own personal skills as well as the materials/resources available at the school and in the community.

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- b. effectively participate in the designing and implementation of improved nation-wide teaching methodologies.
 - c. participate in a 6-9 month experimental program to improve the quality of primary school education by more effectively utilizing existing resources via experimental teaching methodologies developed by themselves.
 - d. act as a multiplier in passing the knowledge gained from their CAPS experience to others in their professional group and in their communities.
3. Experience America - Enable participants to gain knowledge and experience in the operation and management of a democratic form of government in a free enterprise environment and the way of life in the U.S., and provide information to U.S. citizens about El Salvador and its way of life.

Phase II will also include a number of site visits. A typical site visit will consist of several key activities and, ideally, will be sponsored by a local community group/organization such as school boards of education or local civic groups. The average site visit should be 10-12 days. Following is an outline of a typical agenda:

- 3-4 days - Training under an individual or a system noted for utilizing new and innovative primary school teaching methodologies.
- 2-3 days - Visits to local primary schools to:
- Observe U.S. education system
 - Present Salvadoran culture show
 - Establish pen pal relationship between US and Salvadoran individuals and schools
- 2-3 days - General visits to local areas to include:
- Attendance at local churches
 - Home stays
 - Observing elected government systems in action
 - Presentation of Salvadoran culture show

Integrated into the above schedule will be two weeks of specific training focused on improving the teachers abilities to be leaders in the classroom and in the local community. A portable communication system will be developed to allow each participant to simultaneously receive translations from a central source. The Recipient will provide two individuals for each group to serve as simultaneous translators/trip coordinators. A major focus of this phase will be on establishing long-term linkages between the participants and schools/classes in the United States through such arrangements as "pen pals" and "adoptive brother or sister" relationships.

PHASE III - Development of New Teaching Methodologies for El Salvador will be conducted for all 76 scholars at Xavier University, in New Orleans, Louisiana, from o/a 11 January to o/a 25 January 1991, a total of two weeks. The objective of Phase III is to develop individual plans for improving the quality of education by utilizing existing resources in El Salvador. These plans will be based on lessons learned during the CAPS experience. The regional/national leaders and, possibly designated nucleo directors, will have responsibility for this phase including supervision of all activities.

Phase III, to be carried out during the final two weeks in the U.S., will be utilized to design classroom level experimental projects to be tested after return to El Salvador. Primary level leaders will adapt their U.S. experience to meet the realities of El Salvador. Each leader will develop a set of new methodologies for improving the quality of education in respect to her own teaching position in El Salvador. The methodologies will be organized in the form of an action plan which will be utilized during Phase IV. Classroom teachers should focus on their individual classrooms, school directors on their entire school, and nucleo directors on as many schools as possible in their nucleo. A standard format for developing individual action plans will be established.

The twenty (20) MOE officers at the regional supervisory and technical levels will join the other participants during this phase. These regional MOE authorities will participate in the development of the action plans and will monitor their implementation by the teachers in their schools and/or regions.

PHASE IV - Testing of New Methodologies in El Salvador will take place during a six to nine month period following return to El Salvador. The MOE, with assistance from NAPA and the Private Sector Coordinators, will be responsible for Phase IV.

PHASE V - Evaluation of New Methodologies will be conducted throughout the 1991 school year. The Recipient, working closely with MOE and with the assistance of the Private Sector Coordinators, will be responsible for developing and carrying out Phase V. To keep USAID/OET advised of the progress of activities under this component, the Recipient will submit progress reports in accordance with Section VIII entitled REPORTING. The Recipient will also provide a contact in El Salvador to act as liaison with the Private Sector Coordinator.

VI. RECIPIENT RESPONSIBILITIES

The Recipient will be responsible for the training of twenty-six (26) of the 76 participants in this program. These are as follows:

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- a. Seventeen (17) Primary School teachers
- b. Three (3) Primary School directors
- c. Three (3) Primary School directors/teachers
- d. Two (2) Primary School leaders at the regional level
- e. One (1) national coordinator for primary education from the MOE.

The Recipient will be responsible for the training in the U.S. (Tampa, Florida) under Phase II, as well as transportation from El Salvador to Tampa, travel from Tampa to New Orleans, the site for Phase III training, and return transportation to El Salvador. These training phases are described above in Section V, entitled TRAINING METHODOLOGIES. The Recipient will pay all expenses for the twenty-six participants identified above and for up to twenty (20) MOE officers during Phase III. Actual implementation of Phase III is the responsibility of NAPA. The Recipient will provide the services of Dr. Lynn Pesson for the period 25 January 1991 thru the end of the cooperative agreement to coordinate/carry out Recipient responsibilities for Phase V and other general responsibilities of the Recipient under this cooperative agreement.

VII. ESTIMATED DATES FOR TRAINING-RELATED ACTIVITIES

Phase I - The Recipient will provide technical assistance (Dr. William Harwood) for the period 22 August to 7 September 1990 to conduct school visits and participate in the first preparatory seminar.

Phase II - Training in Tampa, Florida will be conducted from 15 November 1990 to 10 January 1991.

Phase III - Development of new teaching methodologies will be carried out in New Orleans, Louisiana from 11 January 1991 to 25 January 1991

Phase IV - Testing of new methodologies is estimated to take place between February 1991 and December 1991 in El Salvador.

Phase V - Evaluation of new methodologies will be conducted by the Recipient throughout the 1991 school year.

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VIII. REPORTING

The Recipient will provide the following reports:

- a. A mid-training report within 15 calendar days after completion of training under Phase II.
- b. A post-training report within 30 calendar days after completion of the course. This report will also include a course evaluation based upon fulfillment of the training objectives established by the participants.
- c. A Training Cost Analysis (TCA) report within 30 calendar days after completion of the course indicating the actual cost following the same TCA format provided for budget proposals. The Recipient will also provide a copy of the TCA report to the LAC CAPS Project Manager, IAC/DR/EHR, AID/Washington.
- d. A quarterly report after completion of each of the three visits to monitor the CAPS Primary Education Leader participants during the 1991 school year and a final report following completion of the evaluation of new methodologies (Phase V). The quarterly monitoring reports will be submitted on April 30, July 30, and September 30. The final evaluation report will be submitted on November 15, 1991.

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