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

January 26, 1996

Sr. Roberto Palomo
Presidente
Fundación Empresarial para el
Desarrollo Educativo (FEPADE)
San Salvador

ASUNTO: Convenio de Donación
No. 519-0401-A-00-6011-00
Fundación Empresarial
para el Desarrollo Educativo
(FEPADE)

Estimado Sr. Palomo:

De acuerdo a la autorización contenida en el Acta de Asistencia al Exterior de 1961, y sus enmiendas, y al Acta Federal de Donaciones y Convenios Cooperativos de 1977 (P.L. 95-224), la Agencia para el Desarrollo Internacional (de aquí en adelante denominada A.I.D. o "Donante") por este medio celebra un Convenio Cooperativo con la Fundación Empresarial para el Desarrollo Educativo, (de aquí en adelante denominada "FEPADE" o "Donatario") por la suma de $7,382,000 para apoyar en incrementar el acceso a y la calidad de los servicios de educación según descritas en el Adjunto 1, denominado El Calendario, y el Adjunto 2, denominado "Descripción del Programa".

Este Convenio entra en vigencia y los fondos se obligan en la fecha de esta carta y se aplicarán a los compromisos hechos por FEPADE para la realización de los objetivos del Programa durante el período que comienza a partir de la fecha de esta carta y termina el 30 de junio de 2000. La cantidad total aproximada para esta donación es de $7,382,000 y la cantidad de esta primera obligación de fondos de USAID es de $950,000.

Mr. Roberto Palomo
President
Business Foundation for Educational
Development (FEPADE)
San Salvador

SUBJECT: Cooperative Agreement
No. 519-0401-A-00-6011-00
Business Foundation for
Educational Development
(FEPADE)

Dear Mr. Palomo:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, and the Federal Grant Cooperative Agreement Act of 1977 (P.L. 95-224), the United States Agency for International Development (hereinafter referred to as "USAID" or "Grantor") hereby enters into a Cooperative Agreement with the Business Foundation for Educational Development (referred to as "FEPADE" or "Grantee") for the sum of $7,382,000 to provide support in increasing access to and quality of education services as described in Attachment 1, entitled "Schedule", and Attachment 2, entitled "Program Description" of this Grant.

This Cooperative Agreement is effective and obligation is made as of the date of this letter and shall apply to commitments made by the Grantee in furtherance of program objectives through June 30, 2000. The total estimated cost of this grant is $7,382,000 and the amount of this first obligation of USAID funds is $950,000.

Esta Donación se hace a FEPADE con la condición que los fondos serán administrados de acuerdo con los términos y condiciones establecidos en el Adjunto 1, titulado El Calendario, el Adjunto 2, titulado Descripción del Programa, el Adjunto 3, titulado Plan Financiero Ilustrativo, el Adjunto 4, titulado Reportes Trimestrales de Contrapartida, y el Adjunto 5, titulado Estipulaciones Generales, las cuales han sido acordadas por su organización.

Favor de firmar el original y dos (2) copias de esta carta como aceptación de los términos y condiciones de esta Donación y devolver el original y una (1) copia a USAID/El Salvador.

Sírvase aceptar las muestras de mi más alta estima y consideración.

This Grant is made to FEPADE on the condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment 1, entitled the Schedule, Attachment 2, entitled Program Description, Attachment 3, entitled Illustrative Financial Plan, Attachment 4 entitled Quarterly Reports on Counterpart, and Attachment 5, entitled Standard Provisions, which have been agreed to by your organization.

Please sign the original and two (2) copies of this letter to acknowledge your receipt of this Grant and return the original and one (1) copy to USAID/El Salvador.

Please accept the assurance of my highest esteem and consideration.

Sincerely,

Carl H. Leonard
Director

Leonel T. Pizarro
Grant Officer

ACKNOWLEDGED:

Fundación Empresarial para el Desarrollo Educativo (FEPADE)

BY: _____

NAME: Edgardo Suárez

TITLE: Director Ejecutivo

DATE: Enero 26, 1996

ADJUNTOS

1. El Calendario
2. Descripción del Programa
3. Plan Financiero Ilustrativo
4A Contribución de Contrapartida

4B. Reportes Trimestrales de Contrapartida
5. Estipulaciones Generales Obligatorias Para Donatarios No-Estadounidenses, No-Gubernamentales
6. Ejemplos de Requerimientos para la Marcación de Equipos

ATTACHMENTS

1. Schedule
2. Program Description
3. Illustrative Financial Plan
4A. Counterpart Contribution

4B. Quarterly Reports on Counterpart

5. Mandatory Standard Provisions for Non-U.S., Nongovernmental Grantees

6. Examples of Marking Requirements for Commodities

FISCAL DATA

Appropriation:	725/61021
Budget Plan Code:	LDV5-95-25519-KG13
Project Number:	519-0401
Total Estimated Amount:	$7,382,000
Total This Obligation:	$ 950,000
Funding Source:	USAID/El Salvador

ADJUNTO 1

ATTACHMENT 1

EL CALENDARIO

A. PROPOSITO DE LA DONACION

El propósito de este Convenio Cooperativo es el de incrementar el acceso a y la calidad de los servicios de educación al mejorar la eficiencia y eficacia de la entrega de estos servicios, tal como se especifica en el Adjunto 2, Descripción del Programa.

B. PERIODO DE LA DONACION

1. La fecha de vigencia de este Convenio Cooperativo es la fecha que se muestra al inicio del documento. La fecha de terminación es el 30 de junio de 1995.

2. Los fondos obligados por este medio están disponibles para gastos del programa para el período mostrado en el párrafo anterior B.1, y tal como se muestra en el Adjunto 3 de esta Donación titulado "Plan Financiero Ilustrativo".

C. CANTIDAD DE LA DONACION Y PAGOS

1. La cantidad total aproximada de este Convenio Cooperativo para el período mostrado en el párrafo B.1 es de $7,382,000.

2. USAID por este medio obliga la cantidad de $1,000,000 para gastos del programa durante el período especificado en B.1 anterior, y según se muestra en el Plan Financiero Ilustrativo.

3. Los pagos serán hechos al Donatario de conformidad con la documentación y procedimientos establecidos en la Estipulación denominada "Pagos - Adelantos Periódicos" del Adjunto 4, Estipulaciones Generales para Donatarios No-Estadounidenses, No-Gubernamentales.

4. La USAID podrá comprometer fondos adicionales hasta el monto indicado arriba en el párrafo C.1., sujetos a la disponibilidad de fondos de la USAID y a los requerimientos de Adjunto 4, Estipulaciones Generales para Donatarios No-Estadounidenses, No-Gubernamentales.

SCHEDULE

A. PURPOSE OF THE GRANT

The purpose of this Cooperative Agreement is to increase access to and quality of education services by improving the efficiency and effectiveness of service delivery as specified in Attachment 2, Program Description.

B. PERIOD OF THE GRANT

1. The effective date of this Cooperative Agreement is the date of the covering letter. The expiration date is June 30, 2000.

2. Funds obligated hereunder are available for program expenditures for the period shown in B.1 above and as shown in Attachment 3 to this Cooperative Agreement entitled "Illustrative Financial Plan".

C. AMOUNT OF THE GRANT AND PAYMENTS

1. The total estimated amount of this Cooperative Agreement for the period shown in B.1 above is $7,382,000.

2. USAID hereby obligates the amount of $950,000, for program expenditures during the period specified in B.1. above and as shown in the Illustrative Financial Plan.

3. Payment shall be made to the Grantee in accordance with the documentation and procedures set forth in the Provision entitled "Payment - Periodic Advance" of Attachment 4, Standard Provisions for Non-U.S., Nongovernmental Grantees.

4. Additional funds up to the total amount of the Agreement shown in C.1 above may be obligated by USAID, subject to the availability of USAID funds and to the requirements of Attachment 4, Standard Provisions for Non-U.S., Nongovernmental Grantees.

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D. Participación de USAID

USAID/El Salvador participará en las actividades bajo este Convenio de la siguiente manera:

1. La Comisión Coordinadora del Proyecto, que consiste de dos representantes del Ministerio de Educación (MINED), dos representantes de USAID, y dos representantes de FEPAPE, se reunirá para revisar el progreso de las actividades del mismo por lo menos trimestralmente o a solicitud de USAID o del MINED, para asegurar que la asistencia está contribuyendo al logro de los objetivos del Proyecto. Aparte de las responsabilidades de monitoreo del progreso general de actividades y determinar si estas actividades apoyan la reforma nacional de educación, la Comisión Coordinadora del Proyecto es responsable de aprobar los Planes de Acción annuales antes de someterlos a USAID.

2. Planes de Acción annual que describan todas las actividades que serán financiadas por USAID y con fondos de contrapartida bajo este Convenio deben ser aprobadas en escrito por USAID a traves de Cartas de Implementación, a menos que USAID acuerde lo contrario por escrito. El primer Plan de Acción será presentado por FEPADE a mas tardar 75 días despues de la fecha de vigencia de este convenio y cubrirá el año calendario hasta el 31 de diciembre de 1996. Durante el periodo de la fecha de vigencia de este convenio hasta la aprobación del primer Plan de Acción, FEPADE esta autorizado en emplear actividades de inicio e incurrir costos relacionados sin un plan de acción aprovado, pero siempre en consulta con el gerente de proyecto de USAID. De allí en adelante, Planes de Acción annual serán presentados por FEPADE durante las primeras dos semanas de diciembre para le año calendario empesando el proximo 1 de enero.

3. USAID supervisará la implementación del Proyecto a fin de asegurarse del cumplimiento de los términos y condiciones de este Convenio. Dicha supervisión será ejercida principalmente por un Gerente de Proyecto asignado por la Oficina de Salud y Educación (OHE).

D. USAID Involvement

USAID/El Salvador will participate in the activities under this Agreement in the following manner:

1. The Project Coordinating Commission which consists of two representatives of the Ministry of Education (MINED), two representatives of USAID, and two representatives of FEPADE, will meet to review the progress of Project activities on at least a quarterly basis or in response to requests from USAID or MINED to ensure that the assistance is contributing to attainment of Project objectives. Aside from it's responsibilities in monitoring the general progress of the activity, and determining whether those activities are in support of the national educational reform, the Project Coordinating Commission is responsible for approving the annual action plans before submittal to USAID.

2. Annual Action Plans describing all the activities to be financed by USAID and with Project counterpart funds under this Agreement must be approved in writing by USAID through Project Implementation Letters, unless USAID agrees otherwise in writing. The first Action Plan will be submitted by FEPADE no later than 75 days after the effective date of this agreement and will cover the calendar year to December 31, 1996. In the period from the effective date of this agreement to the approval of the first Action Plan, FEPADE is authorized to engage in start-up activities and incur related costs without an approved action plan, but always in consultation with the USAID project manager. Thereafter, Annual Action Plans will be submitted by FEPADE during the first two weeks of December for the calendar year beginning the following January 1.

3. USAID will monitor Project implementation to assure that the terms and conditions of this Agreement are met. Project monitoring will be exercised principally by a Project Manager assigned from USAID's Office of Health and Education (OHE).

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E. REPORTES Y EVALUACIONES

El Donatario presentará los siguientes reportes a intervalos especificados a continuación:

1. Reportes del Estado Financiero

FEPADE preparará informes financieros mensuales utilizando el formato mostrado en la estipulación titulada "Pagos - Adelantos Periódicos", de las Estipulaciones Generales adjuntas en la sección denominada "Informe del Estado de Anticipos de Fondos Federales (W-245)". Este informe deberá ser remitido a la Oficina del Contralor de USAID/El Salvador mensualmente, con copias del mismo a la Oficina de Desarrollo Estratégico (SDO).

2. Reportes de Progreso del Programa

El Donatario deberá monitorear el desarrollo bajo la Donación y asegurarse que los calendarios se están cumpliendo, que las unidades del trabajo proyectado por períodos de tiempo están siendo cumplidas, y que otras metas de desarrollo están siendo logradas. En base a este monitoreo, el Donatario presentará Reportes Trimestrales proporcionando información sobre cada una de las actividades descritas en el Proyecto, y otros reportes que USAID pueda solicitar. Estos reportes incluirán, pero no se limitarán necesariamente a: un resumen de las actividades desarrolladas durante el período reportado, especificando resultados y el progreso hecho hacia el logro de las metas del Proyecto a la fecha del reporte, y las acciones prioritarias planificadas para el próximo trimestre. El primer reporte de progreso trimestral serán presentado a más tardar el 15 de enero de 1996, el cual cubrirá las actividades hasta el 31 de diciembre de 1995. Los reportes subsiguientes serán entregados a intervalos de tres meses, es decir, el 15 de abril de 1996, para el período que finaliza el 31 de marzo de 1996, etc. Estos reportes serán entregados dentro de 15 días calendario después del final de cada trimestre e incluirán un resumen detallado de los logros del proyecto durante el trimestre y las acciones prioritarias planificadas para el próximo trimestre. Si alguna revisión de ejecución revela

E. REPORTS AND EVALUATIONS

The Grantee shall submit the following reports at the time intervals specified below:

1. Financial Status Reports

FEPADE will prepare monthly financial reports using the format provided in the provision entitled "Payment - Periodic Advance" of the attached Standard Provisions in the Section entitled "Federal Cash Advance Status Report (W-245)". This report should be submitted to the USAID/El Salvador Controller's Office every month, with copies of the report to the Strategic Development Office (SDO).

2. Program Progress Reports

The Grantee shall monitor performance under the Grant and ensure that time schedules are being met, projected work units by the time periods are being accomplished, and other performance goals are being achieved. Based upon this monitoring, the Grantee shall submit Quarterly Status Reports providing information on each of the activities described in the Project, and other reports as USAID may request. These reports will include, but not necessarily be limited to: a summary of activities carried out during the reporting period, specifying outputs and progress made towards achieving Project goals as of the date of the report, and priority actions planned for the next quarter. The first quarterly status report will be submitted no later than January 15, 1996, covering activities through December 31, 1995. Subsequent reports will be due at three-month intervals thereafter, i.e., on April 15, 1996, for the period ending March 31, 1996, etc. These reports shall be submitted within 15 calendar days after the end of each quarter and will contain a detailed accounting of Project accomplishments for the quarter and priority actions planned for the next quarter. If any performance review conducted by FEPADE discloses the need for change in the budget estimates, in accordance with the criteria established in mandatory Standard Provision No. 4, entitled "Revision of

la necesidad de cambios en el presupuesto estimado, de acuerdo con el criterio establecido en la Estipulación General Obligatoria No. 4, titulada "Revisión del Presupuesto de la Donación" del Adjunto 5, FEPADE deberá enviar una solicitud para revisar el presupuesto.

Grant Budget" of Attachment 5, FEPADE shall submit a request for budget revision.

3. Reporte de Final del Proyecto

El Donatario presentará un reporte de Final del Proyecto dentro de 30 días después de la finalización del mismo, resumiendo la información contenida en los reportes trimestrales de progreso y en cualquier evaluación realizada.

3. End-of-Project Report

The Grantee shall submit an End-of-Project report within 30 days after completion of the Project, summarizing information contained in the quarterly progress reports and any evaluations conducted.

4. Auditorías y otros Aspectos Administrativos Financieros

FEPADE deberá mantener libros, registros, documentos y otra evidencia relativa al Proyecto de conformidad con los principios contables generalmente aceptados prescritos por el Gobierno de los Estados Unidos, para apoyar suficientemente los cargos a este Convenio Cooperativo , incluyendo contribuciones en especie. Los registros contables que están apoyados por documentación deberán, como mínimo, ser adecuados para mostrar todos los costos incurridos bajo este Convenio, el recibo y uso de bienes y servicios adquiridos bajo la misma, el costo del programa suministrado de otras fuentes, y el progreso general del programa. Los registros de FEPADE relacionados con el Proyecto serán retenidos por un período de tres años después de la fecha de expiración de este Convenio y podrán ser auditados por USAID y/o su representante.

4. Audits and Other Financial Management Issues

FEPADE shall maintain books, records, documents, and other evidence relating to the Project in accordance with generally accepted accounting principles (GAAP) formally prescribed by the USG to sufficiently substantiate charges to the Cooperative Agreement, including in-kind contributions. Accounting records that are supported by documentation shall as a minimum be adequate to show all costs incurred under the Agreement, receipt and use of goods and services acquired under the Agreement, cost of the program supplied from other sources, and the overall progress of the program. FEPADE records which pertain to the Project shall be retained for a period of three years from the date of expiration of the Agreement and may be audited by USAID and/or its representative.

Los registros de FEPADE y sub-donatarios que relatan al Proyecto serán retenidos por un periodo de tres años desde la fecha de expiración del Convenio y podrán ser auditados por USAID y/o su representante. FEPADE debe insertar este parrafo en todas las sub-donaciones en exceso de $10,000 dólares o su equivalente.

FEPADE and sub-grantee records which pertain to the Project shall be retained for a period of three years from the date of expiration of the Agreement and may be audited by USAID and/or its representative. FEPADE must insert this paragraph in all sub-grants in excess of US$10,000 or its equivalent.

Usando fondos obligados bajo este Convenio, FEPADE contratará auditorías financieras annuales desarrolladas acuerdo con las "normas de auditoría gubernamental generalmente aceptadas" (GAAS) emitidas por el Contralor General de los Estados Unidos.

Using funds obligated under this Agreement, FEPADE shall contract annual financial audits to be performed in accordance with generally accepted government audit standards (GAAS) issued by the Comptroller General of the United States.

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FEPADE exigirá a sub-donatarios que reciben $25,000 dólares o mas por año bajo este Convenio que lleven a cabo auditorías annuales de acuerdo con los lineamientos de esta estipulación. El costo de tales auditorías serán presupuestadas bajo la sub-donación respectiva.

FEPADE shall require sub-grantees that receive US$25,000 or more per year under this Agreement to have annual audits performed in accordance with the requirements of this provision. The cost of such audits shall be budgeted for in the respective sub-grant.

USAID podrá llevar a cabo auditorías locales y/o revisones financieras de los fondos bajo esta Donación, según se considere necesario por USAID. USAID/El Salvador participará en la auditoría cuando fuere necesario, e.g. los representantes asistirán a conferencias de entrada y salida y deberán revisar los reportes de auditoría en borrador. Si se requiriesan revisiones financieras, éstas serán contratadas por USAID/El Salvador.

USAID may have local audits and/or financial reviews of the funds under this Agreement as deemed necessary by USAID. USAID/El Salvador shall participate in the audit as deemed necessary, e.g. representatives shall attend entrance and exit conferences and shall review draft audit records. Should local financial reviews be required they will be contracted by USAID/El Salvador.

FEPADE enviará copias de las auditorías anuales a el Ministerio de Educación (MINED), SETEFE y a USAID/El Salvador.

FEPADE will provide copies of annual audits to the Ministry of Education (MINED), SETEFE and USAID/El Salvador.

6. Reporte de Contribución de Contrapartida

6. Counterpart Contribution Report

Durante la vida de la Donación, un monto en colones equivalente a $2,670,000 de Dólares de los Estados Unidos de Norte America que constituye 25% de los costos totales del Proyecto, será aportada por FEPADE, según se establece en el Adjunto 4A, Contribución de Contrapartida, de esta Donación. Las contribuciones acumuladas reales en moneda local serán convertidas a dólares usando el tipo de cambio en vigencia de fecha 25 de septiembre de 1995.

Over the life of the Grant, an amount in colones equivalent to US $2,670,000, which constitutes 25% of the total Project costs will be contributed by FEPADE, as established in Attachment 4A Counterpart Contribution, of the Grant. The actual cumulative local currency contributions shall be converted into dollars using the exchange rate in effect on September 25, 1995.

Los reportes de contrapartida estarán apoyados por registros auditables mantenidos de conformidad con la Estipulación General Obligatoria No. 2 titulada, "Contabilidad, Auditorías y Registros". El valor de la contribución de contrapartida será establecida en base a la Estipulación General Opcional No. 24 "Costo Compartido (Equivalente)".

The Counterpart reports shall be supported by auditable records maintained in conformance with the Mandatory Standard Provision No. 2 entitled, "Accounting, Audits and Records". The value of the counterpart contribution shall be established in accordance with the Optional Standard Provision No. 24 entitled "Cost Sharing (Matching)".

El Donatario deberá presentar Reportes Trimestrales de la Contribución de Contrapartida (Adjunto 4b) hechas por el Donatario o terceras personas, para los trimestres que finalizan el 31 de marzo, 30 de junio, 30 de septiembre y 31 de diciembre de cada año. Los

The Grantee should present Quarterly Reports on Counterpart Contribution (Attachment 4b) made by the Grantee or third parties, for the quarters ending March 31st, June 30th, September 30th, and December 31st, of each year. The Quarterly Counterpart Reports shall be

Reportes Trimestrales de Contrapartida serán remitidos al respectivo Gerente del Proyecto en USAID a más tardar 30 días después del final del trimestre del año calendario (es decir, 30 de abril, 31 de julio, 31 de octubre y 31 de enero).

En los dos (2) primeros meses de la Donación, FEPADE presentará a USAID/El Salvador una certificación por escrito (según el modelo de Compromiso por Escrito del Adjunto 4) de su compromiso para cumplir con los requisitos de contrapartida, así como una descripción detallada de la contrapartida, por tipo (ej. efectivo versus en especie) y fuente (ej. otros donantes, ingresos del programa, etc.).

7. Revisiones Anuales

FEPADE acuerda lleva a cabo, con la participación de la Comisión Coordinadora del Proyecto, revisiones anuales internas de las actividades del programa para verificar el comportamiento de la ejecución del Proyecto y el progreso en cuanto a la obtención de los objetivos del mismo. Estas revisiones también tomarán en cuenta posibles modificaciones a la ejecución del Proyecto, como sea necesario. Las revisiones serán llevadas a cabo al final de cada año del Proyecto. Cada revisión servirá como base para la preparación del plan de acción anual y presupuesto.

8. Evaluación

Dos evaluaciones formales del Proyecto serán llevadas a cabo, por consultores independientes contratados por FEPADE y pagados con fondos de esta Donación proporcionados bajo este Convenio. FEPADE elaborará los alcances de trabajo para dichas evaluaciones en coordinación con el MINED y USAID. La primera evaluación se llevará a cabo el segundo año después de la firma de este Convenio para evaluar la ejecución del Proyecto, identificar cualquier obstáculo en su ejecución y considerar cualquier otro factor que puedan resultar en modificaciones al Proyecto, según sea apropriado. La segunda y evaluación final se realizará en el último año del Proyecto y se examinará el progreso hecho para lograr el propósito y objetivos del Proyecto.

submitted to the respective USAID Project Manager no later than 30 days after the end of the calendar year quarter (i.e. April 30th, July 31st, October 31st, and January 31st).

In the first two (2) months of the Grant, FEPADE will submit to USAID/El Salvador a Written Assurance (according to model Written Assurance of Attachment 4) of its commitment to comply with counterpart requirements, as well as a detailed description of the counterpart by type (e.g. cash versus in-kind) and source (e.g. other donors, program income etc).

7. Annual Reviews

FEPADE agrees to carry out, with the participation of the Project Coordinating Commission, annual in-house reviews of the program activities to assess performance in Project implementation and progress toward achieving the Project's objectives. These reviews will also consider possible modifications to Project implementation, as appropriate. The reviews will be held toward the end of each year of the Project. Each review will serve as the basis for preparing the subsequent year's annual action plan and budget.

8. Evaluation

Two formal evaluations of the Project will be undertaken, using independent consultants contracted by FEPADE and paid for with Grant funds provided under this Agreement. FEPADE will develop scopes of work for such evaluations, in coordination with the MINED, and USAID. The first evaluation will take place in the second year after the signing of this Agreement to assess implementation performance, to identify any obstacles in Project implementation and to consider any other factors that may result in modifications to the Project, as appropriate. The second and final evaluation will take place in the last year of the Project and will examine the extent to which the Project's purpose and objectives have been achieved.

F. EL PLAN FINANCIERO ILLUSTRATIVO

Adjunto 3 es el Plan Financiero Illustrativo establecido para el periodo de este Convenio. Cualquier modificación a este presupuesto se hará de acuerdo a la sección titulada, "Revisión al Presupuesto de la Donación" del Adjunto 5, Estipulaciones Generales Obligatorias para Donatarios No Estadounidenses, No Gubernamentales.

G. CONDICIONES ESPECIALES

1. Condiciones Previas al Primer Desembolso

Previo al desembolso de fondos por USAID al Donatario, o a la emisión de la documentación por USAID conforme a la cual los desembolsos serán hechos, el Donatario proporcionará lo siguiente, a menos que USAID acuerde lo contrario por escrito:

a) Una certificación del nombre de la(s) persona(s) a cargo o en funciones de la Oficina de FEPADE para actuar en nombre del Donatario en todos los asuntos pertinentes a este Convenio Cooperativo y asi como el nombre de cualquier otro representante adicional, conjuntamente con un facsímil de la(s) firma(s) de cada persona incluida en dicha certificación; y

b) Evidencia que el Donatario ha establecido una cuenta bancaria separada en colones para controlar el recibo y desembolso de los fondos de la donación, incluyendo el nombre del banco y el número completo de la cuenta bancaria.

2. Acuerdos

a) El Donatario acuerda que pagará solamente precios razonables por bienes y servicios financiados en todo o en parte bajo esta Donación. El Donatario empleará buenas prácticas comerciales en la adquisición de bienes y servicios bajo esta Donación para garantizar el uso más efectivo de los fondos proporcionados.

b) El Donatario deberá mantener un lugar de trabajo libre de drogas en cumplimiento con la certificación proporcionada a USAID del 8 de agosto de 1994. Las violaciones a los requisitos de mantener un lugar de

F. ILLUSTRATIVE FINANCIAL PLAN

Attachment 3 is the Illustrative Financial Plan established for the period of this Agreement. Any revisions to this budget shall be made in accordance with the section entitled, "Revision of Grant Budget" of the Attachment 5, Mandatory Standard Provisions for Non-US, Non-Governmental Grantees.

G. SPECIAL PROVISIONS

1. Conditions Precedent to First Disbursement

Prior to the disbursement of funds by USAID to the Grantee, or the issuance by USAID of documentation pursuant to which disbursements will be made, the Grantee will, except as USAID may otherwise agree in writing, provide:

a) A statement of the name(s) of the person(s) empowered in FEPADE to act on behalf of the Grantee for all purposes relevant to this Cooperative Agreement and of any additional representatives, together with a specimen signature of each person so designated; and

b) Evidence that the Grantee has established a separate bank account to control the receipt and disbursement of funds, including the name of the bank and complete bank account number.

2. Covenants

a) The Grantee covenants to pay no more than reasonable prices for any goods and services financed in whole or in part under this Grant. The Grantee shall employ good commercial practices in the procurement of goods and services under this Grant to assure the most effective use of the funds provided.

b) The Grantee shall maintain a drug-free workplace in compliance with the certification provided to USAID dated August 8, 1994. Violations of the requirements to maintain a drug-free work place may subject the Grantee to

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trabajo libre de drogas podrán estar sujetas a la suspensión de los desembolsos, a la terminación o suspensión de esta Donación, a la no eligibilidad de recibir mayor asistencia y otras medidas que USAID pueda considerar apropiadas. Dichas violaciones incluyen el no cumplir con la certificación, presentación de una falsa o evidencia que cierto número de empleados han sido culpados por violar los estatutos de drogas debido a hechos ocurridos en el lugar de trabajo, así como en indicar que el Donatario no ha hecho esfuerzos de buena fe para proporcionar un lugar de trabajo libre de drogas.

suspension of disbursement, termination or suspension of this Grant, ineligibility to receive further grant assistance and such other remedies as USAID may consider appropriate. Violations include the failure to comply with the certification, presentation of a false certification, or evidence that such a number of employees have been convicted of violations of criminal drug statutes for acts occurring in the workplace as to indicate that the Grantee has failed to make a good faith effort to provide a drug-free workplace.

c) El Donatario no suscribirá ninguna transacción de menor escala con una persona que está excluída, suspendida, declarada no elegible, o excluída voluntariamente de participar en esta transacción, a menos que USAID lo autorice. El Donatario además acuerda que incluirá la cláusula titulada "Certificación Referente a Exclusión, Suspensión, No Elegibilidad y Exclusión Voluntaria - Transacción Cubierta de Menor Escala", la cual será proporcionada por USAID, sin modificación, en todas las transacciones cubiertas de menor escala, y en todas las solicitudes de transacciones cubiertas de menor escala.

c) The Grantee shall not knowingly enter into any lower tier transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by USAID. The Grantee further agrees that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transaction," which will be provided by USAID, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

d) FEPADE acuerda en que la USAID podrá informar y obtener información de contratistas, participantes, y viajeros invitados financiados por este Convenio y que se le proporcionarán copias de los informes que tales personas preparen

d) FEPADE covenants that USAID will be able to brief and debrief contractors, participants and invitational travelers financed under this Agreement and will be furnished copies of reports produced by such persons.

e) Cualquier capacitación en los Estados Unidos de Norte America o en tercer paises financiados bajo este Convenio serán realizados de acuerdo con las políticas, dispensas, dirección, y requisitos de reportaje del Sistema Directivo Automatizado #200 de USAID, Capítulo 253 Capacitación para el Impacto en Desarrollo, a menos que USAID acuerde lo contrario por escrito. Este Convenio pagará por viajes internacionales de becarios que asistan capacitaciones financiados bajo esta Donación.

e) All training in the U.S. or third countries financed financed under this Agreement will be accomplished in accordance with the policies, allowances, guidance, and reporting requirements of USAID's Automated Directive System 200, Chapter 253 "Training for Development Impact", unless otherwise agreed to by USAID in writing. This Agreement will pay for the international travel of the participants that attend training courses financed under this Grant.

3. Título de Propiedad

A menos que USAID acuerde lo contrario por escrito, todo el mobiliario y equipo suministrado bajo el Convenio será cedido a FEPADE en acuerdo con la Estipulación General "Título a y Uso de Propiedad (Título del Donatario)." FEPADE tendrá el derecho de transferir propiedad a instituciones colaboradoras asistidas bajo este Convenio.

4. Código Geográfico Autorizado

El código de fuente autorizado para la compra de bienes y servicios es el 000, los Estados Unidos de Norte America. Financiamiente de costos locales esta autorizado para este Convenio en acuerdo con las estipulaciones del Capítulo 18 del USAID Manual 1, Suplemento B.

5. Costos Indirectos

Una tasa de costos indirectos esta autorizado bajo este Convenio. Esta tasa será determinada retroactivamente para cada año calendario de la auditoría anual. La tasa vijente inicial será de 27.85%, que es la tasa determinada por FEPADE de la auditoría para el año calendario 1995 bajo el Proyecto No. 519-0315 Capacitación para obtener Productividad y Competitividad.

6. Productos de Comunicaciones (OCT 1994)

(a) Definición - Productos de comunicación significa cualquier material impreso (que no sea fotocopia en blanco y negro), servicios fotográficos o producción de videos.

(b) Normas - AID ha establecido normas para los productos de comunicación. Estas deben ser aplicadas consistentemente, a menos que el convenio estipule lo contrario específicamente o el oficial de convenios lo apruebe por escrito. Se adjunta copia de las normas de las publicaciones y producciones de video financiadas por AID.

(c) Los productos de comunicación que reúnan cualquiera de los siguientes criterios no son elegibles de recibir financiamiento de AID bajo este convenio, a menos que esté autorizado específicamente en el calendario del

3. Title to Property

Except as USAID may otherwise agree in writing, all equipment and materials furnished under the Agreement will be vested in FEPADE in accordance with the Standard Provision "Title to and Use of Property (Grantee Title)." FEPADE has the right to transfer property to collaborating institutions assisted under this Agreement.

4. Authorized Geographic Code

The authorized source of procurement of goods and services under this Grant is 000 (U.S.). Local cost financing is authorized for this Agreement in accordance with the provisions of Chapter 18 of USAID Handbook 1, Supplement B.

5. Overhead

An overhead rate is authorized under this Agreement. The rate will be determined retroactively for each calendar year by the annual audit. The rate employed initially shall be 27.85%, which is the rate determined for FEPADE by audit for the calendar year 1995 under Project No. 519-0315 Training for Productivity and Competiveness.

6. Communications Products (OCT 1994)

(a) Definition - Communications products are any printed material (other than non-color photocopy material), photographic services or video production services.

(b) Standards - AID has established standards for communications products. These standards must be followed unless otherwise specifically provided in the agreement or approved in writing by the agreement officer. A copy of the standards for AID-financed publications and video productions is attached.

(c) Communications products which meet any of the following criteria are not eligible for AID financing under this agreement unless specifically authorized in the agreement schedule or in writing by the agreement officer:

convenio o el oficial de convenios lo apruebe por escrito:

(1) Cualquier producto de comunicación que cueste más de $25,000, incluyendo los costos de preparación y ejecución. Por ejemplo, en el caso de una publicación, los costos incluirán servicios de investigación, redacción y otros servicios editoriales (incluyendo gastos administrativos asociados), diseño, presentación y producción.

(2) Cualquier producto de comunicación que será enviado directamente a, o probablemente será visto por, un miembro del Congreso de los Estados Unidos o asistente de Congresista.

(3) Cualquier publicación que tendrá más del 50 por ciento de sus copias distribuidas en los Estados Unidos (excluyendo las copias proporcionadas al Centro para Desarrollo de Informacion y Evaluación (CDIE) y otras oficinas de AID/Washington para uso interno).

LINEAMIENTOS PARA PRODUCTOS DE COMUNICACIONES FINANCIADOS POR USAID

1. META:

La meta de este lineamiento es asegurar que los materiales de comunicación financiados por USAID sean:

- o efectivos en cuanto a costo;
- o informativos;
- o enfocados hacia una audiencia bien definida y específica;
- o acompañados de un plan de distribución bien definido, planificado y detallado que pueda ser y será ejecutado; y
- o refleje la misión de USAID: promover el desarrollo sostenible en los países que ayudamos.

Además de los cinco puntos anteriores, el material de comunicación deberá satisfacer una necesidad actual e identificada, y contribuir directamente al logro de la misión de la Agencia.

(1) Any communication products costing over $25,000, including the costs of both preparation and execution. For example, in the case of a publication, the costs will include research, writing and other editorial services (including any associated overhead), design, layout and production costs.

(2) Any communication products that will be sent directly to, or is likely to be seen by, a Member of the U.S. Congress or Congressional staffer.

(3) Any publication that will have more than 50 percent of its copies distributed in the United States (excluding copies provided to the Center for Development Information and Evaluation (CDIE) and other AID/W offices for internal use).

GUIDANCE FOR USAID-FUNDED COMMUNICATIONS PRODUCTS

1. GOAL:

The goal of this guidance is to ensure that USAID-funded communications materials are:

- o cost-effective;
- o informative;
- o targeted to a well-defined and specific audience;
- o accompanied by a well-defined, thought out, and detailed distribution plan that can and will be executed; and
- o reflective of USAID's mission: to promote sustainable development in the countries we assist.

In addition to the five points above, the communications material should fulfill a real, identifed need and contribute directly to the accomplishment of the Agency's mission.

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2. DEFINICION:

Para propósitos de este instructivo, productos de comunicación se definen como cualquier material impreso (aparte de material de fotocopia en blanco y negro), servicios fotográficos (incluyendo diapositivas u otras producciones de varios medios) o servicios de producción de videos que reúnan los requisitos de la sección 3. Para propósitos de este lineamiento, se considerará como un producto de comunicación, los materiales que contienen muchos volúmenes o secciones, videos u otros productos de comunicaciones cuyo objetivo es que será distribuido como una unidad, paquete o grupo.

3. MATERIALES DE COMUNICACIONES INCLUIDOS EN ESTE LINEAMIENTO:

Los materiales de comunicaciones que reúnan cualquiera de los siguientes dos criterios (financiamiento o audiencia) deberán ser aprobados por el Subadministrador de la Oficina de Asuntos Legislativos y Públicos (AA/LPA) o su representante.

3a. CRITERIOS DE FINANCIAMIENTO:

(1) Todos los materiales de comunicaciones financiados con fondos de la cuenta de gastos operativos serán revisados y aprobados por AA/LPA.

(2) Cualquier material de comunicación financiado con fondos de la cuenta del programa y cuyo costo sea mayor a $25,000 en total. Se llegará al tope de $25,000 al sumar el total de los costos de preparación y la ejecución del material de comunicaciones. Por ejemplo, en el caso de una publicación, el costo será la suma total de los servicios de investigación (directamente relacionados con la redacción y producción de la publicación), redacción y otros servicios editoriales (incluyendo los costos administrativos asociados), diseño, presentación y producciones.

3b. CRITERIOS DE LA AUDIENCIA:

(1) Requiere de aprobación cualquier material de comunicaciones que será enviado directamente a o es probable que un miembro del Congreso de los Estados Unidos o asistente de

2. DEFINITION:

For the purpose of this guidance, communications products are defined as any printed material (other than non-color photocopy material), photographic services (including slide shows or other multimedia productions) or video production services meeting the criteria in section 3. Multi-volume or multi-sectional printed materials, videos or other communications products that are intended to be distributed together as one unit, package or group will be considered as one communications product for the purpose of this guidance.

3. COMMUNICATIONS MATERIALS AFFECTED BY THIS GUIDANCE:

Communications materials that meet either of the following two criteria (funding or audience) must be approved by the Assistant Administrator of the Bureau for Legislative and Public Affairs (AA/LPA) or her designee.

3a. FUNDING CRITERIA:

(1) All communications materials funded by operating expense account funds must be reviewed and approved by AA/LPA.

(2) Any communications materials funded by program account funds and costing over $25,000 total. The $25,000 cost threshold will be arrived at by looking at the sum total of the costs of preparation and execution of the communications material. For example, in the case of a publication, the cost will be the sum total of the research (directly related to the writing and production of the publication), writing and other editorial services (including any associated overhead costs), design, layout, and productions costs.

3b. AUDIENCE CRITERIA:

(1) Any communications material that will be sent directly to or is likely to be seen by a Member of the U.S. Congress or Congressional staffer requires approval. Of course, such

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Congresista lo vea. Desde luego que tales solicitudes deberán ser coordinadas con LPA bajo los procedimientos generales que rigen las comunicaciones al Congreso.

(2) Cualquier publicación cuya mayor distribución de copias (más de 50 por ciento) se hará en los Estados Unidos (excluyendo copias proporcionadas a CDIE y otras oficinas de USAID/Washington) requerirá aprobación.

3c. EJEMPLOS:

(1) Un calendario de planificación familiar financiado por un programa producido por un donatario de USAID que será distribuido a 200 beneficiarios de USAID en la India como parte de los esfuerzos de planificación familiar del donatario cuyo costo es menor a $25,000: NO REQUIERE APROBACION.

(2) Igual que el No. 1 pero la distribución también incluye 100 "líderes de planificación familiar" en los Estados Unidos, 200 "líderes de planificación familiar" en el extranjero y 25 para distribución dentro de USAID cuyo costo es menor a los $25,000: NO SE REQUIERE APROBACION.

(3) Igual que el anterior pero se darán 400 copias adicionales a la Oficina para Asia y el Este Cercano (ANE) para distribución a los "líderes de planificación familiar" en los EE.UU.: APROBACION REQUERIDA.

(4) Igual que el 1 y 2 pero cuestan más de $25,000: APROBACION REQUERIDA.

(5) Un video financiado por un programa exponiendo las lecciones aprendidas en un proyecto del sector agrícola en el Occidente de Africa que será distribuido a 150 colegios y universidades en EE.UU. independientemente de su costo: APROBACION REQUERIDA.

(6) Un manual de capacitación para empleados producido por USAID con fondos de gastos operativos y para distribución dentro de USAID independientemente de su costo: REQUIERE APROBACION.

(7) Un reporte anual financiado por un programa o por gastos operativos para el Congreso que es requerido por la ley

requests should be coordinated with LPA under the general procedures governing Congressional communications.

(2) Any publication that will have a majority of the copies (over 50 percent) distributed in the United States (excluding copies provided to CDIE and other USAID/W offices for internal use) requires approval.

3c. EXAMPLES:

(1) A program-funded family planning calendar produced by USAID grantee and to be distributed to 200 USAID beneficiaries in India as part of the grantee's family planning efforts and costing less than $25,000: NO APPROVAL REQUIRED.

(2) Same as 1 but distribution also includes 100 "family planning leaders" in the United States, 200 "family planning leaders" overseas, and 25 for distribution within USAID and costing less than $25,000: NO APPROVAL REQUIRED.

(3) Same as 2 but 400 additional copies given to the Bureau for Asia and the Near East (ANE) for distribution to "family planning leaders" in U.S.: APPROVAL REQUIRED.

(4) Same as 1 and 2 but costing more than $25,000: APROVAL REQUIRED.

(5) A program-funded videotape setting forth lessons learned in an agricultural sector project in West Africa to be distributed to 150 colleges and universities in the United States regardless of cost. APPROVAL REQUIRED.

(6) An employee training manual produced by USAID with operating expense funds and for distribution within USAID regardless of cost: APPROVAL REQUIRED.

(7) An operating expense-funded or program-funded annual report to Congress that is required by law and

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y será distribuido tanto al Congreso como a personas interesadas en los EE.UU. independientemente de su costo: APROBACION REQUERIDA.

3d. EXENCION DE MATERIALES DE COMUNICACION:

(1) Las publicaciones financiadas por programas que cuestan menos de $25,000 destinadas específicamente como estudios de diseño, evaluación y factibilidad que no serán vistas por el público en general.

(2) Las publicaciones financiadas por un programa que cuestan menos de $25,000 pero serán distribuidas solamente en el extranjero como parte de la entrega de asistencia al exterior o de un programa informativo de la misión en el país anfitrión.

4. PROCESO DE REVISION:

A partir de la fecha de emisión de este instructivo, todos los productos de comunicación que reúnan los criterios de la sección 3 del mismo, deben ser presentados para revisión y aprobación a la Oficina de Asuntos Legislativos y Públicos/División de Medios de Comunicación Masiva (USAID/LPA/MC). Este proceso debe ser completado antes de darse la planificación final o el compromiso de financiamiento con respecto a los materiales de comunicación.

Se adjunta como anexos a este instructivo, las regulaciones sobre información y diseño para materiales impresos y de video/fotográfico.

Como siempre, el personal de LPA está disponible para ayudar a las oficinas y misiones en la producción de los productos de comunicación.

5. REVISION DE CONTRATOS Y DOCUMENTOS DE DONACIONES:

El personal de la agencia debe saber que este instructivo se aplica a todos los materiales de comunicación producidos bajo contratos y donaciones financiadas por USAID. Por lo tanto, se insta al personal de USAID a revisar los actuales contratos y donaciones, y tenerlos en mente en los contratos y donaciones que se financiarán en el año fiscal 95 para que se incluyan en los

will be distributed to both Congress and to interested people in the United States regardless of cost: APPROVAL REQUIRED.

3d. EXEMPT COMMUNICATIONS MATERIALS:

(1) Program-funded publications costing less than $25,000 and specifically intended as design, evaluation and feasibility studies that are not intended for the general public.

(2) Program-funded publications costing less than $25,000 and distributed solely overseas as part of the delivery of foreign assistance or as part of a mission's informational program in the host country.

4. REVIEW PROCESS:

Effective with the issuance of this guidance, all communications products meeting the criteria in section 3 of this guidance must be submitted for review and approval by the USAID Bureau for Legislative and Public Affairs/ Multimedia Communications Division (USAID/LPA/MC). This process must be completed before any final planning or funding commitment on the communications materials can be given.

Required information and design standards for printed materials and video/photographic materials are attached as annexes to this guidance.

As always, LPA staff are available to assist bureaus and missions in the production of communications products.

5. CONTRACT AND GRANT DOCUMENTS REVIEW:

Agency personnel should be aware that this guidance applies to all affected communications materials produced through USAID-funded contracts and grants. Thus, USAID staff are urged to review current contract and grants and to keep in mind for FY 1995-funded contracts and grants that these guidelines must be built into the agreements. Materials produced under

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convenios. También están sujetos a estas regulaciones los materiales producidos bajo contratos que abarcan varios servios.

Favor notar que la Oficina de Administración proporcionará lineamientos detallados a los oficiales de contratación y a otro personal apropiado de USAID que incluirá un rubro separado y otro lenguaje estandarizado incorporando estos aspectos como parte del contrato o donación.

6. PUNTOS DE CONTACTO:

El punto de contacto de este instructivo es USAID/LPA/MC.

REGULACIONES PARA LAS PUBLICACIONES FINANCIADAS POR USAID

Las siguientes regulaciones servirán de guía general para la producción de publicaciones financiadas por USAID que están dentro del alcance de aquéllas que requieren la aprobación de LPA.

El propósito de establecer regulaciones básicas es para permitir a LPA trabajar en colaboración con las oficinas y las misiones de la agencia a fin de producir productos informativos, profesionales y efectivos en cuanto a los costos para satisfacer las necesidades de una audiencia específica. La audiencia y los planes de distribución deben estar bien definidos y justificar claramente que existe una necesidad real para la publicación propuesta.

Estamos totalmente conscientes que habrán situaciones en las cuales se harán excepciones a estas reglas. Las excepciones las hará LPA en caso por caso.

I. Publicaciones dirigidas a una audiencia norteamericana, incluyendo al Congreso:

A. Uso de color: Un máximo de dos colores para la cubierta y el texto (tinta negra o azul, la que generalmente se usa para el texto se cuenta como un color). En el caso de publicaciones tales como resultados de conferencias, la norma es un color.

omnibus contracts covering other services are subject to this guidance.

Please note that Management Bureau will provide detailed guidance to contracting officers and other appropriate USAID personnel that will include a required separate line item and other standardized language incorporating these issues as a part of the contract or grant.

6. POINTS OF CONTACT:

Point of contact for this guidance is USAID/LPA/MC.

STANDARDS FOR USAID-FUNDED PUBLICATIONS

The following standards are intended as general guidelines for the production of USAID-funded publications that fall within the scope of those requiring LPA approval.

The purpose of establishing basic standards is to enable LPA to work in a cooperative effort with agency bureaus and field missions to produce informative, professional and cost-effective products that meet the needs of a designated audience. The audience and distribution plans must be clearly defined and justification given that a real need exists for the proposed publication.

We are fully aware that there will be situations that warrant exceptions to these standards. Exceptions will be made by LPA on a case-by-case basis.

I. Publications intended for a U.S. audience, including Congress:

A. Use of color: Two-color maximum for both cover and text (black or blue ink, generally used for text, counts as one color). In the case of publications such as conference proceedings, one color is the standard.

B. Papel: Para la cubierta y el texto, usar el producto cuyo costo sea el más efectivo y que cumpla el propósito de las publicaciones. Hacer todo esfuerzo por usar papel reciclado. No utilizar papel pesado.

C. Fotos: Blanco y Negro

D. Contenido: Resaltar los resultados obtenidos con respecto al desarrollo sostenible a través de los programas de USAID. NOTA: En la mayoría de los casos, LPA solicitará un texto separado (ASCII) del documento final para su posible posteo en el Internet de USAID, el cual, en la actualidad, sólo transmite textos.

E. Diseño: Evitar materiales caros tales como grabados en lámina/papel, anuncios o volantes/láminas desplegables, moldes o cuñas grabadas, grabados en relieve y sellos en lámina fina de metal, y otros elementos de diseño que sólo incrementan el gasto.

II. Reportes Requeridos por el Congreso

La mayoría de los reportes deben ser mecanografiados, en formato de fotocopiado y responder específicamente a lo que el estatuto demanda.

III. Uso de Unidades Métricas

A menos que se conceda una dispensa, se usarán las unidades métricas de conformidad con la Orden Ejecutiva 12770. Las unidades tradicionales se pueden mostrar en paréntesis a continuación de la unidad métrica.

IV. Uso del Logo de la Agencia

El logo de USAID (o el nombre de la Agencia) deberá desplegarse en forma prominente, e.g., en la portada o en la página del título.

V. Formulario de Aprobación

LPA está desarrollando un formulario de "solicitud de aprobación" que se incorporará a la amplia red electrónica de la agencia para simplificar y uniformar el proceso de aprobación. La información que se

B. Paper: For both cover and text, use the most cost-effective stock that suits the publications's purpose. Make every effort to use recycled paper. Do not use heavy stock.

C. Photos: Black-and-white

D. Content: Emphasize results achieved toward sustainable development through USAID programs. NOTE: In most cases, LPA will ask for a separate textual (ASCII) version of the final document for possible posting on USAID's Internet, which at present can support text only.

E. Design: Avoid expensive folds/paper cuts, inserts/foldouts, die cuts, embossing, foil stamps and other design elements that add additional expense.

II. Reports Required by Congress

Most reports should be in typewritten, xeroxed format and respond specifically to what is required by statute.

III. Use of Metric units of measurement

Unless a waiver is granted, metric units are to be used in accordance with Executive Order 12770. Traditional units may be shown in parentheses after metric.

IV. Use of Agency Logo

The USAID logo (or the name of the agency written out) should be displayed prominently, e.g., on the cover or title page.

V. Approval Form

LPA is developing a "request-for-approval" form that will be put on the agency wide computer network as a macro to simplify and streamline the approval process. Information that will be required is as follows: type and

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solicitará es la siguiente: tipo y diseño/formato de la publicación; justificación de su necesidad; audiencia y planes de distribución claramente definidos; impresión; desgloce presupuestario, incluyendo costos de servicios fotográficos (si se firma un contrato con fotógrafo), redacción, edición, diseño, exposición e impresión; si se usan fondos de gastos operativos o de programas; y los planes para evaluar la efectividad del producto.

VI. Las publicaciones producidas por donaciones y contratos financiados por USAID están sujetas a estas normas.

REGULACIONES PARA PRODUCCIONES DE VIDEO FINANCIADAS POR USAID

Las siguientes regulaciones servirán de guía general para las producciones de video financiadas por USAID que requieren la aprobación de LPA.

El propósito de establecer estas regulaciones básicas es el de permitir a LPA trabajar en colaboración con las oficinas y las misiones de la agencia para producir productos informativos, profesionales y efectivos en cuanto a los costos para satisfacer las necesidades de una audiencia específica. La audiencia y los planes de distribución deben estar claramente definidos. El propósito y los planes de producción deben justificarse y apoyar una necesidad actual.

Sabemos que las producciones de video de USAID generalmente caen en dos categorías--aquellas producidas para información/educación de audiencias norteamericanas, y aquellas producidas con fondos de programas para audiencias extranjeras mayormente. Estas regulaciones ayudarán a las misiones a decidir cuáles programas necesitan producciones de video y cómo deberán ser producidos.

También sabemos que ciertas situaciones justificarán excepciones a estas regulaciones. LPA hará las excepciones en base a caso por caso.

A. Contenido: Los videos dirigidos a audiencias norteamericanas, incluyendo al Congreso, incluirán resultados o crónicas concretas de una

design/format of publication; justification for its need; clearly defined audience and distribution plans; print run; budget breakdown including costs for photographic services (if a contract photographer is used), writing, editing, design, layout and printing; whether OE or program funds are being used; and plans to evaluate the effectiveness of the product.

VI. Publications produced through USAID-funded grants and contracts are subject to these standards.

STANDARDS FOR USAID-FUNDED VIDEO PRODUCTIONS

The following standards are intended as general guidelines for USAID-funded video productions that require LPA approval.

The purpose of establishing these basic standards is to enable LPA to work in a cooperative effort with agency bureaus and field missions to produce informative, professional and cost-effective products that meet the needs of a designated audience. The audience and distribution plans must be clearly defined. The purpose and production plans must be justified and must support a real need.

We are aware that USAID video productions generally fall into two categories--those produced for information/education of U.S. audiences, and those produced with program funds for largely foreign audiences. These guidelines will help missions decide which programs warrant video productions and how these should be produced.

We are also aware that certain situations will justify exceptions to these standards. Exceptions will be made by LPA on a case-by-case basis.

A. Content: Videos intended for U.S. audiences, including Congress, should portray concrete results or chronicle a USAID success story. The

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historia exitosa de USAID. El video no deberá ser una "presentación promocional" de un contratista o un reporte técnico especializado enfocado a una poca audiencia de expertos. Los videos producidos con fondos del programa para audiencias extranjeras serían generalmente videos de capacitación u otro material instructivo.

Además, LPA no aprobará filmaciones de video de resultados de conferencias que pueden compartirse mejor como transcripciones escritas o "cassettes" de audio.

B. Formato: El programa debe ser filmado en formato de televisión profesional: BETA, BETA-SP, o 3/4". El VHS servirá solamente para las copias. Los programas serán filmados en televisores tamaño americano estándar (NTSC) o en PAL o en TV SECAM estándar.

C. Procedimientos: Los contratos directos deben reunir los criterios de la Carta "OFPP" No. 79-4 que establecen un "Sistema Gubernamental de Contratación Amplia para Películas y Producciones en Video" (según lo requiere OFPP en la carta OFPP 79-4). El equipo de producción seleccionado debe poseer experiencia en la producción de programas de información/educación u otros productos de transmisión profesional. Se incluirá una lista breve de los programas que han producido con anterioridad.

D. Duración: El video durará no más de 15 minutos, a menos que exista una justificación de peso.

E. Copias: El número será determinado por la misión/oficina y reflejado en el presupuesto de producción. Las copias para ONG, OPV y oficiales locales se harán en VHS. Las copias para la transmisión en una televisora local serán en 3/4" o BETA. Se enviará una copia del original del programa terminado al archivo de videos de LPA.

II. Formulario de Aprobación

Para simplificar el proceso de aprobación, LPA está desarrollando un formulario de "solicitud de aprobación" que se incorporará a la amplia red electrónica de la agencia. Se

video should not be a "promo" for a contractor or a specialized technical report aimed at a narrow audience of experts. Videos produced with program funds for foreign audiences would usually be training tapes or other instructional material.

Also, LPA will not approve video recordings of conference proceedings that can more appropriately be shared as written transcripts or audiocassette recordings.

B. Format: The program should be shot in a professional television format: BETA, BETA-SP, or 3/4". Only viewing copies should be made in VHS. Programs may be shot in American TV standard (NTSC) or in PAL or SECAM TV standard.

C. Procedures: Direct contracts must comply with OFPP Letter No. 79-4 which establish a "Government-Wide Contracting System for Motion Picture and Videotape Productions" (as required by OFPP by OFPP letter 79-4). The designated production team must have a track record producing information/education programs or other professional broadcast products. A brief list of previously produced programs should be included.

D. Length: The video should be no more than 15 minutes, unless there is a strong justification.

E. Copies: The number should be determined by the bureau/mission and reflected in the production budget. Viewing copies for NGOs, PVOs and local officials should be in VHS. Copies for local TV placement must be in 3/4" or BETA. A copy of the master of the finished program must be sent to the LPA video archive.

II. Approval Form

To simplify the approval process, LPA is developing a macro for the "request-for-approval" form that will be put on the agency wide computer network. The following information

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solicitará la siguiente información:

A. Una descripción general sobre el tema del video.

B. La audiencia y un plan detallado de distribución.

C. Si se usarán fondos de gastos operativos o de programa.

D. Desgloce presupuestario para incluir costos para los siguientes rubros:

-Pre-producción: investigación, guión, calendario de filmación (dónde se filmará el video);

- Producción: cuántos días de filmación (incluir los días de viaje), cuánto por día para la compañía más el equipo. Favor notar: cuando sea posible, se usará un compañía local; y

Edición: cuántas horas, cuánto por hora, cuánto por los gráficos y títulos.

E. Discusión de planes para evaluar el guión y el "bosquejo" para obtener efectividad del producto.

III. Los videos producidos a través de donaciones y contratos financiados por USAID están sujetos a estas regulaciones.

Nota: Todos los videos producidos con fondos de USAID serán enviados al archivo de videos de LPA. Esto incluye todos los "cassettes" de fuentes, más una copia del programa maestro completo.

F. ESTIPULACIONES GENERALES APLICABLES

El Adjunto 5 contiene las Estipulaciones Generales, en vigencia a partir de la fecha de esta Donación. Todas las Estipulaciones Generales Obligatorias tienen vigencia bajo esta Donación. Las siguientes Estipulaciones Generales Opcionales son las aplicables a esta Donación:

1. Pago - Adelantos Periódicos
3. Viajes y Trasporte Aéreo
4. Embarque Marítimo de Bienes
5. Adquisición de Bienes y Sevicios

will be required.

A. A general description of the subject of the video.

B. The intended audience and a detailed distribution plan.

C. Whether OE or program funds will be used.

D. Budget breakdown to include costs for the following items:

- Pre-production: research, script, shooting schedule (where the video will be shot);

- Production: how many shooting days (include travel days), how much per day for the crew plus equipment. Please note: where possible, a local crew should be used; and

Editing: how many hours, how much per hour, how much for graphics and titles.

E. Discussion of plans to evaluate the script and the "rough cut" for the effectiveness of the product.

III. Videos produced through USAID-funded grants and contracts are subject to these standards.

Note: All videos produced with USAID funds must be deposited in the LPA video archive. This includes all "source" tapes, plus a copy of the completed master program.

F. APPLICABLE STANDARD PROVISIONS

Attachment 5 contains the Standard Provisions, effective as of the date of this Grant. All Mandatory Standard Provisions are in force under this Grant. The following Optional Standard Provisions are applicable to this Grant:

1. Payment - Periodic Advance
3. Air Travel and Transportation
4. Ocean Shipment of Goods
5. Procurement of Goods and Services

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6. Reglas de Elegibilidad de la AID sobre Bienes y Servicios
7. Sub-Convenios
8. Financiamiento de Costos Locales
10. Publicaciones y Comunicados de Prensa
13. Capacitación de Participantes
16. Tasas de Costos Indirectos
17. Derecho y Uso de la Propiedad (Título de Propiedad del Donatario)
20. Costo Compartido (Equivalente)

G. MARCACION

1. Todo el equipo y materiales financiados por la donación de AID así como sus contenedores de embarque deberán estar marcado apropiadamente.

Los sitios de construcción del proyecto y otras ubicaciones del mismo deben desplegar señalización debidamente marcada e indicando la participación de los Estados Unidos en el proyecto. Estas señalizaciones deben colocarse desde la fecha inicial de la fase de construcción o implementación y ser reemplazada por señales permanentes, o placas, debidamente marcadas al final de esta fase.

El término "debidamente marcada" que aquí se utiliza significa marcar con el emblema rojo, blanco y azul de USAID, y para los contenedores de embarque, se requiere la marcación adicional con al menos cinco dígitos del número del documento de financiamiento de USAID.

El tamaño del emblema puede variar dependiendo del tamaño del artículo o unidad, pero debe ser lo suficientemente grande para que pueda ser visto claramente desde una distancia razonable. Los emblemas deben ser adheridos en forma de platos de metal, calcomanías, estenciles, etiquetas u otros medios dependiendo del tipo de bien y naturaleza de la superficie a ser marcada, pero deben ser duraderas y al menos tan grandes como la marca registrada o nombre de la compañía puesta por el productor.

2. Responsabilidades

El Donatario es responsable de:

a) Preparar y emitir las instrucciones relativas a los requisitos de marcación de USAID.

6. AID Eligibility Rules for Goods and Services
7. Subagreements
8. Local Cost Financing
10. Publications and Media Releases
13. Participant Training
16. Negotiated Overhead Rates - Provisional
17. Title To and Use of Property (Grantee Title)
20. Cost Sharing (Matching)

G. MARKING

1. All grant-financed equipment and materials and their shipping containers must be suitably marked.

Project construction sites and other project locations must display signs suitably marked and indicating participation by the United States in the Project. These signs should be erected at an early date in the construction or implementation phase and be replaced by permanent signs, plates, or plaques, suitably marked, at the end of this phase.

The term "suitably marked" used here means marking with the USAID red, white, and blue emblem, and for shipping containers, additional marking with the last five digits of USAID financing document number.

The size of the emblem may vary depending upon the size of the item or unit but must be large enough to be clearly visible at a reasonable distance. Emblems are to be affixed by metal plate, decalcomania, stencil, label, tag, or other means depending upon the type of commodity and nature of the surface to be marked, but they must be as durable and at least as large as the trademark or company brand name affixed by the producer.

2. Responsibilities

The Grantee is responsible for:

a) Preparing and issuing instructions regarding USAID marking requirements.

b) Desarrollar los procedimientos para transmitir las instrucciones pertinentes a los proveedores.

c) Incorporar los requisitos de marcación de USAID a los documentos ejecutores emitidos por el Donatario, tales como invitación a licitación, solicitudes de propuestas o cotizaciones, órdenes de compra, contratos y Cartas de Crédito.

d) Monitorear el desarrollo, reportar violaciones, iniciar acciones correctivas y recomendar excepciones.

H. REUBICACION DE EMPRESAS ESTADOUNIDENSES, ASISTENCIA A LAS ZONAS DE PROCESAMIENTO DE EXPORTACIONES Y DERECHOS DE LOS TRABAJADORES RECONOCIDOS INTERNACIONALMENTE (ENERO 1994)

Ningún fondo u otro apoyo proporcionado por este medio podrá ser usado en un proyecto o actividad que probablemente incluirá la reubicación o expansión fuera de los Estados Unidos de una empresa ubicada en los Estados Unidos, si la producción no estadounidense en tal reubicación o expansión sustituye parte o toda la producción de, y reduce el número de empleados en tal empresa en los Estados Unidos.

Ningún fondo u otro apoyo proporcionado por este medio podrá ser usado en un proyecto o actividad cuyo propósito sea el establecimiento o desarrollo de alguna zona de procesamiento de exportación o área designada para tal efecto en un país extranjero, en el cual no se aplicarían leyes relativas a mano de obra, medio ambiente, impuestos, tarifas y seguridad en tal país sin la aprobación previa escrita de USAID.

Ningún fondo u otro apoyo proporcionado por este medio podrá ser usado en una actividad que contribuya a la violación de los derechos de los trabajadores reconocidos internacionalmente en el país beneficiario, incluyendo aquellos dentro de la zona o área designada en ese país.

b) Developing procedures to transmit appropriate instructions to suppliers.

c) Incorporating USAID marking requirements into Grantee-issued implementing documents, such as invitations for bids, requests for proposals or quotations, purchase orders, contracts, and Letters of Credit.

d) Monitoring performance, reporting violations, initiating corrective action and recommending exceptions.

H. RELOCATION OF U.S. BUSINESSES, ASSISTANCE TO EXPORT PROCESSING ZONES, INTERNATIONALLY RECOGNIZED WORKERS' RIGHTS (JANUARY 1994)

No funds or other support provided hereunder may be used in a project or activity reasonably likely to involve the relocation or expansion outside of the United States of an enterprise located in the United States of an enterprise located in the United States if non-U.S. production in such relocation or expansion replaces some or all of the production of, and reduces the number of employees at, said enterprise in the United States.

No funds or other support provided hereunder may be used in a project or activity the purpose of which is the establishment or development in a foreign country of any export processing zone or designated area where the labor, environmental, tax, tariff, and safety laws of the country would not apply, without the prior written approval of USAID.

No funds or other support provided hereunder may be used in an activity which contributes to the violation of internationally recognized rights of workers in the recipient country, including those in any designated zone or area in that country.

I. IDIOMA DEL CONVENIO

Este Convenio esta preparado tanto en inglés como español. En el caso de ambiguedad o conflicto entre las dos versiones, la versión en inglés será la que prevalezca.

I. LANGUAGE OF AGREEMENT

This Grant is prepared in both English and Spanish. In the event of ambiguity or conflict between the two versions, the English language version will control.

ADJUNTO 2

DESCRIPCION DEL PROGRAMA

A. PROPOSITO DE LA DONACION

El propósito de la Donación es el de incrementar el acceso a y la calidad de los servicios de educación al mejorar la eficiencia y eficacia de la entrega de esto servicios. Esto será logrado a traves del desarrollo y capacidad local en hacer investigación educativa en apoyo a la reforma educativa, a traves de preparar proveedores de capacitación y "agentes de cambio" al nival naciónal para los cambios que se llevarán a cabo bajo la reforma del sector educativo, y a traves del fomento de diálogo naciónal en apoyo a la reforma.

B. COMPONENTES DE LA ACTIVIDAD

El programa trabajará simultáneamente en tres componentes: 1) fortalecimiento institucional para la capacitación de agentes de cambio educativos; 2) desarrollo de la capacidad nacional de investigación educativa; y 3) fortalecimiento del proceso de diálogo sobre educacion al nivel nacional.

Aunque la actividad se dirigirá a temas de política de todos los niveles de la reforma educativa, el programa dará prioridad a las necesidades y temas de los niveles de educación preescolar y básica.

Componente I - "Agentes de Cambio" en Apoyo a la Reforma

Bajo este componente, el Proyecto capacitará a grupos seleccionados de docentes, administradores educativos y padres de familia con el propósito que estos mismos grupos capaciten a otros a nivel nacional para que apoyen la reforma educativa.

El entorno institucional inmediato de este componente está constituido por las siguientes entidades: La Dirección Nacional de Capacitación y los Departamentos Regionales de Capacitación del Ministerio de Educación, las Facultades o Departamentos de Educación de las universidades del país, las instituciones de educación superior no

ATTACHMENT 2

PROGRAM DESCRIPTION

A. PURPOSE OF THE GRANT

The purpose of the Grant is to increase access to and quality of education by improving the efficiency and effectiveness of service delivery. This will be achieved by strengthening local capacity to conduct educational research in support of educational reform, by preparing training providers and key "change agents" at the national level for the changes that will take place under the education sector reform, and by fomenting educational dialogue at the national level in support of the reform.

B. ACTIVITY COMPONENTS

The program will work simultaneously in three areas: 1) institutional strengthening for the training of educational change agents; 2) development of a national research and policy analysis capability in education; and 3) strengthening of the educational dialogue at the national level.

Although the activity will address policy issues at all levels of education reform, priority will be given to pre-school and primary education issues and needs.

Component I - "Change Agents" in Support of Education Reform

Under this component, the Project will train select groups of teachers, educational administrators, and parents with the intent for these same groups to train others on a national scale supporting the education sector reform.

The immediate institutional environment of this component comprises the following entities: the National Directorate for Training, the regional training departments of the Ministry of Education, the different schools or education departments of the country's universities, non-university higher education institutions, non-governmental organizations, and private

universitaria y algunos organismos no gubernamentales e instituciones privadas con experiencia en capacitación de agentes educativos.

El primer paso en la ejecución de este componente será efectuar un estudio sobre la capacitación de agentes educativos, coordinado con la unidad de investigación del programa. El estudio incluye un análysis cuidadoso de las experiencias previas de capacitación, con el fin de identificar las lecciones aprendidas más importantes. Este tipo de estudio incluirá no sólo el análisis documental sino el estudio directo de los efectos de los programas en una muestra representativa de maestros. El estudio incluirá también un análisis de experiencias de éxito en otros países. Finalmente, abarcará la identificación de necesidades y capacidades actuales de las instituciones de capacitación en el país.

El estudio de las experiencias nacionales e internacionales de capacitación de agentes educativos, así como de las necesidades y capacidades actuales de capacitación en el país, permitirá diseñar modelos de capacitación que aumenten la probabilidad de un impact positivo en el desempeño de los agentes educativos y en la calidad de la educación. El diseño de estos modelos será sometido a experimentación y las lecciones serán comunicadas y tendrán el potencial de ser expandidas a nivel nacional.

La definición de modelos de capacitación no significará crear deseños rígidos que deban ser aplicados mecánicamente en todo el país. De hecho, las formas y contenidos de capacitación son diversos y este programa no deberá impedir el desarrollo de la creatividad y la flexibilidad, aspectos necesarios en un marco descentralizado. Por lo tanto los modelos buscarán integrar principios orientados que puedan se aplicados con creatividad en situaciones particulares.

Además de la comunicación de los resultados de la investigacíon y de las lecciones aprendidas mediante la experimentación de modelos de capacitación, este componente realizará acciones que ofrezcan a entidades

institutions with expertise in educational agents training.

A study on educational agents training will be the first step in the implementation of this component, in joint coordination with the activity's research unit. The study will include an analysis of prior training experiences to identify the most important lessons learned. The study will not only be limited to the analysis of documents, but will also contemplate the directed study of the effects of the different training programs within a representative sample of teachers. Also included in the study will be an analysis of successful experiences in other countries. Finally, the study will contrast reform-related training needs with the present capacities of the country's training institutions.

The study of both national and international educational change agents training experiences, as well as of the reform's training needs and present training capacity within the country will allow for the design of training models that will increase the probability of a positive impact in the development of educational agents and the quality of education. The design of these models will be subjected to experimentation to determine their potential for expansion at the national level.

A "training model" is not meant as something rigid to be applied uniformly in all areas of the country and in all situations. The training models will in fact encourage creativity and flexibility, both of which are indispensable in the context of decentralization. Therefore, training models will be developed that seek to provide sets of guiding principles and proven methodologies for creative application under and in varied conditions and situations.

Besides the communication of research outcomes and the lessons learned through experimentation with training models, this component will also directly provide training suppliers the opportunity to better their training

capacitadoras oportunidades de mejorar sus servicios de capacitación. Este programa logrará esto con tres acciones específicas:

a. **Entrenamieto** - Incluirá el diseño e ejecución de cursos modulares sobre temas básicos de acuerdo a las necesidades de capacitación detectadas en la investigación y los principios emanados de la experimentación de modelos. Estos cursos estarán dirigidos a personal profesional de las instituciones capacitadoras y requerirá la intervención de especialistas extranjeros y expertos nacionales.

b. **Talleres nacionales y regionales de intercambio de experiencias** - Los talleres serán un mecanismo para promover la autocapacitación a nivel nacional. Promoverán el intercambio de experiencias entre instituciones tanto a nivel regional como nacional.

c. **Provisión de información** - Con la creación del centro de recursos se proveerá la facilitación de información documental y bibliográfica sobre experiencias de capacitación a nivel nacional e internaciónal. En adición, se incluirá la preparación y publicación de una revista o boletín que comunique los resultados de las experiencias de capacitación, investigación y procesos de diálogos, principalmente al nivel nacional. Contribuciones de instituciones participando en la actividad en apoyo a la Reforma del Sector Social será promovido.

Componente II - Unidad de Investigación Aplicada

Este componente creará una capacidad de investigación en FEPADE y en otras instituciones que participan en el proyecto, para avaluar el impacto sobre la calidad, la cobertura y la equidad de los programas educativos, y para avaluar y guiar el desarrollo de políticas nacionales. En adición, el componente creará un patrocinio, a traves de un Fondo para la Investigación Educativa, de investigaciones a ser conducidas por instituciones calificadas en el país, aprovechando la capacidad técnica acumulada por los miembros del equipo de investigación referido anteriormente.

services. The program will accomplish this with three different mechanisms:

a. **Training** - Includes the design and implementation of modular courses on basic themes according to the training needs detected by research and by results from experimental models. Courses will be offered to institutions' professional training staff, and will be provided by national and international specialists.

b. **National and regional workshops** - Workshops will represent a mechanism for promoting peer training by fostering the exchange of experiences among institutions at both the national and regional levels.

c. **Information** - Through the establishment of a resource center, providing national and international training research material. In addition, a magazine or bulletin containing information on training, research and dialogue activities at a predominantly national level will be published. Contributions from institutions participating in the Social Sector Reform activity will be especially promoted.

Component II - Investigative Unit

This component will create an investigative capability in FEPADE and other participating institutions to assess the impact on quality, coverage, and equity of education programs and to evaluate and guide the development of national policy. In addition, the component will create a competitive Fund for Educational Research open to qualified domestic institutions and supporting pursuit of the findings of the interinstitutional research team.

UNIDAD INTERINSTITUCIONAL DE INVESTIGACIÓN EDUCATIVA

La producción local (salvadoreña) de investigación eficaz dirigiendose al desarrollo de propuestas educativas viables será el guía para este componente. El objetivo no es realizar estudios teóricos académicos sino investigar de una forma moderna y práctica los problemas para ayudar a orientar los procesos de decisión y la acción de los diferentes actores del sistema educativo. El componente de diálogo de la actividad será clave en lograr esta meta, puesto que será prioritario establecer conexión entre los investigadores y los diferentes grupos de interés en el campo de la educación al interior del país. Se buscará generar un sistema eficaz de diseminación de la inforamación producida mediante la investigación.

Para que se desarrolle la capacidad nacional en investigación, se creará un Equipo Interinstitucional de Investigación Educativa. Este equipo será compuesto de un núcleo de profesionales salvadoreños cuidadosamente seleccionados de varias instituciones quien han demostrado el potencial de aprender nuevas metologías y que estan en puestos para continuar llevando a cabo investigaciones y estudios futuros despues que termine la capacitación. Estos profesionales serán capacitados en metodologías de identificación de datos, observación de campo y investigación, y análisis y interpretación de datos para desarrollar políticas educativas. Para esto se contará en especial, pero no exclusiva, con la asesoría directa de especialistas del Harvard Institute for International Development (HIID) para la capacitación de estos investigadores bajo este componente. FEPADE y HIID, en consulta con el MINED y USAID, tamizarán y seleccionarán los miembros del equipo de investigación.

El equipo interinstitucional de investigación estará asesorado por un grupo compuesto de consejeros salvadoreños a tiempo parcial ad-honorem, quienes asistirán a las reuniones del equipo de investigación en momentos cruciales del proceso de investigación. Este "Comité Asesor" debe consistir de investigadores y

INTERINSTITUTIONAL TEAM FOR EDUCATIONAL RESEARCH

Local production of high quality technical research leading to the development of feasible educational proposals will be a guideline for this component. The goal is not to carry out theoretical academic research, but rather to investigate practical problems that have been identified as priority for the education reform, to feed directly into the decision-making processes of the actors involved in the educational system. The dialogue component of this activity will be key in achieving this goal, since it will be necessary to establish a relationship among investigators and interest groups concerned with education issues in the country. An efficient dissemination system for the data resulting from the research will be sought.

In order to develop national "on-the-ground" research capacity, an Interinstitutional Team for Educational Research will be created. This team will be composed of a cadre of carefully-selected Salvadoran professionals from various institutions who have shown the potential to learn new methodologies and who are in positions to continue to carry out future research and studies after the training is over. These professionals will be trained in data identification methodologies, field observation and research, and analysis and interpretation of data to develop educational policies. The special but not exclusive services of consultants from the Harvard Institute for International Development (HIID) will be utilized for the training of these researchers under this component. FEPADE and HIID, in consultation with the MINED and USAID, will screen and select research team members.

The interinstitutional research team will be assisted by a group of ad-honored part-time Salvadoran professionals who will work with the activity during critical moments in the research process. This "Advisory Committee" will consist of researchers and academics able to help in the training component as well as in the

académicos que puedan ayudar en el componente de capacitación así como el componente de investigación. Este grupo podría incluir como miembros a consultores privados, especialistas en educación del país o del extranjero, y otros profesionales calificados.

research component. The committee could include private advisors, education specialists both from El Salvador and abroad, and other qualified professionals.

Una de las primeras actividades de este componente será elaborar una agenda de investigación educativa y determinar prioridades. Será necesario una revisión sistemática de los resultados y estudios disponibles así como información generada por el proceso de diálogo que se esta llevando a cabo. Entrevistas como personas claves también se usarán para identificar prioridades. Esta información en conjunto con el análisis de los planes de reforma educativa del MINED y el Informe de la Comisión de Educación, Ciencia y Desarrollo serán importantes en establecer necesidades de investigación. Ejemplos de algunos temas potenciales de estudio incluyen los siguientes: análisis de esfuerzos de capacitación nacional hasta el momento para identificar elementos claves de éxito, administración educativia al nivel de escuela, observación directa de la práctica educativa al nivel del aula e impacto en mejorar la calidad educativa, el estado de las relaciones escuela-comunidad, la influencia de factores externos en el proceso de aprendizaje, etc. La agenda de investigación será examinado y discutido con varios actores envueltos en la reforma educativa y clasificado en orden de prioridad para la investigación del primer año.

One of the first activities of this component will be to set the educational research agenda and determine priorities. It will be necessary to systematically analyze the available diagnoses and studies as well as data generated by the dialogue process currently underway. Interviews with key personalities will also be used to identify priorities. This information in conjunction with an analysis of the MINED's education reform plans and the report of the Education, Science and Development Committee will be important in establishing research needs. Examples of some potential topics of study include the following: analysis of national training efforts to date to identify key elements of success, educational management at the school level, direct observation of classroom educational practices and impact on improving educational quality, the status of school-community relationships, the influence of external factors in the learning process, etc. The research agenda will be vetted and discussed with various actors involved in the education reform and ranked in order of priority for investigation for the first year of work.

En resumen, las siguientes actividades se llevarán a cabo para lograr los objetivos de este sub-componente:

1. Seleccionar cuidadosamente los profesionales que consistirá el Equipo Interinstitucional de Investigación Educativa y el Comité Asesor.

2. Definir problemas específicos de investigación como parte de una agenda de investigación, tomando como referencia las áreas temáticas planteadas arriba y la información que se obtenga de la ejecución de este componente.

In summary, the following activities will be carried out in order to achieve the objectives of this sub component:

1. Careful selection of the professionals to compose the Interinstitutional Team for Educational Research and the Advisory Committee.

2. Definition of specific research problems as part of a research agenda, based on the topics above mentioned and the information obtained from the implementation of this component.

3. Entrenar profesionales en métodos de investigación educativa, incluyendo los investigadores titulares y los asistentes. El entrenamiento no será puramente teórico y académico, sino que estará conectado con las necesidades de producir investigaciones específicas. Esto asegurará un sentido de equipo y seguir un plan común y métodos de investigación similares. Todos los miembros, incluyendo los asistentes de investigación, deben recibir la misma capacitación, compartir las mismas experiencias de investigación y discutir las implicaciones de sus estudios.

4. Incluir en el entrenamiento oportunidades de aprender métodos cualitativos y cuantitativos de recolección y análisis de datos, métodos de observación, entrevistas, etc.

5. Preparar informes de investigación, incluyendo los resultados del análisis, sugerencias de implementación - Esto será ligado a las actividades de diálogo y diseminación del Componente III de este Proyecto.

FONDO PARA LA INVESTIGACION EDUCATIVA
Además del trabajo a ser realizado por la Unidad de Investigación Educativa, que será manejado por FEPADE, con la asesoría de HIID, el programa se propone crear el Fondo para la Investigación Educativa con el propósito de apoyar el trabajo de investigación de otras organizaciones educativas. La cantidad máxima que este Fondo recibirá para dichos proyectos es de $500,000.

Gestión del Fondo. El Fondo será coordinado por FEPADE ex oficio, y dentrá un Consejo Asesor con representantes voluntarios del Ministerio de Educación, varias universidades y centros de investigación. Este Consejo delineará las líneas básicas de investigación a ser realizadas. FEPADE será responsable de esta dirección del Consejo Técnico al cual el HIID le proveerá asesoría profesional.

Actividades
El Fondo llevará a cabo las siguientes cuatro actividades:

3. Training of professionals in educational research methods, including appointed researchers and assistants - Training will not only include theory and lectures but also on-the-ground field research linking theory and practice. This will ensure a sense of teamwork and pursuit of a common goal using uniform methodology. All team members, including research assistants, will receive the same training, share the same research experiences, and discuss the implications of their studies.

4. Training providing the opportunity to learn qualitative and quantitative data collection and analysis methods, observation methods and interviews, etc.

5. Preparation of research reports, analysis of outcomes, and implementation recommendations - This will be linked to dialogue and dissemination activities in Component 3 of this Project.

FUND FOR EDUCATIONAL RESEARCH
In addition to the work carried out by the interinstitutional research team, managed by FEPADE with the assistance of HIID, the program proposes to create a Fund for Educational Research aimed at providing support to the research efforts of other educational organizations. The ceiling amount received by this Fund for those research activitiess is $500,000.

Fund Management. The Fund will be coordinated by FEPADE ex officio, and will have an Advisory Council with representation ad honorum from the Ministry of Education, various universities and research centers, and FEPADE. The council will lay the foundations of the research to be carried out. FEPADE will be accountable for leading this Technical Council and HIID will provide it with technical support.

Activities.
The following four activities will be carried out by the Fund:

1. **Licitación, evaluación y selección de propuestas de investigación.** Estas propuestas establecerán los tópicos a ser estudiados, los procedimientos de muestreo a ser seguidos, la metodología de la investigación y el presupuesto.

2. **Provisión de asistencia técnica cuando sea necesaria.** El HIID estará deseoso de ayudar a las organizaciones en el diseño de sus investigaciones y de proveer una cantidad limitada de entrenamiento para llevar a cabo el estudio propuesto. Dicha asistencia será dada solamente en la medida en que no interfiera con el desarrollo de la Unidad de Investigación Educativa, que es la primera prioridad del HIID.

3. **Supervisión del trabajo de los proyectos que han sido financiados.**

4. **Divulgación y evaluación de los resultados de los estudios que lo ameriten y cuando los mismos estén completados.** Este proceso puede realizarse a través de publicaciones formales, seminarios para grupos de interés en los sectores público y privado, o a través de boletines especialmente preparados para supervisores, directores de escuelas y maestros. El Fondo tendrá como objetivo hacer que todos los resultados de la investigación lleguen a aquéllas personas que estén más interesados en ellos y especialmente apto para usar los resultados en su trabajo.

El Fondo podrá poner a disposición de aquéllos que estén llevando a cabo los estudios financiados por él, la documentación y los equipos de computación necesarios. Cuando sea posible también ayudará a los investigadores a preparar los informes y otros compendios de sus resultados.

Componente III - Apoyo al Proceso de Diálogo

Este componente fomentará la participación de todo el sector educativo reforzando a mecanismos existentes de diálogo como el multi-sectorial Comíte Dinamizador y otros. El componente también motivará el diálogo nacional y regional con el objetivo de apoyar y promover la reforma educativa e identificar cambios en la política educativa.

1. **Bidding, Evaluation and Selection of Research Proposals.** These proposals will establish the topics to be studied, the sampling procedures to be followed, the research methodology, and the budget.

2. **Provision of Technical Assistance whenever necessary.** The HIID will provide assistance to organizations in their research design, and will provide a limited amount of training and technical assistance to carry out the proposed study. Assistance provided by HIID will be provided to the extent it does not interfere with the development of the Unit for Educational Research, which is the HIID's primary responsibility.

3. **Work Supervision of Financed Research activities.**

4. **Evaluation and Dissemination of Research Results.** This will be carried out through formal publications, seminars for interested groups in the public and private sectors, or through specially prepared bulletins. The main purpose of the fund is to make research outcomes available to those who are most interested and most apt to use the results in their work.

The fund will provide the use of computers and research materials to those working in its research activities, and when possible will help researchers prepare reports and other documents containing research results.

Component III - Support to the Dialogue Process

This component will promote the participation of the entire education sector through strengthening existing dialogue mechanisms such as the multi-sectoral Comíte Dinamizador and others. The component will stimulate national and regional dialogue with the objective of supporting and promoting education reform and identifying educational policy changes.

Este componente promoverá los procesos de diálogo organizado, con financiamiento para las actividades logísticas y contribuira por medio de publicaciones a incrementar los elementos de juicio que permitan un diálogo más propositivo y acorde a la realidad en El Salvador.

Un inventario de todas las iniciativas de diálogo y sus promotores, es el primer paso para identificar en qué áreas del país se necesita organizar actividades de diálogo y en cuáles otras el requerimiento es apoyo logístico. Cuando las iniciativas de diálogo esten presentes en las áreas representativas del país, es pertinente un proceso de seguimiento y apoyo financiero.

Ejemplos de los tipos de apoyo financiero planificado en este componente podrían ser el pago de costos de locales, procesos de convocatoria, reproducciones, alimentación y en algunos casos honorarios de facilitadores. Apoyo técnico podría incluír asistencia con el diseño del evento (registro, la agenda, etc.), preparación de documentos, metodología, y selección de participantes.

Para promover un mejor entendimiento de la educación en El Salvador, se desarrollará una red de información incluyendo al Ministerio de Educación, maestros, directores de escuelas, supervisores de escuelas, los miembros del Comite Dinamizador y otras iniciativas organizadas de diálogo. Desde el inicio serán sostenidas discusiones con los representantes de los grupos principales y otros individuos informados sobre cuál modalidad exactamente debería tomar esta red de información y cuáles problemas educacionales deberían considerarse.

Una posibilidad muy probable es un boletín que ofrezca informes periódicos sobre tópicos de interés general, tales como la calidad de las escuelas y las estrategias que están siendo discutidas para mejorar la educación. Una vez que la Unidad de Investigaciones Educativas esté realmente llevando a cabo los estudios, algunos de sus resultados podrán circular a través de esta red.

The component will foster organized constructive dialogue through events and materials production designed to increase policy and program quality, as well as to increase public participation in matters of importance to the national system of education in El Salvador.

The first priority will be an inventory of dialogue initiatives throughout the country. The purpose of this activity is to identify which areas of the country require the establishment of dialogue initiatives, and which simply require technical and/or financial assistance to improve or expand what it already present. The results of this study will determine this component's geographic and financial and technical support priorities.

Examples of the types of financial support available under this component would be the payment of costs associated with the rental of facilities, production of publications, advertising, food and beverages, and professional moderators. Technical support could include assistance with the designing of the event (registration, agenda, etc.), document preparation, methodology, and selection of participants.

As an important step in promoting a wider and better understanding of education in El Salvador, an information network will be developed, encompassing the Ministry of Education, teachers, school directors, supervisors, parents groups, private sector representatives, and members of the Comité Dinamizador and other organized dialogue initiatives. Many of the decisions made about the component's direction and focus will be made by consultation within this network.

The publication of a bulletin, as has been discussed previously, designed to keep people informed about topics of general interest to the reform, and of specific interest to the Social Sector Reform activity, is a possibility. Seminars, lectures, work groups, etc. are another alternative for policy designers, service deliverers, and for their ultimate consumers, civil society

Otra alternativa son los seminarios intensivos para los diseñadores de políticas, sobre temas en los cuales ellos tienen responsabilidad. El propósito general de todas estas actividades es llegar a aquéllos que tengan un interés en políticas educacionales y a aquellos que puedan contribuir a mejorarlas.

in general. The general purpose of all these activities is to both inform and to facilitate the interchange of ideas between those interested in, and with the capacity to contribute to, the improvement of the national system of education.

C. ESTADO AL FINAL DE LA ACTIVIDAD

Se espera que al final de la ejecución del Proyecto se hayan obtenido los siguientes resultados principales:

- Dos mil funcionarios del sector educativo capacitados en nuevas metodologías pedagogicas basadas en nuevas y pasadas experiencias de enseñanza. Se hará hincapié en la capacitación a capacitadores a nivel nacional.

- Se llevarán a cabo Cinco Eventos de Diálogo sobre el proceso de Reforma enfatizando la participación de un amplio sector de la sociedad salvadoreña.

- Se llevarán a cabo Cuarenta Estudios de Investigación sobre la Reforma Educativa contemplando varios temas tales como políticas, el rol del sector privado y otros que serán desarrollados durante la ejecución del Proyecto.

C. END OF ACTIVITY STATUS

Project implementation should result in the following major outputs by the time the Project terminates:

- Two Thousand Education Sector personnel trained in new teaching methodologies based on past and present teaching experiences. Emphasis will be on training of trainers to cover the country.

- Five Major Education Reform Dialogue Events with the emphasis on participation from a broad spectrum of Salvadoran society.

- Forty Research Studies on Education Reform contemplating various topics such as policy, the private sector role and others that will be developed during the implementation of the Project.

D. Autosuficiencia Operacional

Al mantener el plan de autosuficiencia de FEPADE desarrollado conjuntamente con USAID bajo el Proyecto No. 519-0315 Capacitación para obtener Competividad y Producción, el crecimiento del patrimonio de FEPADE siguirá siendo una prioridad. Bajo este Convenio, FEPADE podrá usar recursos no-en-ejectivo del proyecto para responder a y ejecutar solicitudes para servicios ofrecidos por el GOES, y especialmente el Ministerio de Educación; donantes internacionales; y otras partes. Las siguientes limitaciones serán aplicadas:

1) La actividad debe de apoyar directamente a la reforma educativa.

2) La ejecución bajo este Convenio no deberá ser afectada adversamente.

D. Operational Self-Sufficiency

In keeping with FEPADE's sustainability plan developed in concert with USAID under Project 519-0315, Productivity and Competitiveness, the growth of FEPADE's endowment remains a priority. Under this Agreement, FEPADE will be permitted to use non-cash project resources to respond to and implement requests for services offered by the GOES, and especially the Ministry of Education; international donors; and other parties. The following limitations will apply:

1. The activity must be in direct support of the overall educational reform.

2) Implementation under this Agreement must not be adversely affected.

3) There must be accountability in the

3) Se necesita contabilidad del monto y índole de los recursos empleados.

4) Un porcentage de los honorarios ganados despues de costos, equivalente al porcentage de recursos del Convenio empleados sobre el esfuerzo total, serán considerados ingresos para deposíto al partimonio de FEPADE. FEPADE no requiere contribuir equivalentes de costos de sus propios recursos.

FEPADE conseguirá que los beneficiarios y las organizaciones que reciban asistencia financiada bajo esta Donación, contribuyan en por lo menos el 25% o en algunos casos más, del costo de los servicios o asistencia recibida. Estas contribuciones pueden ser incorporadas como contrapartida al Proyecto.

amount and nature of the resources employed under this Agreement.

4) A percentage of the fees earned after costs, equivalent to the percentage of resources under this Agreement employed against total effort, is to be considered program income for deposit in FEPADE's endowment. FEPADE is not required to match the amount from its own funding sources.

FEPADE will ensure that beneficiary groups and organizations which receive assistance financed under the Grant contribute at least 25% and in some cases more, as appropriate, of the cost of a service or assistance received. These contributions can be considered as counterpart contribution to the Project.

Cooperative Agreement No.
519-0401-A-00-6011-00
Attachment 3

SUPPORT EDUCATIONAL REFORM PROJECT
PRELIMINARY BUDGET BY COMPONENTS & INDIRECT ACCOUNTS
US$

	THIS OBLIGATION	Future Obligations	LOP
1. FEPADE MANAGED ACTIVITIES			
1.1 Change Agent	249,156	1,686,914	1,936,070
1.2 Investigation	312,466	2,115,562	2,428,028
1.3 Dialogue	150,814	1,021,088	1,171,902
1.4 Evaluation	16,730	113,270	130,000
1.5 Overhead	220,834	1,495,166	1,716,000
Sub-total 1	950,000	6,432,000	7,382,000
TOTAL LOP USAID	**950,000**	**6,432,000**	**7,382,000**
TOTAL LOP COUNTERPART	**106,383**	**2,563,617**	**2,670,000**
TOTAL PROJECT US$	**1,056,383**	**8,995,617**	**10,052,000**

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SUPPORT EDUCATIONAL REFORM PROJECT
PRELIMINARY BUDGET BY YEAR, COMPONENTS & INDIRECT ACCOUNTS
US$

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL LOP
1. FEPADE MANAGED ACTIVITIES						
1.1 Change Agent	535,500	447,100	448,745	469,490	35,235	1,936,070
1.2 Investigation	673,200	561,040	563,108	588,956	41,724	2,428,028
1.3 Dialogue	321,300	269,860	272,147	283,554	25,041	1,171,902
1.4 Evaluation	0	0	50,000	0	80,000	130,000
1.5 Overhead	350,000	412,000	466,000	438,000	50,000	1,716,000
Sub-total 1	1,880,000	1,690,000	1,800,000	1,780,000	232,000	7,382,000
TOTAL LOP USAID	1,880,000	1,690,000	1,800,000	1,780,000	232,000	7,382,000
TOTAL LOP COUNTERPART (IN-KIND)	200,000	317,500	842,500	842,500	467,500	2,670,000
TOTAL PROJECT US$	**2,080,000**	**2,007,500**	**2,642,500**	**2,622,500**	**699,500**	**10,052,000**

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EDUCATIONAL REFORM SUPPORT ACTIVITY

Fourth Draft
Version printed on August 17, 1995 (9:44 H)

This draft is the result of the meetings between the MINED, USAID, and FEPADE on June 6th, 8th, 14th, 20th, and 27th 1995.

By the Business Foundation for Educational Development (FEPADE).

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I. BACKGROUND

The signing of the Peace Accords in 1992 was a historical landmark for El Salvador. The Accords put an end to a twelve year conflict and opened the door to new opportunities to employ dialogue and consensus to help resolve the problems of society.

One of the top priorities in this post-war period is to assure a sustainable peace based on democracy and economic, social, and cultural progress. The achievement of this goal requires that El Salvador make poverty-alleviation a clear national priority. In addition to addressing economic and social problems associated with poverty, it will also be necessary to strengthen citizen participation, preparing an informed citizenry to participate in decision-making processes within different levels and sectors of society.

The need to sustain peace, democracy and progress in El Salvador coincides with a world trend towards globalization. The impact of exponential growth in communications technology; the generation, expansion and opening of global markets that extend beyond national borders; the urgent need to address environmental protection within a sustainable development framework; and the opportunity to develop joint regional economic and social proposals are some of the factors that place us in a more complex and interconnected world.

Education is a fundamental building block for the development of each citizen and for society as a whole. Myriad research shows that investment in education and human resources is indispensable for ensuring sustainable economic growth, democracy and peace. It is essential that El Salvador improve the capacity of its human resources, to achieve maximum social benefits by improving economic, social and cultural conditions.

Important initiatives for the improvement of the education system have been undertaken in the last few years. During the late 1980's the government recognized the need to target education policies towards the improvement of education services at the pre-school and primary levels, particularly to benefit those sectors most neglected in society. Two of the most significant policy efforts of the Ministry of Education (MINED) since the beginning of the decade are the EDUCO Program (Education with Community Participation), financed with funds from the IBRD (International Bank for Reconstruction and Development - the World Bank) and the SABE activity (Strengthening Achievement in Basic Education), financed by USAID. Accompanying these efforts has been an administrative reordering of the educational system. Examples of this reordering include a revised general education law and an internal administrative reorganization in the MINED. In addition to these public sector efforts, a large number of projects and activities are being carried out by the private and non-governmental sectors with both domestic and international funds.

Towards the end of the former Presidential administration (1989-94), USAID/El Salvador sponsored a comprehensive national education sector assessment. The study was carried out by the Harvard Institute for International Development (HIID), in cooperation with the Business Foundation for Educational Development (FEPADE) and the Central American University José Simeón Cañas (UCA). A participatory methodology was used, involving ongoing dialogue and consulting. An Advisory Committee comprised of approximately 40 local institutions with pluralistic representation worked with the assessment's technical team to identify the main problems within the educational system and to give general recommendations to solve those problems.

The education sector assessment and other studies confirm that despite recent efforts both by the government and private sectors, the Salvadoran educational system continues to face three main challenges: 1) *expanding coverage*, mainly at the pre-school and primary levels; 2) *upgrading educational quality* at all levels; and 3) *ensuring equitable access* to education for all children in the country regardless of economic class, gender, or location.

The first few years of the current Presidential administration (1994-99) have been marked by a growing awareness of the need for educational reform generated through a process of national consultation and dialogue. Some important examples of educational dialogue in the past few years have been: the participation of the Advisory Committee in the HIID/FEPADE/UCA sector assessment in 1993-94 and the continuing activities of the multi-sectoral successor group, the *"Comite Dinamizador"* (this committee sponsored a national forum on educational reform in January 1995); the MINED's efforts in the program *"Consulta 95"* (involving teacher consultation and televised public debates); and the reform proposal submitted by the Education, Science and Development Commission (CECD) in June 1995, appointed by the President of the Republic.

The MINED plans to present a ten year plan for the transformation of the educational system before the end of 1995. The IBRD and IDB will jointly sponsor a five-year loan supporting education reform amounting to approximately U.S.$80 million. The activity described in this document, to be financed by the USAID Mission in El Salvador, is complimentary to these efforts. While the bank loans will go directly toward funding the activities of the government through the MINED, the USAID-funded activity will focus on the role of the private, non-governmental sector in the overall education reform, strengthening private sector institutions and NGO's to allow them to be integral players in the reform, and emphasizing support and close cooperation between non-governmental and MINED programs. It will be necessary to carefully coordinate all of the country's institutional and financial resources in the education sector to reach the goal of increased quality educational opportunities for all.

II. JUSTIFICATION

A. ACTIVITY CONTEXT AND OVERVIEW

As previously mentioned, the country is developing a growing awareness of the urgent need for educational reform. In addition, there seems to be consensus concerning some essential points of the reform process. For example, there is general acknowledgement that the reform is not starting from zero, i.e., educational reform efforts have already begun in the administrative, legal, and curriculum areas, among others. These efforts form an integral part of the overall reform process. There is also consensus on the need to develop long-term educational policies, i.e., to design and implement government policies that go beyond the short-term period that each political administration governs. Finally, there is agreement that broad, multi-sectoral participation is needed in order to support and sustain real change.

In addition to the dialogue initiatives already mentioned, recent efforts by the government to promote educational decentralization have included active elements of pluralistic participation. The EDUCO Program, the creation of "District Education Funds", and the decentralization pilot experience are good examples. Decentralization represents an attempt to bring decision-making closer to the beneficiary, to improve efficiency and effectiveness of the different hierarchical levels of the Ministry of Education in its move toward a more normative role. In an attempt to better address local educational needs, decentralization is also stimulating the participation of NGO's in educational service delivery.

Current decentralization initiatives have called for a re-thinking of centralized Ministry of Education operations and of the educational system in general. The process of educational policy formulation and implementation in a centralized and non-participatory system is illustrated in figure 1. This figure illustrates that up until now, efforts in educational planning, organization, administration, supervision and evaluation have mainly been concentrated in the public sector. During the last decade, a number of educational initiatives have developed outside the public sector. As previously mentioned, the MINED has increasingly supported a more decentralized and participatory vision of the education system, promoting the participation of the private sector and NGO's.

IBRD and IDB funds to the government for support of education reform will be concentrated in the following areas: (1) expansion of coverage, (2) quality improvement (improving curriculum, provision of school materials, training of educational personnel, creation of evaluation systems, and improvement of nutrition and health levels of school children), and (3) modernization of the education system. In order to reach these goals, the government will rely heavily on increased involvement of the private sector and NGO's to carry out many of the planned activities, "contracting out" training, studies, and evaluation responsibilities.

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The USAID-sponsored activity described in this document seeks to strengthen the capacity of carefully-selected private-sector, non-governmental institutions to formulate, execute and evaluate educational activities, forming a resource pool for the government in its search for quality service providers. Strengthening activities for these national institutions will focus on three strategic areas: (1) creating an on-going capacity to generate high-quality national educational research; (2) upgrading local training programs for educational "agents of change" and; (3) fomenting on-going broad-based dialogue in educational policy-making and reform.
Ensuring access of policy makers to important national educational information upon which to base decisions requires an on-going capacity to collect and analyze data. The first component of this activity is geared toward creating a national capacity to generate quality educational research. Educational reform will also require the training and active participation of education agents at the local level, including teachers, principals, supervisors, and parents. These key actors need to receive on-going training of the best possible quality. In order to assure sustainable provision of this training within El Salvador, the second component of this activity will target experienced and capable non-governmental institutions and individuals, to further strengthen their technical and administrative capabilities as training providers. A "multiplier effect" strategy will be a key part of this effort. The third component of this activity will support dialogue initiatives focused on producing concrete proposals for educational change. Successful dialogue efforts that have taken place over the last several years will be built upon and new experiences developed, supported and/or strengthened.

In summary, this activity will seek to further develop and strengthen the technical and administrative capabilities of Salvadoran private and non-governmental organizations to team with the government to formulate, implement and evaluate educational policies. The program will build strong, supportive relationships between government and non-governmental organizations to carry out educational reform initiatives. The activities envisioned under this program will compliment both current and planned educational reform initiatives by including civil society in the entire educational reform process. (This supportive atmosphere is illustrated in Figure 2.) It is expected that the three activity components, i.e, creation of an on-going national system of data collection and dissemination, strengthening of national capacity to train educational change agents, and the inclusion of civil society in formulation of education proposals through dialogue, will create a more democratic and more supportive environment for education policy reform.

B. ACTIVITY IMPLEMENTATION

The selection of the Business Foundation for Educational Development (FEPADE) to implement the activity is based on the following global criteria:

Demands of modernization of the state policies - Modernization of the state policies tend to emphasize that the government move toward a normative role and away from

a direct implementation role in service provision. As part of the current reform of the educational system in El Salvador, the MINED plans to obtain needed training and services to the extent possible by contracting qualified local institutions for the task. In fact, this process has already begun: the MINED has greatly increased contracting-out of training and studies to local universities and NGOs over the past year. An increased role of the private sector in cooperation with the government will allow the MINED to strengthen its normative, oversight role, reducing its burden of direct involvement in project implementation. The wide variety of goods and services that will need to be provided as part of the educational reform will require not only the cooperation but also the active direct participation of the private non-governmental sector in all contemplated efforts. Thus FEPADE, a strong private sector educational institution with a proven track record, is poised to be a leader in this process.

Experience in the institutional strengthening process - FEPADE has eight years of experience in the development and strengthening of non-governmental organizations in education, specifically those involved in vocational technical education, or "professional preparation". In 1987 El Salvador had only one Center for Professional Preparation, San Bartolo, under the administration of the Ministry of Labor. This Center suffered the classic symptoms of a governmental organization attempting to set standards and at the same time execute and evaluate: crushing bureaucracy, elevated costs, little or no non-governmental representation or participation, and no objective evaluation of program effectiveness or responsiveness. FEPADE has worked for the past eight years to develop a national network for professional preparation in the non-governmental sector, strengthening nearly 120 organizations dedicated to professional preparation and covering the whole country. Each organization in this network, although at different times promoted and partially supported by FEPADE, has maintained its own autonomy. Thus even though FEPADE no longer supports them with equipment, training and operating funds, the majority have identified and captured resources from different international and national institutions which allow them to continue operating. This hands-on experience in the development and strengthening of non-governmental institutions in modern, effective training methodology, administration and management, has made FEPADE one of the few highly-qualified institutions in Central America for the development of this type of program.

Experience in leading a national dialogue process - FEPADE has continued to lead national formal education dialogue activities which started in 1993 with HIID. The foundation devotes time and resources to support the activities of the Comite Dinamizador, composed of the following group of educational NGOs, teacher unions, think tanks, and universities: UCA, UNES, SIMES, ANDES 21 de Junio, FUSADES, CENITEC, COSUPES, CONACYT, AUPRIDES, F16 and MINED. The purpose of the group is to foster dialogue, disseminate critical information, and support public participation in national educational reform.

History of close cooperation with the MINED - In 1991 the MINED selected FEPADE as the institution to manage for a fifty-year period the Instituto Tecnológico de Centro América (Central American Technological Institute -ITCA). Management of the ITCA included a large-scale upgrading of the institution's infrastructure and operations, from financial and administrative management to development and expansion of the institute's course offerings, enrollment, and staff. FEPADE's efforts are now cited as an example of successful cooperation between the private and governmental sectors. The IDB, which is the international organization financing the project, calls the ITCA effort one of the two outstanding projects in El Salvador in terms of successful and highly professional execution and management. Based on this successful experience, the government recently entrusted FEPADE with the fifty-year administration of the Instituto Tecnológico de Chalatenango, an institution similar to the ITCA that focuses on professional and technical preparation in Chalatenango and the surrounding areas.

The fact that the MINED has entrusted to FEPADE long-term management of important national educational institutions shows the confidence and close cooperation that exist between the foundation and the government, a confidence that was won based on the proven capacity of FEPADE to lead and innovate in educational activities.

Close cooperation with national private enterprise - One of the factors leading to the deterioration of the educational system has been the divorce between education and the private sector. FEPADE, which was created and is maintained by the private sector, has a close relationship not only with the productive private sector, but also with the governmental sector in general, other NGO's, public foundations and international organizations. FEPADE is a well-respected Salvadoran institution that has experience working with organizations across the political spectrum. FEPADE's experience in leading pluralistic dialogue efforts (e.g. through leadership in the education sector assessment and its facilitating role in the *Comite Dinamizador*) has laid the groundwork for continuing work in this area -FEPADE intends to continue and expand the methodology of pluralistic consultation with education groups as part of its management approach in support of the education sector reform.

Close relationship with the Harvard Institute for International Development (HIID) - The education sector assessment by HIID, FEPADE, and the Central American University José Simeón Cañas set the stage for a close working relationship among these institutions. In addition to being one of the best educational institutes in the United States, Harvard University has a broad knowledge of educational conditions in Latin America and in El Salvador in particular, acquired through many years of field research and study. Since the completion of the highly successful sector assessment in 1994 (sometimes referred to as "the Harvard study"), the expertise of HIID has been acknowledged by both governmental and private sector authorities and technicians, and HIID's services are respected and continually requested by those in the education sector. As part of this activity FEPADE will work with HIID in-country, training local

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personnel in critical research techniques, stressing institutionalization of newly acquired knowledge and procedures and allowing rapid response to local educational issues.

III. GENERAL ASPECTS OF THE ACTIVITY

A. OBJECTIVE

The purpose of this activity is to develop institutional capacity of educationally-related private and non-governmental institutions in El Salvador to team with the government to draft and implement policies and programs associated with the needs of the educational system reform. This will be done by strengthening local capacity to conduct educational research, by preparing training providers and key "change agents" for the many changes that will take place under educational reform, and by fomenting educational dialogue at a national level.

B. SUMMARY DESCRIPTION

In order to reach its goals the program will work simultaneously in three areas: (1) development of a national research and policy analysis capability in education, (2) institutional strengthening for the training of educational agents, and (3) strengthening of the education dialogue. The three areas are briefly described below, and will be laid out in more detail later in this document:

(1) The purpose of the research component is to strengthen the national capacity for producing educational research and performing policy analysis. It will combine the training of researchers (with the in-country support of the Harvard Institute for International Development) with the production of relevant studies for the design, analysis and implementation of educational policies and projects. Research priorities will be defined based on a study of what currently exists, what is needed by the MINED to inform design and implementation of education reform plans, and what has been gathered from the national education dialogue during the last several years. Two main activities will be undertaken: the creation of a team of local researchers in education and the establishment of a competitive fund for educational research.

(2) As mentioned previously, the participation of local non-governmental institutions in providing training and services to the reform effort will be crucial. Thus the component relating to training of "educational change agents" will begin by identifying national and international experiences on the training of educational agents, and prioritizing training needs *and the capacity of domestic institutions to meet those needs.* Local institutions will be strengthened through their active participation in the design, implementation, and evaluation of training models that incorporate proven successful elements. Finally, the public and private sectors will be brought together to exchange training experiences and information and devise new models for improving educational

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quality.

(3) The third component will provide continued support to the educational dialogue process, complementing the two previous components by disseminating and discussing educational research findings and in general stimulating pluralistic participation in the country's education reform.

The creation of a small resource center within FEPADE will support all three of the above components. This center will contain bibliographic data services and any necessary logistical support, e.g. computers and audio-visual and communications equipment, and will support the edition and publication of all printed materials.

C. ACTIVITY PILLARS

The activity will be structured based on the following pillars:

* *Focus on pre-school and primary education* - Although the activity will address policy issues at all levels of education reform, priority will be given to pre-school and primary education issues and needs.

* *Focus on strengthening and institutionalizing national capacities in education research, training and dialogue* - The education system can be understood as an integrated process of planning, implementation, evaluation, and quality control. The activity will seek to strengthen the capacity of representative national institutions to work together as a team in carrying out each step of the cycle.

* *Optimization of international technical assistance* - The development of national research and training capability will require carefully targeted use of international technical assistance to optimize its benefits. The program will include international technical assistance with emphasis on technology transfer and institutionalization, to develop national abilities to execute and lead the education reform.

* *Implementation flexibility* - This activity will follow the guidelines and purposes presented in this document, but will require a certain degree of flexibility as well as careful on-going monitoring to adjust to the changing reality of the education reform in El Salvador. At the end of each year the entities responsible for the activity (USAID, the MINED and FEPADE) will carry out an evaluation to determine whether the activity is adequately responding to educational reform priorities and assess any changes that may have to be made. (An instrument will need to be developed for this.) The activity will need to balance a certain flexibility with careful analysis of changing conditions in the educational environment.

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* *Promotion of teamwork and dialogue* - The activity will carry out dialogue and consultation during the planning, implementation and evaluation stages, involving various representative groups within the national education sector. It is expected that this dialogue process will create support for educational proposals, thus increasing the probability of a successful execution.

* *Tri-partite Coordination* - While FEPADE will implement technical program activities, close coordination with the MINED and USAID will be achieved through the creation of a tri-partite coordinating committee composed of two representative from each of the three institutions.

* *Sustainability* - Sustainability has both a technical and financial dimension. The activity will foster technical sustainability by ensuring that domestic capacities are strengthened and reducing the reliance on international experts, especially in the areas of training and research. Reducing dependence on foreign TA and strengthening a "critical mass" of private domestic institutions will further open opportunities for joint public-private sector financing in the future.

* *Criteria for participation* - This activity will seek to involve a wide variety of public and private education-related institutions and organizations. Criteria will need to be developed to define eligibility in some of the activities envisioned, to ensure that participating institutions and/or individuals are representative and can carry out a "multiplier effect", to broaden the benefit of any activities undertaken.

IV. ACTIVITY COMPONENTS

A. "Change Agents" in Support of Education Reform

OBJECTIVE
The objective of this component is to strengthen the capacity of national institutions to offer quality services in the training of educational agents.

DESCRIPTION
This component will carry out a variety of actions that will contribute to developing the capacity of national institutions and organizations to train educational agents of change such as teachers, directors, supervisors, and parents.

The need for this component lies in large part in the Ministry of Education's plans to make major use of the private sector in its training-related reform activities. Although details of this involvement will become available in the MINED's "Plan Decinal" when

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it is released officially in late 1995, the MINED's public announcements supporting decentralization, and the results of its widespread and inclusive dialogue events throughout the country, both support the need to involve the private sector in training activities.

Laying the burden of reform-related training at the private sector door presupposes that a sufficient selection of institutions that (1) have extensive prior training experience in the country or that have the potential to offer training services: (2) there will be a greater need for training in the future; (3) there are national institutions interested in improving their capacity to offer training services; (4) there will be financial resources to train educational agents from financial sources other than this program; and (5) there will be supervisors, directors, teachers, and parents motivated or interested in being trained.

The immediate institutional environment of this component comprises the following entities: the National Directorate for Training, the regional training departments of the Ministry of Education, the different schools or education departments of the country's universities, non-university higher education institutions, non-governmental organizations, and private institutions with expertise in educational agents training.

A study on educational agents training will be the first step in the implementation of this component, in joint coordination with the activity's research unit. The study will include an analysis of prior training experiences to identify the most important lessons learned. The study will not only be limited to the analysis of documents, but will also contemplate the directed study of the effects of the different training programs within a representative sample of teachers. Also included in the study will be an analysis of successful experiences in other countries. Finally, the study will contrast reform-related training needs with the present capacities of the country's training institutions.

The study of both national and international educational change agents training experiences, as well as of the reform's training needs and present training capacity within the country will allow for the design of training models that will increase the probability of a positive impact in the development of educational agents and the quality of education. The design of these models will be subjected to experimentation to determine their potential for expansion at the national level.

A "training model" is not meant as something rigid to be applied uniformly in all areas of the country and in all situations. The training models will in fact encourage creativity and flexibility, both of which are indispensable in the context of decentralization.. Not only must similar materials be presented differently throughout the country and to different audiences, but those same areas and beneficiaries may require very different services as well. Finally, not all training institutions share the same needs and capacities. Therefore, training models will be developed that seek to provide sets of guiding principles and proven methodologies for creative application

under and in varied conditions and situations.

Besides the communication of research outcomes and the lessons learned through experimentation with training models, this component will also directly provide training suppliers the opportunity to better their training services. The program will accomplish this with three different mechanisms:

a. **Training** - Includes the design and implementation of modular courses on basic themes according to the training needs detected by research and by results from experimental models. Courses will be offered to institutions' professional training staff, and will be provided by national and international specialists.

b. **National and regional workshops** - Workshops will represent a mechanism for promoting peer training by fostering the exchange of experiences among institutions at both the national and regional levels.

c. **Information** . Through the establishment of a resource center, providing national and international training research material. In addition, a magazine or bulletin containing information on training, research and dialogue activities at a predominantly national level will be published. Contributions from institutions participating in the Social Sector Reform activity will be especially promoted.

WORKING STRATEGY

All the activities of this component will be organized and implemented by a team comprised of a manager and one assistant. The initial priority for this team will be to design the annual operational plan, which will be evaluated at the end of the first activity year.

The first programmatic activities will be a two month national inventory of institutions and training experiences, as well as the establishment of a data base of national and international resources of potential support for this component's activities. The information generated by these activities will be used as the basis for the design and implementation of research on national and international training experiences, which will be performed in conjunction with the research unit.

The next step will be to design, implement and evaluate the various training models. A chronology of this step will depend on the nature of the models and the time needed to develop and fine tune them. Results will be disseminated through the information dissemination portion of the activity.

At the end of the first year a team of trainers will be added to the component to implement the training and strengthening of selected institutions. These activities will

be coordinated with the Regional Training Units of the MINED.

In order to guarantee a certain degree of formality in the process, the Ministry of Education and participating institutions will be required to enter into technical cooperation agreements. Participants will be contacted to provide their evaluation of and advice on the component's research and training models design.

It is anticipated that participating institutions will show substantial interest in the technical resources provided by this program component. The establishment of a network of training institutions will also serve as a source of feedback for the component's activities, as well as assist in identifying human resources that could provide professional services in training design and implementation, and in the dissemination of information. It is anticipated that the network will ultimately represent the basic organizational framework to carry out training courses and workshops, as well as the distribution of the activity's bulletin (or magazine).

OUTCOMES

As previously stated, the country must have a source of private training institutions outside the government to contribute to a sustainable increase in the quality of education. For this reason this activity seeks in principal to **"Create or strengthen the capacity of these institutions, so that the resources destined to training educational agents in the country can be used efficiently and effectively".**

Training of educational agents have historically been offered by both the public and private sectors, although there has never been a systematic study of the impact of these experiences. With this limitation in mind, a major initial priority of this activity will be to carry out a study to identify the most effective inputs for the **"Design of new training models integrating proven elements of success from prior experience".**

Quality of training services depends in general on an effective combination of human, technical, and material factors. This component's specific focus and objective will be to improve the design, implementation, and evaluation of training by increasing access to information through the means of direct training, networking, and information dissemination.

B. Investigative Unit

OBJECTIVE

The objective is to strengthen national capacity to produce educational research and to analyze data relevant to the design, implementation and evaluation of programs and policies with impact on educational quality.

DESCRIPTION

This component has two main activities: (1) the creation of a team of local

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researchers to form an Interinstitutional Team for Educational Research and (2) the creation of a competitive Fund for Educational Research open to qualified domestic institutions and supporting pursuit of the findings of the interinstitutional research team.

A.1 INTERINSTITUTIONAL TEAM FOR EDUCATIONAL RESEARCH

Local production of high quality technical research leading to the development of feasible educational proposals will be a guideline for this component. The goal is not to carry out theoretical academic research, but rather to investigate practical problems that have been identified as priority for the education reform, to feed directly into the decision-making processes of the actors involved in the educational system. The dialogue component of this activity will be key in achieving this goal, since it will be necessary to establish a relationship among investigators and interest groups concerned with education issues in the country. An efficient dissemination system for the data resulting from the research will be sought.

In order to develop national "on-the-ground" research capacity, an Interinstitutional Team for Educational Research will be created. This team will be composed of a cadre of carefully-selected Salvadoran professionals from various institutions who have shown the potential to learn new methodologies and who are in positions to continue to carry out future research and studies after the training is over. These professionals will be trained in data identification methodologies, field observation and research, and analysis and interpretation of data to develop educational policies. The special but not exclusive services of consultants from the Harvard Institute for International Development (HIID) will be utilized for the training of these researchers under this component. FEPADE and HIID, in consultation with the MINED and USAID, will screen and select research team members.

The interinstitutional research team will be assisted by a group of ad-honored part-time Salvadoran professionals who will work with the activity during critical moments in the research process. This "Advisory Committee" will consist of researchers and academics able to help in the training component as well as in the research component. The committee could include private advisors, education specialists both from El Salvador and abroad, and other qualified professionals.

One of the first activities of this component will be to set the educational research agenda and determine priorities. It will be necessary to systematically analyze the available diagnoses and studies as well as data generated by the dialogue process currently underway. Interviews with key personalities will also be used to identify priorities. This information in conjunction with an analysis of the MINED's education reform plans and the report of the Education, Science and Development Committee will be important in establishing research needs. Examples of some potential topics of study include the following: analysis of national training efforts to date to identify key elements of success, educational management at the school level, direct

observation of classroom educational practices and impact on improving educational quality, the status of school-community relationships, the influence of external factors in the learning process, etc. The research agenda will be vetted and discussed with various actors involved in the education reform and ranked in order of priority for investigation for the first year of work. A proposal for research priorities will be submitted for consideration to the tri-partite coordinating committee (FEPADE, the MINED and USAID) by the end of the first month of the activity's commencement.

In summary, the following activities will be carried out in order to achieve the objectives of this sub component:

1. Careful selection of the professionals to compose the Interinstitutional Team for Educational Research and the Advisory Committee.

2. Definition of specific research problems as part of a research agenda, based on the topics above mentioned and the information obtained from the implementation of this component.

3. Training of professionals in educational research methods, including appointed researchers and assistants - Training will not only include theory and lectures but also on-the-ground field research linking theory and practice. It is important that the interinstitutional team members receive the same training and that they work jointly for at least one or two years. This will ensure a sense of teamwork and pursuit of a common goal using uniform methodology. All team members, including research assistants, will receive the same training, share the same research experiences, and discuss the implications of their studies.

4. Training providing the opportunity to learn qualitative and quantitative data collection and analysis methods, observation methods and interviews, etc.

5. Preparation of research reports, analysis of outcomes, and implementation recommendations - This will be linked to dialogue and dissemination activities in Component 3 of this activity.

A.2 FUND FOR EDUCATIONAL RESEARCH

In addition to the work carried out by the interinstitutional research team, managed by FEPADE with the assistance of HIID, the program proposes to create a Fund for Educational Research aimed at providing support to the research efforts of other educational organizations. The ceiling amount received by this Fund for those research activitiess is $500,000.

Fund Management. The Fund will be coordinated by FEPADE ex officio, and will have an Advisory Council with representation ad honorum from the Ministry of Education, CONACYT, various universities and research centers, and FEPADE. The council will

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lay the foundations of the research to be carried out. It will also appoint a Technical Council comprised of professionals with expertise and training in educational research. FEPADE will be accountable for leading this Technical Council and HIID will provide it with technical support.

Activities.

The following four activities will be carried out by the Fund:

1. *Bidding, Evaluation and Selection of Research Proposals.* These proposals will establish the topics to be studied, the sampling procedures to be followed, the research methodology, and the budget. The Technical Council will select the proposals that are the most original and technically sound, that could best benefit from targeted training and technical assistance, that could better contribute to the understanding of educational policies, and those that would not conflict with the priorities stated in the national research agenda.
2. *Provision of Technical Assistance whenever necessary.* The HIID will provide assistance to organizations in their research design, and will provide a limited amount of training and technical assistance to carry out the proposed study. Assistance provided by HIID will be provided to the extent it does not interfere with the development of the Unit for Educational Research, which is the HIID's primary responsibility.
3. *Work Supervision of Financed Research activities.*
4. *Evaluation and Dissemination of Research Results.* This will be carried out through formal publications, seminars for interested groups in the public and private sectors, or through specially prepared bulletins. The main purpose of the fund is to make research outcomes available to those who are most interested and most apt to use the results in their work.

The fund will provide the use of computers and research materials to those working in its research activitiess, and when possible will help researchers prepare reports and other documents containing research results.

WORKING STRATEGY

The research unit's first priority will be it's staffing with a group of professional researchers and their assistants. Their goal in turn will be to prepare, by the end of the third month of the program, an annual strategic research plan. Priorities will be determined by reviewing all national research data in the education field, the results obtained by the national dialogue process in education, and the Ministry of Education's plans.

During the first quarter of the activity the research team will receive an intensive training in research techniques. Thereafter, training will continue throughout the first year, and will be combined with the field research called for in the annual strategic research plan. Training will be conducted by a mix of international and national experts. All researchers (including assistants) will pass through the entire training

process.

During the second quarter of the activity, the Advisory Council of the Unit for Educational Research will be established. The Council will be comprised of national or international experts (residing in the country) who can provide guidance and feedback to the research team.

The research work plan for the second year will be based on the results of the first year's activities. After the second year training intensity will diminish, thus increasing the time available to produce research outputs. Research outcomes will be released on a timely basis in publications, meetings and events.

In the other major component of the research unit, the educational fund, the first three months of work will be dedicated to developing the standards and procedures for future fund usage, as well as of a research plan and the priorities for the first year of the activity. At the time these activities are taking place, the Fund Advisory Council will be established. The principal function of the Council will be to provide constructive feedback to the education fund staff. Approximately four months after activity initiation, the first research activitiess financed by the fund can begin. .

OUTCOMES

El Salvador lacks a tradition of systematic research in the field of education. Moreover, research outcomes have been unrelated to public and private decision making processes regarding education. This lack of a systematic relationship can also be seen between national and international research efforts.

To **"Increase the capacity to carry out relevant research at a national level"** is a major activity objective. This will be achieved on a national scale through the provision of technical assistance at a national and international level.

The major output expected is **"Relevant, Quality Research"**, which is research rigorously designed and systematically carried out, designed to provide the decision makers in the public and private sectors with the relevant information they need.

The second major output expected is the number of **"National Investigators and Research Institutions"** benefited under the activity. This activity must have a significant impact on the research capability within El Salvador to claim any measure of success in its interventions.

C. Support to the Dialogue Process

OBJECTIVE

To strengthen the capacity to carry out a dialogue process and the search for consensus that will come to facilitate the generation and support to educational policy

proposals in an orderly fashion and through the participation of the different sectors related to education.

DESCRIPTION

Peace, after twelve years of war, was possible due to the establishment of a process of dialogue and a search for consensus. The experience has demonstrated that in our country it is possible to reach practical and effective solutions through an organized dialogue capable of generating proposals as well as supporting the validation and support of decisions made under the process.

Between October and December 1993, a consultative group comprised of approximately 80 professionals with an individual or institutional connection with the field of education, undertook the evaluation, approval, and dissemination of the Education Sector Assessment performed by Harvard Institute for International Development, the UCA, and FEPADE. This experience underscored the benefits of a well-managed multisectorial consultation and dialogue, which to date has been perpetuated in the on-going Comité Dinamizador, formed from the original Sector Assessment consultative group. Another important indicator of the importance of civic dialogue in the field of education is the work of the Comisión de Ciencia, Educación, y Desarrollo, appointed by the President of the Republic at the end of 1994.

Experience has often shown that as the design phase of educational policy lengthens due to civic consultation, the implementation phase is rewarded by a generally wider public acceptance of its activities. It is also a truism that those policies with the most public acceptance are those that are least likely to fail.

The activity's dialogue component will foster organized constructive dialogue through events and materials production designed to increase policy and program quality, as well as to increase public participation in matters of importance to the national system of education in El Salvador.

WORKING STRATEGY

The first priority will be an inventory of dialogue initiatives throughout the country. The purpose of this activity is to identify which areas of the country require the establishment of dialogue initiatives, and which simply require technical and/or financial assistance to improve or expand what already exists. This inventory will be completed by a small team of technicians experienced in civic participation. The results of this study will determine this component's geographic and financial and technical support priorities.

Examples of the types of financial support available under this component would be the payment of costs associated with the rental of facilities, production of publications, advertising, food and beverages, and professional moderators. Technical support could include assistance with the designing of the event (registration, agenda,

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etc.), document preparation, methodology, and selection of participants.

As an important step in promoting a wider and better understanding of education in El Salvador, an information network will be developed, encompassing the Ministry of Education, teachers, school directors, supervisors, parents groups, private sector representatives, and members of the Comité Dinamizador and other organized dialogue initiatives. Many of the decisions made about the component's direction and focus will be made by consultation within this network.

The publication of a bulletin, as has been discussed previously, designed to keep people informed about topics of general interest to the reform, and of specific interest to the Social Sector Reform activity, is a possibility. Seminars, lectures, work groups, etc. are another alternative for policy designers, service deliverers, and for their ultimate consumers, civil society in general. The general purpose of all these activities is to both inform and to facilitate the interchange of ideas between those interested in, and with the capacity to contribute to, the improvement of the national system of education.

OUTCOMES

The main outcome of this component is to foster a **responsible participation** of all sectors in the national education dialogue process. By "responsible participation" we mean one that without forsaking ideological or institutional diversity, seeks consensus on the most appropriate ways to face the challenges of improving the quality of education for all Salvadorans. It is expected that the dialogue process within the field of education will not only have the effect of producing important gains in education, but will positively affect the transparency and decentralization of decision making in other sectors in the process of reform.

Responsible participation is the backbone of this component, and will be promoted as a concept by supporting dialogue activities that will generate viable educational proposals, by providing training, and by the dissemination of information.

V. PROGRAM COORDINATION, MANAGEMENT, AND ADMINISTRATION

A. COORDINATION

Program coordination as described in this document will be carried out in two levels: a) Normative and b) Operational.

Normative Coordination:

For the purposes of this activity, a tripartite committee will be established with the representation of two members from each of the following: the MINED; USAID; and FEPADE. This committee will see to the following:

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- Verify that the activity activities reflect national priority objectives.

- Review, evaluate, and approve the program's annual plans.

- Verify that the strategies described in the annual plans are those used during implementation.

- Verify that the annual plans do not disagree with the reform's general guidelines.

Operational Coordination:
A committee comprised of three FEPADE staff members will be in charge of the operations coordination in joint consultation with FEPADE's Executive Committee, which is fundamentally the operational arm of FEPADE's ultimate authority, the General Assembly.

Operational Committee members will direct the activity's operations through a Project Director. The main activities of this Operations Committee are:

- See that project implementation is consistent with the objectives, goals, and procedures set forth in the annual plans.

- Submit the annual action plans, duly approved by the Executive Committee, before the MINED/AID/FEPADE committee to be evaluated and ratified.

The project will have a manager from the Office for Health and Education (OHE) of the United States Agency for International Development (USAID), who will carry out the tasks appropriate to that position as specified by USAID.

FIGURE No. 4 Coordination, management, and operations areas.

B. MANAGEMENT

Program management will be the responsibility of a Project Director in permanent consultation with the Operations Committee (described above). The Project Director is in turn advised by the Harvard University Institute for International Development (HIID), and when necessary by four voluntary councils: a) the advisory council of the Research Unit sub-component, b) the advisory council of the Research Fund sub-component, the advisory council of the Training component, and c) the advisory council of the Dialogue and Dissemination component.

The HIID contributions will be predominantly in the area of ensuring technical excellence, while the advisory councils will maintain special emphasis on the

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appropriateness of all activities to the Salvadoran national reality.

The Project Director will also be assisted by a manager in charge of the Educational Research component and one in charge of the Educational Agents Training. The Dialogue and Dissemination component will be managed through two advisors, one for each sub-component.

Page 31 shows the proposed organizational chart, set up according to levels of authority and accountability (left column), using FEPADE's internal nomenclature. The number of persons within each level of authority and accountability hired (paid) by the activity can be seen in the right column. The activity total of human resources is 35, although 5 of these, the research assistants, will be financed by cooperating organizations and not from activity funds.

Managers:
The two project level managers, one for the Educational Research component and the other for the Educational Agents Training component, will require both administrative and technical skills.

Advisors:
Three Advisors will be hired under the Research Fund and the Dialogue and Dissemination sub-components. Advisors will be technical specialists, and in keeping with the interconnected nature of the activity's three components, will actively cooperate with each other.

Researchers and Assistants:
During the first month of the activity HIID will determine the most effective methodology for recruiting a select group of professionals to become educational research specialists. While a final decision has not been made, it is possible that the activity will bear at last 75% of researchers salary, the remaining 25% to be borne by each researcher's sponsoring institution. Part time training and involvement in all project activities will be provided to five "research assistants" who will be 100% supported by their sponsoring institutions.

Trainers:
Following the first year of research and planning activities, a total of five trainers will be hired to implement the training component's activities.

Support Personnel:
Rounding out the personnel are those in support positions, such as secretaries, logistician, drivers, resource center technician, and assistants in each of the subcomponents..

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C. MANAGEMENT, ADMINISTRATIVE AND FINANCIAL CONTROL SYSTEMS

FEPADE has the proven administrative capacity to plan and carry out complex project activities, as well as the financial structure and procedures to manage USAID funding.

FEPADE's administrative structure allows for the extraction and management of all necessary programmatic and financial information.

a) Thorough and timely reporting of all required information.

b) Maintenance of separate records identifying the source and application of funds for all activities under agreements signed by FEPADE.

c) Records and control of all funds, goods and other assets.

d) Separation of expenses under specific project budgets.

e) Determination of reasonable, allowable, and imputable costs, as per agreements' principles and terms.

f) Accounting records supported by documentation that identify, segregate, accumulate, and record all costs incurred under the agreements, disclosing:

   i) Assistance benefits amounts and availability by entity.

   ii) The global cost per project or activity for which the assistance was granted.

g) Auditable records and procedures.

h) Timely and adequate resolutions of audit recommendations and findings.

i) Written personnel policies uniformly applied.

j) Written travel expense policies uniformly applied.

The Foundation uses an accumulation accounting bases in accordance with Generally Accepted Accounting Principles (GAAP) which requires that inputs be recorded when earned and not when received, and also that costs and expenses be recorded when incurred and not when paid.

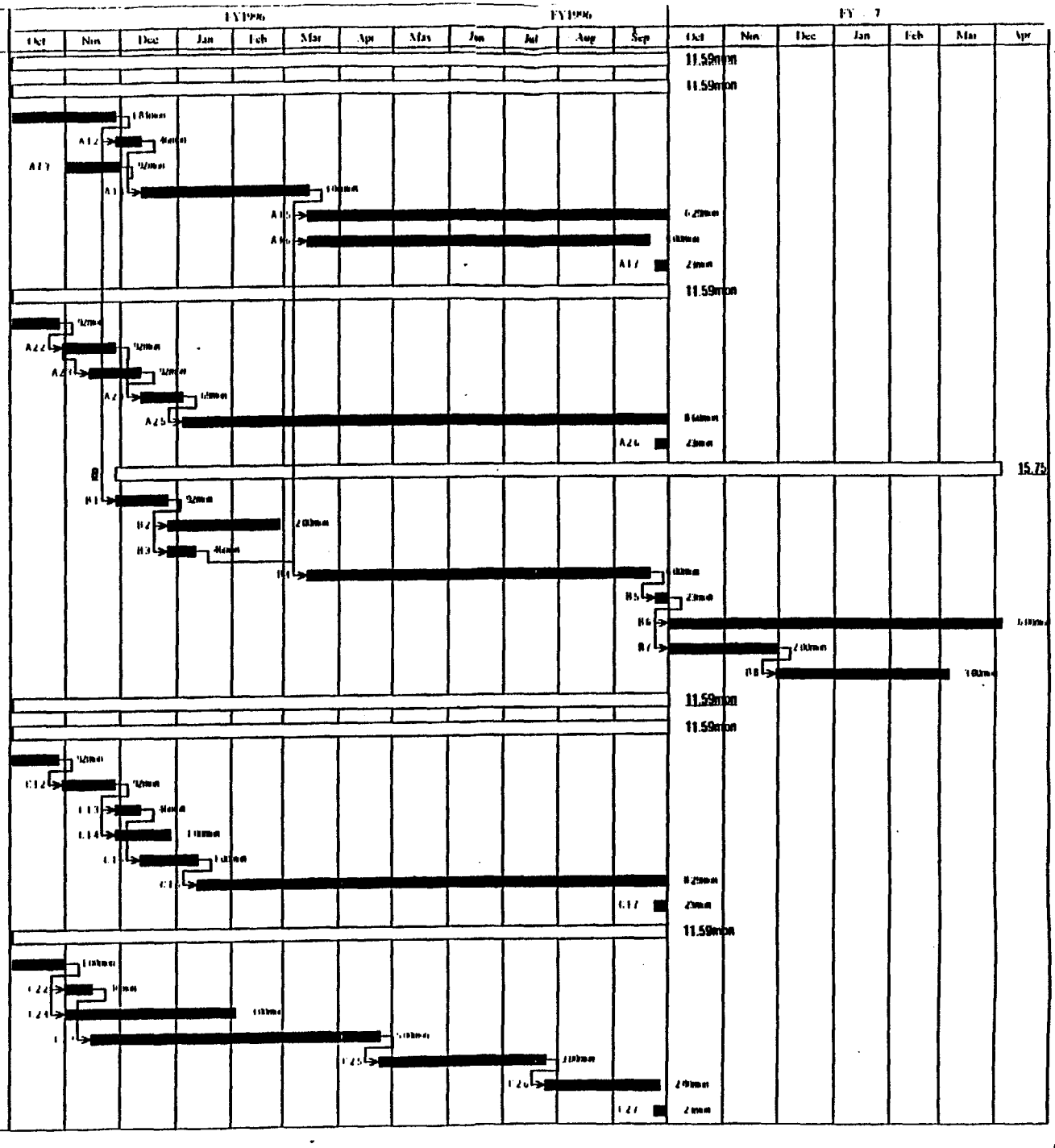
Currently, KPMG Peat Marwick Mitchell and Co. (Latin America) S.A. has provided the Foundation with external audit services for several years.

VI. TIMETABLE

An activity timetable is shown together with the activities and probable starting and finishing dates of all activities, assuming that the activity will start on October 1, 1995.

As specified in the strategies portion of this project paper, activities will be evaluated on a yearly basis and adjusted depending on the unfolding national reform effort. For this reason, detailed descriptions of the research and dialogue components are presented for the first calendar year only. The training component is presented for two calendar years because certain basic activities are necessary to establishing this component's operational foundation.

WBS	Task Name	Duration In Weeks	Start Date
A	INVESTIGACION EDUCATIVA	50.41w	2/10/95
A.1	UIE	50.41w	2/10/95
A.1.1	Contratacion Investigres y Asist	8.00w	2/10/95
A.1.2	Del plan anual de investigacion	2.00w	28/11/95
A.1.3	Formacion Consejo Asesor UIE	4.00w	1/11/95
A.1.4	Entrenamiento Base	13.05w	12/12/95
A.1.5	Entrenamiento combinado/ejecucion	27.36w	14/03/96
A.1.6	Desarrollo plan de investigacion	26.10w	14/03/96
A.1.7	Evaluacion del UIE año 1	1.00w	24/09/96
A.2	FIE	50.41w	2/10/95
A.2.1	Contratación de Equipo Técnico	4.00w	2/10/95
A.2.2	Del de Normas y Procedimientos FIE	4.00w	30/10/95
A.2.3	Formacion Consejo Asesor FIE	4.00w	14/11/95
A.2.4	Del de Plan de Invest y Prioridades	3.00w	12/12/95
A.2.5	Ejecucion de Proyectos	37.41w	4/01/96
A.2.6	Evaluacion del FIE	1.00w	24/09/96
B	CAPACITACION DE AGENTES EDUCATVS	68.50w	28/11/95
B.1	Contratacion de Personal	4.00w	28/11/95
B.2	Inventario de Instit y Exp Capacitadoras	8.70w	27/12/95
B.3	Del plan anual del componente	2.00w	27/12/95
B.4	Estudio/Diagnostico	26.10w	14/03/96
B.5	Evaluacion del componente año 1	1.00w	24/09/96
B.6	Diseño/Experimen de Modelos	26.10w	1/10/96
B.7	Formacion Redes Pilotos Instit Capacit	8.70w	1/10/96
B.8	Entrenamiento de formadores	13.05w	29/11/96
C	APOYO A DIALOGO Y DIVULGACION	50.41w	2/10/95
C.1	Diálogo	50.41w	2/10/95
C.1.1	Contratación del Personal	4.00w	2/10/95
C.1.2	Inventario de iniciativas de dialogo	4.00w	30/10/95
C.1.3	Del plan anual	2.00w	28/11/95
C.1.4	Del Normas y Procedimientos	4.35w	28/11/95
C.1.5	Formacion Consejo Asesor Diálogo	4.35w	12/12/95
C.1.6	Ejecucion del plan	36.06w	12/01/96
C.1.7	Evaluacion sub-componente	1.00w	24/09/96
C.2	Divulgación	50.40w	2/10/95
C.2.1	Contratacion de Personal	4.35w	2/10/95
C.2.2	Del Plan Anual	2.00w	31/10/95
C.2.4	Montaje de Centro Recursos	13.05w	31/10/95
C.2.3	Produccion de 1a Publicacion	21.75w	15/11/95
C.2.5	Produccion de 2a publicacion	13.05w	23/04/96
C.2.6	Produccion de 3a publicacion	8.70w	24/07/96
C.2.7	Evaluacion ano 1	1.00w	24/09/96



Milestone
Fixed Delay

Support Educative Reform Project
Summary Cost
By Components and accounting items (US$)

Gran Total

		Research			Training			Dialogue & Dissemination				Acc. Item
		Unit	Found	Total	External	National	Total	National Iniciati	Dissemination	Total	Total Anual	Percent
Salaries & Fringe Benefits*	Total S&FB	$467,200	$179,000	$646,200	$96,500	$540,700	$637,200	$197,500	$189,600	$387,100	$1,670,500	20.9%
Operating Expenses*	Total OE	$153,700	$53,700	$207,400	$23,800	$348,200	$372,000	$47,200	$374,900	$422,100	$1,001,500	12.5%
Technical Assistance*	Total TA	$80,000	$80,000	$160,000		$160,000	$160,000		$20,000	$20,000	$340,000	4.3%
Observational Travel*	Total OT	$79,500		$79,500	$15,900	$15,900	$31,800	$11,300	$18,900	$30,200	$141,500	1.8%
Seminars & Technical Assistance to Others	Total SyAT		$500,000	$500,000	$110,700	$262,500	$373,200	$240,000		$240,000	$1,113,200	13.9%
Overhead 27.85%		$275,000	$286,000	$561,000	$48,000	$467,000	$515,000	$175,000	$212,000	$387,000	$1,463,000	18.3%
HIID Contract**		$726,100	$121,200	$847,300		$363,100	$363,100				$1,210,400	15.1%
Equipment & Furniture		$49,800	$13,000	$62,800	$7,800	$53,700	$61,500	$17,800	$24,200	$42,000	$166,300	2.1%
Eqpmnt.& F. Resource Center		$6,000	$1,500	$7,500		$6,000	$6,000		$1,500	$1,500	$15,000	0.2%
Vehicles		$60,000		$60,000							$60,000	0.8%
Audit		$21,000	$10,500	$31,500	$3,700	$21,000	$24,700	$6,800	$6,800	$13,600	$69,800	0.9%
US AID Project Manager		$140,500	$70,500	$211,000	$23,700	$140,500	$164,200	$46,800	$46,800	$93,600	$468,800	5.9%
US AID Managed Actividades											$150,000	1.9%
Project Evaluation		$39,000	$19,500	$58,500	$6,500	$39,000	$45,500	$13,000	$13,000	$26,000	$130,000	1.6%
Total US$		$2,097,800	$1,334,900	$3,432,700	$336,600	$2,417,600	$2,754,200	$755,400	$907,700	$1,663,100	$8,000,000	100.0%
Gran Total Percent		26%	17%	43%	4%	30%	34%	9%	11%	21%	100%	

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Support for Educative Reform Project

Budget by year, anual increment percent, accounting items (US$)

Total Anual

				FY1				FY2		FY3		FY4		FY5		
	Unit	#Unit	$U	Units	#Units	Total_FY1	%s/FY1	Total_FY2	%s/FY2	Total_FY3	%s/FY33	Total_FY4	%/FY4	Total_FY5	Gran Total
Salaries & Fringe Benefits*															
Salaries															
B7	Director	1.00	$2,060	mes	12.0	$24,800	15%	$28,600	15%	$32,800	15%	$37,800	(50%)	$19,000	$143,000
B6	Gerente	2.00	$1,710	mes	12.0	$41,100	15%	$47,300	15%	$54,400	15%	$62,600	(50%)	$31,300	$236,700
B5	Asesor	3.00	$1,370	mes	ver detalle	$41,000	15%	$47,200	15%	$54,200	15%	$62,400	(100%)		$204,800
B4							15%		15%		15%		(100%)		
B3a	Investigador	5.00	$570	mes	12.0	$34,200	5%	$35,100	5%	$36,900	5%	$38,700	(100%)		$144,900
B3b	Asistente	1.00	$915	mes	12.0	$11,000	15%	$12,600	15%	$14,500	15%	$16,600	(26%)	$12,400	$67,100
B2	Coord.Logistic	1.00	$685	mes	12.0	$8,100	15%	$9,200	15%	$10,500	15%	$12,300	(100%)		$40,100
B1a	Capacitador	5.00	$570	mes	6.0	$17,100	115%	$36,800	15%	$42,300	15%	$48,600	(100%)		$144,800
B1b	Asist.CR/Diagra	2.00	$570	mes	12.0	$13,600	15%	$15,600	15%	$18,000	15%	$20,700	(100%)		$67,900
C4	Asistente	2.00	$460	mes	12.0	$11,000	15%	$12,600	15%	$14,400	15%	$16,600	(100%)		$54,600
C3a	Secret.Director	1.00	$345	mes	12.0	$4,000	15%	$4,800	15%	$5,600	15%	$6,400	(100%)		$20,800
C3b	Secretaria	3.00	$345	mes	12.0	$10,500	15%	$12,000	15%	$14,000	15%	$16,000	(80%)	$3,000	$55,500
C2	Motorista	2.00	$285	mes	12.0	$6,800	15%	$7,800	15%	$9,000	15%	$10,400	(100%)		$34,000
C1	Ordenanza	2.00	$230	mes	12.0	$5,300	15%	$6,100	15%	$6,900	15%	$8,000	(100%)		$26,300
D2											15%		15%		
D1											15%		15%		
Total S		30.00				$228,500		$275,700		$313,500		$357,100		$65,700	$1,240,500
Fringe Benefits						$79,000		$95,000		$108,000		$123,000		$23,000	$428,000
Total S&FB						$307,500		$369,700		$422,500		$481,100		$88,700	$1,670,500
Operating Expenses*	rental for building, utilities														
Office rental	Espacio/hombr	30.0	$65	mes	12.0	$23,400	15%	$27,000	15%	$31,000	15%	$35,700	(100%)		$117,100
Comunications, Suscriptions	Consumo	4.0	$115	mes	12.0	$5,600	15%	$6,400	15%	$7,200		$7,200	(100%)		$26,400
Insurance	Primas	2.0	$450	mes	12.0	$10,800	15%	$12,400	15%	$14,300		$14,300	(100%)		$51,800
Maintenance & supplies	Empleados	30.0	$60	mes	12.0	$21,600	15%	$25,000	15%	$28,700		$28,700	(100%)		$104,000
In country per diem	ver detalle		$30	dia		$57,400		$57,400		$57,400		$57,400	(100%)		$229,600
Gas & Transportation	ver detalle		$25	dia		$9,800	15%	$11,400	15%	$13,200		$13,200	(100%)		$47,600
Office supplies	Consumo		$230	mes	12.0	$8,400	15%	$9,600	15%	$11,000		$11,000	(100%)		$40,000
Advertaising & promotion	Anuncios	41.0	$500	publicación		$20,500	15%	$23,600	15%	$27,000	(50%)	$13,700	(100%)		$84,800
Resource Center Documental	Biblioteca	1.0	$5,000	documts		$5,000	(80%)	$1,000		$1,000		$1,000	(100%)		$8,000
Reproductions	Boletin	20,000	$1	pub bi_	4.0	$40,000	100%	$80,000	5%	$84,000	5%	$88,200	(100%)		$292,200
Total OE						$202,500		$253,800		$274,800		$278,400			$1,001,500
Technical Assistance*															
National	Consultorias	9.0	$5,000			$45,000		$45,000		$45,000		$45,000	(100%)		$180,000
International	Consultorias		$40,000			$40,000		$40,000		$40,000		$40,000	(100%)		$160,000
Total TA						$85,000		$85,000		$85,000		$85,000			$340,000
Observational Travel*															
Travel Tickets	Personas	14.0	$1,370			$34,200	(50%)	$17,300		$17,300		$17,300	(100%)		$86,100
Per Diems	Personas	14.0	$120			$22,100	(50%)	$11,100		$11,100		$11,100	(100%)		$55,400
Total OT						$56,300		$28,400		$28,400		$28,400			$141,500
Seminars & Technical Assistan															
Institucional Support*						$75,000		$75,000		$75,000		$37,500			$262,500
Research Found*		1.0				$50,000		$112,500		$168,800		$84,400		$84,300	$500,000
Donations*	Eventos dialog					$60,000		$60,000		$60,000		$60,000	(100%)		$240,000
Scholarships		10.0				$50,000		$25,000		$18,800		$16,900			$110,700
Total SyAT						$235,000		$272,500		$322,600		$198,800		$84,300	$1,113,200
Overhead 27.85%						$293,000		$345,000		$391,000		$368,000		$82,000	$1,463,000
HIID Contract**						$235,000	5%	$246,800	4%	$256,700	5%	$269,600	(25%)	$202,300	$1,210,400
Equipment & Furniture	Personas	26.0	$4,800	set		$124,700	(90%)	$12,400		$12,400	35%	$16,800	(100%)		$166,300
Eqpmnt & F. Resource Center		1.0	$15,000			$15,000	(100%)								$15,000
Vehicles		2.0	$30,000	vehicul		$60,000	(100%)								$60,000
Audit	Contrato	1.0		anual				$12,000	10%	$13,300	10%	$14,600	105%	$29,900	$69,800
US AID Project Manager	Contrato	1.0	$50,000	anual		$50,000	100%	$100,000	3%	$103,100	3%	$106,200	3%	$109,500	$468,800
US AID Managed Actividades								$50,000		$50,000		$50,000			$150,000
Project Evaluation		70								$50,000	(100%)			$80,000	$130,000
Total US$						$1,684,000		$1,775,600		$2,009,800		$1,888,900		$656,700	$8,000,000
Gran Total Percent						21%		22%		25%		24%		8%	100%

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