

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

**EL SALVADOR**

**BASIC EDUCATION FOR ALL**

**(ES-0159)**

**LOAN PROPOSAL**

This document was prepared by the project team consisting of: Gustavo Cuadra (RE2/SO2), Project Team Leader; Emma Naslund-Hadley (RE2/SO2); Claudia Uribe (RE2/SO2); Miguel Coronado (LEG/OPR); Iveta Ganev (COF/CES); Alejandro Cruz Fano (consultant); Jadille Baza (consultant); and Amelia Cabrera (RE2/SO2), who helped to produce this document.

## CONTENTS

I.	FRAME OF REFERENCE.....	1
A.	Situation in the education sector.....	1
B.	Main problems and challenges.....	2
1.	Coverage.....	2
2.	Internal efficiency: overage, repeater, and dropout rates and quality.....	3
3.	Equity in basic education.....	4
4.	Violence.....	6
C.	Country strategy in the sector.....	6
D.	Bank strategy in the sector.....	7
1.	The Bank's strategy with El Salvador.....	7
2.	Experience in the sector and lessons learned.....	7
E.	Project strategy.....	8
F.	Coordination with other donors.....	9
II.	THE PROJECT.....	10
A.	Objectives and description.....	10
B.	Project structure.....	10
1.	Improvement in access and the quality of learning.....	10
2.	Attention targeted to schools.....	13
C.	Cost and financing.....	16
III.	PROJECT EXECUTION.....	18
A.	Borrower, guarantor, and executing agency.....	18
B.	Project execution and administration.....	18
C.	Procurement.....	21
D.	Execution period and disbursement schedule.....	23
E.	Monitoring and evaluation.....	24
IV.	FEASIBILITY AND RISKS.....	26
A.	Institutional feasibility.....	26
B.	Socioeconomic feasibility.....	26
C.	Financial feasibility.....	27
D.	Environmental and social impact.....	28
E.	Benefits and beneficiaries.....	30
F.	Risks.....	30

## Project resolution

<b>Electronic Links and References</b>	
Basic socioeconomic data	<a href="http://www.iadb.org/res/index.cfm?fuseaction=externallinks.countrydata">http://www.iadb.org/res/index.cfm?fuseaction=externallinks.countrydata</a>
Portfolio in execution and approved loans	<a href="http://ops/approvals/pdfs/ESen.pdf">http://ops/approvals/pdfs/ESen.pdf</a>
Tentative lending program	<a href="http://opsgs1/ABSPRJ/tentativelending.ASP?S=ES&amp;L=EN">http://opsgs1/ABSPRJ/tentativelending.ASP?S=ES&amp;L=EN</a>
Information available in the RE2/SO2 technical files	<a href="http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=577468">http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=577468</a>
Procurement plan	<a href="http://idbdocs.iadb.org/WSDocs/getDocument.aspx?DOCNUM=600829">http://idbdocs.iadb.org/WSDocs/getDocument.aspx?DOCNUM=600829</a>
Organizational chart of the Ministry of Education	<a href="http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=568755">http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=568755</a>
Rationale for the participation of Universidad Centroamericana (UCA)	<a href="http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=576259">http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=576259</a>
Rationale for designating three infrastructure coexecuting agencies	<a href="http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=576341">http://opsws3.reg.iadb.org/idbdocswebservices/getDocument.aspx?DOCNUM=576341</a>

**ANNEXES**

Annex I      Logical framework

## ABBREVIATIONS

AWP	Annual work plan
CESI	Committee on Environment and Social Impact
DNA	Dirección Nacional de Administración [National Administration Directorate]
DNE	Dirección Nacional de Educación [National Education Directorate]
DNIE	Dirección Nacional de Infraestructura Educativa [National Education Infrastructure Directorate]
DNJ	Dirección Nacional de Juventud [National Youth Directorate]
DNME	Dirección Nacional de Monitoreo y Evaluación [National Monitoring and Evaluation Directorate]
EHPM	Encuesta de Hogares de Propósitos Múltiples [Multipurpose Household Survey]
FISDL	Fondo de Inversión Social para el Desarrollo Local [Social Investment Fund for Local Development]
FUNDASAL	Fundación Salvadoreña de Desarrollo y Vivienda Mínima [Salvadoran Foundation for Development and Social Housing]
ICAS	Institutional Capacity Assessment System
IFF	Intermediate Financing Facility
LLECE	Laboratorio Latinoamericano de la Calidad de la Educación [Latin American Laboratory on the Quality of Education]
MDGs	Millennium Development Goals
MINED	Ministry of Education
OC	Ordinary Capital
TIMMS	Trends in International Mathematics and Science Study
TOEFL	Test of English as a Foreign Language
UCA	Universidad Centroamericana [Central American University]
UES	Universidad de El Salvador [University of El Salvador]
UNDP	United Nations Development Programme
USAID	United States Agency for International Development

## PROJECT SUMMARY

### EL SALVADOR BASIC EDUCATION FOR ALL (ES-0159)

Financial Terms and Conditions <sup>1</sup>				
Borrower and guarantor: Republic of El Salvador			Amortization period:	25 years
Executing agency: Ministry of Education (MINED)			Grace period:	5 years
<b>Source</b>	<b>Amount (US\$)</b>	<b>%</b>	Disbursement period:	5 years
IDB (OC)	30,320,000	28.8	Interest rate:	LIBOR-based
IDB (IFF)	54,680,000	51.9	Inspection and supervision fee:	0%
Local	20,300,000	19.3	Credit fee:	0.25%
Total	105,300,000	100.0	Currency:	U.S. dollars
Project at a glance				
<b>Project objective:</b>				
To provide more opportunities for the most vulnerable populations to enroll and stay in school and complete the cycle, expanding the supply of education in preschool and basic education, making it more flexible, and improving the conditions for learning and coexistence in schools. The project will achieve these objectives through national improvement strategies and through targeted interventions in 100 of the poorest rural municipalities and 150 urban fringe schools with the greatest educational challenges (see paragraph 2.1).				
<b>Special contractual conditions:</b> (i) condition precedent to the first disbursement: evidence that the operating manual has been approved and placed in effect and that the technical coordination committee and the programming unit have been established (see paragraph 3.13); and (ii) special execution conditions: (a) presentation of the procurement plan (see paragraph 3.17); (b) establishment of a revolving fund of up to 10% (see paragraph 3.20); (c) performance of the midterm and final evaluations (see paragraph 3.25); and (d) maintenance (see paragraph 3.18).				
<b>Exceptions to Bank policies:</b> None				
<b>Project consistent with country strategy:</b> Yes [ <input checked="" type="checkbox"/> ]      No [ <input type="checkbox"/> ]				
<b>Project qualifies as:</b> SEQ [ <input checked="" type="checkbox"/> ]      PTI [ <input checked="" type="checkbox"/> ]      Sector [ <input checked="" type="checkbox"/> ]      Geographic [ <input type="checkbox"/> ]      Headcount [ <input type="checkbox"/> ]				
<b>Procurement:</b> See paragraphs 3.14, 3.15, 3.16, 3.17, and 3.18.				
<b>Verified by CESI on:</b> 26 August 2005.				

<sup>1</sup> The interest rate, credit fee, and inspection and supervision fee mentioned in this document are established pursuant to document FN-568-3 Rev. and may be changed by the Board of Executive Directors, taking into account the available background information, as well as the respective Finance Department recommendations. In no case will the credit fee exceed 0.75%, or the inspection and supervision fee exceed 1% of the loan amount.\*

\* With regard to the inspection and supervision fee, in no case will the charge exceed, in a given six-month period, the amount that would result from applying 1% to the loan amount divided by the number of six-month periods included in the original disbursement period.

## I. FRAME OF REFERENCE

### A. Situation in the education sector

- 1.1 The Salvadoran education system operates two modalities: formal education, which includes the preschool, basic, secondary, and higher levels and is taught in authorized educational institutions (public and private); and informal education, which is intended to complement, update, and supplement knowledge and training in academic or job-related aspects, without being subject to a system of levels or grades (see Table I-1)

**Table I-1**  
**Structure of the education system**

Level	Cycle	Grades	Age (years)
Preschool			4 to 6
<b>Basic</b>	First cycle	1, 2, 3	7 to 9
	Second cycle	4, 5, 6	10 to 12
	Third cycle	7, 8, 9	13 to 15
<b>Secondary</b>	General	10 and 11	16 to 18
	Technical-vocational	10, 11, 12	
<b>Higher</b>	Technological University		18 and over

- 1.2 The Ministry of Education (MINED) is in charge of administering all levels of public education and regulating and supervising the establishment and operation of private schools. MINED plans, organizes, coordinates, guides, directs, executes, and technically evaluates the different activities in the education system and education services. MINED centrally administers 84% of the schools that offer basic education, with the private sector responsible for the other 16%. Most basic schools are located in rural areas and have an average student-to-teacher ratio of 35:1 (40 in rural areas and 26 in urban ones).
- 1.3 As for financing, the Salvadoran government made appreciable efforts during the 1990s to redirect spending to the education sector. The budget rose from 1.9% of GDP in 1994 to close to 3.2% in 2003. Despite this improvement, current spending is low compared to the average in Latin America (4%), even lower than in neighbors such as Honduras and Nicaragua. Salaries absorb a good percentage of spending on education per student. At the preschool and basic levels, salaries account for between 72% and 75% of spending, with administrative and other costs amounting to between 10.4% and 12.4%, while spending on investments in

educational materials, training, infrastructure, etc., amounts to about 16% of spending per pupil.<sup>1</sup>

- 1.4 It is likely that the country will achieve the Millennium Development Goals (MDG) in 2015 with regard to primary school enrollment (grades 1 to 6), the percentage of students who complete grade five, and universal literacy for young people. It should be pointed out that the country has already met the goals for gender equity in primary education and the goals for literacy rates. However, to achieve the necessary coverage in the primary, basic, and secondary cycles, estimates suggest that the budget for education should increase by about 1.8% of GDP over the next 10 years as compared to 2003 levels. This situation has been addressed in the new strategy for the education sector known as Plan Nacional de Educación 2021, Metas y Políticas para Construir el País que Queremos [2021 National Education Plan: Goals and Policies for Building the Country We Want] MINED, March 2005.<sup>2</sup>

## **B. Main problems and challenges**

### **1. Coverage**

- 1.5 During the period 1999-2002, enrollment in preschool, basic, and secondary school grew faster than the population (1.6%). Preschool enrollment grew on average by 5.4% a year, basic by 2.1%, and secondary by 3.6%. Despite this progress, the number of boys and girls who continue to be left out is troublesome and including them in the system presents a huge challenge, particularly among 4- to 6-year-olds (51.7% do not attend) and 13- to 15-year-olds (19.7% do not attend),<sup>3</sup> and there are major shortfalls when the urban and rural situations are compared. In the case of basic education, the gross enrollment rate was close to 100%, while the net rate averages 87%. The difference between the two reflects the existence of problems with overage students and high repeater rates, although the rate is still below the average for Latin America and the Caribbean, which was 96.6% in the same year. If basic education is to be made universal, more than 170,000 students between the ages of 7 and 15 will have to be incorporated into the system. This means that the investments in school infrastructure that the Bank has been supporting must continue and the supply of education must be organized and diversified, particularly in rural and urban fringe sectors.

---

<sup>1</sup> “Apretando el paso y abriendo caminos: consolidando las bases de la buena educación en El Salvador” [Moving faster and clearing the way: Consolidating the foundations for good education in El Salvador]. AED, October 2004, El Salvador (draft).

<sup>2</sup> The projections assume an increase in spending on education of 1.5% of GDP a year, to attain 4.2% in 2009.

<sup>3</sup> Multipurpose Household Survey (EHPM), 2002.

## 2. Internal efficiency: overage, repeater, and dropout rates and quality

- 1.6 Overage students are a serious problem in El Salvador. It is estimated that more than 298,000 students in basic education are two or more years older than the official age for a given grade, or 22.3% of the student body (see Table I-2). Overage is mainly a consequence of two factors: late entry into grade one and repeating grades. In the first case, although the official age for starting grade one is seven, in 2003, 10.5% of children entering the system were eight years old or more. Table I-2 shows that although the overage rate remains relatively constant between grades 1 and 9, the absolute number of overage pupils declines markedly. This points to the high correlation between overage and dropping out of the system.

**Table I-2**  
**Incidence of overage in basic education\***

Grade	1	2	3	4	5	6	7	8	9	Total
Enrollment	243,720	185,578	161,114	153,142	140,499	133,534	119,647	103,632	96,394	1,337,260
Overage*	50,559	40,504	34,674	36,379	31,383	29,064	29,421	24,840	21,793	298,617
Overage rate**	20.7%	21.8%	21.5%	23.8%	22.3%	21.8%	24.6%	24.0%	22.6%	22.3%

Source: Multipurpose Household Survey (EHPM) 2003.

\* Students not more than 26 years old.

\*\* Two or more years above the official age for the grade.

- 1.7 In the second case, more than 125,000 students in basic education are repeating a grade. Most repeaters (43.3%) are in grade one, which suggests the importance of having a preschool education program that raises the expectations of success for children on this level. Although the repeater rate falls significantly in grades 2 to 6, it rises again in grade 7 to 6.2%. This could be due to the lack of linkage between the second and third cycles. Repeaters are estimated to cost the government at least US\$13.9 million a year.<sup>4</sup> The importance of addressing the problem of repeaters can be judged from the fact that with the resources spent on repeaters, the system could enroll more than 70% of students who currently do not attend school at no additional cost.
- 1.8 The average dropout rate in basic education is 3.9%, with the highest figures occurring in grades 1 and 7, which are the start of the first and third cycles. Close to 40% of dropouts are estimated to concentrate in these two grades. The pattern of these figures is consistent with the repeater rates, which are highest in grades 1 and

---

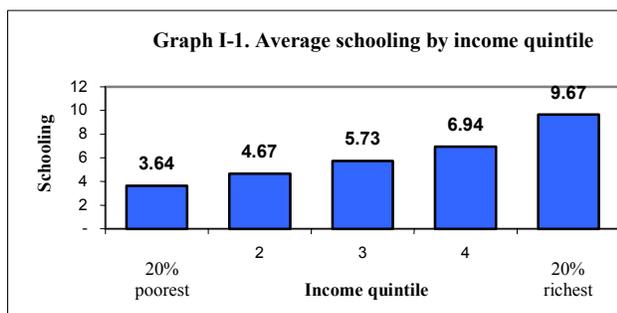
<sup>4</sup> Own calculations using the teachers' base salary of US\$370 a month and a ratio of 30 students per teacher.

7, strengthening the argument that repeating a grade fuels dropping out. Estimates suggest that more than 49,000 students left school in 2003.

1.9 The results of the achievement tests for basic education in 2001 indicate that urban students have better results than rural ones. The results for the public sector are lower than for the private sector. Boys have slightly higher marks than girls in all subjects. In the four subjects measured (language, mathematics, natural science, and social studies) and in the three grades evaluated (3, 6, and 9), students are at the bottom of the intermediate level of achievement (identification and comprehension) but they do not create, recognize, or apply knowledge. This indicates that students are not developing the higher skills that the curriculum is intended to teach. Another analysis of these tests shows that students learn less in mathematics than in other subjects, and that in grade 3, students are unable to identify the message contained in a relatively simple written text. This situation is serious, since failure to understand what they read makes it difficult for them to understand math problems or learn other concepts. Addressing the challenge of improving quality makes it necessary to increase the effectiveness of preschool and basic education and, in particular, to ensure that students have a good mastery of basic reading and writing skills as the basis for their ability to learn in other areas. The country also faces the challenge of boosting the competitiveness of young Salvadorans, broadening and diversifying their capacity to learn, communicate, and solve problems. This challenge has led MINED authorities to promote a strategy for students in the third cycle and in secondary school to learn a second language, such as English. Today, it is very poorly taught because of the lack of teacher preparedness, the lack of access to teaching materials (technological and audiovisual), and the lack of in-service training to update language teaching and methods.

### 3. Equity in basic education

1.10 According to the 2003 Multipurpose Household Survey, 20% of the population over the age of 15 with the lowest income fails to complete four years of basic education, while the highest quintile studies for more than nine years on average (see Graph I-1). The difference between these two



groups is at least six years of schooling. In rural zones, the number of years of schooling drops significantly. The average for the rural population is just three years, while in urban zones it is nine years. The differences in the indicators for coverage and internal efficiency broken down by socioeconomic stratum greatly exceed the differences for gender.

- 1.11 Overage students are mainly found the country's rural areas. On average, the overage gap between rural and urban areas is 13.9 percentage points in basic education. Based on the information available, more than 60% of overage is estimated to concentrate in rural zones. Gender differences are smaller but in some grades the gap can be higher than 9 percentage points in favor of girls. The repeater rate gap between rural and urban zones is relatively high for the first six grades, particularly grades 1, 2, and 4, with 12.2, 7.2, and 4 percentage points, respectively. The rate shrinks gradually in the third cycle, to less than 1 percentage point. Gender differences indicate that more boys drop out, with the rate for them being 58.5% of all dropouts from the basic level. They tend to leave to join the workforce.
- 1.12 As mentioned earlier, in rural and urban fringe zones, educational results tend to be lower. In rural areas, despite the efforts made by MINED to expand coverage, there are still municipalities with schools which, on account of their geographic and economic characteristics and the dispersion of their population, are unable to offer complete and pertinent schooling from preschool to grade 9. These municipalities have some schools that only offer certain grades and others that only have one or two teachers to attend to several grades simultaneously. The high repeater, overage, and temporary or permanent dropout rates in these zones are problems that need to be addressed through strategies to organize the supply of education and make it more flexible, and through actions to provide support and tools for teachers that permit them to lay the groundwork for their pupils' success in school. The inability to offer all grades, inefficiency owing to the small numbers of students in some classrooms, high repeater rates, particularly in grade 1, and overage are the main problems that need to be tackled.
- 1.13 Inequity in El Salvador is also reflected among the indigenous population and, hence, among its children. This population is mainly found in extremely poor rural areas, specifically in the poorest municipalities where the project will be active. Although there are no specific data on the school situation of these children (broken down by ethnic group), it is estimated that they are also affected by problems of access, overage, and repetition, in addition to a curriculum that does not take account of the country's cultural and ethnic diversity. In fact, although the individual situation of the three indigenous groups identified in the country (Nahuat-Pipil, Lenca, and Cacaopera or Kakawira) is not well documented, we know that over the years they have suffered from repeated and rapid migratory processes, gradual deculturation, and stigmatization of their ethnic identity—a situation that the education system has been unable to contain. However, these peoples still maintain some of their own characteristics such as a system of relations, norms, and social and cultural values that are determining factors in their ethnic identity. These cultures express themselves through isolated manifestations in some schools or localities where they maintain certain traditions, particularly spiritual traditions and traditional medicine, as well as fiestas, ceremonies and institutions, such as the traditional confraternities (*cofradías* and *mayordomías*). MINED's challenge is to revalue indigenous culture through its explicit presence in the

curriculum, through teacher training, and the development of educational materials that are culturally pertinent.

#### **4. Violence**

- 1.14 In the urban fringe zones, the poor education results are compounded by growing levels of violence around the schools. According to a recent study by the United Nations Development Programme,<sup>5</sup> violence is having a sharper impact on youths, either as victims (almost 65% of annual homicides in the country) or as victimizers. At workshops with the principals of schools at risk, they have said that the processes of socialization, learning, and peaceful coexistence among students, particularly in the third cycle of basic education and in secondary school, are being affected by a series of factors that transcend the school. Faced with this situation, recent studies have demonstrated that schools can protect against social violence. Schools can perform this function by developing programs that take account of youth culture, promote education in values, and foster the development of desirable interpersonal practices.
- 1.15 In short, despite the progress made in recent years, there is still room to improve the efficiency of the system as a whole and reduce its inequity, since problems such as overage students, repeaters and dropouts continue to be serious, which makes it necessary to continue backing programs to address them. However, it is also necessary to strike an adequate balance between spending on salaries, teacher training, educational materials and other goods, services, and infrastructure.

#### **C. Country strategy in the sector**

- 1.16 The objectives of the government's plan (2004-2009) for the education sector are to: (i) increase school attendance by children and youths, with equity; (ii) increase access to and completion of secondary school; (iii) increase the level of education of the young and adult population; (iv) strengthen the performance of schools on all levels, striving for efficient and effective services; and (v) strengthen scientific research and technological innovation to boost the country's productivity, international competitiveness, and development.
- 1.17 MINED formulated a new plan that takes a long-term view—Plan 2021. Four strategies were adopted for formulating the plan: (i) national consultations with the educational community; (ii) the establishment of a presidential committee on building a knowledge society, which presented a proposal in November 2004; (iii) review of recent diagnostic studies on the national education situation; and (iv) review of international commitments under the Dakar Declaration and the

---

<sup>5</sup> ¿Cuánto cuesta la violencia en El Salvador? [How much does violence cost in El Salvador?] UNDP, 2005. According to the study, violence in 2003 cost the country US\$1.717 billion, or the equivalent of 11.5% of GDP.

MDGs. Plan 2021 was launched in March 2005 and seeks to establish short-, medium-, and long-term goals as part of the celebration of the country's 200<sup>th</sup> anniversary of independence, that will take place in the year 2021.

- 1.18 To operate the plan, MINED has conceived a series of programs for the period 2004-2009 intended to address the problems described earlier, including: (i) the "Comprendo" [I understand] program to improve language and math skills for children in the first cycle of basic education; (ii) the Effective School Networks program intended to improve access and efficiency in the delivery of educational services, particularly in the poorest municipalities with the largest educational deficits, which requires the development of flexible strategies such as multigrade teaching (alternative classrooms) and make-up classes for overage students (accelerated learning); (iii) the "Compite" [Compete] program intended to develop English language skills for students in the third cycle of basic education; (iv) the "Edifica" [Edify] program whose purpose is to help increase the coverage and quality of the school system through the construction of new classrooms, the purchase of school furniture, and preventive maintenance; and (v) the "Poder" [Can do] program, which is aimed at fostering positive attitudes and freedom to make responsible decisions through extracurricular activities in the third cycle and secondary school. These programs have been selected for financing under the proposed project in response to MINED's request and because of their strategic importance.

#### **D. Bank strategy in the sector**

##### **1. The Bank's strategy with El Salvador**

- 1.19 The Bank's strategy with El Salvador, which is still in the approval process, has the central objective of poverty reduction, to which end it has two strategic objectives: (i) to promote sustainable economic growth through increased competitiveness; and (ii) to develop human capital and provide more opportunities for the very poor. In the education sector, it is crucial to improve the quality of basic education and school effectiveness, particularly in rural and urban fringe areas. The Bank's strategy supports the government's efforts to increase the coverage of preschool and basic education in those zones, improving its quality by enhancing language and math skills in the early grades and strengthening the teacher-training support systems. It also seeks to increase community participation and gender equity.

##### **2. Experience in the sector and lessons learned**

- 1.20 MINED has had relevant experience in executing projects financed with international loans, particularly from the Inter-American Development Bank and the World Bank. During the period 1995-2002, it implemented the basic educational modernization project (879/OC-ES) for US\$80.2 million, financed jointly by the IDB and the World Bank. This operation increased gross enrollment

in preschool (20.2% to 45.1%) and basic education in rural areas; it developed a curriculum for preschool and the third cycle; it implemented a new evaluation system; and it deconcentrated some of MINED's administrative functions, among other achievements. The School Infrastructure Program (1100/OC-ES and 1004/SF-ES) for US\$78.8 million was carried out between 1997 and 2005, and financed the construction and rehabilitation of basic and secondary schools. Almost 50% of the funds were used to repair school infrastructure affected by the 2001 earthquake. Last, a project on support for education technologies (1084/OC-ES) was launched in 1998 for US\$81.3 million, which has been 68% executed so far, with the remaining resources committed.

- 1.21 Implementation of these programs teaches several important lessons for the country and the Bank: (i) in consideration of the different situations and conditions in schools, rather than imposing models, proposals based on empirical experience should be tailored to the specific needs and conditions of the schools themselves (coexistence, rehabilitation of infrastructure, maintenance, security, etc.); (ii) the execution process should ensure a high degree of participation by local players in making decisions on change (changes in the curriculum, teacher training, parents' associations, etc.) so as not to run the risk of generating resistance among project beneficiaries, particularly principals and teachers; (iii) projects should be executed through MINED's formal structure, since it has sufficient capacity; (iv) specialized entities to support MINED in the execution of multiple small projects that are geographically disperse should continue to be contracted, as a key factor in achieving the project's goals in terms of times and costs, particularly when there are many school infrastructure projects;<sup>6</sup> and (v) the objectives and goals of this operation should be linked to the country's strategic vision of the sector (Plan 2021).

## **E. Project strategy**

- 1.22 The project will continue with some of the challenges that a start had already been made on in earlier operations but which have still not been solved (see Section B), and deepen and reorient other actions to improve access and the quality of education (effective school networks, school coexistence, professional development for teachers, proficiency evaluation). In short, the idea is to help make primary education (grades 1 to 6) universal and increase net schooling for six-year-olds who enter preschool, particularly for boys and girls facing the greatest socioeconomic disadvantages in 100 of the poorest municipalities and 150 urban fringe schools. Specifically, the project seeks to develop comprehensive interventions that go beyond the provision of inputs and focus on improving processes so as to ensure high-quality results. It proposes to explicitly incorporate equity as a criterion for

---

<sup>6</sup> Conclusions of the project completion report on the educational infrastructure program (loans 1100/OC-ES and 1004/SF-ES).

prioritizing the project's investments and actions. Its focus will be on positive discrimination for schools that serve a poor population that is also receiving an impoverished education (scant learning, failed grades, overage pupils, and dropouts), mainly strengthening them in their teaching and managerial capacity. It also seeks to reorganize the supply of rural education so that all students will have the opportunity to complete their basic education.

- 1.23 The main impacts will be directed to increasing coverage, particularly in preschool, improving school retention, boosting efficiency, and enhancing the quality of basic education. This strategy is linked to the social safety net support project (ES-L1002) which is in the final phase of approval, so that the investments under the proposed operation will be made focusing on the 100 municipalities identified as the poorest, to provide a supply of quality education in those places where, using conditional cash transfers (incentives for demand), the intention is to increase the coverage of preschool and basic education. The poverty map recently prepared by private and public agencies was used to select the municipalities. This project is also linked to the program on strengthening the University of El Salvador (UES) (ES-0160), which is also in the design stage, in its strategy to fortify initial and in-service training for teachers. Joint actions by MINED and the University of El Salvador are anticipated in: (i) revision of initial teacher training programs; (ii) development of classroom and distance training services; (iii) building up the professional skills of teacher trainers; and (iv) mechanisms for evaluating initial and in-service training.

#### **F. Coordination with other donors**

- 1.24 International cooperation has an important presence in the country's education sector. The Bank, the United States Agency for International Development/El Salvador, and the World Bank have cooperated in preparing Plan 2021, which defined a sector strategy for the next 15 years. Efforts have been coordinated with the Japanese Embassy and the Japan International Cooperation Agency (JICA) to support initiatives for the improvement of mathematics in basic education.

## II. THE PROJECT

### A. Objectives and description

- 2.1 The project's objective is to provide more opportunities for the very poor to enroll and stay in school and complete the cycle, expanding the supply of education in preschool and basic education (grades 1 to 6), making it more flexible, and improving the conditions for learning and coexistence in schools. The project will achieve these objectives through support for national improvement strategies and interventions targeted to the 100 poorest rural municipalities and 150 schools in urban fringe areas with the greatest educational challenges. Specifically, it will: (i) increase access to preschool education and help to provide universal coverage for basic education (grades 1 to 6); (ii) reduce overage and repeater rates (grades 1 to 6); (iii) improve teaching and school management processes in the project schools; (iv) improve school coexistence in the 150 urban fringe schools, particularly in the third cycle; and (v) strengthen learning in the four basic subjects and in the English language. A logical framework was agreed on with MINED when the project was being prepared (see Annex I).

### B. Project structure

- 2.2 The project has two main components: (i) improvement in access and the quality of learning (impact on national policies), aimed at strengthening national policies to improve quality and equity; and (ii) targeted assistance for schools in the 100 poorest rural municipalities<sup>7</sup> and for 150 urban fringe schools<sup>8</sup> targeted by the project on account of their vulnerability and educational deficit indicators. These components are described below.

#### **1. Improvement in access and the quality of learning (impact on national policies) (US\$70.9 million)**

- 2.3 The objective is to expand and improve the supply of basic education, increasing its coverage and obtaining better results. Under this component, the project will support the national policies set forth in Plan 2021 in five areas: (i) curriculum and instructional resources for learning; (ii) professional development for teachers; (iii) strengthening of English language teaching and learning for the third cycle;

---

<sup>7</sup> Which have been selected on the basis of the results of the educational deficit index prepared by MINED (2004) and the poverty map developed by the Technical Secretariat of the Office of the President and FISDL (2005).

<sup>8</sup> These schools were selected on the basis of the results of a report by a consultant contracted by MINED: "Estudio de territorios y centros educativos claves para enfocar estrategias de atención a la población urbano marginal dentro del Plan 2021" [Study on key territories and schools for targeting strategies to assist the urban fringe population under Plan 2021] by Alberto Barrillas, June 2005.

(iv) evaluation and certification of proficiency; and (v) improvement in physical environments for learning.

**a. Curriculum and teaching resources for learning (US\$10 million)**

2.4 The objective is to improve the development of skills by preschool and primary school pupils (grades 1 to 6) in the four basic subjects (language, mathematics, natural science, and social studies). Specifically, financing will be provided for four lines of action: (i) updating the curriculum for preschool and primary school (grades 1 to 6), taking a skills-based approach<sup>9</sup> which will require contracting technical assistance to update the curriculum for the first and second cycles, training for MINED's technical teams, the redesign and printing of workbooks for preschool students, the design and printing of methodological guides for teachers of preschool to grade 6, the design and printing of textbooks for the four basic subjects in grades 1 to 6 and learning units for the multigrade classrooms that will benefit about 800,000 students, and the distribution of CDs and printed materials with the updated study programs; (ii) provision of teaching resources, which will finance the recording of scripts, stories, and songs to support language and mathematics learning, and renewal of technological equipment for the production, postproduction and reproduction of audio materials; (iii) pedagogical support for students with insufficient performance and special educational needs, which will finance the design and printing of materials containing methodologies for academic reinforcement, the procurement of Braille printers for guidance and resource centers, and the provision of educational materials for students with special educational needs; and (iv) community participation, financing the printing of brochures.

2.5 Gender considerations and cultural pertinence will be kept in mind in updating the curriculum and in reproducing textbooks and selecting and procuring educational materials, particularly relating to the revival of the legends and traditions of the indigenous peoples of El Salvador, such as the Nahuat-Pipil (Ahuachapán, Santa Ana, Sonsonate); the Lenca (Usulután, San Miguel, Morazán, La Unión) and the Cacaopera in the department of Morazán.

**b. Professional development for teachers (US\$1.9 million)**

2.6 Through this subcomponent, the project will support actions to improve initial and in-service teacher training. The first set of activities includes technical assistance for the review, updating, and printing of curricula for initial training in all the areas covered by teacher training programs. These new curricula will be updated on the basis of skills, cultural pertinence, and attention to diversity, aligning with the new

---

<sup>9</sup> Skills refers to learning based on student experiences and activities aimed at efficient performance in the contexts in which they move (ability to understand, express themselves, reason, calculate, and apply knowledge in different contexts).

curriculum in the regular education system. Once the new curricula have been defined, the project will support their dissemination. This activity will be coordinated with the component related to initial training under the project to strengthen the University of El Salvador (ES-0160), which is in the design phase.

- 2.7 As for in-service training, the project will finance updating of the training programs in the areas of language, mathematics, social studies, science, health and the environment, and strategies for multigrade teaching (alternative classrooms) and accelerated education. The subcomponent will also finance the development and printing of the related support materials. The training for teachers will be financed under component 2. The project's operations manual specifies the strategy for implementing in-service training.

**c. Strengthening English language teaching and learning (Compute program) (US\$5 million)**

- 2.8 The objective of this subcomponent is to improve the English language skills of students in the third cycle of basic education and to strength the linguistic and pedagogical capacity of teachers in that language. The project will finance: (i) the purchase of space on Saturdays in private English language teaching institutions or academies to provide classes for an estimated 600 hours over three years for 5,250 students in grades 7 to 9 in parts of the country where economic development suggests there will be demand on the labor market for this skill; (ii) contracts with universities or English language teaching centers to train about 900 teachers who, in an admission test, demonstrate skills in that language; the training will consist of approximately 600 hours of language courses and training in teaching English as a second language; and (iii) the printing and administration of standardized tests (Test of English as a Foreign Language-TOEFL) to certify 50 teacher trainers and 900 teachers who teach the language.

**d. Evaluation and certification of proficiency (US\$4.6 million)**

- 2.9 The objectives of this subcomponent are: (i) to build up the capacity of MINED's national evaluation system; and (ii) to develop tools to permit MINED to certify the academic proficiency of people who, for different reasons, have not followed a regular course of study and who need to certify their proficiency. To comply with the first objective, the project will finance: (i) the design (preparation of items, tests, pilot projects), printing and administration of performance tests in language and mathematics for the universe of students in grades 1, 3, 6 and 9 of basic education; (ii) return of the results of the evaluation accompanied by educational materials/guides to help teachers solve the problems identified in the tests; (iii) the cost to the country of participating in the international tests of the Latin American Educational Quality Laboratory (LLECE) and the Trends in International Mathematics and Science Study (TIMMS); and (iv) contracting exploratory studies to provide a better understanding of the factors associated with the academic

performance of students and guidance for MINED's policy. For the certification of proficiency, the project may finance the preparation of item banks for each of the subjects and grades in basic education. MINED has pledged to continue financing this activity with own resources, once the project has been completed. The Universidad Centroamericana, which has been providing support for MINED in recent years and which is highly qualified for this task, will be contracted to provide the technical assistance (see paragraph 3.16).

**e. Improvement of the physical environment for learning (Edifica program) (US\$49.4 million)**

- 2.10 The objective is to improve infrastructure conditions to make for increased access and quality of preschool and basic education, on an equitable national basis, giving priority to rural and urban fringe areas. The types of interventions that could be financed to benefit national schools and the 100 rural municipalities and 150 urban fringe schools will be: (i) classroom expansion (40 in preschool and 450 in basic education institutions); (ii) replacement of 60 basic education classrooms; (iii) rehabilitation of 2,560 classrooms; (iv) rehabilitation and/or construction of 200 sanitary modules; and (v) provision of school equipment and furniture. The operations manual and the logical framework present the goals on the national, rural, and urban fringe levels. The main activities to be financed are: (i) contracting of consulting services to review and update the design of prototypes for schools on the different levels; (ii) direct contracting of three institutions (see paragraph 3.15) for the technical and financial execution of the project's investment program; (iii) transfers of funds to the school administration modalities for execution of works that can be performed at the local level; (iv) an anthropometric study for the redesign of specifications for school furniture; (v) the procurement and distribution of school furniture; and (vi) contracting of consulting services to review and adjust the preventive maintenance manual for school infrastructure and printing of 12,000 copies of the document.

**2. Attention targeted to schools (US\$22.3 million)**

- 2.11 This component has two related objectives: (i) to provide more opportunities for access and completion from preschool (with emphasis on six-year-olds) up to grade 6, with quality, in the 100 targeted rural municipalities; and (ii) to promote safe environments for study and coexistence to enable students in the 150 targeted urban fringe schools to learn better. This component has two subcomponents: (i) effective school networks in the 100 poorest rural municipalities; and (ii) effective and supportive schools in the 150 urban fringe schools.

**a. Effective school networks (US\$13.5 million)<sup>10</sup>**

2.12 This subcomponent will target the 100 rural municipalities selected by project in support of the Solidarity Network Program (ES-L1002) on account of their high poverty rates, educational deficits, and housing shortages. A plan to organize and link the supply of education (115 effective school networks) will be developed in groups of 8 to 12 schools, with ample participation by teachers and parents so that children living in the area of influence will be able to enroll and remain in school, with an adequate flow from preschool to grade 6. Approximately 7,000 new six-year-olds will be enrolled in preschool and about 10,500 in grades 1 to 6 and students will be offered the possibility of taking make-up classes and returning to school in the grade that corresponds to their age. An estimated 3,200 teachers in the effective school networks will receive resources and training to improve their teaching practices and develop strategies for academic reinforcement and attention to diversity. To start up the networks, the project will finance the following lines of action:

- a. Organization and functioning of the networks, to which end it will finance workshops for promotion and sensitization for about 7,400 parents and the printing of promotional materials such as posters, brochures, folders, etc. The workshops will deal with topics such as the importance of regular attendance and ease of access to school; the importance of the joint work among schools; participation in the school by parents; valuation and revival of the cultural and linguistic traditions of the three indigenous peoples, among other aspects. Training will be offered in the networks themselves and with own resources for teachers and principals in administrative and financial management and community participation. The services of one of more specialized executing institutions will be contracted to support the process of installing and operating the network.
- b. Improvement in learning, which will finance technical assistance and training for approximately 3,200 teachers in the basic subjects (language and mathematics); strategies for academic reinforcement; attention to cultural diversity and pertinence; school textbooks and educational materials.
- c. Flexible educational strategies to promote school retention, which will pay for places in institutions that offer accelerated schooling<sup>11</sup> to benefit

---

<sup>10</sup> This involves partnering a group of schools located in a given geographic area for all cycles of basic education, thereby increasing school coverage and enhancing the quality of the instruction provided.

<sup>11</sup> The accelerated education strategy is to offer programs for overage children and youths, allowing them to speed up their studies in the first and second cycles of basic education.

28,000 students, and the procurement of learning modules to develop alternative classrooms to benefit about 12,500 students.<sup>12</sup>

- d. Monitoring and evaluation of the operation of the network, which will finance workshops for monitoring and consulting services for the design and implementation of an information system on the network, systemization of the processes of developing the network, and a study of the network's impact.
- 2.13 Activities (b) and (c) will be closely coordinated with the heads of subcomponents 1.a and 1.b. In coordination with MINED's National Education Infrastructure Directorate (DNIE), financing will be provided for upgrading school space, as described in detail in component 1.
- 2.14 Specifically, during the process of organizing each network, care will be taken to ensure that the participative diagnostic analyses and the education project include activities related to the revival of traditions, fiestas, ceremonies, and the valuation of indigenous languages, particularly in areas largely inhabited by indigenous groups.

**b. Effective and supportive schools (US\$8.8 million)**

- 2.15 This subcomponent intends to develop in 150 urban fringe schools in areas with high poverty, educational deficits, and the highest levels of violence, a comprehensive intervention that will favor better learning by students and an atmosphere of safety and coexistence where the educational process takes place. This proposal is based on the idea that schools can protect against violence in their midst by teaching students about values and promoting the development of socially desirable interpersonal skills among teachers and students. Approximately 75,000 students and 1,100 teachers will benefit. To achieve this, three lines of action will be financed:
- a. The organization and development of environments for coexistence, particularly activities to train teachers, students, and parents in creative conflict resolution methods; preparation of plans to improve school coexistence, psychological assistance for students and teachers who so require; the procurement of sports equipment and musical instruments and the development of sports and recreational workshops for the good use of free time; workshops on education for life in subjects such as HIV prevention, responsible sexuality, prevention of drug use; and the development of 450 projects submitted to a competition by young people to improve school coexistence and reduce violence. These projects

---

<sup>12</sup> The alternative classroom strategy consists of having a single teacher teach students in two or more grades in the first or second cycles of basic education, using a personalized methodology based on materials tailored to each grade and level of pupil.

will mainly benefit students in the third basic cycle. Forums will also be held to exchange experiences and good practices and an international study trip will be funded to learn about success stories in school coexistence. Financial resources will be transferred to the educational community to implement plans for improving school coexistence and projects to be submitted to competitions.

- b. Interventions to improve the effectiveness of learning in schools. Specifically, to improve language and math skills in grades 1 to 6, training will be financed for about 1,100 teachers and educational materials will be provided for students and teachers. Accelerated courses will also be offered in grades 2 to 6 to benefit 12,500 overage students, which involves hiring specialized executing institutions to provide the service and the procurement of specialized modules.
- c. Evaluation, follow-up, and systemization of the experience, involving financing for workshops on planning and monitoring, qualitative evaluations of the implementation process, and an evaluation of results containing quantitative and qualitative information for extending the experience to other urban fringe schools. In coordination with the Ministry's DNIE the improvement of school spaces described in Component 1 will be financed.

### **C. Cost and financing**

- 2.16 The project will cost a total of US\$105.3 million, with US\$85 million provided by the Bank and US\$20.3 million by the counterpart. The estimated distribution of the resources between components 1 and 2 will be 70% and 20%, with the remaining 10% going for project financial and administrative costs. US\$54,680,000 of the Bank financing will benefit from an interest rate subsidy under the Intermediate Financing Facility.

**Table II-1**  
**Project costs (in US\$ millions)**

<b>Component</b>	<b>IDB</b>	<b>Gov. of El Salvador</b>	<b>Total</b>	<b>%</b>
<b>1. Improvement in access and the quality of learning</b>	<b>59.4</b>	<b>11.5</b>	<b>70.9</b>	<b>67.3</b>
1.1 Curriculum and educational resources for learning	10.0	-	10.0	9.5
1.2 Professional development for teachers	1.9	-	1.9	1.8
1.3 Strengthening teaching and learning of the English language	5.0	-	5.0	4.7
1.4 Evaluation and certification of proficiency	4.6	-	4.6	4.4
1.5 Upgrading of physical environments for learning	37.9	11.5	49.4	46.9
<b>2. Attention targeted to schools</b>	<b>22.3</b>	<b>-</b>	<b>22.3</b>	<b>21.2</b>
2.1 Effective school networks	13.5	-	13.5	12.9
2.2 Effective and supportive schools	8.8	-	8.8	8.3
<b>3. Administration and supervision</b>	<b>3.3</b>	<b>-</b>	<b>3.3</b>	<b>3.1</b>
3.1 External audits	0.3	-	0.3	0.3
3.2 Midterm and final evaluations	0.3	-	0.3	0.3
3.3 Institutional strengthening of MINED	2.7	-	2.7	2.5
<b>Subtotal</b>	<b><u>85.0</u></b>	<b><u>11.5</u></b>	<b><u>96.5</u></b>	<b><u>91.6</u></b>
<b>Financial costs</b>	<b>-</b>	<b>8.8</b>	<b>8.8</b>	<b>8.4</b>
Interest	-	8.5	8.5	8.1
Credit fee	-	0.3	0.3	0.3
Inspection and supervision	-	-	-	-
<b>TOTAL</b>	<b>85.0</b>	<b>20.3</b>	<b>105.3</b>	
<b>Percent</b>	<b>80.7%</b>	<b>19.3%</b>		<b>100%</b>

### **III. PROJECT EXECUTION**

#### **A. Borrower, guarantor, and executing agency**

- 3.1 The Republic of El Salvador will be the borrower and guarantor. The executing agency will be the Ministry of Education (MINED), through its existing institutional structure. In the last five years, the ministry has executed four external loans—three with the IDB (1004/SF-ES-1100/OC-ES, 1084/OC-ES, and 879/OC-ES) and one with the World Bank—within the agreed terms.

#### **B. Project execution and administration**

- 3.2 The project will be executed by MINED through its institutional structure that is decentralized on three levels. The central level, which consists of the central offices, will have general responsibility for project coordination and implementation. The departmental level, which has 14 decentralized Departmental Directorates (one in each department), will be responsible for specific activities. The local level, which consists of national schools, will also carry out specific activities under the project.
- 3.3 MINED will establish a technical coordination committee that will report to the office of the Deputy Minister of Education to ensure effective coordination of the different directorates involved in project execution. The committee will be established in the executive decision approving the operations manual and placing it in effect. The committee will be composed of the national directors of the directorates of education, infrastructure, monitoring and evaluation, and youth, and other support units, depending on needs. The committee will be chaired by the Deputy Minister of Education and will meet periodically and hold special meetings as necessary. The committee will be responsible for: (i) ensuring the coordination of the technical units of the national directorates that will be responsible for executing the different subcomponents; (ii) monitoring progress in the project; and (iii) deciding on corrective measures. The committee will be reinforced by a project coordination assistant who will report to the Deputy Minister of Education. Each of the national directorates involved in execution will have a team in charge of project activities that will report to the committee through the coordination assistant.
- 3.4 MINED will also establish a programming unit in the ministry's National Administration Directorate that will take charge of all the administrative processes for project implementation and the production of the project's financial statements and reports, including the annual work plans and the annual contracting plans. The unit will be strengthened with three technical experts and will be established in the executive decision approving the operations manual and placing it in effect.

**Table III-1  
Responsibilities in MINED for project components**

<b>Activities</b>	<b>Main entities responsible</b>	<b>Other entities responsible</b>
<b>Component 1</b>		
1.a Curriculum and educational resources for learning	Pedagogical Management Office of the National Education Directorate (DNE).	Academic Office and Quality Monitoring Office of the DNE.
1.b Professional development for teachers	Professional Development Office of the DNE.	Quality Monitoring Office of the DNE.
1.c Strengthening of the teaching and learning of English	Complementary Programs Office of the DNE.	Compite program office of the DNE.
1.d Evaluation and certification of proficiency	National Monitoring and Evaluation Directorate (DNME).	Quality Monitoring Office of the DNE, Directorate of Educational Planning, Departmental Directorates and UCA.
1.e Upgrading the physical environment for learning	National Education Infrastructure Directorate (DNIE).	Hábitat, Salvadoran Foundation for Development and Social Housing (FUNDASAL) and the Social Investment Fund for Local Development (FISDL). MINED Procurement Unit, and local school administration modalities.
<b>Component 2</b>		
2.a Effective school networks	School Networks Section of the DNE.	Departmental Directorates, Local Network Coordination Offices.
2.b Effective and supportive schools	National Youth Directorate (DNJ).	Flexible Modalities Section of the DNE, Departmental Directorates, Coexistence Committees. Local school administration modalities.

- 3.5 With regard to the execution of each of the project’s components, Table III-1 shows the entities in MINED that bear chief responsibility for executing each of them and other entities that will participate in the execution of certain activities. MINED also sits on the Intersectoral Technical Committee of the project in support of the Solidarity Network Program (ES-L1002). MINED’s Organization Chart can be consulted in the electronic references, including the plan for project execution.
- 3.6 **Component 1.** The Pedagogical Management Office will be responsible for executing subcomponent 1.a (curriculum and educational resources for learning) and for activities related to the supply of educational materials. The Office of Professional Development for Teachers will coordinate subcomponent 1.b, which will be under the responsibility of the Pedagogical Management Office. Close

- coordination is required with the eight training institutions authorized to provide teacher training and MINED's National Higher Education Directorate.
- 3.7 The Complementary Programs Office will be responsible for executing subcomponent 1.c and will coordinate the grants for studies in private institutes and teacher training. The operations manual will establish the criteria for selecting the suppliers of English language teaching for the third cycle. They will be selected through a competitive process based on clear eligibility criteria established in the operations manual.
- 3.8 The decision to outsource English language training for the third cycle was based on a cost-effectiveness analysis, comparing the option of providing the courses through MINED with the option of buying the courses from private institutes. Using the teachers' mastery of English as a proxy for learning by students, the analysis indicated that the private alternative is more efficient. Private teachers have average results up to 40% higher than for teachers in the public education system.<sup>13</sup> When this effect is linked to the cost of the two alternatives, the option of outsourcing to the private sector has a cost-effectiveness rate that is 90% of the public alternative.
- 3.9 The National Monitoring and Evaluation Directorate (DNME) will be responsible for executing subcomponent 1.d, to which end it will coordinate a number of consulting services for the design and application of language and math tests for 100% of students in grades 1, 3, 6, and 9. The DNME will be responsible for coordinating with UCA, which will be contracted directly to evaluate learning achievements in grades 1, 3, 6, and 9.
- 3.10 The DNIE will lead execution of subcomponent 1.e, which will involve monitoring of: (i) the works administered by FISDL, FUNDASAL and Fundación Hábitat—these three institutions will be contracted directly (see paragraph 3.15); (ii) the procurement and delivery of furniture to the project works; and (iii) the performance of works with community participation, as provided for in Annex A to the loan contract. The DNIE will cooperate closely with the National Youth Directorate and the DNE in executing the effective and supportive schools and effective school networks subcomponents.
- 3.11 **Component 2.** As Table III-1 shows, the DNE's School Networks Section will be in charge of implementing subcomponent 2.a (effective school networks), coordinating activities related to management and operation of the network and the actions to improve learning and education outcomes. In addition to coordinating the entities involved on the central, departmental, and local levels, the section will also

---

<sup>13</sup> This comparison is based on a translation of the scale used to evaluate public school teachers into the TOEFL scale. More than half of the public school teachers are on the basic level, while in private schools, 42% of the teachers are on the advanced level and 58% are on the intermediate level.

coordinate the work of consultants to provide technical assistance in managing each network. The Departmental Directorates' Quality Monitoring Coordination Offices will be closely involved in executing the subcomponent. The management advisor of each of these offices will work directly with the network coordinators and the schools and will monitor the work of the consultants who provide technical assistance for managing the networks and the local committees. The operations manual summarizes the criteria used for selecting the 100 priority municipalities in the subcomponent and gives details on the operation of the network.

3.12 A new section will be established in the National Youth Directorate to execute subcomponent 2.b, to be called the Effective and Supportive Schools Unit. This unit will bear overall responsibility for this subcomponent, ensuring that the different activities are fully implemented. This will involve: (i) continuous coordination with the DNIE and with the Childhood Support Programs Unit, the Flexible Modalities Section, and the Professional Development Office of the DNE; (ii) support for the Departmental Directorates and schools in implementing school governments, coexistence committees, the networks of coexistence committees, and the community school security committees; and (iii) coordination with the DNE and other MINED technical units of the organization of committees to validate the manuals and guides for school coexistence. The Quality Monitoring Coordination Offices of the Departmental Directorates will be closely involved in execution of this subcomponent. The management advisor of each office will work directly with the local coexistence committees, the networks of coexistence committees, and the schools and will monitor the work of the consultants who will provide technical assistance in managing the local coexistence committees. The operations manual specifies the criteria for selecting the 150 schools.

3.13 **Operations manual.** The project's operating rules are established in the operations manual that will govern project execution. The manual contains the terms and conditions for executing each component, the stages in the project cycle, and the functions and obligations of the participants. It also contains the selection criteria for the schools that will benefit from component 2, in both the 100 rural municipalities and the 150 urban fringe areas. It sets out the terms of reference for the 13 long-term consultants who will strengthen the entities involved in execution on MINED's central level, including: (i) one consultant as technical coordinator of the project; (ii) four consultants to coordinate the subcomponents; and (iii) eight consultants as technical advisers. **The adoption and entry into effect of the operations manual through a MINED Executive Agreement will be a condition precedent to the first disbursement of the loan.**

### C. Procurement

3.14 Works and goods will be procured and consultants will be contracted and selected in accordance with the Bank's policies established in documents GN-2349-4 and GN-2350-4. International competitive bidding will be compulsory for works whose

- estimated cost is more than US\$5 million equivalent per contract and for goods whose estimated cost exceeds US\$250,000 equivalent per contract. National competitive bidding will be compulsory for works whose estimated cost is more than US\$350,000 equivalent per contract and for goods whose estimated cost exceeds US\$50,000 per contract, provided that national legislation is not contrary to Bank policies, as established in paragraphs 3.3 and 3.4 of the policy. Price shopping may be used for works estimated to cost less than US\$350,000 equivalent per contract and for goods estimated to cost less than US\$50,000 equivalent.
- 3.15 Direct contracting will be used to contract FISDL, Fundación Hábitat, and FUNDASAL to execute subcomponent 1.e, as administrative and contracting agencies, as indicated in paragraphs 3.6 and 3.10 of document GN-2349-4. These institutions participated in executing loans 879/OC-ES, 1084/OC-ES, and 1100/OC-ES and have extensive experience in the construction and rehabilitation of school infrastructure in isolated and remote areas. They are also familiar with MINED's construction standards and the Bank's procurement procedures. FISDL is a public entity and the other two are nonprofit foundations recognized in the country for their social work to benefit the very poor. In the case of works and goods for projects up to US\$50,000 that involve the educational community, the borrower may use their share, up to a cumulative total not to exceed US\$1.5 million, under the upgrading the physical environment for learning subcomponent (Edifica program) and the effective and supportive schools subcomponent, in accordance with the terms and conditions previously agreed to with the Bank.
- 3.16 For the selection and contracting of consultants, the borrower can use any of the methods established in Bank policies. For the purposes of paragraph 2.7 of document GN-2350-4, the short list of consultants whose services are estimated to cost less than US\$200,000 equivalent per contract may be composed entirely of local consultants. In accordance with paragraph 3.10(d) of the document in question, the UCA will be selected directly to carry out specific activities in subcomponent 1(d). The UCA has participated in the educational reform process led by MINED during the 1990s, acting as a counterpart under agreements or contracts in the fields of curriculum design, training, and professional development for teachers, educational research, and evaluation of proficiency, with very good results. The electronic references expand on the rationale for both types of direct contracts.
- 3.17 Procurement of works and goods and the selection and contracting of consultants will be carried out in accordance with the project's procurement plan approved by the Bank, which will be updated at least once a year or when changes have been made for execution of the activities in the components. The procurement plan establishes: (i) the individual contracts for goods, works, and consulting services required to carry out the project; (ii) the proposed methods for procuring works and goods and selecting consultants; and (iii) the form in which the Bank will review procurements. The procurement plan forms part of the project's technical files. The

executing agency will present the procurement plan to the Bank's satisfaction prior to calling for bids and selecting and contracting consultants.

- 3.18 The works and equipment procured for the project will be maintained by MINED up to generally accepted technical standards. MINED will present reports on the condition of the works and equipment financed by the project annually during the project and for three years after the final disbursement of the loan.

**D. Execution period and disbursement schedule**

- 3.19 The loan will be disbursed in five years according to the disbursement schedule, counting from the date on which the loan contract comes into force. Table III-2 shows the preliminary disbursement schedule, which is consistent with the execution capacity envisaged for the project.

**Table III-2**  
**Proposed distribution of project resources (in US\$ millions)**

Source	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>IDB</b>	12.3	22.7	29.0	13.0	8.0	<b>85.0</b>
<b>Local</b>	2.4	4.2	4.9	4.4	4.4	<b>20.3</b>
<b>Total</b>	<b>14.7</b>	<b>26.9</b>	<b>33.9</b>	<b>17.4</b>	<b>12.4</b>	<b>105.3</b>
<b>%</b>	14.0%	25.5%	32.0%	16.5%	12.0%	100.0%

- 3.20 **Revolving fund.** The revolving fund mechanism will be used under the Bank's current provisions, which will be limited to 10% of the total loan. This higher percentage is due to the large number of infrastructure works and the participation of three agencies in project execution.
- 3.21 **Accounting.** The Bank's loan will be deposited in a special account in the Central Bank administered by the Ministry of Finance. The ministry will open accounts on MINED's behalf for each of the sources of financing (IDB and government). Payments will be made by the executing agency for the goods and services procured. The cumulative figures for expenditures and investments reflected in the periodic accounting reports will solely and exclusively consider eligible items agreed upon in advance with the Bank. MINED will keep on file the originals and/or copies of contracts, orders, invoices, receipts, payment vouchers, suppliers' certificates, and all other documentation necessary to corroborate the information contained in the reports to the Bank. The documentation must be duly identified and filed and be made available to authorized Bank staff and the external auditors for examination, upon request.

- 3.22 **Internal auditing.** The Internal Auditing Unit will monitor project execution, including procurement processes, expenditures, and oversight of financial performance, by conducting tests to corroborate that the institution has kept the disbursement documents on file to show that the funds were used in accordance with the provisions established.
- 3.23 **External auditing.** With 120 days after the end of each fiscal year and within 120 days after the final disbursement, MINED will prepare and present the project's financial statements to the Bank for consideration, verified by a firm of independent auditors acceptable to the Bank, in accordance with terms of reference approved in advance by the Bank (document AF-400). The selection and contracting of the firm of private auditors will be carried out in accordance with the Bank's standard procedures for contracting auditing firms (document AF-200). MINED will be responsible for paying for the annual audits.

**E. Monitoring and evaluation**

- 3.24 The project will have a monitoring and evaluation system operated by the National Education Planning Directorate, which will act in coordination with the project's technical committee. The system will contain the baselines for the project and will measure progress in complying with: (i) the indicators in the logical framework; and (ii) the process indicators that will measure progress in the effective school networks and the effective supportive schools subcomponents, which includes coverage, operating efficiency (e.g. rationalization and expansion of the supply of education in the networks, management and functioning of the networks, and of the schools) and outcomes indicators related to the improvements in learning, school performance, and school coexistence. The system includes a plan to compile and monitor data that includes the methodology, frequency of data collection and evaluation, the baseline values, the project goals and indicators, and the entity responsible for maintaining the plan. With this information, MINED will prepare the technical and financial progress reports each year which will form the basis for the annual reviews. These reviews will be performed jointly by MINED and the Bank to study project performance and agree on any necessary adjustments. The annual reviews will pay special attention to: (i) progress during the year; (ii) the review and approval of the annual work plans; (iii) budget requirements to implement the plan for the following year; and (iv) a review of project administrative efficiency and coordination and any necessary adjustments.
- 3.25 External evaluations (midterm and final) have also been agreed on to complement the monitoring activities. The midterm evaluation will be performed three years after project execution begins or when 50% of the funds have been disbursed, whichever comes first. The final evaluation will be performed when 80% has been disbursed or at the end of year four, whichever comes first. The final evaluation will include: (i) an analysis of compliance with the specific goals included in the logical framework; (ii) an appraisal of the impact of the project on the training provided for

teachers, including their classroom performance, changes in teaching practices, mastery of course contents, use of time and educational resources in the classroom; (iii) the level of learning by pupils; (iv) an analysis of the quality of the materials produced; (v) an appraisal of the impact of the project on the channels of communication and cooperation between the central, departmental, and local levels; and (vi) specific recommendations on the design of future programs with MINED.<sup>14</sup> If the Bank wishes to perform an ex post evaluation, the government will provide the necessary information. Specialized consultants, whose terms of reference will be agreed upon by MINED and the Bank, will perform all the evaluations.

---

<sup>14</sup> This evaluation will place emphasis on a comparative analysis of the effectiveness of the training used, compared to other interventions carried out in the country.

## IV. FEASIBILITY AND RISKS

### A. Institutional feasibility

- 4.1 MINED's institutional capacity has developed in tandem with the IDB's and the World Bank's external financing programs. In the last five years, MINED has executed four external loans, three with the IDB (1004/SF-ES-1100/OC-ES, 1084/OC-ES, and 879/OC-ES) and one with the World Bank. At the start of the last decade, MINED's execution capacity was relatively low and it was necessary to use a project coordination unit to execute the loan for modernization of basic education (879/OC-ES). Institutional capacity has strengthened considerably since then and today MINED is executing projects within its normal structure.
- 4.2 When the loan was being prepared, an analysis was performed of MINED through the Institutional Capacity Assessment System (ICAS).<sup>15</sup> The evaluation concluded that MINED poses medium to low risk. The recommendations focus on personnel and project management, and also suggest that the executing agency should strengthen the reporting and monitoring process from the standpoint of institutional financial capacity. The consultant indicated that implementation of these recommendations is not indispensable for executing the project. Based on this institutional analysis and past experience with MINED, it is considered that this project can be executed by the ministry's existing line structure.

### B. Socioeconomic feasibility

- 4.3 This project will target resources to extremely poor groups in the country's 100 poorest municipalities and 150 urban fringe schools. As Table IV-1 indicates, the expected outcomes of the project are: (i) expansion of coverage and retention rates in basic education for boys and girls from the poorest sectors; (ii) reduction in repeater rates; and (iii) improvements in the quality of education and school coexistence. These outcomes will improve the internal efficiency of the system and the level of schooling of the public, particularly the very poor. The outcomes will also have significant socioeconomic impact by providing the poorest population quintiles with the human capital they need to raise their incomes, thereby contributing to poverty reduction.

---

<sup>15</sup> Informe de Evaluación de la Capacidad Institucional del Ministerio de Educación (MINED) [Report on the evaluation of the institutional capacity of the Ministry of Education], José Armando Montes, July 2005, El Salvador.

**Table IV-1  
Main project benefits**

<b>Educational benefits</b>	<b>Socioeconomic benefits</b>
<p><b>Increase in coverage and school retention:</b> Increase in the number of graduates. Increase in years of schooling for the very poor.</p>	<p>Reduction in the amount of inputs per graduate. Increase in access to the third cycle. Increase in employability and better salaries.</p>
<p><b>Reduction in the repeater rate:</b> Freeing up spaces in grade one that can be used to increase coverage. Increase in the number of graduates. Less weight caused by overage in the poorest quintiles.</p>	<p>Reduction in the total cost (years-student) required to graduate a cohort. Reduction in the amount of inputs per graduate.</p>
<p><b>Improvements in school quality and coexistence:</b> Increase in the retention rate. Improvements in learning achievements. Improvements in peer relations and relations between students and adults, and parents and schools.</p>	<p>Human resources with higher levels of skills, basic life skills, and skills for social and labor relations. Reduction in levels of substance abuse, violence, and teen pregnancy.</p>

4.4 As part of the socioeconomic analysis, an exercise was performed to calculate the savings created by improvements in internal efficiency in the targeted schools and municipalities. The assumptions were: (i) the number of grade 6 graduates would increase from 26,000 to 40,000 a year; (ii) the number of years to graduation would fall from 10.7 to 8; (iii) the cost per year/student would increase from US\$227 to US\$230; and (iv) the pass rate would rise from 59.9% to 72%. These changes would bring estimated savings of US\$56 million during the project.

**C. Financial feasibility**

4.5 The project will generate annual recurrent expenditures of approximately US\$3 per student in addition to the current cost per student in basic education (US\$227), for total annual spending of US\$3.5 million. This is a feasible fiscal effort, given that the government plans to gradually increase spending on education as a percentage of GDP from 2.86% in 2004 to 4.17% in 2009. These additional costs will begin to be included in the national budget starting in the first year of the project. With regard to basic education's share of government spending on education, it is expected to continue to be above 57% until 2009. However, it is fundamental to obtain additional fiscal revenues if this continuous growth in spending on education is to take place.

4.6 The fiscal impact of the project will be moderate on account of the savings created by attaining the goals established in the logical framework related to a reduction in overage and repeater levels and correction of the progress of school cohorts.

4.7 **Incentive for more education.** To quantify the economic benefits received by the project beneficiaries, the improvement in wages as a result of higher levels of schooling in El Salvador was calculated using Mincer-type income profiles.<sup>16</sup> The results indicate that higher levels of schooling are required to obtain better-paid jobs. As Table IV-2 shows, in 2001 an individual who had completed the second basic cycle earned almost 18% more than an individual who failed to complete the cycle. Although completing grade 6 brings a smaller increase in average hourly income than completing secondary school, it is a necessary step toward completing that level, where average income increases by 63%. The returns on education are higher for women on all levels. Also, the increase is slightly higher in urban areas. Based on this analysis, the proposed project is expected to bring significant economic benefits for the beneficiaries in terms of increases in their expected income.

**Table IV-2**  
**Changes in average hourly income by years of schooling - 2001**

Level of education	Women	Men	Total
Complete first and second cycle (compared to less than the second cycle)	22.4%	15.3%	17.9%
Complete third cycle (compared to the first and second cycle)	37.1%	32.5%	34.4%
Complete secondary school (compared to the third cycle)	69.1%	59.6%	63.4%
University ≥ four years (compared to secondary school)	133.3%	111.6%	121.6%

Source: EHPM 2003

#### **D. Environmental and social impact**

4.8 The proposed project will finance some new low-complexity construction. Based on experience with previous basic education projects, no negative environmental impacts are anticipated. The works will comply with the technical environmental specifications during the construction and operating stages, particularly with respect to resistance to earthquakes and other natural disasters, sewage, and sanitation systems. When the operation was being prepared, the environmental standards of the Ministry of Environment and Natural Resources were reviewed, as were the standards of the Ministry of Public Health and Social Welfare for septic tanks and potable water. It was concluded that the environmental feasibility of each project should be considered prior to the call for bids or the start of the works. The

---

<sup>16</sup> The Mincer method estimates regressions in the logarithm for monthly employment income (dependent variable) in function of years of schooling and experience. Data from the 2001 EHPM were used.

operations manual includes the criteria to be considered to ensure that the investments are environmentally feasible.

- 4.9 The project’s actions are clearly targeted to improving social equity and reducing the educational gaps, which will make for a progressive impact on income distribution. As Table IV-3 shows, the poorest quintiles, which are the main beneficiaries of the project, are the groups that do not complete the six years of primary school. The project will permit those quintiles to achieve levels of access to basic education similar to those of the average population, reduce repeater and overage rates, and increase the percentage that completes grade 6. This, in itself, is an important achievement, since it means the effective universalization of basic education (grades 1 to 6). It also implies that the second cycle will cease to be a bottleneck blocking access by the very poor to the third cycle and, with it, access to better academic and job opportunities. The logical framework includes indicators to measure the project’s impact in terms of improvements in social equity.

**Table IV-3**  
**Educational indicators per quintile that enters basic education (grades 1 to 6)**

<b>Beneficiary population</b>	<b>Net enrollment</b>	<b>Repeater rate (1-6)</b>	<b>Completion grade 6</b>
Q1: 20% poorest	80%	14%	38%
Q2	88%	13%	52%
Q3	90%	9%	64%
Q4	92%	8%	73%
Q5: 20% richest	92%	5%	92%
<b>Total</b>	<b>89%</b>	<b>11%</b>	<b>75%</b>

*Source: Annual census 2004 and EHPM 2002.*

- 4.10 **Gender.** In basic education there are no major differences between boys and girls in terms of access. However, the reasons for dropping out and failing are different, since girls tend to leave to help out at home, take care of their younger siblings, or because they are pregnant, while boys tend to leave to work or, in the worst of cases, to join a street gang. In response to this, the effective and supportive schools subcomponent includes differentiated responses for boys and girls, promoting integration from a gender perspective and conflict resolution as cross-cutting issues in the basic subjects. This initiative is expected to help reduce dropout and repeater rates for both sexes.
- 4.11 **SEQ and PTI classification.** The project automatically qualifies as a poverty targeted investment (PTI) and as an operation that promotes social equity (SEQ) since it is intended to address the situation of school children and their families from low-income groups. The operation is also consistent with the objectives of

social equity enhancement and poverty reduction established in document AB-1704 from the Eighth Replenishment.

**E. Benefits and beneficiaries**

- 4.12 **Improvement in educational outcomes.** The project's investments are intended to improve school retention, increase levels of schooling, and improve learning in the first and second cycles of basic education, in the 100 rural municipalities where the schools that will participate in the effective networks are located and in the 150 urban schools classified as at high educational risk. Specifically, the two components focus on actions to improve the quality and internal efficiency of the first two cycles and on improving access and infrastructure conditions. The expected educational outcomes are to raise average or high scores in language and math in grades 3 and 6 by 12 percentage points in the 100 rural municipalities and the 150 urban fringe schools. Net school coverage will be increased by 20% for six-year-olds entering preschool in the 100 rural municipalities, for close to 7,000 new pupils. Physical conditions and equipment will be improved for a further 150,000 students in the system.
- 4.13 **Targeting of the benefits to the poorest groups.** Considering the inequities in the Salvadoran education system, the project will focus preferentially on two lines of action: the first, which benefits rural schools at high educational risk that serve approximately 30% of rural enrollment, where the poorest school results are concentrated; and the second, which targets the 10% of urban fringe schools with the highest educational risk. Consequently, the benefits will be targeted to the poorest students in urban and rural areas.

**F. Risks**

- 4.14 **Sustainability of the incremental costs from the increase in coverage.** The project involves rationalization of the existing supply of education in addition to an increase in coverage, particularly in preschool, which makes it necessary to hire new teachers. Although the government is committed to having and making resources available in a timely manner for this growth, the country's fiscal situation could cause delays in their actual availability, leading to setbacks in the timetable for executing activities, which means that it would take longer to achieve the goals. The situation could also lead to a negative perception by teachers of the government's commitment to the project and the principles it promotes, which would affect their motivation and commitment to the educational and managerial changes it is intended to promote. To mitigate this risk, MINED, jointly with the Ministry of Finance, has prepared a proposal for the financing and sustainability of the incremental costs of the different activities to be financed by the project, particularly the costs related to the increase in coverage for preschool and basic education. The funds necessary to finance the incremental costs have been included in the national budget starting in the first year of the project.

**BASIC EDUCATION FOR ALL  
(ES-0159)**

**LOGICAL FRAMEWORK**

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
<b>GOAL</b>				
	To help improve educational levels and schooling for people who live in rural and urban fringe areas.	The number of years of schooling of people living in rural and urban fringe areas increases.	Multipurpose Household Survey (EHPM) Population census	The country is politically and economically stable. The social sector investment is sustainable.
<b>PURPOSE</b>				
	To improve access and the quality of basic education in 100 rural municipalities and 150 effective and supportive schools (urban fringe).	<p><b>Coverage<sup>1</sup></b></p> <p>An increase of 20 percentage points in the enrollment of six-year-olds in preschool in 100 rural municipalities (base year 2005: 10,400 students; intermediate goal 2008: 8 points).</p> <p>Increase of 17,500 students ages 7 to 12 (grades 1 to 6) in 100 rural municipalities (base year 2005: 105,131 students; intermediate goal 2008: 10,000 students).</p>	Enrollment census EHPM (each year)	<p>The government maintains its policy of giving priority to spending on education, increasing its investment per student.</p> <p>Teachers are contracted expeditiously for the new sections to be created under the project.</p> <p>The professional commitment of teachers ensures execution of the different innovations to be implemented by the project.</p>

<sup>1</sup> In 2008, with the new population census, the indicator will be changed to the net enrollment rate for six-year-olds and for ages 7 to 12 in grades 1 to 6 for 100 rural municipalities.

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
		<p><b>Internal efficiency</b> Reduction of 8 percentage points in the repeater rate in grade 1 in 100 rural municipalities and 150 urban fringe schools (base year 2004: 16.6%; intermediate goal 2008: 4 points). Reduction of 4 percentage points in the overage rate in grades 1 to 6 in 100 rural municipalities and 150 urban fringe schools (base year 2004: 8.3%; intermediate goal 2008: 2 points).</p> <p><b>Quality</b> Improvement of 12 percentage points in students with average and high scores in language and math in grades 3 and 6 in 100 rural municipalities and 150 urban fringe schools (base year 2003).<sup>2</sup></p>	<p>Enrollment census EHPM (each year)</p> <p>Enrollment census</p> <p>Reports on the results of proficiency tests in grades 3 and 6.</p>	<p>The key programs of Plan 2021 are consolidated in the targeted schools.</p>
<b>COMPONENTS AND SUBCOMPONENTS</b>				
<b>1. Improvement in access and the quality of learning</b>				
1.a Curriculum and education resources for learning.	To expand and improve the supply of education in order to increase coverage and obtain better results.	After 12 months of execution, a curriculum is available for grades 1 to 6 in the four main subjects, and has been updated and validated taking a skills-based approach.	Programs, guides, educational materials, and validation report on the curriculum for the four subjects.	Resources are available for printing the textbooks for grades 1 to 6 in the four subjects and to purchase and distribute them expeditiously.

<sup>2</sup> Average scores in grade 3 language 50%; high scores in grade 3 language 12%; average scores in grade 3 math 42%; high scores in grade 3 math 11%; average scores in grade 6 language 40%; high scores in grade 6 language 19%; average scores in grade 6 math 40%; high scores in grade 6 math 8%.

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
		At the start of school year 2008, 85% of students from preschool to grade 6 have updated textbooks for the four main subjects.	Report of the project coordination technical committee.	Approved plans and programs are available.
1.b Professional development for teachers.		After 24 months of execution, four plans and programs for initial teacher training have been revised, approved, and printed, in accordance with the Higher Education Act.  After 48 months of execution, at least 8,000 teachers have participated in training processes in the teaching of language and math, with a passing rate of at least 80%.	Publications in the Official Gazette.  Report of the Directorate General of Education on the results of the training.  Course attendance lists.  Reports on the results of the Academic and Pedagogical Skills Evaluation Test (ECAP).	Teachers attend training sessions regularly.  Teachers apply the new methods for language and math teaching.
1.c Strengthening of English language teaching and learning.		After 48 months of execution, 80% of teachers trained to strengthen their English language linguistic skills and teaching methods have been certified.  After 48 months of execution, 80% of student taking English have passed.	Course attendance lists.  Report from the head of the Compite program.  Reports from the subcontracted executing agencies.  Lists of certified teachers.  Report on the results of the tests of students in the third cycle who have studied English.	There a national consensus on the need for an understanding and mastery of the English language.  There is strong job market demand for people who have English skills as a real tool for communications.
1.d Evaluation and certification of proficiency.		After 36 months of execution, 100% of students have been evaluated in language and math in grades 3, 6, and 9.  After 40 months of execution, 100% of schools have received reports on results and	Items bank.  Report on the test results for the country as a whole and disaggregated.  Attendance lists from workshops on using the results.	There is national interest in learning about student achievement on the national and international levels.  A stable socioeconomic situation permits the tests to be conducted.

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
		<p>methodological guides for use in language and math.</p> <p>In 2006, the country participates in the LLECE second comparative quality study (SERCE), sponsored by UNESCO.</p> <p>In 2007, the country participates in the international TIMMS tests sponsored by the OECD.</p>	<p>Report on SERCE results.</p>	
<p>1.e Upgrading of physical environments for learning.</p>		<p>After 48 months of execution, about 489 classrooms have been expanded and equipped in schools (40 preschool and 450 basic) as follows:</p> <ul style="list-style-type: none"> <li>▪ 125 in national public schools (15 preschool and 109 basic).</li> <li>▪ 175 classrooms in effective school networks (25 preschool and 150 basic).</li> <li>▪ 190 classrooms in effective and supportive schools.</li> </ul> <p>After 48 months of execution, about 60 classrooms have been replaced in schools as follows:</p> <ul style="list-style-type: none"> <li>▪ 12 classrooms in national public schools.</li> <li>▪ 38 classrooms in effective school networks.</li> <li>▪ 10 classrooms in effective and supportive schools.</li> </ul>	<p>Report by the Infrastructure Unit.</p> <p>Records of provisional and final receipt of the constructions.</p> <p>Records of receipt of furniture.</p>	<p>All resources required for construction, expansion, and replacement of classrooms, and for the construction of the sanitary modules are available.</p> <p>10% has been estimated as contingencies for all the works, based on actual costs, to the end of the project.</p> <p>Infrastructure requirements are based on the georeferenced information system (GIS).</p> <p>In calculating the infrastructure requirements, it has been estimated that total behavior of the networks will be similar to the 33 implemented in 2005.</p>

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
		<p>After 48 months of execution, approximately 2,560 classrooms have been rehabilitated in basic education schools, as follows:</p> <ul style="list-style-type: none"> <li>▪ 548 classrooms in national public schools.</li> <li>▪ 1,576 classrooms in effective school networks.</li> <li>▪ 436 classrooms in effective and supportive schools.</li> </ul> <p>After 48 months of execution, 200 sanitary modules have been built and/or rehabilitated.</p>		
<b>2. Attention targeted to schools</b>				
2.a Effective school networks.	To expand the opportunities for access and completion from preschool (with emphasis on six-year-olds) to grade 6, with good quality, in the 100 rural municipalities targeted.	<p>After 36 months of execution, 115 effective school networks have been created in rural areas and are carrying out their network education projects through annual plans.</p> <p>After 36 months of execution, 80% of the school networks offer education from preschool to grade 6.</p> <p>After 36 months of execution, at least 90% of the 22,000 overage students have been brought up to a higher grade through accelerated courses in the 100 targeted rural municipalities.</p>	<p>Reports monitoring the baseline for the effective school networks.</p> <p>Network education projects and their annual plans.</p> <p>Enrollment census each year.</p> <p>Report by the Pedagogical Management Office on accelerated education and alternative classrooms.</p>	Rural families attach priority to sending their children to school.

Narrative summary	Objectives	Indicators	Means of verification	Assumptions
		<p>After 36 months of execution, 80% of the schools in the network with fewer than 20 students enrolled are able to offer alternative classrooms.</p> <p>After 36 months of execution, 80% of the schools in the network receive academic reinforcement for language and math teaching.</p>		
<p>2.b Effective and supportive schools.</p>	<p>To promote safe environments for coexistence at school and the improvement of academic conditions to achieve effective learning in 150 targeted urban fringe schools.</p>	<p>After 42 months of execution, at least 90% of the 12,500 overage students have been brought up a higher grade through accelerated courses in the 150 targeted schools.</p> <p>After 36 months of execution, the 150 urban fringe schools have executed competitive projects and have implemented academic improvement activities.</p>	<p>Project progress report by the National Youth Directorate.</p> <p>Evaluation report on execution of the competitive youth projects.</p>	<p>The schools sign letters of commitment and demonstrate willingness to change and apply the project's components.</p> <p>There is a national policy that prioritizes the development of youth.</p> <p>The educational communities are aware of the problem of school violence and take action to prevent it.</p>