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AGENCY FOR INTERNATIONAL DEVELOPMENT
UNITED STATES OF AMERICA A. I. D. MISSION TO EL SALVADOR
REGIONAL CONTRACTS AND GRANTS OFFICE

Issuance Date: January 13, 2003
Deadline for Questions: February 14, 2003
Closing Date: March 14, 2003
Closing Time: 4:00PM San Salvador Time

Subject: Request for Applications (RFA) Number 519-03-A-002,
Implementation of Excellence in classroom education.

The United States Agency for International Development (USAID) Mission in El Salvador is seeking applications from U.S. organizations or a consortium for funding a program to assist El Salvador in implementation of Excellence in classroom education. The authority for the RFA is found in the Foreign Assistance Act of 1961, as amended, and the Federal Grants and Cooperative Agreements Act of 1977.

The Recipient will be responsible for ensuring achievement of the program objective to support a program to address priority need for education in El Salvador. Please refer to the Program Description for a complete statement of goals and expected results.

Pursuant to 22 CFR 226.81, it is USAID policy not to award profit under assistance instruments. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the grant program and are in accordance with applicable cost standards (22 CFR 226, OMB Circular A-122 for non-profit organization, OMB Circular A-21 for universities, and the Federal Acquisition Regulation (FAR) Part 31 for-profit organizations), may be paid under the grant.

Subject to the availability of funds, USAID/El Salvador intends to provide the total amount of \$5,000,000 in total USAID funding to be allocated over a period of 24 months.

For the purposes of this program, this RFA is being issued and consists of this cover letter and the following:

Application Preparation Guidelines;
Selection Criteria;
The Schedule
Program Description;

Certification's assurances will be requested from the selected applicant prior to award.

For the purposes of this RFA, the term "Grant" is synonymous with "Cooperative Agreement"; "Grantee" is synonymous with "Recipient"; and "Grant Officer" is synonymous with "Agreement Officer".

Applications should be received by the closing date and time indicated at the top of this cover letter at the place designated below for receipt of applications. Applications and modifications thereof shall be submitted in envelopes with the name and address of the applicant and RFA Number 519-03-A-002 inscribed thereon, to:

Regional Contracting Officer
USAID/El Salvador
Blvd. y Urbanización Santa Elena
Antiguo Cuscatlán
El Salvador
Telephone: 011-531-298-1666

Award will be made to that responsible applicant whose application offers the greatest value.

Issuance of this RFA does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of an application. Further, the Government reserves the right to reject any or all applications received. Applications are submitted at the risk of the applicant; should circumstances prevent award of a cooperative agreement, all preparation and submission costs are at the applicant's expense.

In the event of an inconsistency between the documents comprising this RFA, it shall be resolved by the following descending order of precedence:

Selection Criteria;
Grant Application Format;
The Program Description;
This Cover Letter.

Any questions concerning this RFA should be submitted in writing to Beth S. Paige, Regional Agreement Officer, via facsimile at 011 503 298-2155 or via Internet at bp Paige@usaid.gov by February 14, 2003. If there are problems in downloading the RFA off the INTERNET, please contact the USAID INTERNET Coordinator on (202) 712-4442. Applicants should retain for their records one copy of their application and all enclosures that accompany it.

Sincerely,

Beth S. Paige
Regional Agreement Officer
USAID/EL SALVADOR

APPLICATION PREPARATION GUIDELINES

Technical applications must be specific, complete and presented concisely. The applications must demonstrate the applicant's capabilities and expertise to achieve the purpose of this RFA. The applications must take into account the technical evaluation criteria set forth in this RFA.

Applicants are expected to review, understand, and comply with all aspects of the RFA. Failure to do so may result in non-consideration of the application.

Preparation of Applications

Applicants shall submit original and four (4) copies of their technical proposal and one original and one copy of their cost proposal.

Please organize the submitted material sequentially under tabs to facilitate evaluation. All pages must be numbered. Technical and Cost portions must be presented independent from each other. Print size may not be smaller than 12 characters per inch. Applications must be formatted as follows and must reflect the selection criteria stated in Attachment 2.

A. TECHNICAL PROPOSAL INSTRUCTIONS

Written applications

Applications shall not exceed 50 pages single-spaced, using 12 point font and will include the first year Annual Implementation Plan. Pages in excess of 50 may not be evaluated. No annexes/attachments except as specifically requested herein are required. Applications must be organized as follows and reflect the criteria to be evaluated. Please note that the recommended page limits are guidelines and are not requirements. The use of charts and tables is encouraged to convey information in the application. Any charts and tables must be numbered as part of the 50-page limit for the application.

1. SF 424 Application for Federal Assistance and 424a

(This form can be download from:

www.usaid.gov/procurement_bus_opp/procurement/forms/SF-424/)

2. Executive Summary (recommended 1 page).

3. Technical approach (28 pages)

At a minimum describe the technical approach to achieving program results. Address issues such as how program will be implemented, what strategy, how the program will be monitored and what methods will be employed to seek alliance partners. Innovative means to improve the quality of education through school principals are encouraged. The technical approach section will include the technical parts of the first year Annual Implementation Plan.

Two areas of special interest to USAID are gender equity and incorporation of children with disabilities. The technical approach must discuss these two topics.

4. Key Personnel (7 pages)

Identify positions and describe responsibilities

Candidates and resumes for long-term United States and Salvador full-time professional personnel

Identify skills areas and provide illustrative candidates for both U.S. and Salvadoran nationals for short-term personnel

5. Institutional Capability and Management Plan (7 pages)

Institutional experience and qualifications of lead organization and other implementing partners

Experience in basic education

Experience in and approach to monitoring and evaluation for impact reporting

Administration and management plan

At a minimum, describe who will be responsible for program management, how staff will be deployed, reporting relationships, how sub-contracts will be managed, and the role of the headquarters of the lead organization.

The management plan will include the management parts of the first year Annual Implementation Plan.

6. Past Performance (7 pages)

Discuss past performance for referenced for personnel,

noting past achievements and results directly attributable to these key personnel Each key personnel stating explicit commitment (letters may be included as attachments)

Discuss past institutional performance and provide

performance references. Note past achievements and results directly attributable the each organization.

State Grant, Cooperative Agreement and/or Contract numbers, awarding institution and point of contact for both technical (CTO) and administrative Contract/Grant Officer).

B. COST PROPOSAL INSTRUCTIONS

Subject to the availability of funding USAID intends to award a Cooperative Agreement in the amount of US\$5,000,000.

Applicants are to provide a detailed breakdown of all costs, including indirect costs. Include budget notes on each budget line item detailing how the line item cost was derived. Moreover, Applications shall provide brief narrative description of any costs that may require explanation (i.e., why a specific cost may be higher than market costs, justification for fringe benefit rates, etc.). Negotiated Indirect Cost Rate Agreement (NICRA), if existent, must be included.

Narrative discussion must include assumptions used in determining any in-kind cost share contribution. Moreover, any agreements with a third party providing a contribution shall be detailed and the agreement with the party and shall be included under a tabbed section "Sub-Agreements" of the cost proposal. Any third party cost contributions which do not have a formal written agreement at the time of the Applications shall include a narrative under the tabbed section "Sub-Agreements"

which clearly describe what stage of the process the two parties are at and the date the Applicant expects the Agreement(s) to be formalized.

COST SHARING/MATCHING

It is USAID's policy that the principle of cost-sharing is an important element of the USAID-Recipient relationship. USAID requires cost-sharing level of at least 15% of the program costs. Applicants who propose cost-sharing in excess of 15% are encouraged as this will extend the depth and sustainability of the proposed activity. Cost-sharing may be a factor in the determination of which proposal offers the best overall value to the U.S. Government.

C. RESPONSIBILITY DETERMINATION

Certain documents are required to be submitted by the top ranked applicant in order for the Regional Agreement Officer to make a determination of responsibility prior to award. **APPLICANTS ARE NOT REQUIRED TO SEND THIS INFORMATION AS PART OF THEIR INITIAL APPLICATION.**

Organization(s) determined to have a reasonable chance for award may be requested to submit additional information deemed necessary for the Agreement Officer to make a determination of responsibility. The information must substantiate that the Applicant:

- has adequate financial resources or the ability to obtain such resources as required during the performance of the award
- has the ability to comply with the award conditions, taking into account all existing and currently prospective commitments of the applicant, governmental and non-governmental
- has a satisfactory record of performance. Past relevant unsatisfactory performance is ordinarily sufficient to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance
- has a satisfactory record of integrity and business ethics
- is otherwise qualified and eligible to receive a grant under applicable laws and regulations (e.g., EEO).

Applicants who do not currently have a Negotiated Indirect Cost Rate Agreement (NICRA) will be required to submit the following information:

- copies of the applicant's financial reports for the previous 3-year period, which have been audited by a certified external public accountant or auditor satisfactory to USAID
- Projected budget, cash flow and organization chart
- A copy of the organization's accounting manuals.

The applicant selected for award will be required to complete and execute the following certifications as well as any other certifications mandated by USAID regulations:

- Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs
- Certification Regarding Debarment, Suspension, and Other Responsibility Matters - Primary Covered Transactions

- Certification Regarding Drug-Free Work Place Requirements
- Restrictions on Lobbying (certification and disclosure forms)

SELECTION CRITERIA

SELECTION PROCESS AND EVALUATION CRITERIA

Overview

Applicants to this RFA will be evaluated on the basis of their proposed technical approach, personnel qualifications and experience, institutional experience and management capacity, and past performance of personnel and the institution to achieve results in the area of basic education. The relative importance of each criterion is indicated in points, of which 100 total points are possible. The criteria will be used to select the applications of the highest quality and most relevance to achieving project objectives. Information concerning each criterion must be included in the application.

The applications will be evaluated by a panel of USAID/El Salvador employees and possibly representative(s) from the Ministry of Education. All applicants will be evaluated as specified herein.

Evaluation process

Evaluation of applications received in response to this RFA will take place as follows.

1. Technical approach

40 points

- The extent to which the application addresses multiple dimensions of educational quality
- The extent to which the proposed activities are well within the technical capabilities of the applicants and counterparts
- The extent to which the proposed activities are innovative
- The extent to which the application builds on and uses existing tools and mechanisms
- Soundness, logic, and practical approach to achieving results in all three components of the RFA
- The quality of the strategy proposed to achieve results
- The analysis and plan to address gender and disability issues.

2. Key personnel qualifications

25 points

- The strength of the proposed candidates and the extent to which they have an effective combination of experience skills (including language skills), education, and training necessary for the position for which they are proposed.

3. Institutional Capability and Management Plan

15 points

- Implementing continuing support services that are sustainable beyond the term of the activity
- The quality and extent of previous institutional experience with basic education projects in rural areas of developing countries

- Complementary strengths and a clearly defined vision of how the Recipient can cooperate with counterparts to the benefit of their counterparts
- The extent to which the management structure will maximize the effective participation of all partners, and how it will collaborate and coordinate with these partners the implementation of the most relevant interventions funded under the Award
- Demonstrated ability to work productively with both public- and private-sector entities, particularly overseas, and
- The quality and thoroughness of the management plan including staffing, with clearly defined roles and responsibilities, organizational structure, lines of communications, and sub-contracting.
- Ability of home office to provide timely support to in-country personnel

4. Past performance

20 points

- Key personnel with demonstrated experience in producing results in improving basic education in the classroom
- Institution with demonstrated ability to produce results
- Demonstrated ability of long-term staff to work in developing country environments and to collaborate effectively with host country institutions and groups
- Demonstrated ability to collaborate with USAID.

Note: USAID relies on the prime organization's review of partner organizations; however, if deemed necessary to ensure prudent use of USG funds, USAID may conduct its own past performance review of proposed partner organizations.

Financial evaluation

Applications will also be evaluated on the merits and reasonableness of their financial plan. While cost and cost sharing will not be evaluated in the technical review and USAID has not assigned numerical values for the evaluation, their importance should not be underestimated. For example, in the event of close technical ranking, financial considerations can become a determining factor for an award.

Discussions, Interviews and/or Supplementary Information

USAID may award a Cooperative Agreement based on the initial applications received. Therefore, Applicants are advised to prepare their applications accordingly. However, if USAID determines that it is in the interest of the USG, following the evaluation of the written applications, USAID may contact any or all applicants to obtain additional information. USAID may choose to obtain this information through email/letter correspondence, conference calls, and/or through interviews in San Salvador.

THE SCHEDULE

1.1 Purpose of the Agreement

The purpose of this Agreement is to provide support for the program described in Attachment 4 of this Agreement entitled "Program Description" [The successful applicant's proposal will be incorporated by reference.]

1.2 Funds Obligated, Payment, and Estimated Cost

The total estimated amount of this award is US\$_____. USAID hereby obligates the amount of US\$_____ for program expenditures.

- (a) Additional funds will be obligated by USAID/El Salvador subject to the availability of funds, up to the total estimated amount of this Agreement.
- (b) Payment shall be made to the Recipient by Letter of Credit (or reimbursement, or advance/liquidation, as applicable) in accordance with procedures set forth in 22CFR Part 226.22.

1.2 Cost Share

The Recipient agrees to contribute an amount not less than US\$_____ for program expenditures.

1.3 Budget

USAID CONTRIBUTION

Salaries and Wages
Other Direct Costs
Indirect Costs
Total

COST SHARE

Total

1.4 Substantial Involvement Understanding

USAID will be substantially involved during performance of the program. The USAID Cognizant Technical Officer (CTO) shall be substantially involved in the following areas:

1. Annual Implementation Plan/Revision -- The USAID CTO will be consulted during the development of the annual work plans/revisions and have the right of final approval. Implementation plans should include a timeline for the planned achievement of milestones and outputs.
2. Key Personnel – The USAID CTO will be consulted and have the right-of-approval for the designation of key positions and the appointment of Key Personnel.
3. Monitoring & Evaluation – The USAID CTO will be consulted during the development of monitoring and evaluation plans and have the right of final approval.
4. The CTO will collaborate or jointly participate as follows:
 - a. USAID will participate in the selection of the schools to receive assistance under this award
 - b. USAID will participate in the selection of studies to be developed a/or discussed in roundtables under Component 3.

1.5 Period of Agreement

The effective date of this Agreement is _____, 2002. The estimated completion date is June 30, 2005.

1.6 Reporting and Evaluation

1.6.1 Financial Reporting

In accordance with 22 CFR Part 226.52, the SF 269 and SF 272 are required on a quarterly basis. The Recipient shall submit these forms in the following manner:

- 1) The SF 272 and 272a (if necessary) must be submitted via electronic format to the U.S. Department of Health and Human Services (<http://www.dpm.psc.gov>) within 45 calendar days following the end of each quarter. A copy of this form shall also be submitted at the same time to the Cognizant Technical Officer.
- 2) The SF 269 or 269a (as appropriate) must be submitted to the Cognizant Technical Officer.
- 3) In accordance with 22 CFR 226.70-72, the original and two copies of all final financial reports shall be submitted to M/FM/CMP-LOC unit. The electronic version of the final SF 272 or 272a may be submitted to HHS in accordance with paragraph 1 above.

Please note that while the 45 day period noted in paragraph 1 is contrary to the 15 day period stated in 22 CFR 226.52(a)(2)(iv), due to HHS standard procedures for processing these reports USAID has been advised that the 45 day period is correct.

1.6.2 Monitoring and Reporting Program Performance

A. Performance Reports.

See program description VI reporting schedule.

B. Special Reporting Requirements/GIS Data.

The Recipient(s) will maintain and update an electronic database to include basic information on the project, such as name of the community, location (department, municipality, canton), geodesic coordinates, and any other basic information related to the Program. USAID will provide a copy of this database in MSAccess for their use. The updated information will be provided to USAID electronically on a quarterly basis as a supplement to the quarterly technical performance report.

Reporting Requirements/Reporting and Evaluation/Performance Reporting:

The format that the Recipient uses in these quarterly reports will be compatible with USAID/El Salvador's Geographic Information System (GIS). USAID will provide the Recipient(s) with a digital/electronic copy of the database in MSAccess that contains the code of each canton, municipality, and department, as well as other relevant information, that will be used to prepare these reports. The activities carried out under the cooperative agreement, as well as needs identified in each community, will be tracked in this system to assist in coordination with other organizations, GOES agencies, and other Recipients working in this program, as well as to monitor performance.

1.7 Authorized Geographic Code

The authorized geographic code for procurement of goods and services under this award is 000 (United States).

1.8 Resolution of Conflicts

Conflicts between any of the Attachments of this Agreement shall be resolved by applying the following declining order of preference:

Schedule
22 CFR Part 226
Program Description
Cover Letter

1.9 Title to and Care of Property

Title to all property financed under this award shall vest in the Cooperating Country. Specific disposition instructions will be provided during implementation.

1.10 Cognizant Technical Officer

The CTO for this award is _____. The CTO is authorized to perform the routine monitoring and administrative responsibilities associated with the Agreement, except those which involve changes in the period, purpose, funding, or terms and conditions of the Agreement.

1.11. Key Personnel

The following positions and individuals have been designated as key to the successful completion of this award. In accordance with the *Substantial Involvement* clause of this Agreement, the Recipient shall not divert any of the individuals in the list without the prior written approval of the CTO.

Position Title _____ Name

(TO BE COMPLETED UPON AWARD)

1.12. Indirect Costs

Pursuant to the Standard Provision of this Award entitled *Negotiated Indirect Cost Rates – Provisional (Non-Profits)*, an indirect cost rate or rates shall be established for each of the Recipient accounting periods which apply to this award. Pending establishment of final or revised provisional rates, payments on account of allowable costs shall be made on the basis of the following negotiated provisional rates(s) applied to the base(s) set forth below:

<u>Type</u>	<u>Rate</u>	<u>Base</u>	<u>Period</u>
		1/	

1/ Base of Application:

(TO BE COMPLETED UPON AWARD)

1.13. Ceiling Indirect Cost Rates

Reimbursement of indirect costs shall be at the final negotiated rates but not in excess of the following ceiling rates:

<u>Type</u>	<u>Rate</u>	<u>Base</u>	<u>Period</u>
		1/	Life of Award

1/ Base of Application:

(TO BE COMPLETED UPON AWARD)

The Government shall not obligated to pay any additional amount on account of indirect costs above the ceiling rates established above. This advance understanding shall not change any monetary ceiling, cost limitation, or obligation established in this Agreement.

1.14 Payment Office

USAID/EL SALVADOR
CONTROLLER'S OFFICE
UNIT 3110
APO AA 34023

1.15 Special Provisions

(a) **PRIOR APPROVALS PER OMB CIRCULAR A-122 AND PER STANDARD PROVISIONS**

OMB Circular requires Agreement Officer approval of certain expenditures (for example: sub-awards, equipment greater than \$500 for non-US grantees, international travel). Prior approval is hereby provided for the following:

[This section will be completed prior to award]

(b) **SALARY SUPPLEMENTATION.**

No payments shall be made to employees of any government without the prior written approval of the Agreement Officer.

(c) **IVA PROVISION**

VALUE ADDED TAX (VAT)

The Salvadoran Government has a 13 percent value-added tax which it levied on all commercial transactions. All transactions incurred by the recipient in El Salvador that are charged to this agreement will be exempt from this tax; recipients will be required to pay the tax at the time of purchase and seek reimbursement. The VAT reimbursements will be credited back to the agreement account and will be available for program activities. The recipient will be provided with specific instructions and procedures regarding recovery of VAT upon award.

Value added tax is NOT an allowable cost under USAID acquisition or assistance awards in El Salvador and failure to submit appropriate and timely documentation may result in determinations of unallowability of such costs.

SOCIAL SECTOR REFORM (SSR) PROJECT
EXCELLENCE IN CLASSROOM EDUCATION AT THE LOCAL LEVEL (EXCELL)
PROGRAM DESCRIPTION

- I. OBJECTIVE

- II. EDUCATION SECTOR BACKGROUND

- III. PROGRAM DESCRIPTION
 - A. Approach
 - B. Components

- IV. RESULTS

- V. MONITORING AND EVALUATION

- VI. REPORTING SCHEDULE

- VII. RECOMMENDED REFERENCES

LIST OF ACRONYMS

CDIE	Center for Development Information and Evaluation, Bureau for Policy and Program Coordination, USAID/Washington
CV	Curriculum Vitae
EXCELL	Excellence in Classroom Education at the Local Level
FEPADE	Private Sector Foundation for Educational Development (“ <i>Fundación Empresarial para el Desarrollo Educativo</i> ”)
FUNDE	National Foundation for Development (“ <i>Fundación Nacional para el Desarrollo</i> ”)
FUSADES	Salvadoran Foundation for Economic and Social Development (“ <i>Fundación Salvadoreña para el Desarrollo Económico y Social</i> ”)
GIS	Geographic Information System
GOES	Government of El Salvador
IDB	Interamerican Development Bank
IPI	Institutional Performance Improvement
IR	Intermediate Result
K-6	Kindergarten to 6 th grade
MINED	El Salvador’s Ministry of Education
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organizations
OEI	Organization of Iberoamerican States for Education, Science, and Culture (“ <i>Organización de Estados Iberoamericanos para la Educación, Ciencia y la Cultura</i> ”)
PEI	Proyecto Educativo Institucional (School improvement plan)
PREAL	Partnership for Educational Revitalization in the Americas (“ <i>Programa de Promoción de la Reforma Educativa en América Latina y el Caribe</i> ”). Webpage: www.preal.org
SO1	Strategic Objective No. 1
SSR	USAID/ES’s Social Sector Reform Project
UDB	Don Bosco University

UES	University of El Salvador
UFG	Francisco Gavidia University
UNICEF	United Nations Children Fund
USAID/ES	United States Agency for International Development, Mission to El Salvador
USG	United States Government
WB	World Bank

I. OBJECTIVE

The purpose of the “Excellence in Classroom Education at the Local Level” (**EXCELL**) intervention, under the Social Sector Reform (SSR) Project¹ is to address priority needs for education in El Salvador and improve student performance in the classroom in at least 250 rural schools. USAID’s particular emphasis is on:

- Improving the Ministry of Education policy capability
- Improving the effectiveness of school principals to provide quality education to students
- Enhancing analytical capacity in education.

Subject to the availability of funds, USAID/El Salvador intends to provide approximately \$5,000,000 to be allocated from the date of award through June 30, 2005.

II. EDUCATION SECTOR BACKGROUND

The educational reform actively pursued in El Salvador by the Ministry of Education (MINED) during the last decade has produced significant achievements in the areas of access to education, curriculum development, teaching strategies, testing systems, and decentralization. Nonetheless, despite the effort and continuity of reforms, improving the quality of education in the classroom remains the greatest education development challenge in rural areas. The capacity of the MINED to implement reforms that reach the classroom and improve students’ performance needs improvement and decentralization requires additional effort.

Also, efforts to strengthen implementation of policy reforms were constrained by the disastrous earthquakes of January and February 2001, after which substantial amounts of national and donor funds were redirected to support reconstruction efforts. Apart from the immediate need to rebuild approximately 40 rural schools damaged in the earthquakes, USAID/El Salvador and the MINED’s primary educational concern is to measure and improve the quality of education in the classroom. Although there are a variety of approaches which have been discussed (improving curricula, teacher training, increasing access to school supplies, etc.), the USAID Mission has identified specific areas of intervention that respond to the MINED’s critical needs and priorities. USAID’s support will be provided through the Social Sector Reform (SSR) Project, “Excellence in Classroom Education at the Local Level” (**EXCELL**) intervention to address the following constraints:

- The lack of policy implementation skills which are a constraint to the effective implementation of policy. These leadership and managerial skills have been identified by the MINED’s Senior Management team as areas that need strengthening.

¹ The Social Sector Reform (SSR) Project was approved in 1995. From January 1996 through February 2002, the Project was implemented through the Private Sector Foundation for Educational Development (FEPADE). The purpose of SSR is to increase access to and quality of education services by improving the efficiency and effectiveness of service delivery in three major ways: (1) development of national capacity to conduct educational research essential to educational reform design and implementation; (2) training of “agents of change”, i.e., key actors from the public and private sectors in the educational reform; and (3) support of national dialogue in support of educational reform.

- The lack of a single, unified, effective monitoring and evaluation system is constraining the ability of the MINED to evaluate the effectiveness of its policy initiatives or measure student performance in pre-kinder through 6th grade, and take timely, corrective actions to improve student performance in the classroom.
- A majority of under-trained and under-performing school Principals who require professional skills training to increase their capacity to motivate and manage their teachers, provide for family and community involvement in schools, and increase student performance in the classroom. Currently, student performance indicators are less than 6 points of a total of 10 points.
- The continuing need for updated educational policy research to provide input into public discussions about improvements in the educational system in El Salvador.

The MINED and USAID agree that the barriers to improved quality and classroom performance are not just related to teacher skills, a relevant curriculum, ample supply of books and materials, and general infrastructure. The barriers are also related to the combination and interaction of various factors outside of the classroom and within the school, such as the principal's leadership and his/her ability to promote quality education practices in the classroom. This view is not only supported by extensive statistical analysis that have identified key factors and their inter-relationships, but also by observational and anecdotal evidence.

Educational improvements can be achieved in a cost-effective manner by moving the primary locus of decision-making from the central educational administration to the school. Changes in school management, such as establishing clear goals, maintaining flexibility and autonomy, and a collegial relationship, are precisely the goals that the MINED's decentralization initiative is trying to achieve. In order for these actions to be effective, there must be an initial investment in capacity building and training of school principals and when appropriate, support staff such as Pedagogical Advisors.

Educational reform in El Salvador has illustrated the limitations of the traditional, top-down, centralized model of school management. The essence of this traditional approach is that the school is treated as a shell, separate from the rest of the school's organization and community. It has long been a truism in organizational development and training that 70 to 80 percent of organizational performance problems is the result of factors other than worker skill and knowledge. Constraints related to organizational processes such as incentives, clear and enforceable rules and regulations, out-of-date or non-existent job descriptions, and inconsistent authority patterns have been identified as barriers to a quality education. In the **EXCELL** Activity, the school principals are viewed as responsible for overcoming these inhibiting factors.

The general principles underlying the model supported by the **EXCELL** intervention are based on the management precepts of assigning authority to those with the responsibility for results at the school level - the principals - and this is where substantial USAID resources will be focussed. A principal should demonstrate his/her concern for quality education with a clear, well-focused, and commonly held vision, a capable staff, a permanent feedback process to adapt programs as experience is gained, and by establishing an adequate incentive-accountability structure. A principal's commitment to excellence and better management is expected to be reflected in increased teacher and student performance.

Gender issues: In addition, although the MINED is promoting gender equity to increase the quality of education, its practical application in the classroom is still very weak and therefore, a constraint to classroom performance. In the decentralized model of education promoted by the MINED, the principals, with intermittent support from Pedagogical Advisors, will be responsible for overcoming these constraints.

III. PROGRAM DESCRIPTION

USAID seeks to support an activity to:

- Improve the Ministry of Education's capacity to implement educational policies
- Improve the effectiveness and quality of school administration to provide quality education to students between kinder and the sixth grade
- Enhance the analysis of educational reforms.

A. APPROACH

USAID/El Salvador views the implementation of this Cooperative Agreement as an on-going, iterative process of consultation and modification. The approach to providing support under this Cooperative Agreement must be responsive to the clients' needs to achieve results. Therefore, the Recipient will create a working environment that manages for results, allows for flexibility, and the continual incorporation of lessons learned throughout the period of implementation. The Recipient will work closely with USAID/El Salvador and MINED officials assigned to coordinate the different components in order to obtain continual guidance and feedback in terms of progress achieved toward desired results. The Recipient will ensure the development and utilization of systems that regularly monitor and evaluate clients' needs and the impact of activities carried out under the Cooperative Agreement, and will adjust implementation according to changing circumstances and evaluation findings.

USAID seeks to support a Recipient program that: 1) employs creative responses and approaches in order to achieve desired results; 2) is flexible and innovative; 3) engages partners and clients in a participatory fashion; 4) provides technical and intellectual leadership in the field; and 5) effectively promotes early childhood care and education, gender equity and disability inclusion in all program activities.

The Recipient must implement this Cooperative Agreement with one to three local partners, which have demonstrated experience in the education field and have successfully implemented education projects with MINED. These partnerships will contribute to broadening the range of organizations providing assistance to strengthen U.S.-El Salvador linkages in the education sector. It is expected that the local partner will provide support to implement improvements at the school level (See component 2)

The Recipient shall indicate the method of identifying the partner and/or subcontractors, the level of effort, and the tasks/functions to be performed. For example, interventions and tasks may be distributed by geographic area, by component, by specific activities, etc. The Recipient must specify the technical resources and expertise of proposed partner/sub-recipient organization(s).

All interested responders to this RFA should be aware that FEPADE - Private Sector Foundation for Educational Development (“*Fundación Empresarial para el Desarrollo Educativo*”) – was the sole implementor under Phase I of the Social Sector Reform Project under which **EXCELL** is funded. FEPADE was responsible for: (1) training of change agents (school principals, teachers, parents, student leaders); (2) educational research; and (3) support to a consultative and dialogue process of educational issues. Background reports from FEPADE can be obtained from:

Mr. Joaquín Samayoa
Investigación y Desarrollo Educativo
FEPADE
Avenida Jerusalem y Calle Jacaranda No. 5
Colonia Maquilishuat
San Salvador, El Salvador
Phone: 503-263-9151 or 503-263-9339
e-mail: fepade_investigacion@sv.cciglobal.net
web: www.fepade.org.sv

There are several Salvadoran institutions, agencies and groups – some supported by USAID – as well as other international donors, that have been active in promoting educational development. Entities entering El Salvador with the objective of becoming involved in educational development should be aware of the capacities and roles played by these institutions and groups as they represent resources of considerable value. Collaboration with institutions carrying out activities related or complementary to programs proposed within the Cooperative Agreement is strongly recommended as a means to maximize results.

USAID is interested in building an education alliance where partners share a common vision and commitment to achieve success. For example, school principals need to collaborate effectively with local communities since community involvement can make a significant contribution to improve schools. Another example is the work of the principal with the Pedagogical Advisors in order to strengthen teachers’ skills. In addition, school principals need to make effective use of their teachers, whose skills need to be strengthened. A partner with an interest in these areas might provide some of its own resources to support supplemental education development in the selected rural schools.

The list below is illustrative of the key organizations working in educational development in El Salvador.

- Local entities:

Ministry of Education (www.mined.gob.sv)
The Private Sector Foundation for Educational Development
 (“*Fundación Empresarial para el Desarrollo Educativo*–FEPADE”)
(www.fepade.org.sv)
Alfa Center (“*Centro Alfa, S.A. de C.V.*”)(www.alfa.edu.sv)
The Salvadoran Foundation for Economic and Social Development
 (“*Fundación Salvadoreña para el Desarrollo Económico y Social-FUSADES*”)
(www.fusades.com.sv)

University of El Salvador (UES) (www.ues.edu.sv)
Francisco Gavidia University (UFG)(www.ufg.edu.sv)

Other International Donor Programs:

Interamerican Development Bank (IDB)(www.iadb.org)
World Bank (WB)(www.worldbank.org)
Partnership for Educational Revitalization in the Americas
(PREAL) (www.preal.cl)
European Community (www.europa.eu.int)
United Nations Children Fund (UNICEF) (www.unicef.org)
Organization of Iberoamerican States for Education, Science,
and Culture (“Organización de Estados Iberoamericanos para
la Educación, Ciencia y la Cultura – OEI) (www.oei.es)
Government of Spain (www.aeci.es)
Government of Japan (www.jica.go.jp)

B. COMPONENTS

The recipient will address key constraints in policy implementation and school governance to improve education in the classroom through three mutually supportive components.

Component 1: Strengthen Ministry of Education’s capacity to improve decentralized school management, modify and implement educational reforms

USAID/El Salvador anticipates that no more than 22% of total funding will be used in support of this component.

The first component is focused entirely on strengthening the strategic managerial and leadership skills of the MINED’s Executive Team composed of approximately forty persons. The objective of this Component is to improve the capacity of the MINED’s Executive Team to plan, implement, monitor, evaluate, and lead policy reform. In order to achieve this objective the MINED must strengthen team relationships, office procedures, and inter-office efficiency and cooperation, and be able to translate policy guidance into sustained policy implementation initiatives. This will be aimed at developing the skills of the MINED’s Executive Team and the Evaluation and Research National Directorate.

1.1 Strategic Planning and Management Capacity Development

The MINED’s Executive Team management structure, including Directors, Deputy Directors, Assistants, Departmental Directors, and Coordinators, is responsible for a myriad of operational issues, planning and content, measuring impact and evaluation of all efforts as well as coordinating all higher education efforts with universities. This team is responsible for cost-effective use of resources, establishing performance standards, providing supportive management structure for schools and principals, and establishing and implementing guidelines and teaching standards. An internal focus of this specific intervention is to provide support for the implementation of school decentralization and empowerment, which requires stronger support for school-community management.

This sub-component will include a combination of structured, high-level management and strategy development training and technical assistance to strengthen inter-departmental teamwork. In order to maximize the focus and the action orientation for specific institutional changes, it is recommended that these activities be implemented in the framework of an overall Institutional Performance Improvement (IPI) plan. The IPI approach is a structured methodology to identify critical performance problems or required performance changes and to develop a comprehensive approach to resolving identified problems, including skill development (training) and structural changes.

This particular intervention will contribute to improve the efficiency and effectiveness of the Executive Team by:

- Improving teamwork
- Improving leadership and professional development skills
- Improving skills on strategic planning and strategic management (including strategic financial management)

The Recipient will provide technical assistance and training to strengthen and complement on-going training initiated with the Senior Management Team funded through the Technical Secretariat. MINED has contracted consultants to work on a team building process, as well as improving managerial skills with this team composed of the Minister, the Vice-Minister, and the heads of the various MINED's directorates and offices. The Spanish Government will also carry out a training needs assessment for MINED Senior Management Team and the Executive Team. The role of the Recipient is to offer recommendations and provide supplemental training and technical assistance as needed.

For sub-component 1.1. - Strategic Planning and Management Capacity Development – the Recipient will work in close coordination with the MINED Deputy Director for Human Resources to develop content of technical assistance and training, set schedules, identify participants, etc.

1.2 Application of monitoring and evaluation systems and research

The purpose of this sub-component is to strengthen the MINED's Evaluation and Research National Directorate in order to produce and use timely, accurate information for policy formulation and implementation of reforms in a cost-effective manner. Working with and through the MINED Evaluation and Research Directorate, the Recipient will support procurement of U.S.-manufactured technological software and equipment especially designed for evaluation purposes. Assistance is also required for the collaborative implementation of special comparative and baseline studies. One outcome of these interventions will be a strengthened capacity to track students' performance in the classroom associated with overall school performance and improved school management. Presently there is no system that compares or monitors teachers' training and professional preparation with students' academic performance and its relationship to improved school management. With the addition of the school improvement plan (PEI) and inputs from the community, using appropriate, well designed formats becomes even more essential to analyze results and maximize these results through refined policy reforms. These formats must be user friendly for school principals. Therefore, the

Recipient will provide training to school principals in the use of monitoring and evaluation systems and basic statistical analysis.

This sub-component will contribute to the improved capacity of the Evaluation and Research Directorate to:

- Conduct and disseminate at least four selected studies in response to issues raised by the MINED, particularly those related to the implementation of school autonomy and governance policies, the current relevance of the curriculum, and gender policy implementation
- Implement action research in target schools with accelerated reforms, such as those in the *Escuela 10* program², to better identify what is working as well as address structural and procedural constraints to effective decentralization and cutting edge reforms.
- Assess the pre-service teacher education system implemented through the universities. El Salvador reorganized the teacher education system many years ago, eliminating the teacher training or “Normal” schools and incorporating all teacher education into the university system.

For sub-component 1.2 – Application of monitoring and evaluation systems and research – the Recipient will work in close coordination with the Director of the National Directorate of Evaluation and Research from MINED to develop and implement the workplan for this sub-component.

Component 2: Improve student achievement in at least 250 rural³ schools, K-6, through training and technical assistance to school Principals

USAID/El Salvador anticipates that approximately 70% of total funding will be used for the implementation of this component.

There are 1,517 rural schools in El Salvador with classes from kinder to sixth grade. These are the broad target for USAID assistance. From these schools, at least 250 rural schools will be selected from those that have achieved the highest ranking in educational achievement tests for the “*Escuela 10*” program. Selection criteria will include:

- Rural schools distributed throughout the country, in five to seven departments, with pre-school through sixth grade
- Schools that have expressed a strong interest in becoming an “*Escuela 10*” and in **EXCELL** intervention

² The “Escuela 10” program is designed to create excellence in public schools. To qualify and remain as an “Escuela 10”, is not an easy task, but all schools will have the opportunity to be certified as such. The Ministry of Education urges all public schools to make a special effort to obtain excellence in classroom education. In order to accomplish this, the Ministry’s senior management team, the teachers, students, and parents must work toward developing conditions for excellence. You may find additional information on the “Escuela 10” program at: www.mined.gob.sv

³ “Rural area” means all the municipalities in El Salvador, except for the 262 municipal capital cities and those municipalities that belong to the San Salvador metropolitan area: Antiguo Cuscatlán, Apopa, Ayutuxtepeque, Ciudad Delgado, Cuscatancingo, Ilopango, Mejicanos, Nejapa, Nueva San Salvador, San Marcos, San Martín, San Salvador, Soyapango

- Schools that have started a school improvement plan (“*Proyecto Educativo Institucional*” - *PEI*)

Other specific criteria may be developed in coordination with MINED’s National Director of Educational Development (“*Director Nacional de Desarrollo Educativo*”), the person in charge of the “*Escuela 10*” program, and USAID/El Salvador.

The Recipient will build upon the following interventions that have been carried out or are underway:

- Needs assessment and design for training of school principals to be carried out under the sponsorship of the Government of Spain. This needs assessment is not currently available; it is expected to be available from the MINED by late January 2003.
- A Ministry of Education pilot effort currently underway, implemented by FEPADE, which is seeking to improve performance of “*Escuela 10*” school Principals’ through a certificate program. Description of the program may be available from FEPADE upon request.
- Training provided to school principals by FEPADE under USAID’s Social Sector Reform (SSR) Project. Reports may be available from FEPADE upon request.

The Recipient, in coordination with the National Directorate of Evaluation and Research, will screen the principals in 1,000 schools (66% of 1,517 total schools) in order to establish a baseline of skill levels of principals and teachers, as well as level of student performance and involvement of the community. At least two hundred and fifty (250) principals and their schools will be chosen as a pilot group for more in-depth targeted assistance.

The Recipient will be responsible for significant results to increase student performance in at least 250 rural schools throughout the country by creating an appropriate environment to adequately apply educational curricula, improving the working and administrative environments. This objective will be achieved by strengthening the capacity of school principals to:

- Ensure quality education in the classroom
- Motivate and manage their teachers
- Strengthen teachers’ skills
- Improve the preparation of the school’s annual workplan (PEI) and budget
- Use monitoring and evaluation systems to guide school management
- Incorporate practices for equity in the classroom, inclusion of children with disabilities, and early childhood care and education
- Involve the family and community in education
- Work with the school community team (i.e., parents, local government officials, pedagogical advisors, community at large, etc.)

The assistance and training will be customized to the principals’ practical needs as much as possible, prepared with their input, and based on their current year management needs and constraints. The support will be structured in modular form, addressing different aspects of school management. The modular material will be designed to also enable self-study.

The specific targeted technical assistance will be developed in consultation with at least 250 school principals in how to include activities that enhance their ability to improve community involvement in school management through the effective preparation and implementation of the School Improvement Plan (PEI). The PEI is a school-community based process which identifies and introduces procedures to promote improved management by involving parents more actively in the educational planning routine.

Finally, equity in the classroom, inclusion of children with disabilities, and early childhood care and education will be key cross-cutting thematic areas of technical focus for the school principals and Pedagogical Advisors.

For Component 2 – Improved student achievement in 250 rural schools – the Recipient will work in close coordination with the MINED National Director of Educational Development and the Manager of the *Escuela 10* program.

Component 3: Educational policy research

USAID/El Salvador anticipates that no more than 8% of total funding will be used for the implementation of this component. This component must be carried out during the first six months of implementation of the Cooperative Agreement.

The third component promotes action research and consultation on a variety of educational topics that will promote a national dialogue on educational investments and reforms, while further refining future options for support for USAID assisting El Salvador with continued policy reform.

Funds under this Component will be used to finance up to six studies or analyses of the dialogue process, geared to provide input into a variety of issues surrounding education policy and quality. It is initially anticipated that the analysis of policy papers or educational strategies will be promoted through a series of round table discussions with representatives from various sectors (public sector, private sector, NGO community, civil society, etc.). Some of the documents that could be discussed include but are not limited to:

- The study on national investment in education: “Let’s Invest in Education to Challenge Economic Growth and Poverty” (“*Invirtamos en educación para desafiar el crecimiento económico y la pobreza*”), developed by the Salvadoran Foundation for Economic and Social Development (FUSADES – “*Fundación Salvadoreña para el Desarrollo Económico y Social*”), 2002 (www.fusades.com)
- Studies, reports, policy briefs, and working papers developed through the Partnership for Educational Revitalization in the Americas (PREAL – “*Programa de Promoción de la Reforma Educativa en América Latina y el Caribe*”) (www.preal.cl):
 - Educational Progress Report, El Salvador – 2002 (“*Informe de Progreso Educativo, El Salvador*”)
 - Tomorrow is Too Late, 2001 (“*Mañana es Demasiado Tarde*”)

- Lagging Behind, 2001
(“*Quedándonos Atrás*”)
- World Bank’s Education decentralization in Latin America: The effects on the quality of schooling, 2000 (<http://www.worldbank.org/>) Evaluation of Educational Reform, 2002
- MINED’s “Achievements and Challenges for 2000” (“*Logros and Desafíos del 2000*”), 2000

One key area of research will be the socio-economic costs of the current investment levels in education. Under-investment in educational research is seen in a number of indicators, from basic coverage factors to the impact of multiple principal roles and “double teaching shifts” necessary in many rural schools. Over the long-term, a much greater level of investment in educational research is essential to provide policy inputs relevant to breaking the “educational poverty cycle” which is necessary in order to obtain the result of better educated rural residents with greater capability to participate in a modernizing market economy.

Another important investment will be focused on increasing the number and quality of instructional hours, as student learning is ultimately a function of time and effort. Changes of this kind require research and policy dialogue to advance into policy reform. Many of the topics available for research could be coordinated through the “*Escuela 10*” model.

A list of key policy issues to be considered under this component may include:

- Comparing successful educational development models that have led to transformation of a country with needs similar to El Salvador’s, e.g., the Tunisian model which significantly increased government investment to make quality gains
- Carrying out research that demonstrates impact of greater private sector economic support of educational reforms and investments
- Studies related to equity in the classroom and strengthening girls’ education
- Relationships between early childhood education and increased performance in formal schooling
- The impact of the length of the teaching day and its relation to quality
- The potentially positive results of actions leading to increased inclusiveness or education for all
- How to enhance participation of hard to reach children, special groups such as girls, the disabled, and working children

The purpose of these roundtable discussions will be to develop an educational policy platform that could be adopted by the Government of El Salvador (GOES) as a result of a consensual process. Roundtables may be organized under specific topics such as resources for funding programs, coverage issues, quality issues in education, values and civic responsibility and decentralization. The Recipient will seek to produce a report summarizing these discussions, indicating obstacles and achievements to date, as well as recommendations for future actions.

For Component 3 – Enhanced analytical capacity for educational policy research – the Vice-Minister of Education will designate the person with whom the Recipient will coordinate. Specifics on the studies to be completed, as well as the structure of the roundtables, questions to be addressed, participants and schedules will be mutually agree among the Recipient, Ministry of Education, and USAID/El Salvador.

Gender Issues: This activity has a cross cutting objective to support gender equity in each of the three components. Promoting gender equity, focusing on girls' education in particular, is not considered a separate component of this RFA. Applicants will take gender concerns into account in their proposals. The Recipient shall made efforts to ensure that there is, and report on progress towards, a gender balance for all of the interventions to be carried under this Award. Furthermore, one of the objectives of assisting the Ministry of Education (MINED) to improve teaching methodologies in the classroom and to improve school administration, is to enhance and ensure that gender equity in the classroom and in the school continues to be increased and promoted.

IV. RESULTS

The purpose of the award is to substantially improve and measure student academic performance in the classroom. The specific results under each component follow:

Component 1 Results

Strengthened Ministry of Education capacity to improve decentralized school management, modify and implement educational reforms through:

- 1.1. Improved strategic planning and demonstrated proactive management practices. Members of the Executive Team are more effective in analyzing, negotiating, implementing, coordinating, coordinating, and monitoring educational initiatives and projects.
- 1.2. Enhanced monitoring and evaluation capability to carry out analytically based strategic policy research and used it to formulate and support educational advancement in the classroom. The staff from the Evaluation and Research National Directorate are able to carry out studies on key educational issues that will allow the Senior Management Staff take decisions and make adjustments to educational processes.

Component 2 Results

The foundation laid for improved student achievement in at least 250 rural schools, Kindergarten through Sixth Grade (K-6) by increasing the professional capacity and effectiveness of school Principals to create and effectively manage an enabling teaching - learning environment by working with the school community team.

Component 3 Results

Educational policy research carried out through a consultative process to identify areas of positive and potential impact for future collaboration. This will be achieved by undertaking a series of educational policy reviews conducted by MINED, non-government and U.S. policy analysts, private sector think tanks, and regional policy specialists.

V. MONITORING AND EVALUATION OF ACTIVITY RESULTS

EXCELL has been developed with clear objectives. Interventions must be appropriate to achieve these objectives and Recipients are required to monitor the effectiveness of the interventions, and making course corrections in the program as necessary. Monitoring allows the Recipient to demonstrate the impact of the activity.

1. Monitoring

USAID/El Salvador shall provide continuing oversight of the technical and financial management aspects of the award through reviews of reports, correspondence, site visits or other appropriate means as stated in Section 1.4 of the Schedule.

The Recipient shall monitor performance under this Agreement and ensure that time schedules are met, program targets by time periods are accomplished, and other performance goals are achieved. The Recipient shall submit the results of monitoring as part of its quarterly reports (see section on reporting below).

The following table provides USAID’s planned measures of performance. However, applicants may propose but must strongly justify alternative indicators and benchmarks that will measure progress towards the achievement of results through the implementation period.

RESULT	PERFORMANCE MEASURE	MEANS OF VERIFICATION
<p>Component 1:</p> <p>MINED implementing educational reforms as a result of improved management and information strategies.</p>	<p>1a. Strategic management plan developed that identifies critical institutional reforms to support school autonomy.</p> <p>1b. New performance monitoring system established and tested.</p> <p>1c. The Evaluation and Research Directorate has technological resources (evaluation methodologies and instruments) to increase accuracy and efficiency in performance monitoring.</p> <p>1d. The Evaluation and Research Directorate completes and disseminates at least four studies on key policy issues in response to top management issues.</p>	<p>1a. Strategic plans</p> <p>1b M&E studies and reports</p> <p>1c. Equipment and software purchased, installed and functioning</p> <p>1d. Studies completed</p>

<p>Component 2: Student performance improved as a result of school Principals' increased capacity to manage and promote quality education practices in the classroom.</p>	<p>2a. PEI developed and refined in at least 75% of participating schools, Kindergarten through Sixth grade.</p> <p>2b. School level strategic management plans developed and implemented and regular “quality circles” for teachers established, in at least 75% of the 250 schools targeted under <i>EXCELL</i> Activity.</p> <p>2c. Decision making processes based on monitoring and evaluation systems established in at least 75% of participating schools</p>	<p>2a. School community plan and assessment of impact</p> <p>2b. <i>Asesores Pedagógicos</i> records</p> <p>2b. Annual student achievement test results</p> <p>2c. Cooperative Agreement reports and baseline impact analysis</p>
<p>Component 3: Policy dialogue and reform of key issues can be planned.</p>	<p>3a. Inputs from the education professional community for policy dialogue and additional educational reforms are available through action research results</p>	<p>3a. Final report and results from at least six studies discussed in national events</p>

Monitoring and evaluation of performance will be an on-going, collaborative process with the participation of the Recipient, USAID/ES, MINED, and other partners and concerned parties.

2. Evaluation

Under a separate mechanism, USAID/El Salvador may conduct, if deemed necessary, an external formal evaluation of the program and Recipients progress. This evaluation would be scheduled near the end of the agreement. It is anticipated that this external evaluation would focus on (a) the extent to which the activities achieved the intended results; (b) the impact of the program; and (c) lessons learned for future programming. If the evaluation is deemed necessary, USAID/El Salvador will finance this study under a separate instrument.

VI. REPORTING SCHEDULE

The Recipient will submit the following reports to the CTO, and where requested, to the Agreement Officer:

- Annual implementation plans
- Quarterly performance and financial reports
- Final report
- Any additional documents such as assessments, evaluations, case studies, discussion papers, or other documents produced under the Award.

All reports and documents are to be submitted in English and in both electronic -- Word and printed form.

1. Annual Implementation Plans

The Application to the RFA will include an Annual Implementation Plan for the first year of work. The Annual Implementation Plan will be in English and a Spanish language version will be required no later than 30 days after the signing of the agreement, preferably earlier. The Annual Action Plan shall not exceed twenty (20) pages, singled spaced, using a 12 point font. The Recipient will work closely with counterparts and USAID during the start up phase and may propose changes to the Implementation Plan as required throughout the award period.

The Annual Implementation Plan will include:

- The strategy that will be used for the achievement of project goals
- Individual long-term technical assistance tasks
- A schedule for commodity procurements
- A schedule and benchmarks for a training plan
- Expected targets based on indicators as per the monitoring and evaluation plan in section V above.
- A management plan
- Financial and pipeline analysis for the final year.

A second Annual Implementation Plan will be required to be submitted for USAID review and approval one month before the end of the first Annual Implementation Plan is scheduled to end.

2. Quarterly Reports

USAID requires the recipient to submit quarterly reports to the CTO at the end of each USG fiscal year quarters. The recipient shall submit one (1) original in English and one (1) original in Spanish of each quarter. Reports will use the outline specified below.

The quarterly reports should include progress measured against results defined above in section V: Monitoring and Evaluation. The Recipient will be responsible for filling out actual data of the Performance Data Tables (disaggregated by gender and by educational cycle: pre-school education, 1st to 3rd grades, 4th to 6th grades). Specific reporting needs are:

- A comparison of actual accomplishments with the target indicators established for the period in the program description
- If established targets were not met, reasons why they were not met, and actions that will be taken toward their achievement
- Summary data regarding number of beneficiaries assisted
- Other pertinent information such as success stories.

3. Final Report

A final report will be due within 90 days. Recipients are encourage to submit a draft of the final report prior to the 90 days to seek USAID comments. Five (5) copies of the final report will be

required in English and five (5) copies are required in Spanish, as well as electronic copies of both versions.

4. Outline for Quarterly and Final Reports

The recommended outline for the quarterly and final reports is as follows:

- Executive Summary (results, issues, and next steps)
- Project summary
- Technical Activities during reporting period
 - Inputs and outputs by components
 - Improve the Ministry of Education's capacity to implement policy
 - Training of senior Ministry of Education Team
 - Monitoring and evaluation system development
 - Improve the effectiveness and quality of school administration to provide quality education to students between kinder and the sixth grade
 - Enhance the analysis of educational reforms.
 - Problems encountered and solutions proposed
 - Results and Project performance targets as per section V: Monitoring and Evaluation
- Management Information
 - Management Activities
 - Project Start up
 - Staffing
 - Procurement
 - Management visits
 - Timeline of Activities
 - Progress on alliance formation
 - Level of Effort (annex but mentioned in Executive Summary)
 - Lessons learned and recommendations

4. Geographic Information Report

Components 1 and 3 will take place in San Salvador and will have nationwide effects. Interventions under Component 2 will take place through out the country, but will be of benefit only to the local community served.

USAID will provide to the recipient a digital/electronic version of its database containing the codes and names of the departments, municipalities and cantones. As part of the quarterly reports, the Recipient report on the geographic location and status of interventions, particularly for the school principal strengthening efforts, funded under the program.

VII. RECOMMENDED REFERENCES.

Test Results of Students' Achievement Levels at 3rd, 6th, and 9th grades, 1998

	3rd Grade	6th Grade	9th Grade
Mathematics	4.0	1.8	1.2
Language (Spanish)	4.2	2.8	2.8
Science	5.4	3.7	2.9
Social Studies	5.1	3.6	3.2

Source:

Educational Progress Report, El Salvador – 2002

(“*Informe de Progreso Educativo, El Salvador – 2002*”)

Partnership for Educational Revitalization in the Americas

(“*Programa de Promoción de la Reforma Educativa en América Latina y el Caribe*” – PREAL)

Centro Alfa, S.A. de C.V., San Salvador, El Salvador, September 2002

Institutional Performance Improvement (IPI) Model

(www.ispi.org/services/whatshtmodel.htm)

END OF RFA 519-02-A-012