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*Brief information about the progress  
achieved in the field of education*

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## EL SALVADOR

1957 - 1959

Brief information about the progress achieved in the field of education.

### I Introduction.

The actual Government is achieving, in the Branch of Education, many of the forty seven points that were outlined under the denomination of Sexenal Plan of Culture and Education, in our preceeding Report for 1956-1957.

In spite of the above mentioned Sexenal Plan, the Government has determined the general directrices to which its own-activities in the branch of Education, must be subject. These directrices have been limited chiefly to the following objectives: a) Democratization of the educational process. b) Prëeminence of the inmaterial work over the corporeal one. c) The dignification of teaching as primary action of the educatio--nal function. d) To universalize the elemental services of --education. e) Maintenance and improvement of the educational-services.

The democratization of the educational process has been --achieved through the consultation of the different social ---groups. Thus, for instance from the 8th to the 18th of August 1957, there was held, here in San Salvador, the First Natio--nal Seminary of Medium Education with the assistance of dele--gations of different educational centers and national institu--tions.

From the 28th to the 31st of July 1958 took place the First National Seminary of Moral Education in which the moral proble--ms of childhood, adolescense and youth were analized from a --scientific and technical point of view. The conclusions rea---ched by this important event were published in a special tome.

The other objectives are being fulfilled with all exactitude, as may be appreciated by the different facts hereafter specified.

It is also very convenient to add, that besides all the points included in the Sexenal Plan of Education there was also --- created a system which is called Pedagogical Groups of Emergency, with which the process of elementary education has completely been revolutioned here in El Salvador.

## II Scholastic Administration

### 1) Administrative Services.

A) On the 1rst of February 1957 the General Board for Normal Schools began to function. This organism is ruled by Regulations that are the organic synthesis of discernements for the different services which includes, as cardinal subjects: the purposes of the Normal School Education in the training of the Salvadorian teacher, the Definition and Regulations of the Normal Schools, terms and curriculum of studies, quality and Attribution of the Staff and Pupils, Equivalence, Incorporations and inscription of teachers, etc.

The General Board has been created to:

a) Define and Unify the educational philosophy for the better formation of the National Teachers;

b) To orient in agreement with the high authorities of Education in a technical and well coordinated manner the work of the schools for Normal Education.

c) To organize, with the technical collaboration of the General Board of Education for Normal Schools, the regulations, --- plans of studies and programs for the Normal School Education.

d) To suggest the means and adequate instruments which would efficiently propiciate the achievement of the pedagogical methods which the national education demands;

e) To produce the requisites that would guarantee the suitability

lity of the teaching staff in the schools for Normal Education under whose responsibility the teachers of the whole country have to be trained;

f) To study the possibility of creating the Register of all teachers working for Normal Schools;

g) To organize and direct systems of professional improvement;

h) To practice pedagogical investigations in the experimental schools and other similar institutions in order to get a better knowledge of the Salvadorian student and cautiously introduce in the educational services, the required reforms, and orient the agricultural education in the Normal Schools and encourage and watch the technical functioning of the school orchards. In this Regulations there has been established the Board of Directors for Normal Schools as adviser to the General Board of Normal Education.

B) By decree Nº 24 issued on the 15th of February 1957 the National Board of Education was created.

This Board is composed with one representative of each of the following services:

a) Kindergarten Education

b) Primary Education

c) First cycle of High School Education and University Entrance.

d) Normal Education

e) Technical Education

f) Farming Education

g) Commercial Education

h) Physical Education

i) Art Education

j) University Education

k) National Press

The National Board of Education is a consultive organism char

ged with the coordination of teaching in its different branches and grades, and with the general orientation of the educational process of the Nation. More details can be consulted in the Regulation.

2) Estimated

The Estimated of the Secretaryship of Education for the year 1957, was of ₡ 28.632.136<sup>00</sup> (\$ 11.452.854.40 USA) and for 1958 it amounted to ₡ 29.191.727<sup>00</sup> (\$ 11.676.690.80 USA). In 1958 -- the Estimate was increased on 6% above the preceeding year; and in the same year the Estimate of the Secretaryship of Education was the highest in comparison to that of the other Branches of our Public Administration.

3) Buildings

III Quantitative Development of Teaching (See Plan of Pedagogical Groups of Emergency, in Anex)

IV School Organization

To satisfy the national necessities for education there are actually in function, several types of schools which can be described as follows:

- a) Experimental Schools (Complete time)
- b) Remodeled Schools (Complete Time)
- c) Common Schools (Complete Time) ,
- d) Double turn Schools (Half time)
- e) Emergency Schools (Pedagogical Groups of Emergency with special time)
- f) Nocturnal Schools
- g) Specialized Schools for people who are slower in learning, for blind people, for the deaf and mute and schools for re-adaptation of the youth.
- h) Complementary Schools

It has always been tried to operate in all these Schools ---- according to the most advanced pedagogical technics adapted, of

course to our technical idiosyncrasy, human capacities and economical resources putting in practice, measures such as these: -- practical education and learning, adequate evaluation of the pupil's efficiency, preparation of didactic material, necessary innovation to the School Register, reorganization of the statistical services. The teaching work from the first to the third grade of the primary education were rationed in order to obtain a maximum of efficiency developing within the so called "Plan of Pedagogical Groups of Emergency" This system was established by Nº 29 Decree issued on the 25th of February 1957. By this special system it has been made possible that one teacher, in the same class-room, and using the same furniture, is in capacity to attend, within the same hours of work, two different pedagogical groups, one in the morning and one in the afternoon in four ---- hours of daily activities for each one of the groups, working -- from Monday to Friday. The teacher is then entitled to an additional salary when working in this new type of School.

V Plans of studies- Programs and Methods:

a) The National Board of Education has already dictaminated about the Preliminary Plan of Studies for the first cycle of Medium Education which was presented to this purpose by the Secretaryship of Education.

b) The New Plan of Studies for Pedagogical Groups of Emergency contemplates the following distribution of the assignatures:

Weekly Hours of Work

	1st grade	2nd grade	3rd grade	Total
Grammar	5	5	4	14
Mathematics	4	4	4	12
Civism and Moral Practice	3	3	3	9
Natural Science and Higienic Practice	3	3	4	10
Plastic Arts	1	1	1	3
Industrial Arts and Domestic Economy	1	1	1	3
Agriculture	1	1	1	3
Musical Education	1	1	1	3
Physical Education	1	1	1	3
Total of working hours in a week	20	20	20	60

c) New Programs, for Mathematics, Algebra, Geometry and Physics for the first period of Medium Education.

d) A new Plan of Studies for the City and Country Normal Schools was worked out.

e) Based on these plans of studies it was decided to work out the new programs of Moral Education. They were prepared by a set of teachers who worked intensely, and are now being tried in the Normal Schools. Those programs are a true and real application of the purposes of Normal Education in El Salvador and they have been specially pointed out in the Regulation of Normal Education, they do not imitate or reproduce any foreign program; neither do they include imported didactic forms. The General Directive in agreement with the superior authorities, has given these programs to the City and Country Normal Schools by way of experience and hopes that the teachers will propose the necessary adjustments which their experience indicates, to reach, thus a better and more consistent programming, which

will lead to better results.

#### VI Teaching Staff

The wish to renew the actual philosophy of Moral Education, and at the same time to infuse in Normal Schools a technical direction which will raise the quality of its formative action; all this demanded the issued of a new Regulation for Normal Schools. It was thus that by N<sup>o</sup> 5 Decree issued on the 3rd of January -- 1958, and after hearing the opinion of the National Board of -- Education, the new regulation was sent forth. In this informa-- tion are included all the preventions that the actual situation requires.

The Normal Schools for city and country have been divided in two. The cycles for Normal Schools, and the specialization of teachers for Kindergarten Education have been established. It --- must be pointed out that in this recent plan the Professional - Moral, is beeing taught as a permanent and regular subject. As part of the program which means to make a real profession of -- the teaching career the activities of the Superior Normal ----- School of El Salvador can also be pointed out. This technic and pedagogical school is exclusively meant to prepare teachers for the Medium Education, and for the professional improvement of - Teachers.

On the 19th of July 1958, the first century of the founda--- tion of Normal Schools was celebrated, and on such a day a ---- great number of teachers who are actually in service recieved a Diploma which accredited them as teachers of Primary Education - Class B. The possibility of creating a Professional Institute - for Teachers, for the improvement of the empirical staff that,-- though they are already registered, is not yet academic, is now in study.

Note: The dossier containing the Anexes will be sent separately and writen only in Spanish. and English.



## EL SALVADOR

### ANNEX

To the brief information of the progress achieved in the --  
field of education.

#### A.- Introduction.

a) Education is an essential attribution of the Salvador  
rian Estate.

b) Primary education is obligatory, and when given by  
the Government, is completely free of charge.

c) Nevertheless, the constitutional precept which makes  
teaching an obligation of the Nation was practicably impossible  
because of the lack of teachers, buildings and furniture, all ---  
this turned much worse by the always insufficient estimate which  
reduced all effort to a practical nullity, and made it impossi--  
ble for the Government to fulfill this very high constitutional  
precept.

d) The Government confronted the unquestionable neces--  
sity and duty to incorporate the number of two hundred thousand  
children to the Primary School.

e) This incorporation had to be done in the shortest --  
possible time in order to prevent that future generations went -  
on without enjoying the benefits of Primary Education.

f) This gigantic enterprise has been undertaken by the  
Government of El Salvador through the Secretaryship of Education  
that has set forth a special plan named "Pedagogical Groups of -  
Emergency".

g) The application and progressive development of this  
plan, constitutes a firm effort towards the process of spiritual  
emancipation of the salvadorian people.

#### B.- Origin of the Plan.

a) It was with pity that the Government verified the --  
fact that thousands of children in the city and in the country -

were not receiving the elemental education which the salvadorian constitution establishes must be given to the people, and all this, as it has already been said, because of the shortage of teachers, buildings and furniture.

b) It was also verified that the sociological complexity of the problem which was increased by the limitations of the country in the aspects of human, technical and economical resources made it almost impossible for the Government to undertake such an enterprise.

c) Consequently, the Secretaryship of Education considered that the problem could be definitely resolved and in a short time, by demanding the immediate action of teachers and duplicating the use of buildings and furniture.

d) This new way of working was called "System of Pedagogical Groups of Emergency".

#### C.- SYSTEM OF PEDAGOGICAL GROUPS OF EMERGENCY.

##### I.- PROGRAMS

a) The schools for "Pedagogical Groups of Emergency" are submitted to the same Plans and Programs as the ordinary school in all that refers to the intellectual subjects, and referring to the applied subjects only one hour a week has been cut out for each of these subjects.

b) Referring to the contents of these programs, this type of school orients its work by means of Minimum Programs, based specially on the "Minimum Rending" of the common schools.

c) The system of "Pedagogical Groups of Emergency" attends only from the 1st to the 3rd grade, it had to be done this way, because these are the Grades in which the assistance and demand of inscription are highest.

## 2.- CONTROLS

a) The efficiency of the System has been proved by -- means of the objective evaluation practised in the common -- schools.

b) Estadistic information concerning inscription and assistance, in the mentioned system are recopilated in a spe---cial formulary, and in this way it is permitted to obtain first hand information concerning the organization and functioning of the "Pedagogical Groups of Emergency".

## 3.- TEACHING STAFF

The staff working in these services must have the following qualities:

- a) They must accept the post of their own free will.
- b) They have to be in good, physical and mental health.
- c) They have to prove themselves efficient.
- d) They must have faith in the system.

## 4.- GENERALS

a) The Teacher: gives separate attention to two di--fferent groups of approximately fourty pupils cach. These groups may accidentaly be paralels, but it is possible that they are not so, in this case the teacher attends the 1st grade in the morning, and Second grade during the afternoon. It can also be the other way round.

b) Salary: the teacher recieves the benefit of a raise of salary. In fact, each teacher working in the system receives FIFTY COLONES (\$ 20.00 USA) in addition to their own salary this, represents an increase of the 15.87 % to the 41.66 % above their basic salary.

c) The building: also duplicates its service by allowing a double number of pupils to work in the same class-room.

d) The furniture: is also used in the same manner.

e) The teacher also benefits by resting on saturday, - that means that he works five days during the week.

The plan is also economical because it saves the Government from renting more buildings, it finally eliminates the possibility of having to improve teachers because it uses the same -- staff already in service.

#### D.- Development of the System.

a) The system of "Pedagogical Groups of Emergency", -- was created by N° 29 Decree issued on the 25th of february 1957.

b) Four hundred teachers began to work at the beginnig percieving the extra wages and at once, sixteen thousand chil--- dren were incorporated to school.

c) In 1958 and thanks to the magnificent results obtained the year before the system was enlarged and ONE THOUSAND AND FOUR HUNDRED **teachers** were working in the system and this allo-- wed the educative services to enlarge, and school was given to an additional 56.000 children.

d) The results of the system have been duly controlled and we are now able to state the following facts: Between the -- years 57 to 58 school was given from the first to the 3rd grade to 39.021 children from the 4th to the 6th grade 9.538 which ma-- kes a total of 48.559 children.

For the year 1959 we have two thousand and four hun--- dred teachers working on the Pedagogical Groups of Emergency --- which increases the possibility to incorporate as many as 96.000 children to school, all this has to be considered from the month of march 1957 which was the date the new system began to operate.

E.- Areas of Action

The system of Pedagogical Groups of Emergency orients its action towards the country areas, increasing the years of school for the peasants and favouring the opening of new schools in the countryside.

The system also operates in the cities and small towns where the super population and lack of buildings demand it.

F.- Characteristics of the System.

a) It is considered an Emergency system. It will last until the totality of salvadorian children have been incorporated to school, and consequently, the terrible scourge of ignorance has been abolished.

On the other side this system keeps a perfect harmony with the very scarce means and material for working that we actually confront and with that great and inescapable educational needs of the people.

b) The everyday work, it goes on as usual, because the teacher continues his work using the same pedagogical technic, which means that he is not obliged to study new system of teaching.

c) In a short time, because its development has been planned for the next four years, in which time, all salvadorian children will have been incorporated to school.

d) Economical because its execution demands only an increase of half a million colones (\$ 200.000.00) a year on the general Estimate of the Nation.

e) Attainable, because it lacks in complicated techniques, and there is no need for an extraordinary number of supernumerary teachers, and the cost becomes insignificant, if one considers the magnitude of the problem which is being fought.

G.- Advantages.

The plan outlined by the secretaryships of Education is full of unquestionable advantages:

a) It guarantees education to all children, thus contributing to eradicate illiteracy from the salvadorian people.

b) It resolves in a short time, the problem of our --- shortage of buildings for schools.

c) Thus it fulfills the Constitutional precept which - commands that primary education should be, universal, free of - charge, and obligatory.

d) It puts an end to the great resistance of parents - in whose homes the child is needed for work, because in this - system, the child has to attend school only half of the day, be it morning or afternoon.

e) It diminishes the danger that represents the fact - of having to walk long distances in order to attend school, since, in this manner the child travels only twice a day.

f) It eliminates the pedagogical inconsequence of ha-- ving to attend extraordinary numerous grades which prevent the efficiency of teaching.

g) It incorporates in a constant and progressive manner great sector of the population to school and civilization.

h) It will make of El Salvador a Nation with great educational significance as a country with a scarce number of illeterate people.

i) Better qualification of the salvadorian individual which will enable him to carry out "consciously and efficiently his rol as a workman, parent and citizen".(Article 199 Political Constitution)

H. The plan of improvement for the peasantry which is one of the great worries of the Government of El Salvador is actually receiving immense benefits from the system of Pedagogical ---- Groups of Emergency, that is in case we accept that lack of -- education is one of the worst plagues that afflict humanity.