



Country Compact: El Salvador

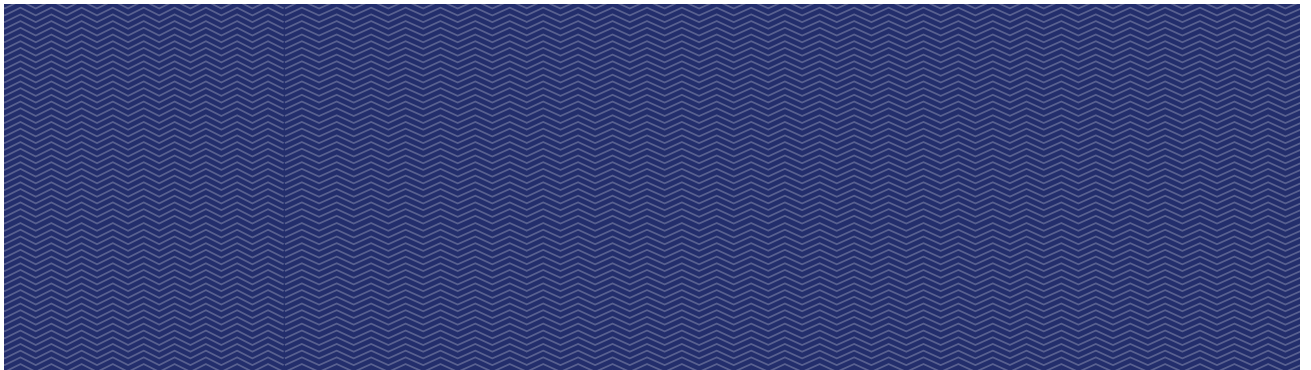
— LOCAL EDUCATION GROUP —

Country Compact: El Salvador

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2020

**Ministry of Education, Science and Technology
Local Education Group**



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Acronyms and abbreviations

- AECID.** Spanish Agency for International Development Cooperation (*Agencia Española de Cooperación Internacional para el Desarrollo*)
- AICS.** Agenzia Italiana per la Cooperazione allo Sviluppo
- AMSS.** San Salvador Metropolitan Area (*Área metropolitana de San Salvador*)
- CABEI.** Central American Bank for Economic Integration
- CDI.** Child Development Center (*Centro de Desarrollo Infantil*)
- ECLAC.** Economic Commission for Latin America and the Caribbean
- CONED.** National Education Council (*Consejo Nacional de Educación*)
- CONNA.** National Council for Children and Adolescents (*Consejo Nacional de la Niñez y la Adolescencia*)
- DIGSTYC.** General Directorate of Statistics and Census (*Dirección General de Estadísticas y Censos*)
- DPD.** Office of the First Lady (*Despacho de la Primera Dama*)
- ECD.** Early childhood development
- ECEC.** Early childhood education and care
- EGRA.** Early Grade Reading Assessment
- EHPM.** Multipurpose Household Survey (*Encuesta de Hogares de Propósitos Múltiples*)
- ERCE.** Regional Comparative and Explanatory Study (*Estudio Regional Comparativo y Explicativo*)
- ESEN.** School of Economics and Business (*Escuela Superior de Economía y Negocios*)
- ESPDG.** Education Sector Plan Development Grants

FEDISAL. Foundation for Integral Salvadoran Education (*Fundación para la Educación Integral Salvadoreña*)

FEPADE. Business Foundation for Educational Development (*Fundación Empresarial para el Desarrollo Educativo*)

FES-ESEN. ESEN's Foundation for Higher Education (*Fundación para la Educación Superior de la ESEN*)

FUSADES. Salvadoran Foundation for Social and Economic Development (*Fundación Salvadoreña para el Desarrollo Económico y Social*)

FUSALMO. Salesian Youth Centers

GOES. Government of El Salvador

GPE. Global Partnership for Education

IDB. Inter-American Development Bank

IOM. International Organization for Migration

ISNA. Salvadoran Institute for the Integral Development of Children and Adolescents (*Instituto Salvadoreño para el Desarrollo Integral de la Niñez y la Adolescencia*)

ISP. Institutional Strategic Plan

ISSS. Salvadoran Social Security Institute (Instituto Salvadoreño del Seguro Social)

ITAP. Independent Technical Advisory Panel

JICA. Japan International Cooperation Agency

JSR. Joint Sector Review

LEG. Local Education Group

MCC. Millennium Challenge Corporation

MDP. Multidimensional poverty

MG. Multiplier Grant

MEL. Monitoring, Evaluation and Learning

MINEDUCYT. Ministry of Education, Science and Technology (*Ministerio de Educación, Ciencia y Tecnología*)

MINSAL. Ministry of Health (*Ministerio de Salud*)

NINI. Term to refer to the population that "neither studies nor works".

NGO. Non-governmental organization

PDG. Program Development Grant

PDO. Project Development Objective

PIJDB. Don Bosco Integral Youth Program (Programa Integral Juvenil Don Bosco)

SCG. System Capacity Grant

SDG. Sustainable Development Goals

SFT. Strategic Facilitation Team

SIGES. Integrated Student Management System (*Sistema Integral de Gestión Estudiantil*)

SIGOB. Governance Management System (*Sistema de Gestión para la Gobernabilidad*)

SITEAL. Information System on Educational Trends in Latin America (*Sistema de Información de Tendencias Educativas en América Latina*)

STEM. Science, Technology, Engineering, and Mathematics

UNDP. United Nations Development Programme

UNESCO. United Nations Educational, Scientific and Cultural Organization

UNOPS. United Nations Office for Project Services

USAID. United States Agency for International Development

WB. World Bank

Introduction

Education in El Salvador needs a systemic transformation to contribute to the integral development of citizens throughout their life cycle, enhance the standard of living of Salvadorans and support the country's development. The present document is the **Country Compact**, which summarizes the sectoral priority and the strategies that the stakeholders in the education sector are committed to support or implement to achieve such transformation. This document is subscribed by the members of the Local Education Group (LEG), led by the Ministry of Education, Science and Technology (*Ministerio de Educación, Ciencia y Tecnología* - MINEDUCYT). The LEG is made up of multilateral agencies, academia, non-governmental organizations and representatives of civil society, among others, and its operation is sponsored by the Global Partnership for Education (GPE).

In the process of developing the Country Compact, the LEG has implemented the six steps of the critical path for the system's transformation. The development of the Compact is part of an ongoing education sector policy decision process¹, which has been enriched by the participation and validation of the LEG members.

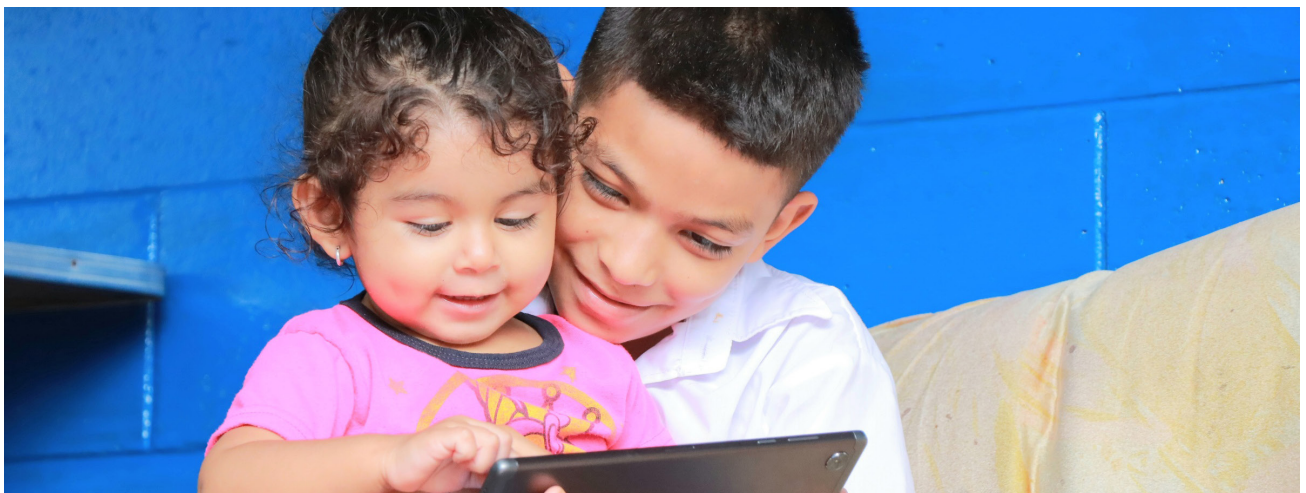
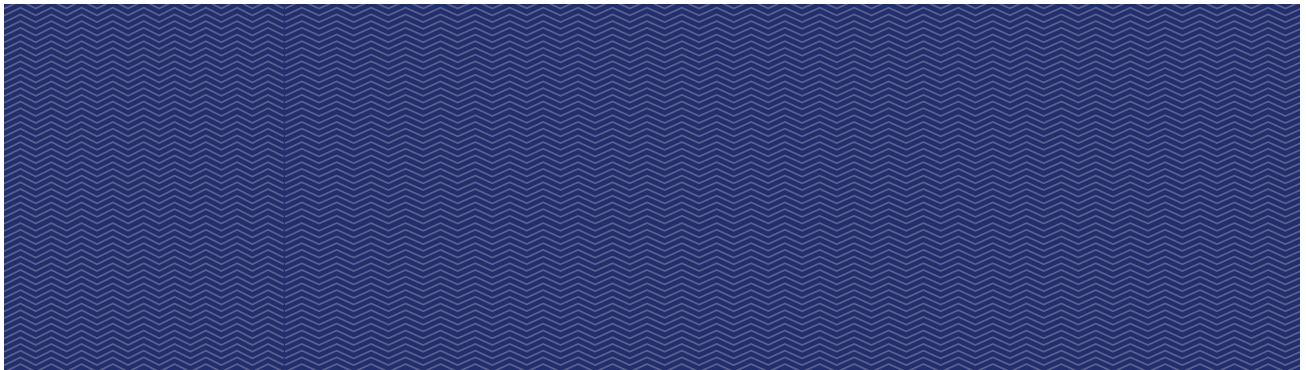
The Compact has identified that the priority with transformative potential for the education system **is the achievement of quality early childhood learning, with equality and inclusion**. Although El Salvador's education system presents great challenges, including low learning rates in basic education and high dropout rates in secondary education, the LEG members agree on the potential of the selected priority to transform the education system from its foundations and with a life-cy-

1/ Annex A presents the recent policy decision process on the education sector in El Salvador.

cle approach. In the country, access to early stimulation for children from 0 to 3 years of age is minimal, and schooling at the kindergarten level (4 to 6 years of age) is the lowest, despite the evidence on the importance of this stage in the development of the brain, learning skills and the potential to break patterns of gender roles that persist in Salvadoran society and restrict the full development of its citizens. Ensuring that children, from their earliest years, enjoy better learning, has the potential to generate a virtuous circle of learning and equality through the education system and the labor market. The LEG recognizes that the selection of the priority does not mean neglecting the other levels of the education system; rather, it reinforces the need to promote greater coordination between levels that, from an educational transition logic, favors quality.

During the process of preparing the Compact, certain enabling conditions have also been analyzed for the achievement of the priority and the transformation it would set in motion; these are: the use of data and evidence, the existence of plans with a gender perspective, coordination in the sector, and the volume and efficiency of financing. The LEG has established that all the enabling conditions have a high priority except for financing, for which a medium priority was proposed, as this does not depend solely on the education sector, but on the country's fiscal situation, which is quite fragile.

This document presents in detail the prioritized policy area, the analysis of the enabling factors, the actions to achieve the system's transformation and the activities proposed for monitoring, evaluation and learning from the process. The document also presents the current and potential funding from GPE, which considered strategic for strengthening the sector. The document ends with a statement of support for the Compact from the LEG stakeholders.



Prioritized policy area

CHAPTER ONE

1.1 Presentation of the prioritized policy area

MINEDUCYT and the LEG stakeholders have selected as a priority of the education system the *achievement of quality early childhood learning, with equality and inclusion*. In El Salvador, early childhood is a priority of the 2019-2024 presidential administration, embodied in the Cuscatlán Plan and materialized in the national policy *Crecer Juntos* (Growing Together), which seeks to coordinate sectoral efforts (health, education and protection) for this age group.

For its part, the Institutional Strategic Plan of the Ministry of Education establishes two priorities aligned with the one designated by the LEG: (a) quality and meaningful learning throughout the life cycle; and (b) a school that favors education for coexistence, inclusion and diversity.

In addition to prioritizing early childhood learning—given that this stage is central to the integral development of individuals, both in the cognitive and socioemotional dimensions—, the importance of inclusion starting at this stage of life and of equity to ensure a healthy development of identity has also been emphasized.

Gender inclusion and equity are a fundamental issue to be considered in the transformation of the education system. In order to fill the gaps observed in the labor market, in wealth generation and in the well-being between men and

women, minorities and vulnerable groups, it is important to understand the underlying causes of such gaps. Governments in Latin America—El Salvador is no exception—have focused on addressing the gaps in adulthood, when it is much more effective to address them through investments in early childhood (Bando *et al.*, 2019). There is evidence that early investment in education favors women having better access to markets, as well as better education and health, and mothers having greater empowerment and participation in household decisions. In turn, this leads to higher incomes, higher savings rates and reduced poverty rates among women and, of course, among minorities (Buvinic *et al.*, 2010).

☐☐☐ **Box one**

Gender as a component of education policy in El Salvador

The Institutional Strategic Plan is the roadmap proposed by the Government of El Salvador to address the persistent deficiencies in the Salvadoran education system. Among the Plan's priorities are two pillars that recognize the importance of inclusion, equity and gender equality. In its priority number one, the Institutional Strategic Plan states that the education system seeks to generate "quality and meaningful learning throughout the life cycle, with relevant and inclusive pedagogy and curriculum." The wording of the priority then recognizes the existence of gaps, not only of gender, but also for minorities such as native peoples. Therefore, the aim is to invest in learning to close gender gaps (among others). On the other hand, priority number five establishes the creation of "a kind of school that favors an education for coexistence, inclusion and diversity." The objective is to create the appropriate environments for the development of students and their family surroundings; to provide tools that will close and modify gender gaps and paradigms, and prevent them from being factors that generate inequality in future results between boys and girls. This

1.2 Systemic impact of the prioritized policy

Given the cumulative nature of the educational process, improvements in the quality of early childhood learning with equality and equity—particularly the education and protection of girls—have the potential of generating a positive effect on the rest of the educational system.

More than 75% of the brain develops in the first five years of life; particularly important is the development of language and motor skills. If children arrive at primary school ready to learn, they can count on better learning in first grade, and so

priority is directly linked to MINEDUCYT's Gender Equity and Equality Policy, updated in 2020, which establishes the need to integrate the gender perspective in education to make gender, social and educational inequalities between women and men visible. Additionally, it proposes the adoption of measures to eradicate gender violence and promote practices that reduce it, including a non-sexist education.

At the same time, the *Crecer Juntos* (Growing Together) policy represents the Government of El Salvador's flagship program for early childhood development. Among its central approaches is a gender focus that recognizes the existence of barriers for boys and girls to exercise their rights in an equitable manner. It also proposes an inclusion approach that seeks to overcome these barriers through public policy. The Compact recognizes the efforts of the Government of El Salvador to close gender gaps at their source. The selected priority assumes the challenge of pursuing gender equity and equality in early childhood learning and, therefore, there is a commitment to mainstream the gender approach.

Source: own elaboration.

on, successively, through the other grades and the rest of their lives, generating a virtuous cycle of learning and better achievements, and reducing grade repetition and dropout, as well as gender stereotypes and roles that lead to inequalities between men and women, since they can contribute to violence against women and are built from the first years of life.

Improving the quality of early childhood learning will require curricular transformations, the definition of quality standards for educational services and teacher training with a gender perspective, which will begin at the basic levels, but should be extended to all levels. From a systemic perspective, the selection of this priority requires a comprehensive process for the development of quality education and learning at all educational levels, if the aim is to deepen the changes and make them sustainable. It is, therefore, a commitment *to early childhood and from early childhood*.

It is important to note that El Salvador is a polarized country, and that agreements on issues that address national level issues are not easy; however, the education sector actors' dynamics have been different. The Salvadoran education sector, represented between 2014 and 2018 in the National Education Council (*Consejo Nacional de Educación, CONED*), and now in the Local Education Group (LEG), has demonstrated its willingness to coordinate and align efforts in favor of improving educational quality. In this sense, documents such as the Education Sector Plan, funded through the ESPDG², or this Compact document, serve as standards for the sector. In the case of groups that are not yet represented in the LEG, the medium-term objective is to include them with the conviction that plurality is the strength of the sector.

1.3 International evidence of support for the prioritized policy

It is widely documented that investment in early childhood generates returns throughout the life cycle of the beneficiaries. In fact, it is possible to divide the

2/ *Guidelines for Education Sector Plan Development Grants.*

returns to early childhood investment into two broad areas: (1) early cognitive development; and (2) academic achievement and expected job earnings (Psacharopoulos, 1982).

However, the benefits extend beyond academics and work. During the early stages of life, children generate more than one million neural connections per second and, therefore, it is a pivotal phase that does not repeat itself (Harvard, 2018). In parallel, numerical, language, social and emotional skills show their greatest development between the first and second year of life (UNICEF, 2018).

Investments in this stage have also proven to be cost-effective and profitable; in some cases, more profitable than other public investments (Heckman *et al.*, 2006). However, the returns are not only true in terms of expected gains and cognitive development: investments in early childhood and maternal health are identified as impacting not only academic outcomes, but also generate benefits by reducing poor nutrition, the prevalence of anemia and stunting (UNESCO, 2010). At the same time, early childhood intervention can help reduce or compensate for social inequalities caused by various factors such as poverty, gender, ethnic group or religion.

In Latin America there is evidence of high returns on investment in early childhood education. For example, López-Boo *et al.* (2014) have found evidence that an early stimulation program improves verbal ability and numerical memory; Gertler *et al.* (2014) conducted psychosocial stimulations to children with growth problems in Jamaica during 1986 and 1987: 20 years later, children who received that treatment have 25% higher gains than their peers; in Venezuela, Alemán *et al.* (2016) have found that stimulation from music programs reduces behavioral problems, especially in contexts where the mother has less education and in environments of violence. The multisectoral benefits are evident and, therefore, El Salvador has opted for early childhood as its educational policy priority.

Additionally, the recent educational experience left by the COVID-19 pandemic has highlighted the importance of investing in the transformation of an educational system that allows the adaptation of children and adolescents to the labor market of the future. According to estimates by the Inter-American Development

Bank (IDB), 75% of jobs in El Salvador are at risk of being replaced by machines or robots in the near future. In 2019, the Economic Commission for Latin America and the Caribbean (ECLAC) estimated that 79% of Salvadoran workers were employed in low-productivity sectors, and 67% of occupations were at risk of being automated in the coming years.

After the measures implemented to prevent contagions during the COVID-19 pandemic, the processes of digitalization and labor automation, far from slowing down, have accelerated and positioned the need for both current and future workers to have basic technological skills as well as more advanced cognitive capabilities. This requires prioritizing an educational agenda that allows students to learn skills that are not possible to learn virtually, that measures the effectiveness of distance education and takes into consideration elements that became visible during the recent pandemic, such as mental health and the resilience of students and teachers.

Finally, there is evidence that it is in early childhood when social norms and stereotypes must be transformed which, in societies such as El Salvador's, can represent barriers to personal and educational development, especially for girls (Levy *et al.*, 2020). In particular, the use of literature is a tool that has proven to be very effective in this transformation process (Meland, 2020).

1.4 Evidence in El Salvador on the need to intervene in the prioritized policy

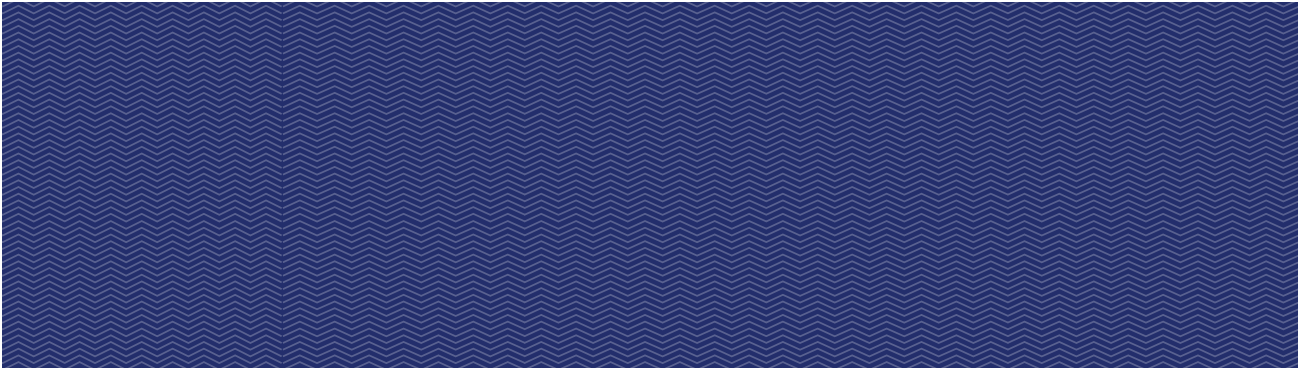
The data in El Salvador show the urgent need for action at this educational level:

- +** National statistics, even before the pandemic, showed the significant challenges faced by the majority of Salvadoran children from their first months of life. Children lack adequate stimulation and health care during the first months of life, resulting in high rates of stunting and infant mortality. Less than 34% of children between 0 and 6 years of age have attended educational or developmental services. All these factors and the high exposure to violence explain the poor outcomes over the course of children's and adolescents' lives.

- + Access to quality early childhood education and care (ECEC) in El Salvador is low and unequal, particularly affecting children aged 0-6 years from vulnerable groups. The average ECEC enrollment rate is only 34%, compared to 50% worldwide and 21% in low-income countries. Enrollment rates in preschool and kindergarten education are less than 8% and 69%, respectively, with significant differences in access according to family income and area of residence, and there is no evaluation of results for these age levels.
- + Although there are no specific data on learning achievement for children 0-7 years old, empirical evidence for El Salvador indicates that learning outcomes are below national and international expectations (MINED, 2009; MINED, 2019; UNESCO, 2020). The Regional Comparative and Explanatory Study (*Estudio Regional Comparativo y Explicativo*, ERCE, 2019) shows that, at least in third and sixth grade mathematics, El Salvador scores below the countries of the region. Behind this situation there are structural problems of teacher quality, curricular relevance, pedagogical and institutional management and now, new challenges caused by the COVID-19 pandemic; all this added to a context of poverty, vulnerability or violence in many educational communities that particularly affects early childhood. In the context of COVID-19, early childhood is also particularly affected by higher rates of domestic violence, less access to preventive medicine and vaccination, and disconnection from school at an age when experiential learning is fundamental.
- + Likewise, it has been identified that the tests currently conducted such as 'Knowing My Achievements' (*Conociendo mis Logros*): a) are designed without a gender perspective, which threatens to reduce the degree of equity and fairness of the assessment; and b) are not used at the school level to improve pedagogical decision-making, despite evidence in favor of the effectiveness of these strategies (Loureiro and Cruz, 2020).
- + Gender inequalities in El Salvador are evident and structural in origin. Among the population between 15 and 29 years old, about 26.4% do not study or work. Of the total number of women in this age group, 43% are in this situation versus 13% of men (DIGESTYC, 2018). The low labor market insertion of women is explained especially by a macho culture that assigns them to domestic tasks, teenage pregnancy and multiple violence (UNDP, 2018).

- + Making basic learning accessible to girls from the earliest years and promoting a cultural transformation from school is central to reducing the gender gaps that, otherwise, will persist over time, affecting the future employment of this group. According to the World Bank's learning poverty indicator, the percentage of 10-year-old boys and girls who cannot read and understand a simple text, reached 55% at the national level, so learning to read with comprehension is a challenge for all children. Failure to learn to read and write when appropriate compromises the life trajectories of this group. In fact, for the 15–19-year-old cohort, 37% have dropped out of school, including 13% who drop out between the first and ninth grade because they have not reached the minimum language and comprehension skills required to navigate the school journey (FES, 2017). Recent results of the ERCE test, in which El Salvador participated, highlight the importance of having information on the learning situation to guide curricular changes and adjustments, changes in teaching and training processes, among others, to prevent gaps from being generated in the initial years of the school process, which lead to suboptimal development trajectories.
- + For this reason, a strategy to support the learning of reading with comprehension from the first years of life is prioritized, allowing girls to develop comprehensively throughout the educational system. According to the ERCE 2019, conducted by UNESCO, there are differences in reading ability in favor of girls in the third and sixth grades of primary school. This result is supported by the Early Grade Reading Assessment (EGRA) (USAID, 2018), which assesses initial reading skills. Girls perform better in all skills, except for the oral component, where they report being shy. On the other hand, according to the ERCE 2019, girls are slightly below boys in math scores in both grades.
- + Despite good performance in general of girls, due to gender stereotypes, they do not have the best academic or work performance. In fact, the correct use of learning assessment results in the areas of language, mathematics and soft skills would be a strategy to address, from early childhood, gender gaps that, over time, become real opportunity gaps. According to the Multipurpose Household Survey (*Encuesta de Hogares de Propósitos Múltiples, EHPM*) (DIGESTYC, 2018), 40.5% of girls between 7 and 15 years old who do not attend any educational level report that it is due to lack of interest; the same figure for girls between

- 16 and 18 years old is 30%, but is complemented by another 16% who do not attend because they take on domestic or care work at home. Transforming the sexist visions of gender roles would favor that both girls and boys can live their childhood and develop their life project in the best possible way.
- + In MINEDUCYT's vision, investment in the quality of learning, starting in early childhood, as the seed of a reform process that will extend to all levels, given the logic of the life cycle, will bring with it a new opportunity for all students, teachers and communities of the Salvadoran educational system that will have an impact, not only the development of people's capabilities but also, in the medium and long term, on the quality of life of Salvadorans, the reduction of poverty and migration.
 - + The strategy to support learning to read with comprehension—to ensure that children achieve this skill when it is required—is complemented by a fair and equitable learning assessment system through the development of mechanisms that make decision-making at the school level feasible.



Analysis of the enabling factors

CHAPTER TWO

2.1 The importance of improving the enabling conditions

Enabling conditions are four key factors that can strengthen or block a policy and its implementation, even if it has the potential to transform the education system. The participation of the LEG in this space has been fundamental because, from its different experiences, it has identified the strengths and weaknesses of each of the conditions. The analysis of these enabling conditions by the LEG is fundamental, as it is an important part of the critical routes that allow the expected results to be obtained from the proposed programs and interventions. This analysis of the enabling conditions identifies not only the status of these conditions, but also the gaps that exist in each of them so that they can become catalysts for the transformation of the system. The LEG determined that the enabling conditions of Data and Evidence, Planning and Policy with a Gender Perspective, and Sector Coordination have a high priority due to their ability to modify the system dynamics, while the condition of Volume, Equity and Efficiency of Public Expenditure was identified as a medium priority.

In its review of Annexes A and B, ITAP concurred with the priority selection of the enabling conditions, and provided some recommendations to enhance the resolution of existing bottlenecks. These recommendations are listed in Table 1

Data and evidence

Capacities for the generation and use of data and evidence for decision making is an area of improvement identified as a *high priority*. Both MINEDUCYT and

independent diagnoses (FOMILENIO 2020, 2017; MINEDUCYT, 2021) point out the following: a) the lack of human capacities and technological resources for the generation of information and data for decision making; b) the absence of a culture of data use for the design of public policies; c) the little use of installed tools for information management such as the Integrated System for Education (Sistema Integrado para la Educación, SIGES); and d) inaccuracies in commonly used data sources, such as the School Census³.

Therefore, the analysis of MINEDUCYT and the LEG, shown in Annex B, identifies this as a key priority area that should be strengthened at the institutional level. Similarly, the Institutional Strategic Plan establishes monitoring and evaluation as a priority area, which is closely linked to the generation of data to provide feedback for institutional action⁴. While it is true that there are advances in the interest of generating information—such as the country’s participation in the ERCE (2019) and PISA (2021) tests—, most of the data generated are outdated and unreliable, and therefore not suitable to help in evidence-based decision making for the transformation of the system. Existing data such as the School Census and the Observatory do not offer the analysis of learning outcomes or the identification of geographic or cultural gaps, for example, those related to ethnicity, gender, violence or migration (ITAP, 2021). The SIGES must be able to generate quality information that allows addressing priorities through systematic and efficient collection, processing and generation of analysis. At the same time, it must have a team of professionals/experts in the use and analysis of data that allows issuing recommendations and actions to be taken based on evidence. This requires specific investments in areas such as capacity building and improvement of the data collection process, which have already been identified and are expected to be financed with support from donors such as UNICEF and the GPE’s 2015 SCG.

3/ For example, an independent data quality analysis conducted by FOMILENIO (2017) concluded that there was only a 45.37% match between the physical forms submitted by schools and the School Census data.

4/ In this sense, CONNA’s ISP recognizes, in its immediate result 2.1.5, that MINEDUCYT will be responsible for generating educational information on early childhood to guide decision-making regarding children and adolescents.

The lack of resources, strategies and defined procedures for the collection, aggregation, analysis and use of information are behind MINEDUCYT's lag in the use of evidence for decision making. It is evident that the personnel of the various agencies involved in the generation and analysis of information do not have the necessary resources or skills (a specific example is the knowledge and use of statistical packages or other technological tools), which has meant that the analyses carried out, sometimes with external support, are initiatives that are done in isolation and are neither sustainable nor scalable. On the other hand, there are no strategies that link institutional actions with the generation of evidence beyond specific monitoring and evaluation plans (such as that of the Gender Equity and Equality Policy)⁵. In addition, there are no procedures or a governance scheme for the management of existing systems, including the SIGES. This makes it difficult to take advantage of the installed tools, from the maintenance and feeding of the system to the generation of the analyses, since there are no defined responsibilities. All this causes a duplication of efforts within the institution, which, added to the lack of technical experience of certain units, means that the system is not used and processes and analyses that the system itself has the capacity to automate are carried out manually⁶.

It is important to point out that, in order to achieve this priority, it is also necessary to: a) implement a solid and periodic learning assessment system; b) develop institutional capacities to design assessments for the early childhood age group; c) link such assessments and the curriculum through the development of learning standards; and d) incorporate the gender approach in the design of the assessment to ensure equality in these processes.

5/ In this regard, although MINEDUCYT's ISP states that there is a commitment to monitoring and evaluation, it does not specify what resources will be allocated to these efforts, nor the responsibilities, or how lessons learned based on the evidence will be integrated into institutional action.

6/ In addition to this, there are connectivity gaps in many schools and in MINEDUCYT's territorial instances, which weakens the information capture points of several systems. This is prioritized in El Salvador's Digital Agenda.

Planning and policy with a gender perspective

El Salvador faces challenges in gender and inclusion issues whose attention is prioritized in several strategic plans and institutional actions; in the case of its analysis as an enabling condition, it is considered a *high priority*. In El Salvador there are significant gender gaps: women's labor force participation is 50%, while men's is 82.9%, and the estimated monthly income in purchasing power parity adjusted dollars is 67.8% higher for men than for women (World Economic Forum). In addition to these gaps in the area of economic opportunities, there are also gaps in educational metrics (7.0 average years of female schooling versus 7.3 at the national level [DIGESTYC, 2019]), security and physical integrity (67% of women have suffered violence throughout their lives and 34% have suffered it in the last 12 months⁷), among many others.

For this reason, it has been established that the strategic plans linked to the sector (shown in Annex 1, Figure A1-1) must have gender equality and equity as a guiding principle or cross-cutting theme. In particular, MINEDUCYT has a Gender Management Unit, which was initially financed by FOMILENIO, which also financed the design of the Gender Policy. Subsequently, the Gender Unit was absorbed by the Ministry, and a monitoring and evaluation framework for this policy was also generated with key indicators to be followed (FES, 2020).

Despite the inclusion of gender equity and equality as fundamental axes of education policy, in reality, action in this dimension is still insufficient because there is no disaggregated, adequate or reliable information, and neither MINEDUCYT nor donors can properly plan for gender needs at the national level. One problem is the lack of data generated with a gender perspective; traditionally, numbers are disaggregated by sex and nothing else. It has been identified that, in central issues such as the measurement of learning, it is necessary to include a gender perspective in the design of evaluations to ensure equality, but the results must also be

7/ In El Salvador, a total of 1,790,440 women have suffered some type of violence in their lifetime and 899,434 in the last 12 months. This implies a rate of 67% and 34%, respectively, relative to the total number of women (DIGESTYC, 2018).

analyzed in depth with a gender perspective to ensure that biases and inequities are identified.

At the same time, one of the challenges not addressed by the gender policy, and which causes gaps in action and, therefore, in results, is that gender inequalities that originate outside the school and have a profound impact on girls' and boys' attendance and achievement, are not considered. Phenomena such as family and community violence, migration or the effects of natural disasters that fragment families and keep children away from schools are not adequately addressed by policies. This approach must be instrumented from the first years of life, since it is at this stage that stereotypes and roles are assumed; in turn, work must be done with families to guarantee cultural transformations.

The sector diagnosis and the specific knowledge products developed within the framework of the ESPDG have made it possible to identify the structural challenges of the education sector, and have helped to align the current strategies to address them. For example, the multimodal strategy that has emerged as a response, has been identified, in part, thanks to the various studies carried out, as an inclusion strategy in the medium and long term to ensure that children with diverse needs have access to education.

Sector coordination

Sectoral coordination is an enabling condition in which progress has been made, but major challenges persist and, therefore, it has been classified as a *high priority*. At the level of policy documents, there is a clear link between the actions of various State portfolios and the institutions leading the efforts in different areas. In addition, the Institutional Strategic Plan (ISP) recognizes that in order to achieve its transformative objectives, it is necessary to create synergies between NGOs, schools, families, the private sector and, of course, public institutions.

Seeking intersectoral coordination, a Welfare Cabinet (*Gabinete de Bienestar*) has been created under the direction of the Office of the First Lady (*Despacho de la Primera Dama*), which coordinates several State portfolios and promises to work, in part, for the welfare of children and youth in El Salvador. In the field of

education, the formation of the LEG in 2020 has laid a solid foundation for coordinating efforts and resources in the sector, which would facilitate addressing the challenges of the system.

However, gaps were detected in the coordination of financing and implementation. Only plans at the general level were available and were limited to identifying funding sources, leaving aside key information such as inter-institutional implementation plans, identification of clear roles and responsibilities in the management of funds and a budget by area of action that was consistent with the priorities established in the ISP⁸. In addition, and in line with the above, MINEDUCYT's stakeholders recognized that there is a weakness in planning and that, on many occasions, it only reacts to immediate needs or events.

On the other hand, the coordination of funds is practically nonexistent, as only 1% of investment in education comes from bilateral donors⁹ (LEG, 2021); 41% of the LEG members report working in coordination with MINEDUCYT in the implementation, planning or monitoring of programs and interventions; 27% of interventions have coordination among the LEG members, and only 2% have financial coordination between the LEG members and MINEDUCYT.

Volume, equity and efficiency of spending

Challenges exist in terms of equity, efficiency and volume of education financing. Regarding volume, spending at the kindergarten level is 160% higher in the region than in El Salvador. Similarly, at the tertiary level, public spending is 32% lower than the average for the region, which is also 76% covered by private spending (as a reference, the Latin American average is 22%). Therefore, there is a gap in the volume of investment at the education system level compared to the region (CEES, 2021). Regarding the equity criterion, MINEDUCYT stakeholders point out that it is difficult to prioritize the target populations to intervene due to the lack of relevant data

8/ In this regard, the budgets published and approved at the institutional level are managed at the level of general budget areas, which does not allow for a clear identification of the area of action or to link it to the priority issues or enabling conditions identified by GPE.

9/ According to data in Annex B

and information (LEG, 2021). This leads to persistent urban-rural gaps and gaps across different income quintiles (CEES, 2021) and, thus, difficulties in meeting the criterion of equity in public spending.

In El Salvador, public spending per student is well below the Latin American average at all levels of education, and there is evidence of lags in performance indicators at some levels. Despite the fact that education spending represents the largest share of the budget by government functions (38% of the total, on average, for the period 2010 to 2021), public spending as a percentage of GDP is below the Latin American average (4.4% in El Salvador versus 4.7% in Latin America for 2018). While there is a commitment by the Government of El Salvador to increase education spending as a percentage of GDP to 5.5%, it is likely that this percentage will not be reached due to the reallocation of the budget to the health sector during 2020 and probably during 2021 to address the effects of the COVID-19 pandemic. It is important for MINEDUCYT to create a governance, monitoring and evaluation structure on the sources of funding, their uses and their adequacy to the priorities identified in each program.

At the same time, spending per student adjusted for purchasing power parity is well below the average for Latin America. For example, for the period 2016-2019, spending per pupil for kindergarten was USD 846 for El Salvador versus USD 2,284 for Latin America. This regularity is repeated for all levels (in first and second cycle, USD 1,348 in El Salvador versus USD 2,607 in Latin America; in third cycle, USD 1,336 versus USD 2,803; in high school, USD 1,166 versus USD 2,922; and in higher education, USD 976 versus USD 4,646). The kindergarten level, which has the lowest expenditure per student of the entire system, along with high school and higher education, lags behind in all indicators evaluated by CEES (2021)¹⁰. The first, second and third cycle levels show both lagging and non-lagging indicators (CEES, 2021), which can be found in Annex 4, Figure A4-1. Spending equity has two major challenges: a) coverage, since not all the population has access to all educational

10/ For kindergarten: gross enrollment rate, support for learning, father's support for learning, availability of children's books with high lag, net attendance rate, mother's support for learning, and availability of toys. For high school: gross attendance rate and net attendance rate. For higher education: gross attendance rate.

☐☐☐ Table one

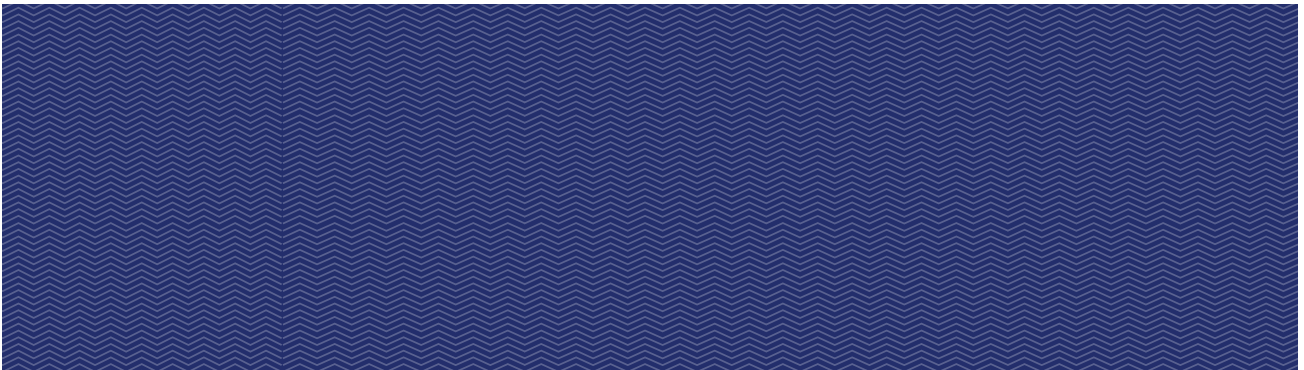
Summary of enabling conditions diagnosis and ITAP recommendations

Area	Diagnosis	ITAP Recommendation
Data and evidence High priority	<ul style="list-style-type: none"> • SIGES progress, participation in ERCE/PISA. • Lack of analysis by key variables: rurality, ethnic group, language. • Low primary school enrollment rate (85%). • Limited data on learning. • Lack of data on pregnancy and gender violence. • Limited use of information. • Low capacity to use SIGES. • Low capacity to develop assessments. 	<ul style="list-style-type: none"> • Analyze school dropout rates, especially in relation to low enrollment in primary school and to dropout rates in secondary school. • Generate pregnancy and gender violence data. • Improve capacity at the local level to use SIGES. • Improve the capacity for the development of learning assessments.
Sector planning, policy and monitoring with a gender perspective High priority	<ul style="list-style-type: none"> • Ambitious plans with a vision of a just society • Plans include gender and social inequalities, but no concrete indicators. Limited inclusion of violence. • Gender equity is not consistently addressed in school curricula and policies. • Limited coordination among existing initiatives. 	<ul style="list-style-type: none"> • Strengthen the procedures, tools and mechanisms for mainstreaming cross-cutting gender issues and other vulnerabilities in the planning process.
Sector coordination High priority	<ul style="list-style-type: none"> • Commitment to coordination in the Social Welfare Office and the LEG. • Coordination can be improved with international experiences. • Joint Sector Reviews (JSR) are not performed. 	<ul style="list-style-type: none"> • Conduct Joint Sector Reviews.
Volume, equity and efficiency of spending Prioridad media	<ul style="list-style-type: none"> • Lack of information on equity and efficiency. • Inequity in spending between educational levels. 	<ul style="list-style-type: none"> • Conduct a review of public spending.

Source: Prepared by the authors based on the ITAP quality report.

levels, i.e., some levels are not offered in certain geographic areas, especially in rural areas; and b) spending on schooling transfers (*Programa de Alimentación Escolar, Programa Vaso de Leche and Programa de Paquetes Escolares*) that are universal and therefore are being provided to students who might not require such assistance.

The analysis of priorities conducted by MINEDUCYT and the LEG was reviewed by the ITAP's quality committee, which made recommendations on how to address them (see Table 1).



Actions to achieve the transformation of the system

CHAPTER THREE

3.1 Diagnosis of the gaps to achieve the priority

For the diagnosis to identify gaps in the priority, the LEG has identified six early childhood intervention focuses: a) access to early childhood education and care (ECEC); b) comprehensive learning and development; c) prevention of violence and violation of rights; d) curriculum; e) teacher training; and f) physical learning environments. Based on the definition of these six areas, the following gaps were identified:

- ✦ **Access to early childhood education and care:** The LEG recognizes the limited access to early childhood education services, especially between 0 and 3 years of age, as well as a gap in the preparation of mothers, fathers or family referents to care for children in the early years and the importance of this stage in development. However, this dimension is supported by the LEG members, as at least 10% of them have designed interventions to close this gap.
- ✦ **Learning and comprehensive development:** Gaps in learning naturally follow gaps in access at this age. However, learning is an area of intensive intervention by the LEG members. In particular, work is being done on multimodal platforms given the context caused by the COVID-19 pandemic.
- ✦ **Prevention of violence and violation of rights:** The LEG recognizes that the most relevant gaps to be addressed in this regard involve raising awareness among families, the geographic location of early care centers that expose

families to gang risks, and the pending task of preventing teenage pregnancies. This is why several LEG members dedicate their interventions to this dimension. In particular, they work in coordination with the Gender Unit of MINEDUCYT.

- ✦ **ECEC curriculum:** The LEG recognizes that the design of curriculum interventions is limited, being that it is the responsibility of MINEDUCYT. Nevertheless, they identify gaps in curricula to enhance literacy skills, promote emotional development and neuroscience-based approaches. Nevertheless, some members have sought to contribute to closing these gaps through academic research, evidence-based proposals and experiences in other countries.
- ✦ **Teacher training:** The gaps identified by the LEG in this section are related to the development of better teacher profiles for early childhood care, strengthening teaching capacities and skills, improving teacher evaluation and seeking training for other actors involved in early childhood. LEG members have designed interventions in this dimension, particularly those that prepare teachers in violence prevention, equality, equity and gender.
- ✦ **Physical learning environments:** The LEG members recognize the importance of bringing educational spaces closer to the community. The support of LEG members is diverse: mobile classrooms, adaptations of learning spaces, pedagogical materials, strengthening of existing infrastructure and provision of biosafety materials during the COVID-19 pandemic¹¹.

3.2 Proposed interventions to strengthen the priority

The educational reform process supported by the LEG establishes as a priority the *achievement of quality early childhood learning, with equality and inclusion*, and establishes the need to build, from this stage of life, a non-sexist and violence-free education.

11/ All the LEG interventions are summarized in Table A2 in Annex 6.

The emphasis on early childhood is justified from a life cycle perspective that recognizes the importance of the first years of life in the process of comprehensive development, but also seeks to ensure the continuity of the reform at all other levels. In fact, seeking this coherence and articulation between the design and implementation of the curriculum in schools, MINEDUCYT has initiated a process of curricular reform. As part of this, MINEDUCYT is implementing a new mathematics program (designed with the support of JICA) and a language program (designed with the support of FOMILENIO II) for all educational levels. To support this effort, the ESPDG is financing the revision of the curricular bases and a roadmap to update them. In addition, the current early childhood curriculum will be reviewed and updated to ensure a logical transition to the basic education curriculum.

In addition, the new priority on early childhood learning has required an institutional restructuring that is reflected in a new organizational chart, which includes the creation of the National Directorate of Education and Curriculum (*Dirección Nacional de Educación y Currículo*), which integrates the level directorates in order to strengthen them; a National Directorate of Educational Evaluation (*Dirección Nacional de Evaluación Educativa*), which coordinates all assessment processes; and a National Directorate of Teacher Training (*Dirección Nacional de Formación Docente*).

Likewise, it is urgent to carry out a learning assessment linked to learning standards that are derived from a relevant and modern curriculum, and that nourishes with substance the initial and continuous training of teachers, as well as pedagogical management. Data on learning poverty, from the World Bank (2021), show that the country is 4 percentage points below the reading comprehension average for 10-year-old boys and girls in Latin America, which evidences the problem of quality starting in basic education. The absence of a continuous and systematic learning assessment system makes it difficult to make pertinent decisions that would result in quality improvements.

The aim is to implement a learning assessment framework in elementary and middle school for the areas of language, mathematics and socioemotional development. The need to implement a learning assessment system to identify and

close gaps from the early years of life, especially in reading and writing achievement, has been agreed with the LEG. This group has given its support for the Program to focus on this topic and for efforts to be made so that assessment is used for pedagogical improvement at the school level. In the Salvadoran educational system, existing test results have not guided policies or pedagogical decisions in schools, since they are not socialized. Hence the importance of implementing the use of learning assessment results to transform the quality of education from the early years.

The achievement of quality learning also depends on the quality and safety of the environments in which it takes place. For this reason, investments to build or remodel early childhood education centers are relevant and have been prioritized. In addition, architectural models have been established to guarantee the quality of learning and a certification system for educational centers will be implemented to ensure that these infrastructure standards are achieved over time.

On the other hand, MINEDUCYT's Gender Equity and Equality Policy is committed to promoting a teaching model with gender equity and equality, with the aim of eradicating attitudes and practices of sexual discrimination in the national education system; thus, teacher training processes, gender mainstreaming in plans and programs, and capacity building within MINEDUCYT have been implemented. The focus on early childhood makes it possible to implement the policy from the aforementioned axes: curriculum, evaluation, standards and teacher training with equality and equity. This requires training on the subject at all levels of MINEDUCYT, in order to integrate the gender equity and equality approach in a cross-cutting manner.

3.3 Complementary interventions

- + Focusing on learning makes it necessary to look at teachers, whose professionalization is a priority area in numerous policy documents. Many documents, including the Institutional Strategic Plan, recognize the need to improve teaching conditions and thus "dignify" teachers' work. MINEDUCYT

- stakeholders, for their part, recognize the great efforts made by teachers to maintain contact with their students, provide them with materials and answer their questions during the pandemic, often using their own resources (GPE, 2021). Teacher training is a pending debt with the Salvadoran educational system that will allow its modernization, not only in content, but also in methodologies, and for this, professionals in every sense of the word are required. According to the Teaching Career Law (*Ley de la Carrera Docente*), in order to teach at any educational level and school, public or private, the person must have a teaching degree; however, in the country, teaching is equivalent to technical training, and 82% of teachers have this level of training, 6% have a pedagogical high school degree and only 8% have a bachelor's or higher degree (MINEDUCYT, 2015).
- + Likewise, it will be necessary to review the conditions for the provision of educational services, for both a face-to-face and a multimodal education. In particular, to address a blended learning model: a) there is a lack of equipment at homes—68.4% of households consulted in a MINEDUCYT survey stated that they did not have the necessary technological resources for continuity (ENPCE, 2021); b) very few households have access to quality internet—68.1% of urban households and 95.9% of rural ones lack residential internet connection (DIGESTYC, 2019); c) only 43% of schools have some type of internet connection (CEES, 2021); d) there is a generalized infrastructure deficit in the educational system (only 30% of schools have supplementary infrastructure such as courts, libraries or computer centers), which is particularly serious for students with disabilities (only 17% of schools have ramps, handrails or adequate toilets for this population).
 - + On the other hand, teacher training is coordinated and aligned with the implementation of new curricula and the development of soft skills. Likewise, a strategy of multiple modalities of education delivery is being strengthened, as a result of the lessons learned from the pandemic. Finally, the focus on learning requires medium-term planning that includes the development of a 10-year learning assessment framework, starting with the basic levels and in certain areas, in order to eventually cover the entire system.

3.4 Financing of the priority or the enabling conditions

Loan-financed projects that support the priority or the enabling conditions

The country has incurred three loans whose priority is early childhood and the strengthening of the aforementioned interventions. Table 2 summarizes the interventions.

☼☼☼ Table two

Investment projects in early childhood

World Bank (\$250 million)	IDB (\$100 million)	CABEI
Joint support to <i>Crecer Juntos</i> in the development and implementation of i) Development and Learning Standards in Early Childhood (EC); ii) Structural quality standards of EC; iii) EC curriculum; and iv) Childhood development assessments.		
<ul style="list-style-type: none"> • Development of structural quality standards for institutional educational modalities for EC (0-6). • Support to achieve quality standards in Public Centers of EC. • Revision and adjustment of the national curriculum for EC education. 	<ul style="list-style-type: none"> • Design, support for access to- and achievement of- quality standards for community level support modalities for children 0 to 3 years old. • Creation of Excellence Centers for EC. • Strengthening of the Childhood Development Centers (<i>Centros de Desarrollo Infantil</i>, CDIs). 	<ul style="list-style-type: none"> • My New School Project (<i>Proyecto Mi nueva escuela</i>) (School infrastructure)

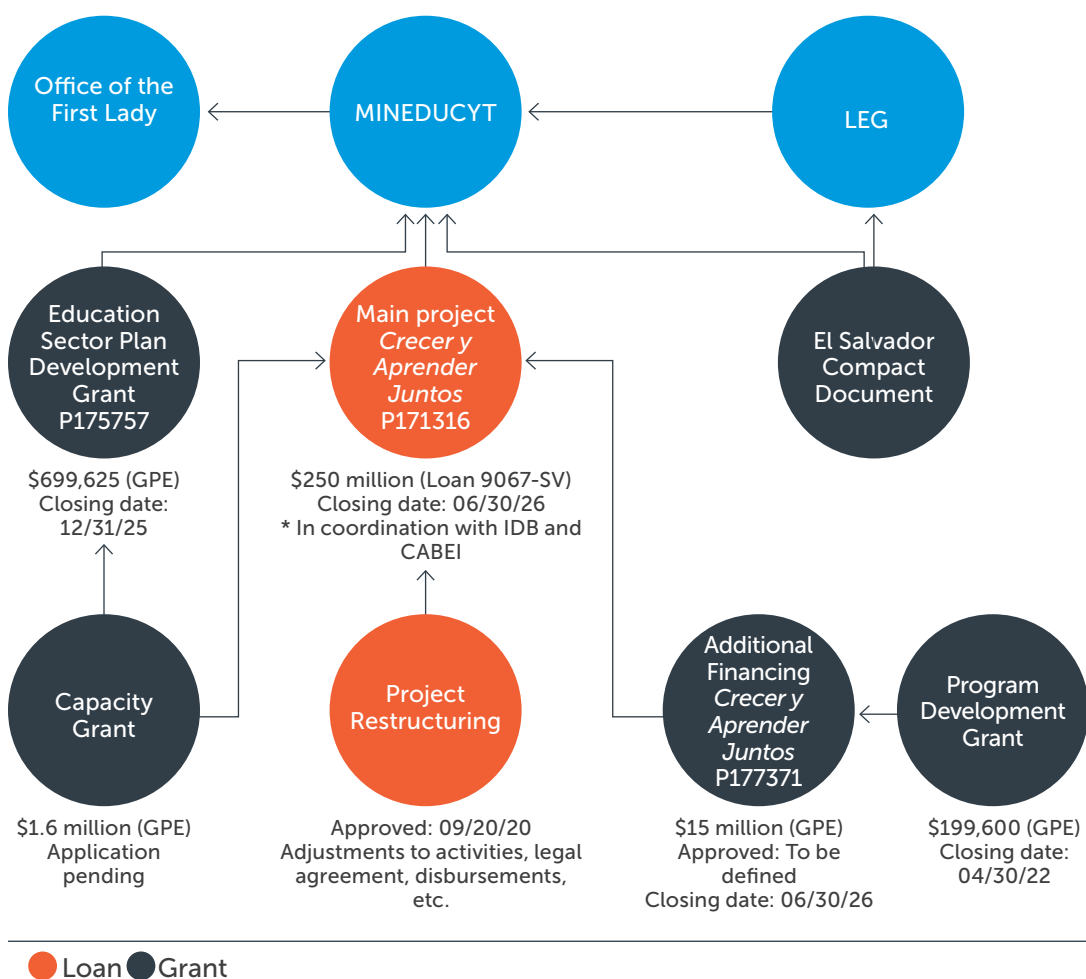
Source: own elaboration.

The *Crecer y Aprender Juntos* (Growing and Learning Together) Project (P171316) focuses its development objective on improving the quality of early childhood education by improving teaching practices and learning environments. Among the activities that will have a transforming effect on the entire educational system are: a) the implementation of an accreditation system for educational centers; b)

the development of a framework of quality standards (structural, performance and learning); c) the adaptation or construction of new educational centers; d) comprehensive teacher and management training processes; and e) curriculum review and adaptation to ensure relevant learning, inclusion and equality. The institutional strengthening component includes the design of an infrastructure data

Diagram one

World Bank Portfolio in El Salvador



Source: Own elaboration.

management system to provide early warnings on remodeling needs or risks. This data management system will allow for the monitoring and evaluation of the results of the *Crecer y Aprender Juntos* actions. Ideally, the system will allow for the identification and disaggregation of indicators by gender, which will then enable managers to take appropriate actions.

Details of the *Crecer y Aprender Juntos* project and the other investment projects that strengthen the priority can be found in Annex 10. The *Crecer y Aprender Juntos* project represents the largest investment amount dedicated to early childhood in the country's history. The interventions of this project have been strengthened and complemented by GPE grants and support, applied for and in the application stage (2025 model) as summarized in Diagram 1.

Table 3 details the link between the priority or the enabling conditions and the main projects. In particular, it highlights the work being done with the ESPDG and the PDG that the country is implementing.

∴ Table three

The LEG project and its support to the enabling conditions and the priority

Area	ITAP Recommendation	Actions under implementation/ planned with GPE projects	Actions implemented with other projects	Gaps
Early childhood (priority)			World Bank: a) quality accreditation system; b) teacher and management training; c) curriculum review and implementation; d) improvement of learning spaces;	Strengthening the transition to first grade. Guaranteeing that children have learned how to read in the first cycle of basic education (especially in first grade).

Area	ITAP Recommendation	Actions under implementation/ planned with GPE projects	Actions implemented with other projects	Gaps
			<p>and e) quality standards framework. IDB: a) strengthening of the community care modality; b) improvement of learning spaces.</p> <p>BCIE: improvement of learning spaces.</p>	<p>Assessing the learning of reading skills in the first cycle of basic education.</p>
<p>Data and evidence</p> <p>High priority</p>	<p>Analyze school dropout rates, especially in relation to low enrollment in primary school and dropouts in secondary school.</p> <p>Generate pregnancy and gender-based violence data.</p> <p>Improve capacity at the local level to use SIGES.</p> <p>Improve capacity for the development of learning assessments.</p>	<p>Improve capacity for the development of learning assessments (PDG).</p> <p>Diagnosis of gender bias in the design of learning assessments (PDG).</p> <p>Analysis of the situation regarding the violation of the rights of girl-mothers and adolescent mothers in family circles (PDG).</p>	<p>Creation of a system of learning standards for educational cycles in language and mathematics (World Bank).</p>	<p>Status of educational centers that serve early childhood.</p> <p>Analysis of school dropout rates, especially in relation to low enrollment in primary school and dropouts in secondary school.</p> <p>Generation of pregnancy and gender-based violence data.</p> <p>Improving capacity at the local level for the use of SIGES.</p> <p>Systematical implementation of learning assessment evaluations.</p>

Area	ITAP Recommendation	Actions under implementation/ planned with GPE projects	Actions implemented with other projects	Gaps
Sector planning, policy and monitoring with a gender perspective High priority	Strengthen the procedures, tools and mechanisms for mainstreaming cross-cutting gender issues and other vulnerabilities in the planning process.	Global sectoral diagnosis with COVID-19 volume (ESPDG). Specific analysis of early childhood curriculum foundations and roadmap (ESPDG). Analysis of learning assessment results with a gender perspective (PDG). Strengthening of the gender team in early childhood curricular issues (PDG).		Review of SIGES modules to ensure the inclusion of a gender perspective.
Sector coordination High priority	Conduct Joint Sector Reviews.	Joint Sector Reviews planned for 2022-2025 (ESPDG).		
Volume, equity and efficiency of spending Medium priority	Conduct a review of public spending.			

Source: Own elaboration.

GPE projects at the application stage for and their link to the priority

El Salvador has applied for the Multiplier Grant (previous model), the Capacity Grant (2025 model) and the Gender Accelerator (2025 model); additionally, if it achieves the trigger funding, it will apply for the Multiplier Grant 2025.

The Multiplier Grant and Gender Accelerator (2020 model) will be designed as an additional financing program of the Crecer y Aprender Juntos loan, and will focus on guaranteeing quality learning, from the beginning of life, through three lines of work: (a) implementing the use of basic education learning assessment results in the areas of language, mathematics and socioemotional skills for pedagogical decision-making at school, and laying the groundwork for assessments at the early childhood levels; (b) closing gender gaps in literacy achievement in the first cycle of basic education, which affect Salvadoran girls; and (c) expanding the scope of curriculum development activities for the transition. These activities are consistent with the national and sectoral planning and the project's PDO.

The Capacity Grant will focus on strengthening MINEDUCYT's capacity to generate quality data. In this sense, the following will be developed: a) actions to guarantee the implementation of SIGES at the central and local levels; b) survey of the situation of public and private early childhood centers; c) generation of quality data on strategic issues such as school desertion and teenage pregnancy; and d) updating of the Education Sector Plan.

The Multiplier Grant and the Gender Accelerator (2025 model) would be used to fill the investment gap in the transition between kindergarten and first grade, and guarantee the ability to read in first grade. To this end, resources would be allocated to the implementation of the ESMate curriculum in first grade, including: a) printing of textbooks; b) classroom materials; and c) development of teacher training modules. Additionally, an instrument would be implemented to measure reading achievement in the first cycle of basic education and to close the early childhood formative cycle. The activities of the gender accelerator of the 2020 model will be complemented and expanded.

Table 4 summarizes the proposed uses of these funds and their link to the identified gaps.

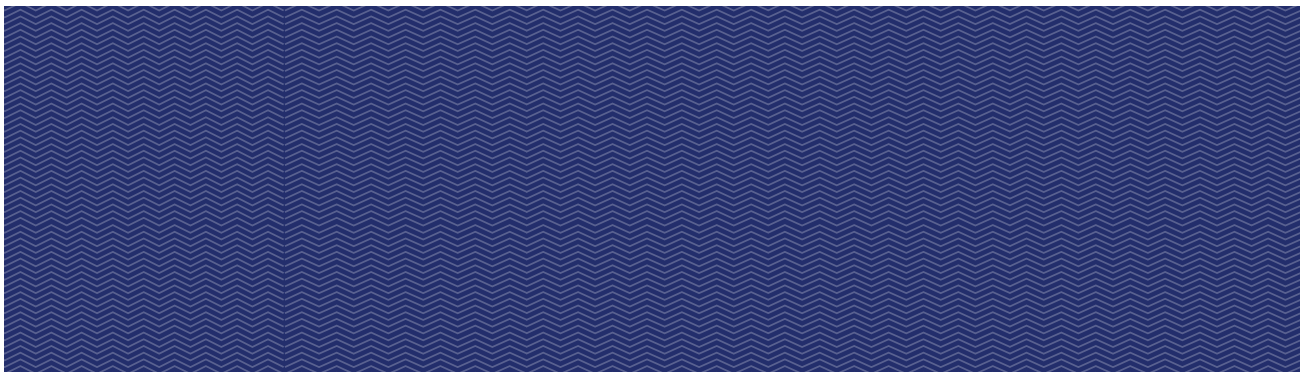
☼☼☼ Table four

GPE projects at the application stage

Area	Gaps	Actions planned with GPE projects at the application stage
Early childhood	<ul style="list-style-type: none"> • Strengthening the transition to first grade. • Guaranteeing that children have learned how to read in the first cycle of basic education (especially in first grade). 	<ul style="list-style-type: none"> • Closing reading gaps by bringing books to the homes of children between 3-7 years of age; literature with a gender perspective to guarantee a non-sexist education (Gender Accelerator). • Nationwide implementation of ESENGUA curriculum in first grade (books, materials and teacher training modules) (Multiplier Grant, 2025 model). • Implementation of specific learning assessments for reading skills (Multiplier Grant, 2025 model).
Data and evidence High priority	<ul style="list-style-type: none"> • Analysis of school dropout rates, especially in relation to low enrollment in primary school and desertion in secondary school. • Generation of pregnancy and gender-based violence data. • Improving capacity at the local level for the use of SIGES. • Improving the capacity to develop learning assessments. 	<ul style="list-style-type: none"> • Implementation of a dual assessment framework for language and mathematics learning for basic education and its effective communication for decision making (Multiplier Grant, previous model). • Capacity building for designing early childhood learning assessment and pilot survey (Multiplier Grant, previous model). • Data collection on the situation of schools that serve early childhood (Capacity Grant). • Strengthening of technical and technological capacities to implement SIGES at the central and local levels (Capacity Grant). • Specific studies for quality data on strategic issues: a) analysis of national school dropout rates; b) generation of data on pregnancy and violence (Capacity Grant).

Area	Gaps	Actions planned with GPE projects at the application stage
Sector planning, policy and monitoring with a gender perspective High priority	<ul style="list-style-type: none"> Strengthening the procedures, tools and mechanisms for mainstreaming cross-cutting gender issues and other vulnerabilities in the planning process. 	<ul style="list-style-type: none"> Capacity building for the design of assessments without gender bias (Multiplier Grant, previous model). Revision of SIGES modules to incorporate data that guarantee the collection of information with a gender perspective (Capacity Grant).
Sector coordination High priority	<ul style="list-style-type: none"> Conducting Joint Sector Reviews. 	<ul style="list-style-type: none"> Keep the LEG running to preform Joint Reviews (Multiplier Grant, 2025 model).
Volume, equity and efficiency of spending Medium priority	<ul style="list-style-type: none"> Conducting a review of public spending. 	<ul style="list-style-type: none"> Conducting a study on the efficiency of public spending in El Salvador (Capacity Grant).

Source: Own elaboration.



Monitoring, evaluation and learning

CAPÍTULO FOUR

Monitoring, evaluation and learning (MEL) processes are fundamental to the design and implementation of any development program. This is based not only on the best international practices for project design and formulation by various financial and donor agencies, but also on the institutional documents on which the sectoral priorities established here are based. Among these, the Institutional Strategic Plan (ISP) of the Ministry of Education stands out, which mentions in Section V that there is *a commitment to monitoring and evaluation*, as well as the rest of the ISPs of the other key institutions for the implementation of an agency focused on early childhood and inclusion, as defined in Annex 1.

This section aims to define the sectoral priorities and strategies of the education sector and delimit a series of interventions, actors and funding sources, which are in the process of being approved. The section establishes the general technical guidelines to meet the objectives of transparency, accountability and learning, which are the spirit of any MEL plan. Thus, this section should be interpreted as a guide to specify and define the essential elements of the monitoring and evaluation area once the implementation of the Compact components begins.

The remainder of this section is organized as follows: Section 5.1 presents a brief description of the elements of the Compact as a theory of change. This serves as a basis for defining a set of indicators at different levels and understanding the causal logic of the intervention. Section 5.2 then details the monitoring component,

which defines performance indicators for different levels and guidelines for establishing baselines, monitoring responsibilities and sources of information. Finally, Section 5.3 presents the preliminary evaluation component, which defines tentative evaluations to be implemented, a proposed timetable and the budget that will be required.

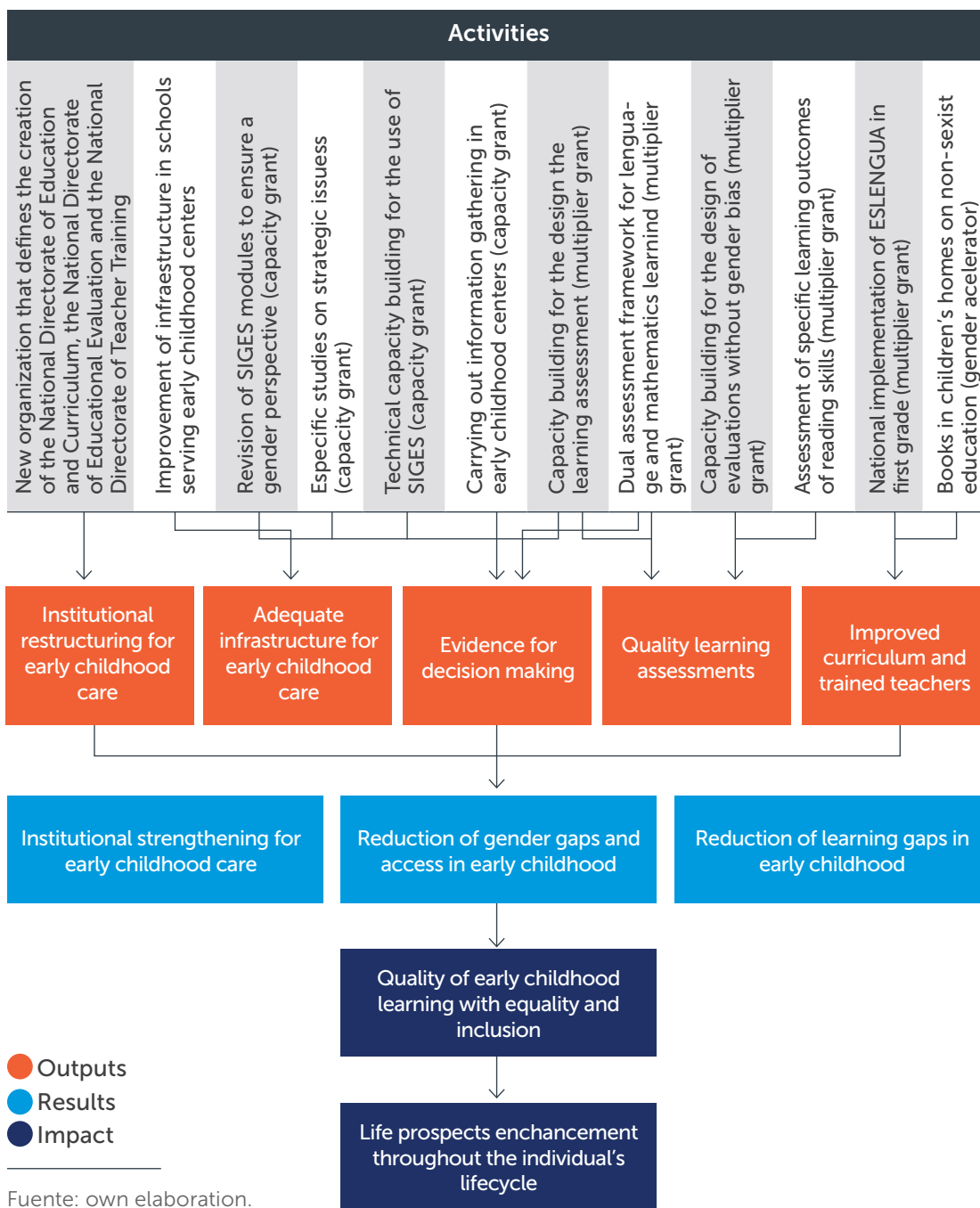
4.1 Theory of change of the Compact

The expected objective or impact of this Compact is the *achievement of quality early childhood learning, with equality and inclusion*, as mentioned throughout this document. Figure 1 shows the scheme of the theory of change proposed here, which establishes the objective defined above as its ultimate impact. It is important to mention that this is the basic condition that we wish to change (for example, we are facing a reality of poor-quality learning and non-inclusion), which has other impacts on people throughout the life cycle that can be summarized as better educational achievement, better job prospects and income, reduction of gender and economic gaps, growth and employment.

At the base are the different actions proposed by GPE according to their funding source (see Table 4), which are categorized into five elements at the output level: 1) improved curriculum and trained teachers; 2) quality learning assessments; 3) adequate infrastructure for early childhood care; 4) evidence generated for decision-making and policy formulation; and 5) institutional restructuring for effective early childhood care. This, in turn, feeds into three other outcomes: a) closing early childhood learning gaps; b) closing gender gaps; and c) institutional strengthening for early childhood care. These different levels of outputs, results and impacts form the basis of the monitoring component and the questions of the evaluation component. It is also worth mentioning that the indicators related to early childhood contained in the Institutional Strategic Plan were taken into account (see Annex 5).

Figure one

Theory of change



4.2 Monitoring component

Performance indicators

The proposed performance indicators are shown in Table 5. This matrix contains the most relevant information for each one, as listed below. Specific indicators can be added to this table for key interventions established, for example, under the Multiplier Grant, once it is approved. An integrated monitoring and evaluation system of the Compact should be designed and will be incorporated as an activity under the proposed the System Capacity Grant 2025.

This would allow the generation of project indicator reference sheets (PIRS). This applies, in particular, to the definition of baselines and targets for the indicators. Without this, the indicators do not meet the S.M.A.R.T. criterion, which is the

Table five

Indicative matrix for documentation of the monitoring indicators of the Compact

ID	Name	Definition	Units	Level
P1	Approved funding for the Country Compact	The total dollar amount of donor-approved funding to implement Compact-related actions. This includes amendments and extensions that may occur over the implementation period.	USD	Process
P2	Commitments for Compact activities	The total dollar amount committed (not executed) for actions related to the Agreement. This includes those that may be added through amendments and extensions over the implementation period.	USD	Process

minimum quality standard in the development sector, and which establishes that the following 11 elements are explicit for each indicator:

- 01 Indicator identifier
- 02 Name
- 03 Definition
- 04 Units
- 05 Level (process, product, result or impact)
- 06 Frequency of reporting
- 07 Disaggregation
- 08 Type (level or cumulative)
- 09 Source of information (preliminary)
- 10 Baseline (preliminary)
- 11 Goal (preliminary)

Frequency of reporting	Disaggregation	Type	Source of information	Baseline	Goal
Quarterly	By source of financing By component or action	Cumulative	WB, IDB, LEG, national budget	N/A	N/A
Quarterly	By source of financing By component or action	Cumulative	LEG	0	Por definir

ID	Name	Definition	Units	Level
P3	Percentage committed for Compact activities	The total amount committed (not executed) as a percentage of the total amount approved for actions related to the Agreement. This includes those that may be added through amendments and extensions over the implementation period.	Percentage	Process
P4	Disbursements on Compact activities	The total dollar amount committed (executed) for actions related to the Agreement. This includes those that may be added through amendments and extensions over the implementation period.	USD	Process
P5	Percentage disbursed on Compact activities	The total amount disbursed (executed) as a percentage of the total amount approved for actions related to the Agreement. This includes those that may be added through amendments and extensions over the implementation period.	Percentage	Process
O1	Number of schools intervened	Total number of schools benefiting from Compact interventions.	Number	Product
O2	Number of students in intervened schools, disaggregated by gender and age	Number of students enrolled in early childhood levels (between 3 and 7 years old) in the intervened schools.	Persons	Product
O3	Children receiving books at home	Percentage of children aged 3 to 7 years old who receive books at home, disaggregated by gender.	Number	Product
O5	Number of schools with improved infrastructure	Total number of schools with infrastructure and equipment for early childhood care completed and functioning, with the support of the Compact.	Number	Product

Frequency of reporting	Disaggregation	Type	Source of information	Baseline	Goal
Quarterly	By source of financing By component or action	Cumulative	LEG	0%	100%
Quarterly	By source of financing By component or action	Cumulative	LEG	0	To be defined
Quarterly	By source of financing By component or action	Cumulative	LEG	0%	100%
Quarterly	None	Cumulative	LEG	0	To be defined
Quarterly	By educational center By level	Cumulative	SIGES	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined

ID	Name	Definition	Units	Level
O6	Schools accredited with quality assurance	Number of schools that implement the quality assurance model at the pre-school and kindergarten levels, with the support of the Agreement.	Number	Product
O7	Schools implementing new early childhood curricula	Number of schools implementing renewed curricula with the support of the Agreement.	Number	Product
O8	New curricular instruments	Number of new curricular instruments designed and implemented with the support of the Agreement that incorporate approaches to inclusion, gender, environment, interculturality and citizenship.	Number	Product
O9	Schools with transition promotion strategies	Number of preschools, kindergartens and primary schools that implement transition strategies.	Number	Product
O10	ESLENGUA implemented	Implementation of ESLENGUA curriculum at the national level in the first grade.	Date	Product
O11	Specific learning assessment implemented	Specific reading skills learning assessment program implemented.	Date	Product
O12	Dual assessment of learning implemented	Dual assessment framework for language and mathematics learning in basic education implemented.	Date	Product
O13	Staff trained in capacity building to design learning assessments	Total number of Ministry of Education personnel trained in the design of early childhood learning assessments with the support of the Agreement.	Persons	Product

Frequency of reporting	Disaggregation	Type	Source of information	Baseline	Goal
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Once	None	Level	Ministry of Education	No	To be defined
Once	None	Level	Ministry of Education	No	To be defined
Once	None	Level	Ministry of Education	No	To be defined
Quarterly	By type (teachers, technical assistants, among others)	Cumulative	Ministry of Education	0	To be defined

ID	Name	Definition	Units	Level
O14	Teachers trained in new curriculum	Number of Ministry of Education teaching staff trained in the new curriculum with the support of the Agreement.	Persons	Product
O15	Staff trained in technical and technological capabilities	Total number of Ministry of Education personnel trained in technical and technological skills for the use of SIGES with the support of the Agreement.	Persons	Product
O16	Staff trained in the design of gender-neutral assessments	Total number of Ministry of Education personnel trained in the design of gender-neutral evaluations with the support of the Agreement.	Persons	Product
O17	Surveys carried out	Number of primary data surveys for decision making supported by the Agreement (a survey is a self-contained project with its own objective, instrument and sampling frame).	Number	Product
O18	Knowledge products for decision making	Total number of reports, studies and other knowledge products produced and approved with the support of the Agreement.	Number	Product
O19	SIGES modules reviewed with a gender focus	Number of reviewed SIGES modules and necessary corrections made to incorporate information with a gender perspective, with the support of the Compact.	Number	Product
R1	Over-age students	To be defined	Percentage	Result
R2	Net enrollment	To be defined	Percentage	Result
R3	First grade entry rate	To be defined	Percentage	Result

Frequency of reporting	Disaggregation	Type	Source of information	Baseline	Goal
Quarterly	By school	Cumulative	Ministry of Education	0	To be defined
Quarterly	By type (teachers, technical assistants, among others)	Cumulative	Ministry of Education	0	To be defined
Quarterly	By type (teachers, technical assistants, among others)	Cumulative	Ministry of Education	0	To be defined
Quarterly	Detail per survey	Cumulative	Ministry of Education	0	To be defined
Quarterly	Detail by product	Cumulative	Ministry of Education	0	To be defined
Quarterly	None	Cumulative	Ministry of Education	0	To be defined
Annual	By school By gender	Level	Ministry of Education	To be defined	To be defined
Annual	By level (preschool and kindergarten education) By gender	Level	Ministry of Education	To be defined	To be defined
Annual	By school By gender	Level	Ministry of Education	To be defined	To be defined

Monitoring responsibilities

The previous sections focused on presenting both the causal logic of the intervention and the proposed performance indicators to measure progress. Given the formulation stage of the Compact, it is not yet possible to define the rest of the elements that make up the monitoring component. Therefore, the following is a list of components that should be worked on before implementation begins, in line with good practices in the formulation and implementation of development projects:

- 01 Clearly define for each indicator who will be responsible of reporting, who will be in charge of aggregating and presenting the information and who will be the counterpart that will oversee/demand its performance.
- 02 Recruit a technical team independent of the implementation to carry out the monitoring work in an impartial and objective manner.
- 03 Establish a dedicated funding source for monitoring and evaluation. For reference, programs sponsored by the Millennium Challenge Corporation allocate approximately 2-3% of total project funding for monitoring and evaluation.
- 04 Specify the sources of information, verification mechanisms and quality criteria for each indicator.

Table six

Evaluation types, characteristics and implementation recommendations for the Compact

Type of evaluation	Target	Methodologies
Final evaluation	A comprehensive study of the results of a program	<ul style="list-style-type: none"> • Interviews • Case studies • Statistical analysis of primary and secondary data

- 05 Work on a comprehensive list of assumptions and a risk analysis (implementation and political).
- 06 Define baselines for the performance indicators and validate the quality of the information sources

4.3 Evaluation component

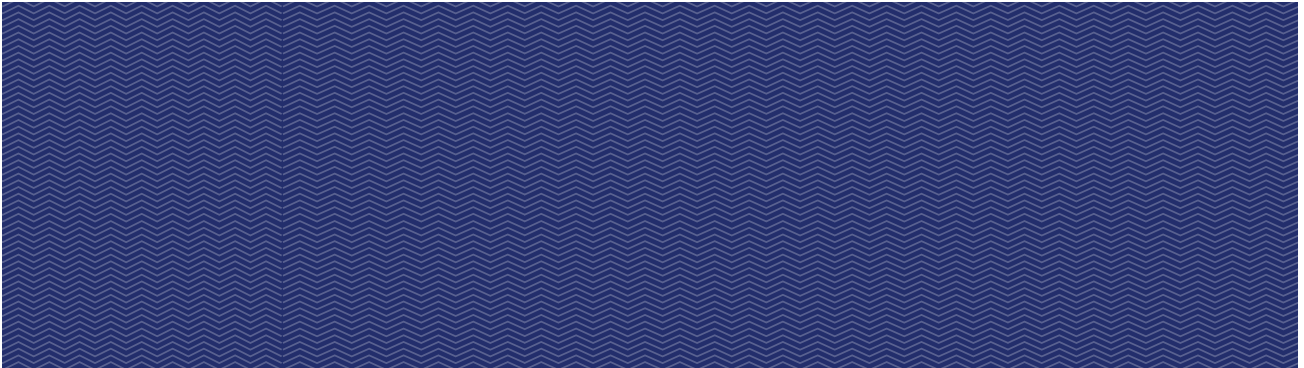
Evaluations seek to systematically and objectively determine the rationality, relevance, efficiency, effectiveness, merit and sustainability of an intervention (MCC, 2022). In short, they seek to estimate the impact or effect of the program on the beneficiaries and any externalities it may have on the local or national environment. It is recommended that this Compact formulate and validate, from the outset, a series of evaluations with clearly defined objectives, the results of which will allow adjusting the implementation, if necessary, and learning and internalizing lessons learned about what was effective and what was not. To establish a basic conceptual framework, Table 6 describes the main types of evaluations that can be carried out and a recommended implementation framework for this Compact. It is recommended that the contents of the table, along with the research questions, be refined as the project implementation approaches, and that the research be conducted by an independent third party.

Advantages	Suggested implementation window	Research questions
<ul style="list-style-type: none"> • Overview of the evaluated topics • Focused on implementation 	<ol style="list-style-type: none"> 1. Final evaluation after year 5 of implementation 	To be defined

Type of evaluation	Target	Methodologies
Impact assessment	Measures the change in income (traditionally) or other relevant variable generated by an intervention using a counterfactual design to establish causality.	<ul style="list-style-type: none"> • Experimental • Quasi-experimental • Other advanced statistical evaluation models
Performance evaluation	It seeks to answer descriptive questions to assess the fidelity of the implementation to the original objectives, how the intervention was implemented, how it was perceived by the beneficiaries and whether the expected results materialized.	<ul style="list-style-type: none"> • Quantitative and qualitative • Upstream and downstream comparisonCase studies • Ex post economic profitability analysis

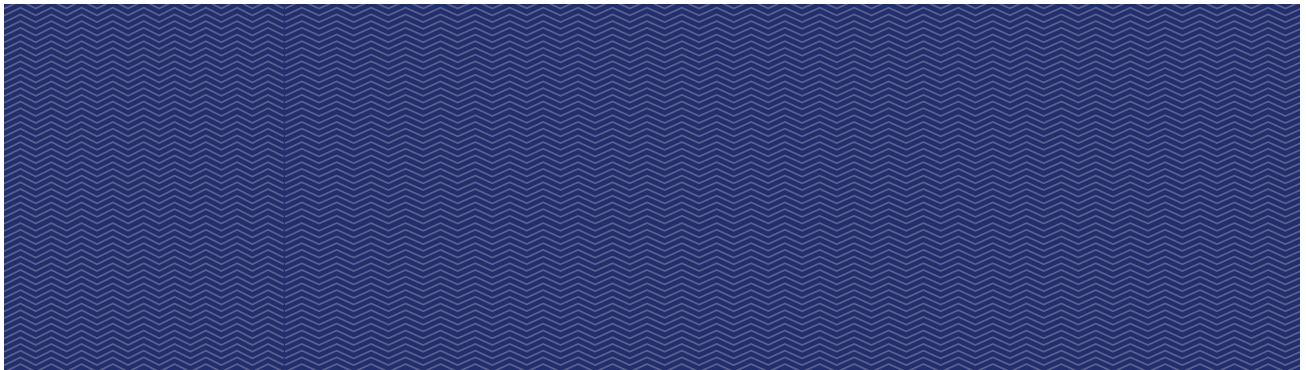
Source: MCC (2022).

Advantages	Suggested implementation window	Research questions
<ul style="list-style-type: none"> • Seeks to identify causal effects • Focuses on high levels of results (impact) • Carried out by specialized teams of researchers • Quantitative approach 	<ol style="list-style-type: none"> 1. Final design at year 2 of implementation 2. Baseline survey at year 2 of implementation 3. First round of follow-up after year 5 of implementation 4. Last round of follow-up 7 to 8 years after the start of the intervention 	<p>Recommended for early childhood educational attainment indicators. Questions to be defined.</p>
<ul style="list-style-type: none"> • It involves answering questions about what has worked and what could have been done better. • Systematization of lessons learned 	<ol style="list-style-type: none"> 1. Mid-term evaluation at year 3 of implementation 	<p>To be defined</p>



Statement of support for the Compact from the LEG stakeholders

We, the members of the Local Education Group of El Salvador, with the leadership of the Ministry of Education, Science and Technology and the coordination of UNICEF and the World Bank as coordinating and managing agencies, respectively, agree with what is described in this document called the Country Compact. We declare that we have participated in its construction and analysis and, therefore, we endorse the contents of the Compact.



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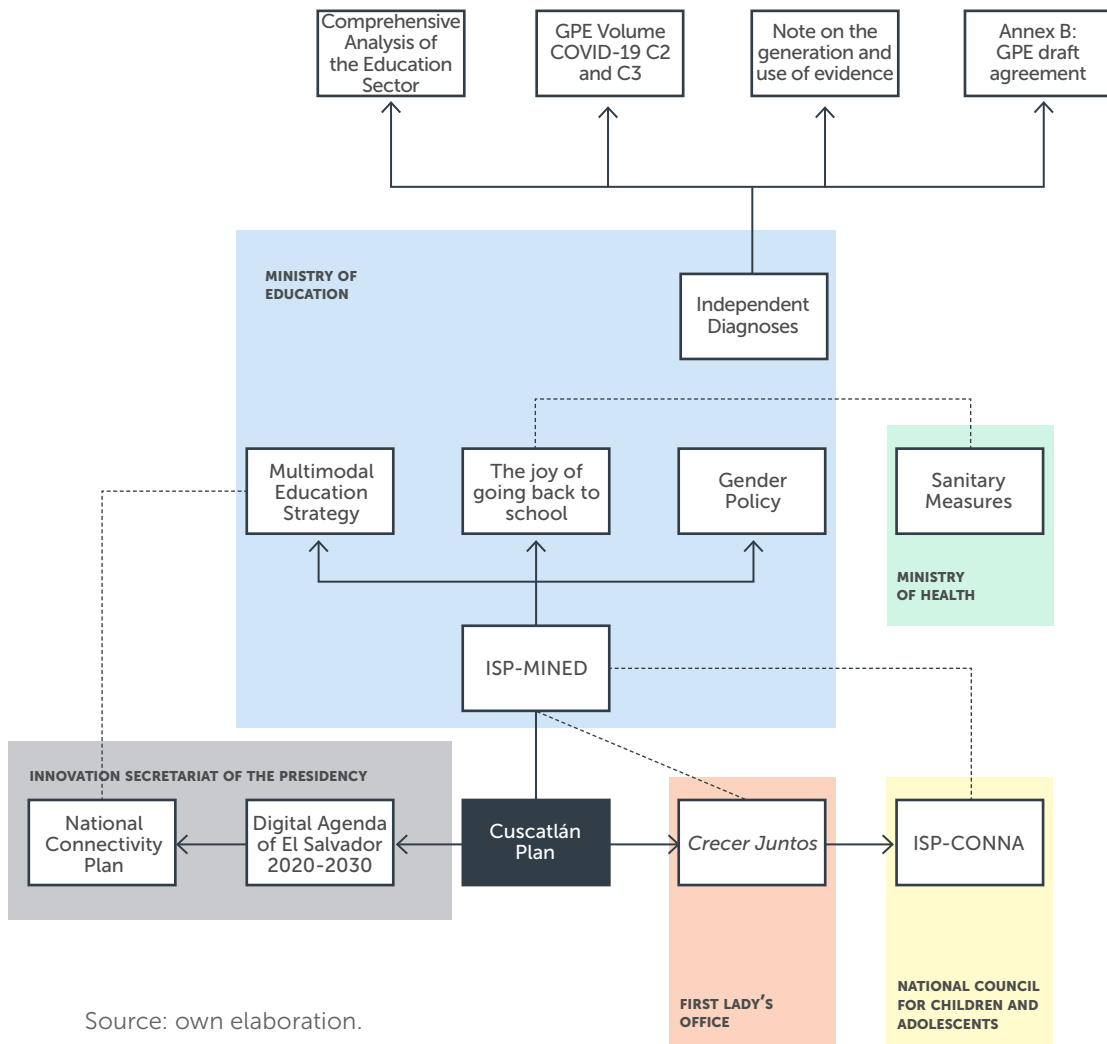
Annexes



Annex 1. Diagram of interrelationships

Figure A1-1

Interrelationship between sources, institutions and topics



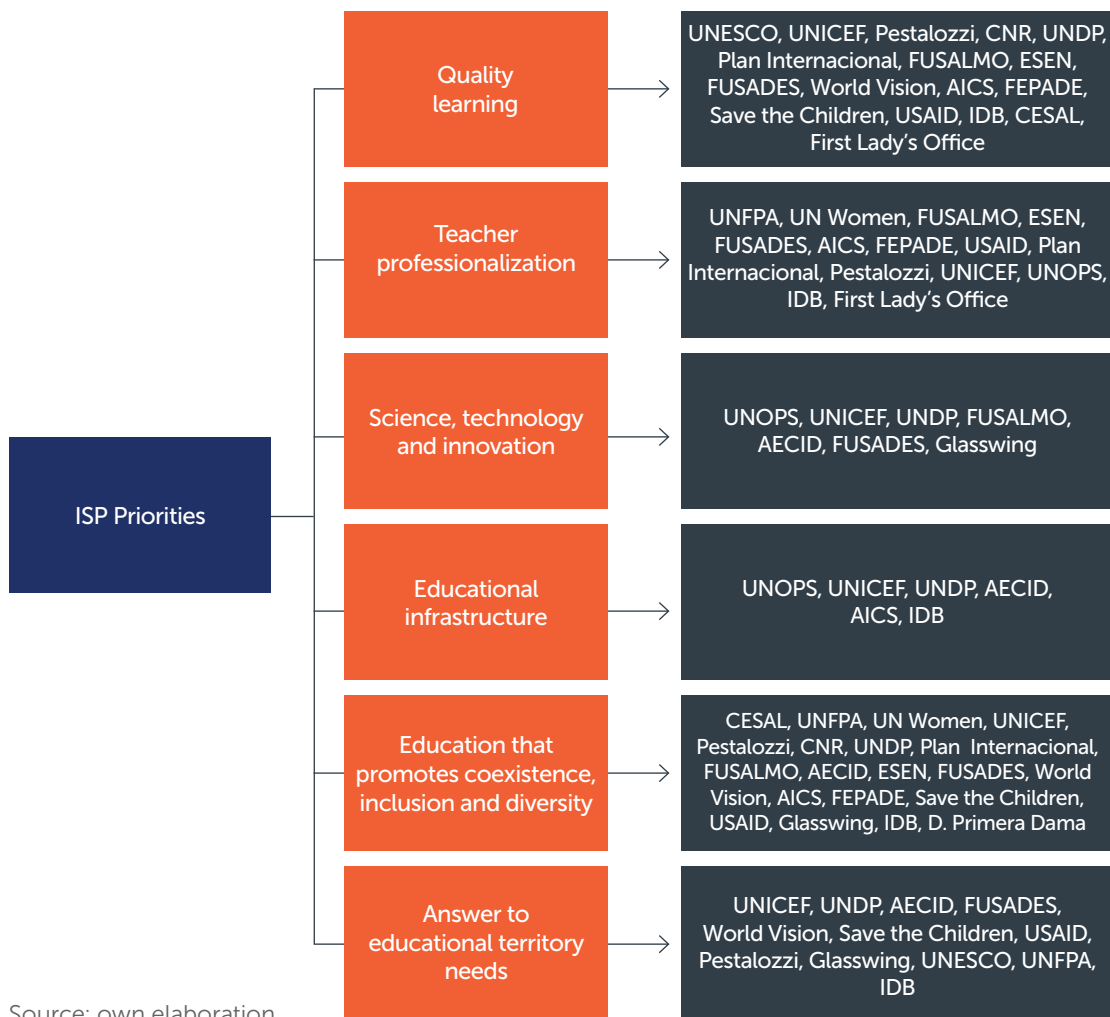
Source: own elaboration.

Annex 2.

Alignment of interventions with the ISP

Figure A2-1

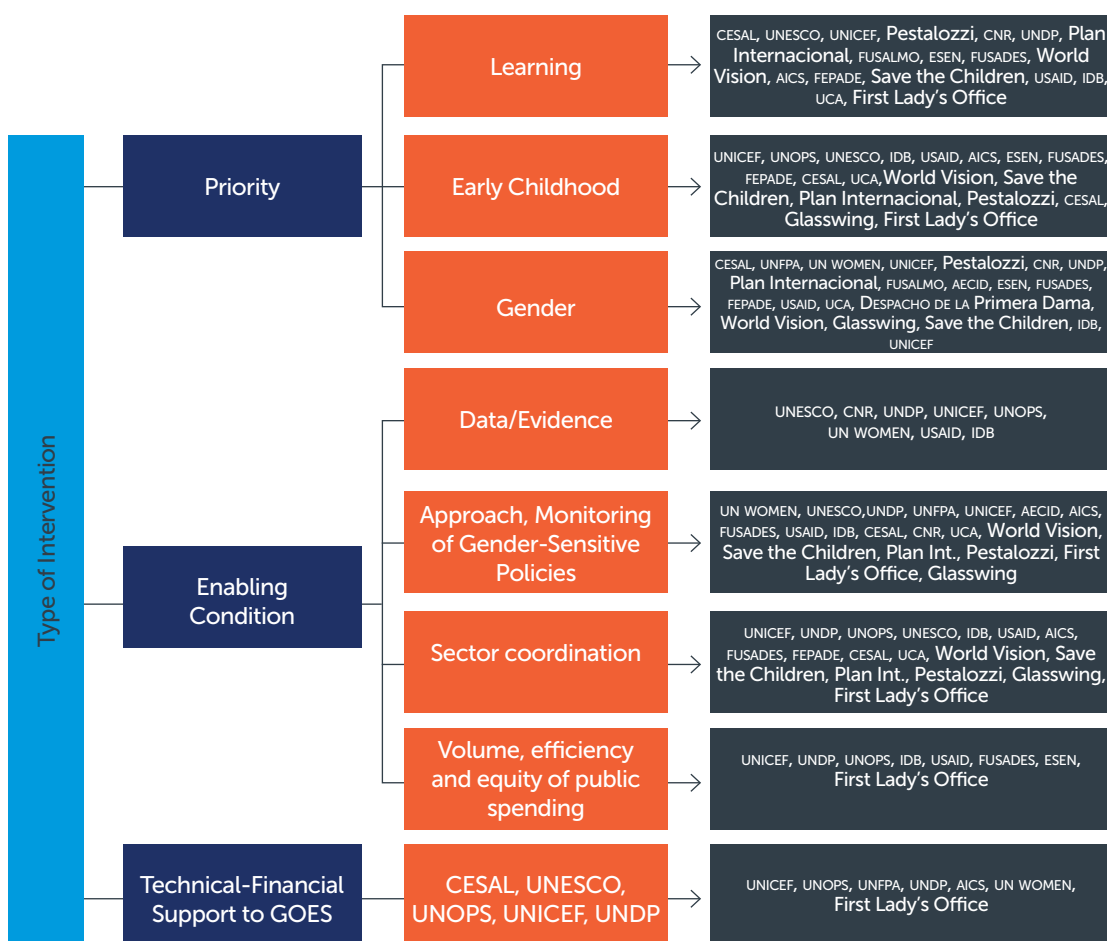
LEG members with interventions aligned with the ISP priorities



Source: own elaboration.

Figure A2-2

LEG members with interventions aligned with ISP priorities

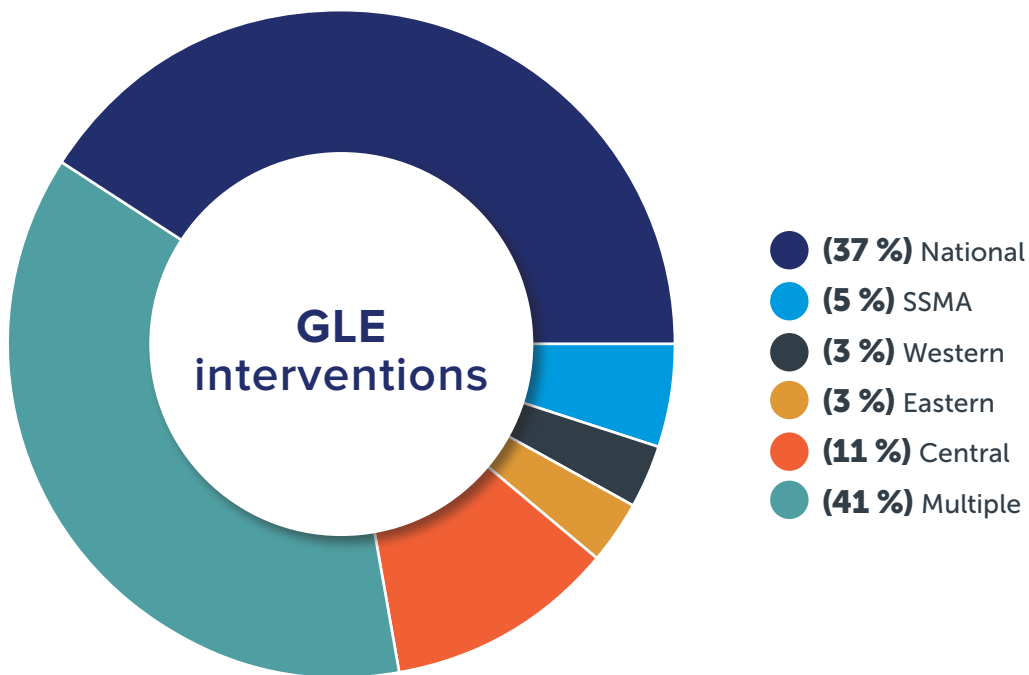


Source: own elaboration.

Annex 3. Geographical distribution of the LEG's interventions

Figure A3-1

Distribution of interventions by region

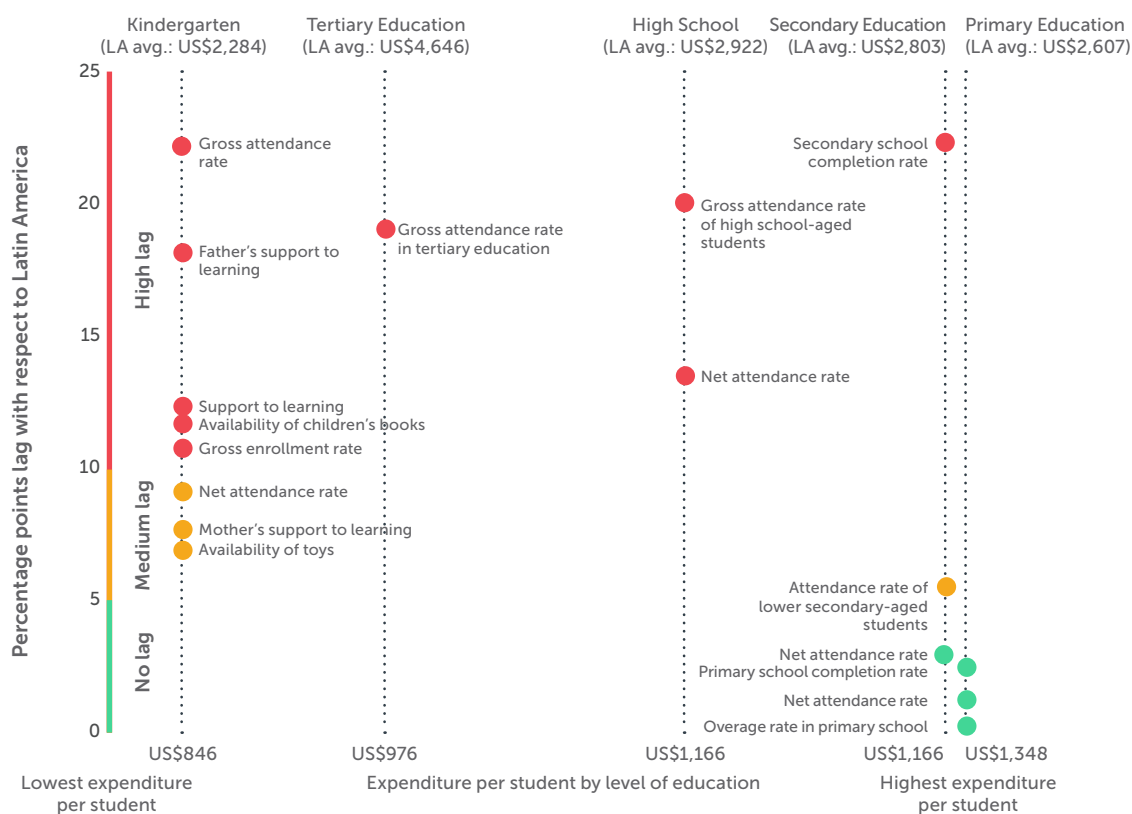


Source: own elaboration.

Annex 4. Public spending on education and performance

Figure A4-1

Expenditure-performance ratio of education indicators in El Salvador



Nota: averages of public spending on education per student for Latin America are expressed in parentheses.

Source: CEES (2021).

Annex 5.

Indicators of the Institutional Strategic Plan for Early Childhood

☼☼☼ **Table A5-1**

Indicators of the Institutional Strategic Plan for Early Childhood

Indicator
Number of educational centers that implement the quality assurance model for preschool and kindergarten education.
Number of family circles that implement the quality assurance model in early childhood education.
Percentage of educational centers that implement the new curricula.
Number of curricular instruments designed and implemented under the approaches of inclusion, gender, environment, interculturality and citizenship.
Percentage of educational centers that provide pre-school and kindergarten education that are repaired.
Number of preschools, kindergartens and primary schools that implement strategies to promote reading and writing.
Percentage of students with 3 years and more of overage in kindergarten education.
Net enrollment rate in early childhood education.
Net enrollment rate in kindergarten education.
Net entry rate to first grade.
Percentage of kindergarten teachers trained in the renewed curriculum.
Number of actions for the implementation of the Gender Equity and Equality Policy.

Annex 6. LEG's Interventions in El Salvador's Education System

☸ Table A6-1

LEG's Interventions in El Salvador's Education System

Institution	Intervention Area	Intervention	Financing	Source of Financing
UNOPS	Coordination of early childhood resources	Technical assistance for the purchase of computer equipment	US\$20 million	GOES
UNESCO	Technical assistance	Monitoring, evaluation and post-crisis transition strategy for the education system in the context of the emergency caused by COVID-19 in El Salvador	USD 5,000	UNESCO
	Learning assessment	Latin American Laboratory for the Assessment of the Quality of Education	USD 40,000 USD 200,000	MINEDUCYT UNICEF
UNDP	Ensuring the right to education	Technology and infrastructure at the service of educational inclusion	USD 80 millones	MINEDUCYT
	Development, implementation and evaluation of a model of social insertion	Pioneer Project in Social Insertion	USD 4.7 millones	USAID
	Process management	Management Systems for Governance (<i>Sistemas de Gestión para la Gobernabilidad, SIGOB</i>)	USD 300,000	UNDP
Plan International	Early childhood coverage	Educational Care during the Early Childhood Trajectory	USD 400,000 USD 60,000	MINEDUCYT Plan Switzerland

Institution	Intervention Area	Intervention	Financing	Source of Financing
Plan Internacional	Teachers' capacity building	Implementation of the Ministry of Education's Gender Equity and Equality Policy 2021	USD 180,398.26	MINEDUCYT (80 %) Plan Internacional (20 %)
	Deconstruction of gender roles	EDUCATECH, STEM opportunities for girls in El Salvador	USD 180,398.26 USD 146,122.59 USD 34,275.67	MINEDUCYT Plan Internacional Del Sur
Pestalozzi Foundation	Learning in primary school	One school, a thousand stories (<i>Una escuela, mil historias</i>)	USD 360,000 USD 50,000	Pestalozzi Foundation Contextos Foundation
	Educational continuity	Living my right to education (<i>Viviendo mi derecho a la educación</i>)	USD 907,170.06	Pestalozzi Foundation
UN Women	Pedagogical model (gender)	Implementation of the Ministry of Education's Gender Equity and Equality Policy	N/A	N/A
FUSALMO	Learning	Strengthening Learning	USD 11 M	FOMILENIO II
	Comprehensive education-teacher training	Don Bosco Integral Youth Program (<i>Programa Integral Juvenil Don Bosco</i> , PIJDB)	USD 700,000 USD 55,000 USD 569,134 USD 5,000 USD 8,420.00	Pestalozzi Foundation Gloria de Kriete Foundation CESAL/AECID Dona tu Cora AECID
	SI-EITP	Education for Children and Youth Project (ECYP)	USD 25 M	USAID
		Violence Prevention UNICEF 2010-2012	USD 118,748	FOMILENIO II vía UNICEF
	Learning	TRANSFORMA Educational Platform	USD 10,000.00 USD 50,000.00	Dona tu Cora Banco Davivienda

Institution	Intervention Area	Intervention	Financing	Source of Financing
FUSALMO	Learning	TRANSFORMA Educational Platform	N/A	GIZ, UNICEF, Bruke Le Pont, American Embassy, Jóvenes Creando Futuro (CRS), Davivienda, USAID
	Empowerment of girls and young women	Strengthening and empowering through sex education the girls and adolescents in conditions of abuse and gender violence, in the municipality of Soyapango, El Salvador	USD 11,300 USD 24,792.87	FUSALMO Ayuntamiento de Sevilla
	Development, implementation and evaluation of a model of social insertion	Pioneer in Social Insertion Prevention and Intervention Model Based on Family Systems	USD 36,976 USD 175,000 USD 22,617	IOM USAID FUSALMO
	Learning support	Leaders for Life (<i>Lideresas para la Vida</i>)	USD 5,000	Doctors of the World
	Technical-vocational training	Strengthening of Vocational Competencies and Social Skills for Adolescent Men and Women under Non-custodial Measures	USD 41,500	ISNA
	Learning	Open School for Coexistence (<i>Escuela Abierta para la Convivencia</i>)	USD 1,158,000	MINEDUCYT
	Violence prevention	Strengthening for the Central American Youth Violence Prevention Coalition Network (2013 to December 2015).	USD 1,350,000 USD 150,000	European Union FUSALMO
	Empowerment (gender)	Entrepreneurial Leaders (<i>Lideresas Emprendedoras</i>) (year 2014/2015)	USD 5,000 USD 1,200	TELUS FUSALMO
Office of the First Lady	Early childhood-learning	<i>Crecer Juntos</i> policy	N/A	N/A

Institution	Intervention Area	Intervention	Financing	Source of Financing
CNR	Educational coverage	Towards a community (Hacia una comunidad)	N/A	Swiss Agency for Development and Cooperation, Directorate General for Civil Protection and Humanitarian Aid, - Norwegian Agency for Development Cooperation
CESAL	Empowerment and violence prevention	Promoting youth empowerment through sports and community mentoring.	EUR 48,000	Diputación de Valencia
	Ensuring the right to education	Project to improve coverage, inclusion and educational quality in basic education schools in four municipalities of the Cordillera de El Bálsamo.	EUR 187, 500	Ayuntamiento de Sevilla
	Educational coverage	Improvement of educational inclusion in 8 schools in the municipalities of Sacacoyo, Talnique, Tepecoyo and Jayaque, department of La Libertad, El Salvador	EUR 124,994	Government of the Balearic Islands
ESEN	Learning/ teacher training	Improving the quality of education	USD 125,000	ARISTO Foundation
	Public policy analysis	FES Notebook	N/A	ESEN Gloria Kriete Foundation
IDB	Pedagogical model-coverage	Improvement and expansion of family circles	USD 6.7 M	IDB
	Coverage- infrastructure	Kindergarten classrooms	USD 61.5 M	IDB
	Pedagogical model-infras-structure	Rehabilitation of CDIs	USD 9 M	IDB

Institution	Intervention Area	Intervention	Financing	Source of Financing
FEPADE	Public policy analysis	AB-sé Pedagogical Magazine FEPADE	USD 50,000 USD 6,000 USD 928.32	FEPADE USAID SURA Foundation
	Learning-inclusion	Felix and Susana Program	USD 1 M	SURA Foundation
		Educate and Coexist Project / Zippy's Friends Program	N/A	Banco Davivienda
USAID	Strengthening of the educational community	Educate and Coexist Project	USD 10 M USD 10 M	USAID Private sector
	Vocational guidance and scholarships	<i>Oportunidades</i>	USD 27.2 M USD 7.2 M	USAID Gloria de Kriete Foundation
Glasswing	Violence prevention-early childhood	<i>Addressing Conflict and Stress During the Pandemic: The Effect of Coping and Non-Violent Parenting Tools</i>	USD 22,600 USD 23,250	Glasswing Private sector
	Empowerment	Girls Club	USD 150,000	International Cooperation
	Learning-prevention of violence	Community Schools	USD 700,000	Private sector, International Cooperation
	Improved socio-economic conditions, re-entry into the vocational system	<i>Jóvenes Constructores</i> , an employability, entrepreneurship and/or education program for NINI youth	USD 80,000	Private sector
AECID	Vocational training-learning	Workshop Schools	USD 100,000 USD 150,000	AECID
	Learning-closing the digital divide	Digital Divide (<i>Brecha Digital</i>)	USD 300,000	N/A
AICS	SI-EITP	Empowering full time inclusive schooling in El Salvador	USD 3.8 M	Government of Italy

Institution	Intervention Area	Intervention	Financing	Source of Financing
AICS	Inclusion	Strategies for the dissemination and consolidation of school inclusion at the national level -Inclusive, fair and quality schools for everyone	USD 2.5 M	Government of Italy
Save the Children	Pre- and post-natal care	Maternal and Child Health Program	N/A	Save the Children
	Child learning-development	Early Childhood Development Program	N/A	Save the Children
	Learning	Basic Education Program	N/A	Save the Children
World Vision	Parental skills	Family Circles of Positive Coexistence (<i>Círculos Familiares de Convivencia Positiva</i>)	USD 880,000	Private
	Learning/socio-emotional skills	Children, adolescents and young peace builders (<i>Niñez, adolescentes y jóvenes constructores de paz</i>)	USD 8,327	Private
FUSADES	Evidence generation	Impact evaluation of the Solidary Communities (<i>Comunidades Solidarias</i>) program: Attending to children's health and education	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES
	Evidence generation	Early childhood in the time of COVID-19 (public policy note)	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES
	Evidence generation	Social Situation Report 2020: Inequities among different population groups	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES
	Evidence generation	Early childhood development loans	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES

Institution	Intervention Area	Intervention	Financing	Source of Financing
FUSADES	Evidence generation	Social Protection and COVID-19: Response of the Salvadoran State to the Emergency	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES
	Evidence generation	Diverse needs in early childhood development	USD 35,000 USD 45,000	IRC-Canada, FEDISAL, private donors, FUSADES
UNICEF	Empowerment-violence	Girls, boys and adolescents exercise transformative leadership in their family and educational environments to prevent gender-based violence	USD 240,000	European Union, United Nations and Government of Canada
	Learning	Support to MINEDUCYT in the provision of education for students with disabilities	USD 30,000	UNICEF
	Risk reduction	Strengthening MINEDUCYT in disaster risk reduction and emergency preparedness	USD 30,000	Government of Canada
	Learning-social integration	Model of comprehensive, relevant and quality educational care for adolescents and young people in social insertion centers. A transition strategy is included for the adequate social insertion of adolescents and young people that leave the centers.	USD 90,000,249 USD 200,000	USAID UNICEF
	Teacher training-inclusion	Contribute to the inclusion in the educational system of returned and displaced migrants to help them reintegrate into their communities.	USD 1,265,829	Department of State, USA
	Inclusion	Safer and more protective schools for vulnerable children and adolescents in El Salvador	USD 400,000	ECHO EDUCO

Institution	Intervention Area	Intervention	Financing	Source of Financing
UNICEF	Implementation of the flexible modality	Support to MINEDUCYT for the implementation of flexible modality offerings, as well as their evaluation	USD 880,000	FEDISAL Universidad Don Bosco FES-ESEN
	Learning	Support to MINEDUCYT for the implementation of the "I am music" (<i>Soy música</i>) methodology to promote peaceful coexistence and psychosocial support	USD 300,000	Government of Canada
	Technical support	MINEDUCYT has the capacity to produce educational radio programs to guarantee the teaching-learning process for boys, girls and adolescents through the educational program "Let's learn at home" (<i>Aprendamos en casa</i>)	USD 60,800	Government of Canada
	Digital divide	Support for the acquisition of computer equipment (this initiative is part of the initiative to support the transformation of education, which includes the creation of multimodal platforms, connectivity and teacher training)	N/A	MINEDUCYT
	Digital divide	Connectivity of 35 schools with 22,000 students on El Salvador's coastal strip	N/A	UNICEF
	Evidence generation	Analysis of the digital divide and its impact on the education system		UNICEF
	Technical assistance	Support for the improvement of SIGES data quality	USD 88,000	Gobierno de Canadá

Annex 7. Plans and policies

The Cuscatlán Plan (Government Proposal 2019-2024), in its section for the Education Sector, seeks a transformation of the day-to-day life in schools to impact students' learning. To this end, it identifies the need to guarantee the right to education and to a comprehensive development starting at early childhood, as well as universal and equitable access, and a relevant and quality curriculum (Plan Cuscatlán, 2019). This proposal also positions the priority given to early childhood, led by the Office of the First Lady, which is embodied in the *Crecer Juntos* (Growing Together) Policy (September 2020) with a series of intersectoral actions aimed at the development of this age group. *Crecer Juntos* is the Government's flagship policy for Early Childhood Development (ECD) that seeks to enable children to reach their maximum development during early childhood, from gestation to before reaching 8 years of age, with quality care in health, nutrition, education and protection, through strategies, programs and inter-institutional and intersectoral actions to impact on long-term economic and social objectives.

The Cuscatlán Plan¹², together with other institutional strategic plans (ISP), place issues related to learning, gender and early childhood in a highly relevant sphere and, on many occasions, as guiding principles of governmental action. Specifically, these plans include the Institutional Strategic Plan (ISP) of the Ministry of Education (MINEDUCYT), the *Crecer Juntos* policy of the Office of the First Lady, the ISP of the National Council for Children and Adolescents (*Consejo Nacional de la Niñez y la Adolescencia*, CONNA), the Gender Policy of the Ministry of Education, and the Digital Agenda of El Salvador of the Secretariat of Innovation. There is also an evident interconnection between these policies and the plans around certain specific

12/ Lo cual evidencia que, ya desde la campaña presidencial, se definen los siguientes elementos: (1) la necesidad de fortalecer la carrera docente; (2) la mejora curricular; y (3) la integración de tecnologías e innovación a los procesos de aprendizaje.

topics, such as multimodal education, modernization of learning, early childhood care and inclusion (see diagram of interrelationships in Annex 1, Figure A1-1).

MINEDUCYT's Institutional Strategic Plan 2019-2024 (ISP) reflects these priorities, placing at its center the quality of learning throughout the life cycle. The Institutional Strategic Plan defines six priorities: 1) quality and meaningful learning throughout the life cycle, with relevant and inclusive pedagogy and curriculum; 2) professionalization of teachers, to dignify the teaching profession at the service of learning; 3) science, technology and innovation to positively impact the education, productive and academic sectors; 4) educational infrastructure with quality and safety standards that favor teaching-learning processes in sustainable school environments; 5) a school that favors education for coexistence, inclusion and diversity; 6) a transformed institution that responds to the needs of the educational territory.

From a sectoral participation perspective, MINEDUCYT has proposed that education requires "a pact that mobilizes political and citizen will and resources to solve the serious problems of the Salvadoran education system" (MINEDUCYT, 2021), and leads the mobilization of civil society actors around this proposal. The creation of the Local Education Group (LEG) within the framework of the ESPDG project is, from MINEDUCYT's perspective, the foundation of this pact.

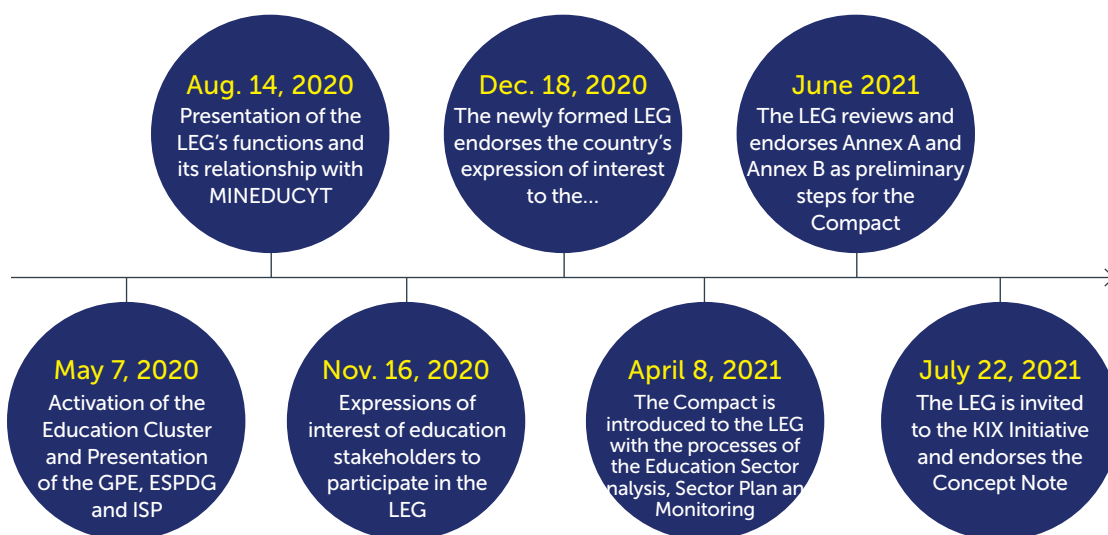
The priorities identified in the Institutional Strategic Plan, product of a consultative and participatory process of the sector, have been affirmed, especially after the COVID-19 pandemic deepened the challenges of quality, access and permanence in the educational system. Despite efforts to continue education at a distance, the closure of schools for more than a year left the system in a pessimistic scenario in terms of learning, with almost a year (Learning Adjusted Year of Schooling, LAYS) of losses according to the World Bank. Early childhood, vulnerable groups, girls and those living in rural areas are expected to be the most affected in terms of learning, school desertion and loss of rights. On the other hand, the COVID-19 crisis has increased the country's fiscal constraints.

Annex 8. The Local Education Group

It is important to highlight that, in this context, at the beginning of 2021, El Salvador's application to participate as a partner of the Global Partnership for Education (GPE) was accepted and, as part of this alliance, the country is eligible for funds from the Multiplier Grant, the Girls' Education Accelerator and the System Capacity Grant. To access the funds, the country has initiated the process to transform the education system by following five critical steps: analyze, prioritize, diagnose, align and act. In order to carry out this transformation process, two sets of key actors have been created. First, a Strategic Facilitation Team (SFT)

Figure A8-1

Timeline of the Local Education Group participation



Source: Prepared by the authors based on the minutes and agendas of the coordinating agency, UNICEF.

comprised of members of the MINEDUCYT, the coordinating agency (UNICEF) and the managing agency (World Bank). This team works in the construction of documents, the generation of information and as a direct link with GPE. On the other hand, the Local Education Group (LEG) has been created, with 33 members representing different stakeholders in the education system. The LEG has a consultative nature and formulates proposals for educational decision-makers; it is also dynamic, in the sense that it can add members who show interest in participating in the transformation of the system.

Annex 9. The critical path

a. Analyze

To begin the process, the reality of the enabling conditions was analyzed and two templates called Annex A and Annex B were completed, briefly describing the reasons for investing in these conditions to overcome the bottlenecks and obstacles that impede or slow down the transformation of the education system. In addition, they were prioritized as follows: as a high priority, data generation and the use of evidence were identified as requiring intervention, as well as planning with a gender perspective and coordination within the sector. Once the bottlenecks for each enabling condition were identified, and the level of priority with which they should be intervened was defined, Annexes A and B were socialized among the members of the LEG, so that they could carry out a technical review and issue comments, suggestions and observations, which were addressed by the SFT team in June 2021.

b. Prioritize

The country selected learning, early childhood, and gender equity and equality as the three priorities under the intervention framework. These priorities were endorsed by the LEG members and are in line with the three priorities of the Government of El Salvador's Institutional Strategic Plan through the MINEDUCYT. However, under the new GPE 2025 model, the effort is focused on a single priority whose approach ensures an overall coverage of the problems: the achievement of quality early childhood learning with a focus on groups that are lagging behind, particularly girls, which is consistent with one of the priorities of the Institutional Strategic Plan and the national policy *Crecer Juntos* (Growing Together). This does not mean that the other two priorities identified in Annex B will be left aside, but rather

that this priority definition is an umbrella under which central elements of the education sector can be encompassed and transformed from a systemic perspective.

c. Diagnose

El Salvador has conducted diagnostics of the education sector with support from GPE and under the framework of the construction of the ISP. In addition, an analysis of the education sector has been carried out considering both demand and supply aspects, including the effects of the COVID-19 pandemic on the sector. On the other hand, other LEG member institutions, such as the World Bank and the Inter-American Development Bank (IDB), have conducted diagnostics of the education sector in preparation for the disbursement of funds to finance improvements in educational quality and flagship programs, such as *Creceer Juntos* (Growing Together). In addition, there are diagnoses performed by sector actors on kindergarten education (ECE) and early childhood education (SITEAL, Inter-American Dialogue and UNICEF, SABER and MINEDUCYT) that identify the status of early childhood education and reveal the challenges and obstacles to overcome in order to transform the Salvadoran education system by investing in it.

d. Alignment and action

The educational programs currently promoted by the Government of El Salvador are aligned with early childhood learning, especially through the *Creceer y Aprender Juntos: Política Nacional de Apoyo al Desarrollo Infantil Temprano 2020-2030* (Growing and Learning Together: National Policy to Support Early Childhood Development 2020-2030). The creation of this policy involved not only the Ministry of Education, but also other public institutions such as the Office of the First Lady, the National Council for Children and Adolescents (*Consejo Nacional de la Niñez y Adolescencia*, CONNA), the Ministry of Health (*Ministerio de Salud*, MINSAL), the Salvadoran Social Security Institute (*Instituto Salvadoreño del Seguro Social*, ISSS), the Salvadoran Institute for the Integral Development of Children and Adolescents (*Instituto Salvadoreño para el Desarrollo Integral de la Niñez y de la Adolescencia*, ISNA) and the Innovation Secretariat of the Presidency. At the same time, technical

support was provided by UNICEF, the World Bank, the European Union and the Inter-American Development Bank.

Regarding the participation of the other stakeholders, the SFT gathered the information about the LEG members' projects and interventions to understand their alignment with the priorities established in the ISP and in Annex B. The survey obtained responses from 72% of the members, who were asked to briefly describe their programs and interventions, indicate whether they were focused on addressing early childhood, learning and gender equity needs, and describe their experience with the enabling conditions.

Seventy percent of the partners that participated in the survey has at least one program that addresses early childhood needs; 65%, in improving learning; and 87%, in interventions that seek to promote gender equity and equality¹³. Similarly, Figure A2-1 in Annex 2 shows the alignment of interventions and programs of the LEG partners with the priorities of the education system identified by the Government of El Salvador in its ISP. The priorities of learning, teacher professionalization and education that favors coexistence, inclusion and diversity have the highest density of support from the partners. In addition, there are stakeholders who are addressing the enabling conditions with the objective of unblocking these bottlenecks and risks that prevent the system from advancing and transforming as expected. Figure A2-2 shows the distribution of interventions in terms of priorities, enabling conditions or whether technical support is offered to MINEDUCYT. Interventions and programs are strongly concentrated in the three priorities: in the planning and monitoring of gender-sensitive policies and in the coordination of the sector in the enabling conditions. Notwithstanding the work that has already been done, the challenge remains to work on improving processes that provide data and evidence to make better decisions and evaluate public policies in the education sector, to ensure that the funds allocated are well coordinated, and that there is an improvement both in their efficient allocation and their equitable distribution among the population.

13/ These priorities were identified in Annex B of GPE, under its previous model.

Regarding the coverage of the partners' projects, 37% of them have a nationwide scope, 11% address needs in the central part of the country, 5% in the San Salvador Metropolitan Area of (SSMA) and 3% in each of the eastern and western regions (Annex 3, Figure A3-1). Most of the programs focus on multiple regions of the country and, in 76% of them, family and community involvement is key to their successful implementation.

Although the LEG partners seek local, family and community support, there is little coordination among actors to plan, implement and follow up on programs. LEG members have coordinated with other partners in 54% of the interventions for which we have information; in parallel, they also report technical coordination with MINEDUCYT or other members of the Government of El Salvador in 41% of the cases. Therefore, the alignment and coordination of resources represents an important area for improvement to make the sector's interventions and programs, both the official ones and those of the different actors, more efficient and effective. In terms of resource coordination, the reality is much more pressing: only 2% of the reported interventions have some type of financial resource coordination with MINEDUCYT and 27% of the interventions have financial coordination among the LEG members.

Based on the diagnosis, alignment and action process, it was possible to identify some gaps or intervention needs in the education system that, if addressed, would greatly contribute to its transformation. First, although it is true that 70% of the partners address early childhood in some way, there are only 5 programs (8% of the interventions reported) that are specifically designed for early childhood education. Most of the interventions (52%) are aimed at basic or secondary education, or both, so there is an important debt with early childhood that must be addressed promptly.

Second, there are enabling conditions that present significant challenges. In particular, the generation of data and evidence for decision making represents a major bottleneck that affects the entire system. In the information survey conducted by the SFT, only nine LEG partners report that they are working in some way to improve the quality and quantity of the data available for decision making; the available data are not up to date and the country is in the process of migrating to a new information management system (SIGES).

In addition, there are no clear strategies to link decision making with the available evidence, so investment in systems and training for personnel who use the information, manage it and make decisions based on it is essential. The coordination of the sector also requires an entity that assumes a more active role in coordinating and facilitating communication among stakeholders. While it is true that many partners work hand in hand with MINEDUCYT (41% of reported interventions), there is no real coordination among members when designing, implementing and monitoring programs and interventions. Nor is there a space where stakeholders can share their experiences and lessons learned with their peers, making it feasible that the failures of one intervention may be replicated in others of a similar nature.

Finally, given the difficulty in obtaining information to monitor the sector's results, there is no certainty about the efficiency and equity of public spending in the education sector. Although it is true that most of the data can be disaggregated by gender, the information is out of date. On the other hand, public spending on education as a percentage of GDP has had slight increases. According to data, investment in education represented 4.1% of GDP in 2020 and 5% in 2021. UNESCO recommends increasing public investment in education to reach 6% of GDP and a minimum of 15% of public spending. This represents a great challenge for the country, especially after the onset of the COVID-19 pandemic.

Annex 10.

MINEDUCYT's major projects

a. Major projects

In order to address the gaps identified in the diagnosis and the alignment of stakeholders and resources, the Government of El Salvador is implementing interventions with assistance from the World Bank, the Inter-American Development Bank and the Central American Bank for Economic Integration. These processes are aligned with the priorities described in the Cuscatlán Plan and the ISP.

Crecer y Aprender Juntos (Growing and Learning Together) Project, financed by the World Bank

The development objectives of this USD 250 million project are the following: a) improve early childhood education and care practices (ECEC) at the national level; b) improve the physical early childhood learning environments in selected public centers; and c) strengthen institutional capacity for the management of the education sector. These objectives will be achieved through the development of 4 components that aim to develop a quality framework for learning, the design and implementation of an early childhood curriculum, teacher and management training for the transformation of classroom practices, and significant investments in the improvement of physical learning environments.

Nacer, Crecer, Aprender (Be Born, Grow Up and Learn) Project, financed by the Inter-American Development Bank

The objectives of the IDB project are focused on improving the quality and coverage of education in the country through four axes: (a) improvement and expansion of family circles through pedagogical material with a gender focus, aiming to improve the pedagogical model and double the coverage in early education; (b) remodeling of

schools and construction of classrooms for pre-school level education nationwide; (c) rehabilitation of Childhood Development Centers' (*Centros de Desarrollo Infantil*, CDIs) infrastructure and transformation to an evidence-based pedagogical model; and (d) implementation of flexible modalities for secondary education, expanding coverage and improving quality. Funding for this project amount to USD 90.7 million.

Mi Nueva Escuela (My New School) Project financed by the Central American Bank for Economic Integration

The *Mi Nueva Escuela* project has USD 200 million in and seeks to improve educational centers in those municipalities with the highest rates of multidimensional poverty (MDP), with emphasis on preschool, basic and secondary education. The project has two components to transform the system through the redesign and improvement of the educational infrastructure: a) improvements to the infrastructure, facilities and equipment of 186 schools located in the municipalities with the highest rates of MDP; and b) a project management component.

b. GPE Program in El Salvador

Based on existing diagnostics and the alignment of system priorities, in December 2020, El Salvador submitted its expression of interest to receive the Multiplier

☼ Table 1

Processes in El Salvador with GPE

Process	Axes
ESPDG	<ul style="list-style-type: none"> • Sector Plan • Education sector analysis
Multiplier Grant) and Girl's Education Accelerator	<ul style="list-style-type: none"> • Educational assessment • Strategies to strengthen non-sexist education and close literacy gaps from the earliest years of life
PDG (Compact)	<ul style="list-style-type: none"> • Overcoming gaps in the enabling conditions for early childhood improvements

Source: own elaboration.

Grant and the Gender Accelerator, which are additional funds to those from the *Crecer y Aprender Juntos* (Growing and Learning Together) Project, financed by the World Bank. Within the activities with GPE, El Salvador is in the midst of three major processes, as indicated in Table 1.

c. The ESPDG

The Education Sector Plan Development Grant (ESPDG) funding will enable the development of a 10-year (2020-2030) national education sector plan that can guide the response to current and potential challenges and risks in the sector, with a focus on closing existing access and quality gaps, as well as those created or deepened by the COVID-19 pandemic.

The process includes a policy dialogue around improvements in human capital accumulation, and commits to the Sustainable Development Goals (SDGs) and national priority targets with the goal of improving learning for all students.

The proposed ESPDG funding aims to support the country in developing a strategic plan that can guide the implementation of effective policies to increase human capital over the long term and build resilience to shocks that affect human capital accumulation. The Education Sector Plan, based on a sector analysis focused on these risks, is expected to improve student learning at all levels of the school system, equity and inclusion of the entire education sector, its effectiveness and efficiency.

It also contemplates the development of a monitoring and evaluation mechanism that will allow for a joint review of the implementation of the plan in its first 4 years. This joint review aims to increase MINEDUCYT's capacity to plan and follow up on medium- and long-term education projects, while fostering national ownership through the support of the LEG.

In addition to having a medium-term sector plan and a comprehensive joint review process, the GPE-funded process will help strengthen MINEDUCYT in several areas.

Within the framework of the sector diagnosis, the following points have already been developed: a) a diagnosis of the sector that compares the performance of the main indicators with regional data; b) a diagnosis of the sector's response to the COVID-19 emergency; c) a survey of the post-COVID-19 learning situation; d) a review of the current curricular bases and a proposal for updating them; and e) a review of the learning assessments in the country and a proposal for a 10-year evaluation framework.

d. The PDG

The PDG will finance preparatory activities for the Multiplier Grant. These activities will support an adequate, comprehensive and efficient preparation and design of the aspects related to each substantial component of the Program, and will be organized in the following activities:

- 01 Laying the foundations for the systematic use of learning assessments' results in educational decisions at the school level.** In order to prepare the implementation of a learning assessment system for basic education, it is necessary to establish learning standards for language and mathematics. This will require technical support from national and international specialists and capacity building within MINEDUCYT. Each line of work is described specifically below.
- 02 Generation of recent evidence on the state of gender bias in learning in El Salvador.** There is little evidence on learning in the country and it has not been analyzed from a gender perspective, particularly for early childhood; nor has the effect of these learning gaps on school desertion and other life decisions of girls, such as early marriage, been studied. Finally, with the information available, it is necessary to understand the socioeconomic situation of girl-mothers and adolescent mothers to establish how this affects early childhood. This requires specific consultancies, as well as capacity building in early childhood and learning in the Gender Unit of MINEDUCYT.
- 03 Preparatory work to apply for the Compact and the Multiplier Grant:** specific technical support for the preparation of the project documents for the Grant Program and the Compact.

- 04 Definition of the basis for strengthening the data use capacity of the National Planning Directorate's SIGES.** The lack of technical capacities of the units linked to data processing has limited the availability of data in the sector. It is urgent that the system's capacity be harnessed; to this end, technical support to the educational statistics team will be financed.

These activities, which will be financed with the PDG, will help the technical teams to carry out analytical work that will serve as the basis for information, as well as to prepare MINEDUCYT's technical teams to ensure that they have the necessary capacity and knowledge to implement the Grant Program efficiently. For these activities, the World Bank's education team, as managing agency, composed of a team based in San Salvador and another in Washington DC, which together with a group of consultants specialized by key areas, will work in close collaboration with the team of the National Directorates of Early Childhood and Basic Education, and of Evaluation and Planning, in coordination with the Gender Unit.

e. The Multiplier Grant and the Gender Accelerator

The Multiplier Grant and Gender Accelerator will be designed as an additional financing program to the *Crecer y Aprender Juntos* loan, and will focus on guaranteeing quality learning from the beginning of life through three lines of work: (a) implementing the use of basic education learning assessment results in the areas of language, mathematics, and socioemotional skills for pedagogical decision making in the school; (b) closing the gender gaps in literacy achievement in the first cycle of basic education that affect Salvadoran girls; and (c) expanding the scope of curriculum development activities for the transition. These activities are consistent with national and sector planning and the project's PDOs.

Specifically, the Institutional Strategic Plan (ISP) 2019-2024 of MINEDUCYT echoes the political consensus and the need for change in the direction of the sector, and retakes quality learning as a priority. MINEDUCYT considers that the design of the World Bank's *Crecer y Aprender Juntos* loan, which aims to develop quality early childhood education, is the basis for a comprehensive educational reform with a life-cycle approach, and where decisions are made based on evidence.

The need to implement a learning assessment system to identify and close gaps from the first years of life is a strategic priority of the ISP and has been ratified by civil society. In the Salvadoran educational system, the results of existing assessments have not guided policies or pedagogical decisions in schools, since they are not socialized. Hence the importance of implementing uses of learning assessment to transform the quality of education. MINEDUCYT has created the National Directorate of Evaluation (*Dirección Nacional de Evaluación Educativa*) to provide institutional strength to the issue. This implies a change of vision towards the evaluation of learning which, historically, has had scarce specialized technical resources and has not had an institutional space.

An accurate use of learning assessments results in the areas of language, mathematics and soft skills would be a strategy to address, from early childhood, the gender gaps that become real opportunity gaps over time.

Likewise, making basic learning accessible to girls from their early years by reinforcing the learning of reading with comprehension, and favoring a cultural transformation from school, is central to reduce gender gaps that, otherwise, will persist over time and affect the future job opportunities of this group. MINEDUCYT is committed to gender equity in learning and since 2016 has a Gender Unit and a Gender Equity and Equality Policy, which aims to ensure access to a non-sexist and violence-free education for Salvadoran children, in addition to mainstreaming the gender approach in the national curriculum.

These activities will strengthen the components already defined in the Project, as indicated below.

Specifically, subcomponent "1.2: Revision, adaptation and implementation of the early childhood curriculum" will include strengthening the learning of reading with comprehension for girls between 0 and 6 years old through the delivery of textbooks to vulnerable households nationwide. The main activities include: (a) design and selection of books to strengthen reading skills, socioemotional skills and promote non-sexist education, which complement the early childhood curriculum and are aligned with the ECDLS; (b) development of work guides for families, especially girl-mothers and adolescent mothers, to help them with their children's

reading with comprehension learning and to question gender paradigms; (c) printing of books and materials for families; (d) delivery of packages to households; and (d) track and trace of packages to ensure efficiency.

Furthermore, the additional funding will make it possible to scale up the scope of implementation of the transition strategy from pre-school to basic education. This strategy includes the strengthening of reading and writing methodologies in first grade and the design of teacher training strategies.

In component "4: Institutional strengthening of the sector's management capacity," the learning assessment activity was eliminated in order to prioritize activities that strengthen the system vis-à-vis COVID-19. The additional funding makes it possible to recover this activity to ensure relevant and quality information on early childhood learning.

This will include activities such as strengthening the capacities of the newly created Directorate of Evaluation. This process also includes the following actions: a) design and implementation of national standardized assessments for key levels; b) dissemination, which includes the dissemination of results and training of educational agents (principals and ATPs) on the use of these results for educational planning and learning improvement through friendly methods, and tools for communicating and monitoring of results; and c) support, which includes support for the development and implementation of educational improvement plans, especially focused on contributing to the improvement of learning in reading, writing and mathematics.

Country Compact: El Salvador

Local Education Group

Education in El Salvador needs a systemic transformation to contribute to the integral development of citizens throughout their life cycle, enhance the standard of living of Salvadorans and support the country's development. The present document is the Country Compact, which summarizes the sectoral priority and the strategies that the stakeholders in the education sector are committed to support or implement to achieve such transformation. This document is subscribed by the members of the Local Education Group (LEG), led by the Ministry of Education, Science and Technology (Ministerio de Educación, Ciencia y Tecnología - MINEDUCYT)). The LEG is made up of multilateral agencies, academia, non-governmental organizations and representatives of civil society, among others, and its operation is sponsored by the Global Partnership for Education (GPE).