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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

PROJECT PAPER

ON A

PROPOSED ADDITIONAL FINANCING

IN THE AMOUNT OF US\$14.25 MILLION

FROM THE GLOBAL PARTNERSHIP FOR EDUCATION

TO THE

REPUBLIC OF EL SALVADOR

FOR AN

ADDITIONAL FINANCING FOR THE GROWING UP AND LEARNING TOGETHER:
COMPREHENSIVE EARLY CHILDHOOD DEVELOPMENT IN EL SALVADOR PROJECT (P177371)

December 19, 2022

Education Global Practice
Latin America And Caribbean Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective December 19, 2022)

Currency Unit = U.S. Dollar

FISCAL YEAR

January 1 - December 31

Regional Vice President: Carlos Felipe Jaramillo

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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
ATPI	Early Childhood Technical Assistants (<i>Asistentes Técnico de la Primera Infancia</i>)
CERC	Contingent Emergency Response Component
CPF	Country Partnership Framework
ECCE	Early Childhood Care and Education
ECDLS	Early Childhood Development and Learning Standards
EEP	Eligible Expenditures Programs
ESCP	Environment and Social Commitment Plan
ESMF	Environmental and Social Management Framework
ESPDG	Education Sector Plan Development Grant
E&S	Environmental and Social
FM	Financial Management
GPE	Global Partnership for Education
GoES	Government of El Salvador
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
IPF	Investment Project Financing
IPPF	Indigenous Peoples Planning Framework
ISR	Implementation Status and Results Report
LEG	Local Education Group
LMP	Labor Management Procedures
MINEDUCYT	Ministry of Education, Science and Technology (<i>Ministerio de Educación, Ciencia, y Tecnología</i>)
MOPT	Ministry of Public Works and Transportation (<i>Ministerio de Obras Públicas y de Transporte</i>)
NEET	Young people not engaged in education, employment, or training
PBC	Performance-Based Conditions
PDG	Program Development Grant
PDO	Project Development Objectives
PIU	Project Implementation Unit
RPF	Resettlement Policy Framework
SAFI	Integrated Financial Management System (<i>Sistema de Administración Financiera Integrado</i>)
SCD	Systematic Country Diagnostics
SEP	Stakeholder Engagement Plan
SQS	Structural Quality standards
STEP	Systematic Tracking of Exchanges in Procurement
TOR	Terms of Reference
UNICEF	United Nations Children's Fund

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BASIC INFORMATION – PARENT (Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador - P171316)

Country El Salvador	Product Line IBRD/IDA	Team Leader(s) Maria Magdalena Bendini		
Project ID P171316	Financing Instrument Investment Project Financing	Resp CC HLCED (9253)	Req CC LCC2C (1308)	Practice Area (Lead) Education

Implementing Agency: Ministry of Education

Is this a regionally tagged project?	
No	

Bank/IFC Collaboration	
No	

Approval Date 19-Mar-2020	Closing Date 30-Jun-2026	Expected Guarantee Expiration Date	Environmental and Social Risk Classification Substantial
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Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach [MPA]	<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Expanded Implementation Support (HEIS)

Development Objective(s)

The Project Development Objectives are to: (i) improve Early Childhood Care and Education (ECCE) teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen institutional capacity for education sector management.

Ratings (from Parent ISR)

	Implementation				
	17-Jun-2020	09-Dec-2020	31-May-2021	04-Dec-2021	22-Jun-2022
Progress towards achievement of PDO	S	S	S	S	S
Overall Implementation Progress (IP)	S	MS	MS	MS	MS
Overall ESS Performance	S	S	S	S	MS
Overall Risk	S	S	S	S	S
Financial Management	S	S	S	S	S
Project Management	S	S	S	S	S
Procurement	S	S	S	MS	MS
Monitoring and Evaluation	S	S	S	S	S

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing for the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project - P177371)


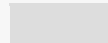
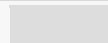
Project ID	Project Name	Additional Financing Type	Urgent Need or Capacity Constraints
P177371	Additional Financing for	Scale Up	No

	the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project		
Financing instrument	Product line	Approval Date	
Investment Project Financing	Recipient Executed Activities	19-Dec-2022	
Projected Date of Full Disbursement	Bank/IFC Collaboration		
30-Jun-2026	No		
Is this a regionally tagged project?			
No			

Financing & Implementation Modalities

<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input checked="" type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Expanded Implementation Support (HEIS)
<input type="checkbox"/> Contingent Emergency Response Component (CERC)	

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD	250.00	2.16	247.84	 .9 %
IDA				 %
Grants				 %

PROJECT FINANCING DATA – ADDITIONAL FINANCING (Additional Financing for the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project - P177371)

FINANCING DATA (US\$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Total Project Cost	250.00	14.25	264.25
Total Financing	250.00	14.25	264.25
Financing Gap	0.00	0.00	0.00

DETAILS - Additional Financing

Non-World Bank Group Financing

Trust Funds	14.25
Global Partnership for Education Fund	14.25

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

Yes No

Does the project require any other Policy waiver(s)?

Yes No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

PROJECT TEAM

Bank Staff

Name	Role	Specialization	Unit
Maria Magdalena Bendini	Team Leader (ADM Responsible)		HLCED
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Carolina Rovira Quesada	Team Member		HLCED
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Tatiana Cristina O. de Abreu Souza	Team Member		WFACS

Extended Team

Name	Title	Organization	Location
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I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING AND RESTRUCTURING

A. Introduction

1. **This Project Paper seeks the approval of the Regional Vice President for a proposed Additional Financing (AF) and restructuring for the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project (P171316, Loan 9067-SV).** The Project Development Objectives (PDO) are to: (i) improve Early Childhood Care and Education (ECCE) teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen institutional capacity for education sector management. The Project includes five components: Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide; Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Centers; Component 3: Upgrading ECCE Physical Learning Environments; Component 4: Institutional Strengthening for the Management of the Education Sector; and Component 5: Contingent Emergency Response.

2. **The proposed AF in the total amount of US\$14.25 million will be financed by the Global Partnership for Education (GPE) Multiplier Grant (US\$9.25 million) and the GPE Girls' Education Accelerator Grant (US\$5 million).** The AF responds to the GoES' 2019 request to the GPE to support the implementation of a system-wide learning assessment system, improve early childhood literacy, and promote a gender-equitable education. The activities under the AF were meant to be designed and start execution together with the parent Project; however, the country had to comply with some requirements to become a member of the GPE in order to become an eligible recipient of these grants. These AF activities would maximize the development impact of parts (i) and (iii) of the PDO and support gender equality within the universe of current project beneficiaries. The AF would include a restructuring to accommodate the new activities within the Project's results chain, revise the results framework, and include Performance-Based Conditions (PBC) to encourage management for results under the PDO, and update implementation arrangements.

3. **The Project was approved by the World Bank's Board of Executive Directors on March 19, 2020, was restructured on September 20, 2021, and became effective on November 5, 2021.** The Project's first restructuring sought to incorporate measures to mitigate the effects of the COVID-19 pandemic in the short term and improve the quality and resilience of the Salvadoran education system in the long run. This Level-two restructuring included the modification of the Project's activities, component costs, disbursement estimates, results framework, environmental and social analyses, and implementation arrangements. Although the modifications were fully consistent with the PDO and components, the restructuring eliminated some activities that were originally planned under the Project (such as the development and implementation of a system-wide learning assessment framework) to make available the necessary funds to address the challenges arising from the pandemic challenges. This shift in funding allocation to address the immediate needs resulted in a gap in financing for activities that remained critical to achieving the GoES' medium- and long-term sector objectives.

4. **The AF is part of a broader World Bank support to the development and implementation of the National ECCE Policy, *Creceer Juntos (Growing Together)*, one of the GoES' policy flagships.** The World Bank has been supporting the MINEDUCYT to coordinate education sector initiatives and secure coherent



alignment between the Project, the several GPE initiatives in the country for which the World Bank acts as grant agent, and the country's strategic objectives.¹ To support the successful design and implementation of this AF, the World Bank, alongside the United Nations Children's Fund (UNICEF) as the coordinating agency for GPE projects, provides broad technical and administrative support to MINEDUCYT through the GPE-financed Education Sector Plan Development Grant (ESPDG, TF0B4551) and the Program Development Grant (PDG, TF0B7040). The ESPDG supports the design of an evidence-based Education Sector Plan to inform the AF's activities, and the PDG supplies the AF with the necessary information, knowledge, and skills needed for its design. Moreover, MINEDUCYT is expected to apply for an additional GPE capacity building grant to support the implementation of an education management information system for the central and local levels. Finally, the World Bank is supporting MINEDUCYT in the implementation of the Compact process, a new GPE collaboration format for which El Salvador has been selected as a pilot country. The World Bank has also been supporting MINEDUCYT in securing alignment between the World Bank's portfolio and the support provided by the Inter-American Development Bank, the Central American Bank for Economic Integration, and other developmental partners with whom the GoES has active projects.

5. **The World Bank is also supporting the GPE's participatory process to improve the quality of education in El Salvador, in recognition of the MINEDUCYT's efforts to place learning at the center of the education agenda.** A Local Education Group (LEG) has been formed to accompany the different projects funded by the GPE and to strengthen citizen participation in education policy. The LEG accompanies the MINEDUCYT's definition of key institutional priorities for the education sector, which include early childhood development, learning, and gender equity. The MINEDUCYT's Institutional Strategic Plan² highlights the need for citizen consensus on education and the LEG's scope of work is essential in the task.

B. Country Context

6. **During the last decades, El Salvador has been in a vicious cycle of low growth, high migration, and high crime, deteriorating human capital outcomes across generations.** According to the 2019 Early Childhood Education Diagnostic for El Salvador,³ children lack adequate stimulation and health care during the first months of life, which translates into high rates of stunted growth and infant mortality. For example, 14 percent of children are stunted and thus at risk for cognitive and physical limitations.⁴ The infant mortality rate in El Salvador is 11 deaths per 1,000 live births—higher than the rates in Costa Rica and Panama. Less than 34 percent of children 0 to 6 years old have attended educational or developmental services.⁵ All these factors, together with the high exposure to violence, influence the poor life-course outcomes of older children and adolescents, especially for girls.

7. **Low ECCE access and quality affect children's readiness for school with children from disadvantaged households considerably less likely to have access to formal learning opportunities.** Moreover, learning indicators in El Salvador reflect the urgent need to improve ECCE quality: achievement

¹ See Annex 1. El Salvador World Bank and GPE Education Sector Portfolio.

² *Plan Estratégico Institucional Torogoz 2019-2024.*

³ World Bank, 2019.

⁴ World Bank Human Capital Index, 2018.

⁵ World Bank data, 2020.



on the Early Grade Reading Assessment reading component is as low as 34 percent of second grade students (7-8 year-olds) and 40 percent of those in third grade (9-year-olds), with successful reading levels being significantly lower for children from rural regions and lower socioeconomic status.⁶ In addition to supply-side constraints, there is suggestive evidence that some parents may choose not to send their children to ECCE and that non-attendance in kindergarten is often accompanied by poor performance in first grade and even late entry to first grade. Consequently, one-third of children enrolled in first grade in El Salvador are over-age and most over-aged children in first grade are also repeating courses due to low cognitive or socioemotional skills, as measured by school readiness indicators. In most cases, low exposure to learning opportunities and care has been observed during the early years.⁷

C. Sector Context

8. **The COVID-19 pandemic revealed the vulnerability of El Salvador's education sector to external risks and highlighted the need to build a more resilient education system to mitigate long-lasting impacts on educational outcomes.** The public health emergency directly affected the education sector, as social distancing measures included the closure of all schools in the country starting on March 11, 2020. School closures affected a total of 1.6 million school-aged children and approximately 180,000 higher education students.⁸ The MINEDUCYT implemented multiple strategies to promote children's home-based learning. However, estimates of the impact of school closures in the country indicate learning losses of 1.3 to 1.7 years of schooling, equivalent to an estimated annual earnings loss of 12 percent or US\$1,565.⁹ Moreover, 13.4 percent of students are estimated to have suffered from depression and 21 percent from anxiety as a result of the COVID-19 pandemic.¹⁰ These indicators depict a pressing scenario and highlight the need for the GoES to address short-term challenges while seizing opportunities for system improvements in the long term.

9. **Salvadoran students with low performance in early years literacy skills are more likely to show low performance in later stages.** Evidence from 2018-2019 indicated that 80 percent of second-grade students in the country were at risk for low reading levels;¹¹ 43.6 percent of third-grade students did not reach the minimum proficiency level in reading;¹² 55 percent of girls and boys aged 10 could not read and understand an age-appropriate text;¹³ and for ages 15 to 19, 37 percent of students had abandoned the school system, including 13 percent that dropped out during primary education (grades 1-6) because they could not attain minimal language comprehension skills. Differences by socioeconomic status are not available for the country, but international evidence suggests that children from disadvantaged

⁶ USAID, *Proyecto Educación para la Niñez y Juventud Evaluación de Lectura Inicial en El Salvador: Informe Final*, Project Report (2018).

⁷ MINEDUCYT, "Estadísticas de Primera Infancia en El Salvador."

⁸ Total population of 0-18-year-olds amounts to 1.8 million (Censo Escolar Inicial 2018 and DIGESTYC, "El Salvador: Estimaciones y Proyecciones de Población. Nacional 2005-2050. Revisión 2014").

⁹ World Bank, 2022Two Years After, Saving a Generation.

¹⁰ MINEDUCYT Diagnostic Test "Knowing My Achievements" (*Conociendo mis logros*): <https://www.mined.gob.sv/evaluacion/prueba.html>.

¹¹ USAID (2018) The Early Grade Reading Assessment (EGRA).

¹² UNESCO's Regional Comparative and Explanatory Study (*Estudio Regional Comparativo y Explicativo*, ERCE) 2019. <https://unesdoc.unesco.org/ark:/48223/pf0000380247>.

¹³World Bank Learning Poverty report: <https://thedocs.worldbank.org/en/doc/817631571223344721-0090022019/original/LACLCC2CSLVLBPBRIEF.pdf>.

households tend to have limited access to books adequate for their age, with attractive content and complementary learning resources, and receive less stimulation from their caregivers than their more advantaged counterparts.^{14;15}

10. **Girls' educational outcomes tend to be lower than boys'.** In El Salvador, the dropout rate from early primary grades is higher for girls, and the gap increases in secondary school.¹⁶ 40.5 percent of girls between 7 and 15 years old who are out of school report a lack of interest as the main reason for leaving the system. For girls aged 16-18, this percentage drops to 30 percent, while 16 percent are out of school because of housework or taking care of their home, contrary to boys who do so because they start working at a young age.¹⁷ According to qualitative studies on school dropout in the country, the lack of interest is partly explained by academic underperformance in early school grades, as well as by widely extended social paradigms that imply a domestic role for women and normalize early unions and teenage pregnancies. Children that dropped out of school are likely to become youth not engaged in education, employment, or training (NEET). Thus, school dropouts further penalize girls in a context where formal or paid employment is very limited for a person without complete school education. Most NEETs in the country are women who left school and perform housework and care.¹⁸

11. **MINEDUCYT acknowledges the importance of promoting a non-sexist education and has been putting forward actions to achieve gender equity through the education system.** Recent analyses conducted by MINEDUCYT on the national assessment "Knowing my Achievements"¹⁹ has shown that the evaluation design per se reinforces misleading gender stereotypes about girls' abilities and potential. 70 percent of evaluation booklets analyzed in the four basic subjects (language, mathematics, science, and social studies) included androcentric items that suggested domestic and family care roles for girls, and overlooked women in employment and in Science, Technology, Engineering, and Mathematics careers. Gender-equitable education systems help keep both girls and boys in school and foster learning. Including gender-differentiated learning results at the core of a systematic assessment framework also helps identify learning gaps before they translate into reduced opportunities later in life, especially for girls, who tend to have worse school and labor market outcomes. In addition to gender-differentiated statistics, curriculum and learning instruments and resources are also important to promote gender equity.

12. **MINEDUCYT has made progress in assessing academic achievement but learning assessment has not been systematic.** A recent analysis carried out with the ESPDG has shown that in the last 20 years, various assessments have been implemented in the country but have not transcended over time and have not been used to inform public policy or improve learning in schools. The only assessment that is still

¹⁴ Mendive, S., et al (2020) Home Language and Literacy Environments and Early Literacy Trajectories of Low-Socioeconomic Status Chilean Children. Vol 91, No. 6, Pages 2042-2062. Society for Research in Child Development.

¹⁵ Reading Literacy in the United States: Findings from the IEA Reading Literacy Study, 1996.

¹⁶ Idem 3.

¹⁷ DIGESTYC, 2019. Multipurpose Household Survey (*Encuesta Nacional de Propósitos Múltiples*).

¹⁸ Programa de las Naciones Unidas para el Desarrollo (2018). Informe sobre Desarrollo Humano El Salvador 2018. ¡SOY JOVEN! ¿Y ahora qué?

¹⁹ *Conociendo mis logros*, is an annual diagnostic assessment that is applied at the beginning of the school year to assess language, mathematics, science, and social sciences from 2nd to 11th grade.

ongoing is the “Middle School Skills and Learning Test”²⁰ but, despite the low performance levels reported by the test since its origin, it has not triggered any decision or systemic intervention to improve learning. Moreover, the “Knowing my Achievements” assessment lacks the technical background and resources to ensure a quality design and to assist schools to transform results into school improvement plans. Learning assessment results are a key component to guide the design and implementation of effective strategies to improve a country’s education performance. There is evidence that the use of assessment results to inform pedagogical decisions that ensure the development of basic skills, such as language and mathematics in early childhood, can be the axis of real transformation in education quality.²¹ Moreover, learning assessment data, when collected systematically, can be used as an accountability measure for quality education and as a compass for decision-making.²²

D. Current Project Status

13. **Progress towards achievement of the PDO and Overall Implementation Progress have been rated Satisfactory and Moderately Satisfactory, respectively, as evidenced in the latest Implementation Status and Results Report (ISR) dated June 22, 2022.** Since the Project became effective in November 2021, relevant actions have been taken under each component for project implementation:

- a. *Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide.* Terms of reference (TOR) for the main activities [i.e., for the accreditation of ECCE structural quality standards (SQS) and the review, alignment, and implementation of the ECCE curriculum nationwide] have been elaborated and are under review to ensure that consulting firms have pertinent profiles. Additionally, the Early Childhood Development Learning Standards (ECDLS), which are the foundation for the four project components, were developed following a nationwide participatory process. The World Bank also prepared three knowledge products through technical assistance and presented them to MINEDUCYT: (i) a comparative analysis of legislation to identify standards declared in several legal corpuses; (ii) a quantitative analysis of the territorial status of ECCE centers; (iii) an analysis of the gap between what is declared in the legislation and the reality on the ground.
- b. *Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Centers.* TOR for the main activities (i.e., for the design and provision of professional development programs for in-service ECCE teachers and school directors, and a pre-service program) have been elaborated and are under review to ensure that consulting firms have pertinent profiles.
- c. *Component 3: Upgrading ECCE Physical Learning Environments.* The national school infrastructure standards were designed and include requirements and provisions (i.e., architectural, engineering, social-environmental, etc.) to guide the pre-investment phase of new public ECCE infrastructure nationwide. The component’s rating was downgraded from Satisfactory to

²⁰ *Prueba de Aptitudes y Aprendizajes de Educación Media* (PAES), later called AVANZO, measures the academic performance of students graduating from middle school in order to facilitate decision-making and provide feedback on the policies, programs, or projects promoted in the educational area by the MINEDUCYT. It is also intended to inform each student about their aptitudes and abilities to allow them, according to their possibilities, to select a professional career or way of life.

²¹ Loureiro, Andre; Cruz, Louisee. 2020. *Achieving World-Class Education in Adverse Socioeconomic Conditions: The Case of Sobral in Brazil*. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/34150> License: CC BY 3.0 IGO.

²² UNESCO (2017) *Making use of assessments for creating stronger education systems and improving teaching and learning*.

Moderately Satisfactory in the last ISR due to delays in the definition of the Implementation Arrangements to execute this component.

- d. *Component 4: Institutional Strengthening for the Management of the Education Sector.* The Project Strategic Committee, which oversees the Project Implementation Unit (PIU), and the PIU itself, has been established and the PIU's Operational Committee has been working with MINEDUCYT's technical teams and units on the Project's activities. In particular, progress has been made in the preparation of TOR and their publication, especially for technical profiles, and the Project has been strengthened by training MINEDUCYT technical units on quality and learning standards.
- e. *Component 5: Contingent Emergency Response Component (CERC).*

14. **The Project's disbursements have been slower than envisioned during Appraisal.** This is mainly due to: (i) delays in submitting the Project's annual and global operational plans to the World Bank due to lengthy national procedures to reconcile the budget of expenses; (ii) the development of the Environmental and Social (E&S) instruments [i.e., Environmental and Social Management Framework (ESMF), Resettlement Policy Framework (RPF), and Indigenous Peoples Planning Framework (IPPF)], which were converted from effectiveness conditions to disbursement conditions for Component 3 during the September 2021 restructuring; and (iii) the delays in the definition of the Implementation Arrangements to execute Component 3. On March 10, 2022, the MINEDUCYT presented annual and global operational plans for the Project that were acceptable to the World Bank;²³ however, new versions are being developed to reflect the scope of the proposed AF and restructuring and will be presented by MINEDUCYT at the time of effectiveness. In addition, E&S specialists have been appointed to the PIU to strengthen its capacity for implementation of the instruments. The E&S instruments are also expected to be adjusted to incorporate new Implementation Arrangements.

E. Rationale for Additional Financing

15. **The proposed AF would expand the scope of Components 1 and 4 by introducing new activities to reinforce the achievement of the PDO and support gender equality among current beneficiaries.** The AF responds to the GoES' 2019 request to the GPE to support the design and implementation of a system-wide learning assessment system, interventions to improve early childhood literacy, and a gender-equitable education, including the strengthening of the National Transition Strategy from preschool to first grade. The activities under the AF were meant to be designed and start execution together with the parent Project; however, for the country to become an eligible GPE recipient, it had to undertake an Education Sector Analysis and develop a 10-year Education Sector Plan first; hence, these are now incorporated with this proposed AF. MINEDUCYT's Institutional Strategic Plan, the *Plan Torogoz 2019-2024*, identifies learning quality as a central priority, and has highlighted the Project as the foundation of an integral education reform that would follow a lifecycle approach based on learning evidence as the key pillar of the decision-making process. The development of a learning evaluation system is a strategic priority of their Institutional Plan, which has been endorsed by civil society. The GoES request is also aligned with the GPE's 2025 priorities, the Multiplier Grant objective of promoting learning and supporting early childhood learning, the Girls' Accelerator grant focus on encouraging girls' education, and the PDO.

²³ The Bank granted its No Objection to these plans on March 17, 2022.

16. **New activities supported by the proposed AF are consistent with the PDO, which remains relevant to the country’s context and national education policies since they are expected to improve ECCE teaching practices and MINEDUCYT’s technical capacity to manage and improve the quality of the education system.** ECCE teaching practices will be strengthened with the improvement of skills to promote a smooth transition from preschool to first grade and revised teacher training to promote gender equity and prevent gender-based violence in school. The development and implementation of a system-wide learning assessment framework, which was originally included in the Project, would be reinstated creating an opportunity to enhance the impact of project outcomes. The AF activities would allow the Project to reach additional beneficiaries within the Project’s universe (i.e., parents and caregivers). All activities within this AF are to be completed within the existing timeframe of the Project i.e., before the closing date of June 30, 2026. To support the timely achievement of these objectives, the AF will provide additional resources to support implementing units.

17. **The objectives of the Project and its proposed AF continue to be aligned with higher-level priorities for El Salvador and the World Bank Group.** The Project is aligned with the 2021 Systematic Country Diagnostic Update’s²⁴ Priority Area 1 “Fostering human capital accumulation,” which sustains a life-cycle perspective, focusing on ECCE policies to reduce dropouts. The AF is also aligned with the World Bank’s Global Crisis Response Framework²⁵ Pillar 2 “Protecting People and Preserving Jobs” as the AF activities aim to compensate for learning losses promoting gender equality, and Pillar 4 “Strengthening Policies, Institutions, and Investments for Rebuilding Better” as activities would the strengthen the MINEDUCYT’s institutional capacity to use learning results to foster learning-oriented programs and actions. Furthermore, through its considerations for building climate resilience across proposed activities, the Project is aligned with Pillar 2, “Fostering Sustainability and Resilience,” and Objective #6, “Build Capacity to Manage Disasters and Environmental Challenges.” By incorporating climate change considerations throughout its design, the Project is in line with the World Bank climate change commitments for 2021-2025, particularly as they relate to the definition of quality standards for curriculum and physical learning environments and the development of institutional capacity. The Project will reduce observed vulnerabilities of El Salvador’s population and enable the education system to better adapt to climate-induced changes.

18. **The AF meets the eligibility criteria based on the moderately satisfactory implementation, the relevance of the PDO, and the consistency with the CPF.** (i) The Project’s ratings have been consistently rated Moderately Satisfactory or higher over the past 12 months; (ii) the proposed new activities are consistent with the PDO and CPF; and (iii) the GoES is committed to the implementation of these activities and MINEDUCYT has satisfactorily complied with the audit, financial reporting, and overall financial management and contractual requirements of the Project set forth in the Loan Agreement. In compliance with E&S requirements and the Environment and Social Commitment Plan (ESCP), the Project has hired E&S specialists for the PIU and the ESCP will be updated to accurately reflect the modifications made in the proposed AF and restructuring.

II. DESCRIPTION OF ADDITIONAL FINANCING AND RESTRUCTURING

²⁴ SCD update, December 2021, El Salvador: Addressing vulnerabilities to sustain poverty reduction and inclusive growth. World Bank Group.

²⁵ World Bank (2022) Aligning World Bank operations with the Global Crisis Response Framework.



19. **The proposed AF of US\$14.25 million in GPE financing will reinstate one activity, add new activities to expand the scope of Components 1 and 4, and increase the scope of project beneficiaries.** These new activities will benefit all public ECCE centers and the families of children 0 to 7 years old served by those centers. Additional financing would be provided to Component 1 for the development of new materials to promote early literacy and girls' empowerment at home under the framework of the National Transition Strategy from preschool to first grade (activity added during the first restructuring). Component 4 will be complemented with the system-wide learning assessment framework that promotes the use of evaluation learning results in language, mathematics, and socioemotional skills to inform education policies, especially in relation to learning losses, pedagogical decisions, and teacher training reforms. The results framework will be updated accordingly by adding intermediate results indicators to monitor its progress toward the achievement of the PDO. Activities related to the learning assessment framework and the improvement of children's transition from preschool to basic education would be supported by the Multiplier Grant (US\$9.25 million), while the activities to promote early literacy and girls' empowerment would be supported by the Girls' Education Accelerator Grant (US\$5 million).

20. **As per the GoES' request, the parent Project will be restructured to update the Implementation Arrangements of Component 3 and adjust activities under Component 2.** The new Implementation Arrangements would provide a mechanism by which the Ministry of Education, Science, and Technology (*Ministerio de Educación, Ciencia, y Tecnología*, MINEDUCYT) will be able to execute the Component's activities.²⁶ Component 2 activities would be adjusted to meet teachers' current needs in terms of computer and internet connectivity equipment for training and teaching purposes; and Subcomponents 2.4 and 2.5 will be incorporated into other subcomponents under Component 2. Finally, the wording of Component 5 (CERC) will be modified to correct a typo ('Contingency' will be changed to 'Contingent'). The AF Results Chain can be found in Annex 2, and Annex 3 presents additional information on the changes from the previous restructuring and the proposed changes.

Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide (US\$47.91 million IBRD, US\$5 million GPE).

21. **Subcomponent 1.1 Accreditation of ECCE structural quality standards (US\$790,000):** This subcomponent will remain unchanged.

22. **Subcomponent 1.2 Review, alignment, and implementation of the ECCE curriculum nationwide (Current cost: US\$47.12 million; revised cost: US\$52.12 million).** In addition to the support provided through the parent Project, the AF would add an activity to expand the scope of beneficiaries of the National Transition Strategy from ECCE to primary education. The activity would include, *inter alia*: (i) Design and acquisition of children's books, with themes that promote socioemotional skills and girls' empowerment, that are aligned with the ECDLS, and are complementary to the ECCE curriculum; (ii) Development of supporting materials (e.g., guides, handbooks) targeted to caregivers in general, and to fathers in particular, so they can engage in shared reading with their children in ways that foster early literacy and socioemotional skills, promote girls' empowerment at home and changes in parenting

²⁶ The new implementation arrangements were requested by the MINEDUCYT, and the Bank was formally informed by the Ministry of Finance on June 30, 2022.



practices, strengthen co-responsibility, transform social gender norms, and prevent gender-based violence; (iii) Printing the newly designed children's books and supporting materials for caregivers; (iv) Delivery of selected age-appropriate and context-relevant children's books and supporting materials for caregivers in vulnerable households with children between the ages of 3 and 7 in selected municipalities across the country; and (iv) Tracking and tracing of children's books and caregivers' supporting materials to ensure efficiency. This activity will be linked to PBC 1: "Families have received Children Literature Books and Supporting Materials to foster reading at home," which will monitor that all books and supporting materials are being delivered to the main beneficiaries, families.

23. **The AF under Subcomponent 1.2 would also support the revision of the ECCE curriculum and its associated learning materials by ensuring that its content promotes gender equity and violence prevention (including gender-based violence); and a revision of teacher training curricula to include content on gender equity, girls' empowerment, and prevention of gender-based violence.** The World Bank would also support the Gender Management unit in MINEDUCYT to implement activities funded by the Girls' Education Accelerator Grant.

Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Centers (US\$32.62 million IBRD)

24. ***Subcomponent 2.1 Provision of in-service training for teachers at ECCE Official Centers to carry out their work under blended learning.*** (Current cost: US\$22.28 million; revised cost: US\$19.93 million). The activities under this subcomponent will be changed as follows: various sub-activities that provided teacher training materials (US\$5.15 million) will be canceled since they were introduced as part of the curriculum materials under Component 1. In addition, this subcomponent will now include the "*Provision of technological kits to each teacher at the ECCE Official Centers to facilitate their blended learning training and teaching format,*" (US\$2.8 million) which was previously considered under Subcomponent 2.4.

25. ***Subcomponent 2.2 Provision of in-service training for principals at ECCE Official Centers to carry out their work under a blended learning modality.*** (Current cost: US\$5.56 million; revised cost: US\$9.69 million). The composition of the subcomponent's activities will remain unchanged; however, the allocated cost will be increased to strengthen the face-to-face training and mentorship for principals, as well as the monitoring and evaluation of the training, among other capacity strengthening activities included in the subcomponent.

26. ***Subcomponent 2.3 Provision of support to pre-service training for teachers at ECCE Official Centers under a blended learning format.*** (Current cost: US\$1.71 million; revised cost: US\$3.0 million). The composition of activities under this subcomponent will remain unchanged. The budget increase corresponds to the improvement of the teacher initial education pilot design and to the financing of the activity "*Provision of training for higher education teachers to help ensure quality in the implementation of the revised early childhood pre-service teacher training curriculum,*" which was previously under Subcomponent 2.5.

27. ***Subcomponent 2.4 "Provision of laptop computers to each teacher at the ECCE Official Centers to facilitate their blended learning training and teaching format" (US\$2.8 million) will be removed from Component 2.*** The delivery of laptop computers will be moved to Subcomponent 2.1 to better reflect the



alignment of its objective, scope, and beneficiaries. The activity, under Subcomponent 2.1, will be adjusted to include the provision of technological kits to teachers. MINEDUCYT will identify those teachers who, due to the sociodemographic conditions where they live or work, have internet connection problems and will provide them with a technological kit. This kit could include portable routers, universal serial bus (commonly known as USBs) connection amplifiers, or other equipment to guarantee permanence and connection for training and teaching purposes. Teachers who do not have a laptop or have damaged equipment will be provided with new equipment. Infrastructure works and internet service provision will not be included in the activity.

28. ***Subcomponent 2.5 “Provision of training for higher education teachers to help ensure quality in the implementation of the revised early childhood pre-service teacher training curriculum” (US\$255,000) will be removed from Component 2.*** The activities under this subcomponent for the training for higher education teachers will be financed under Subcomponent 2.3 to better reflect the alignment of its objective, scope, and beneficiaries.

Component 3: Upgrading ECCE Physical Learning Environments (US\$153.93 million IBRD)

29. ***The activities and resource allocation will remain unchanged for Subcomponent 3.1 Pre-investment activities for the improvement of ECCE public infrastructure (US\$5.63 million), Subcomponent 3.2 Improving physical environments in selected ECCE official centers (US\$131 million), and Subcomponent 3.3 Support to ECCE official centers in meeting structural quality standards (US\$17.30 million).***

30. **The Implementation Arrangements for Component 3 will be updated to ensure that MINEDUCYT is able to carry out the planned infrastructure works.** Under this new implementation arrangement, MINEDUCYT will be able to request support from the Ministry of Public Works and Transportation (*Ministerio de Obras Públicas y de Transporte, MOPT*) through an agreement for inter-institutional cooperation (Cooperation Agreement). The Cooperation Agreement has been included as a condition of effectiveness of the Amendment of the Loan Agreement. The MOPT would support the MINEDUCYT in the administration and technical management of contracts for the educational infrastructure subprojects under the national program *Mi Nueva Escuela*. These include works for the integral improvement of selected educational centers at the national level and works to improve the learning spaces of selected ECCE centers. No procurement activities will be carried out by the MOPT. The scope of this agreement will be the administration and technical management of contracts related to: (i) interventions for new construction, replacement, rehabilitation, and/or expansion of the infrastructure of 114 educational centers (technical folders, works, and construction supervision) prioritized at the national level; (ii) infrastructure rehabilitation of 483 educational centers (technical folders, rehabilitation, and rehabilitation supervision) prioritized at the national level; and (iii) coordination of the technical team of specialists for the administration and technical management of contracts for the design, construction, and supervision of infrastructure works. These interventions will all prioritize the promotion of access to education, learning, the use of technologies, and the adaptation of spaces for early childhood care and coexistence and social inclusion. They would do so by improving infrastructure and educational environments guaranteeing the design of the spaces under architectural infrastructure guidelines and standards, which are projected to be innovative, flexible, spacious, safe, multifunctional, and adaptable.

Component 4: Institutional Strengthening for the Management of the Education Sector (US\$15.54 million IBRD, US\$9.25 million GPE).

31. **Subcomponent 4.1 Strengthening MINEDUCYT's institutional capacity for the management of the education sector.** (Current cost: US\$3.40 million; revised cost: US\$12.65 million). The AF would support two new activities to build the Ministry's technical capacity to develop and implement a quality and gender-equitable learning assessment framework from ECCE to secondary education. The learning assessment framework is required to ensure that relevant and quality information on learning is available to inform education policies, pedagogical decisions, and teacher training reforms. Under this subcomponent, the AF would support:

- a. Quality assurance in standardized assessments and use of results to improve learning. This activity will be linked to PBC 2: "Knowing my achievements" tests revised and applied to students from 3rd grade to 2nd year of high school in all public schools, which will monitor the progression of the first two actions necessary to start subsequent actions. This activity would support, among others:
 - i. Revision of current national standardized assessment "Knowing my achievements" to ensure gender equity promotion, and the data collection and processing of revised versions for all students from 3rd to 12th grade in public schools.
 - ii. Dissemination of learning results by gender.
 - iii. Design of training for educational agents (i.e., school directors and Early Childhood Technical Assistants, ATPi)²⁷ on how to use learning results for educational planning and improvement of learning through friendly methods and tools for communication, as well as follow-up of results; and the training of educational agents to design, implement, and assess school improvement plans, especially focused on contributing to the improvement of reading and writing and mathematics in primary schools (from 2nd to 6th grade).
 - iv. Revision of national standardized assessment "Achievements" for language and mathematics to ensure gender equity promotion, and the data collection and processing of revised versions for a sample of public schools and for grades 3, 6, and 9.
 - v. Design or adjustment and piloting of an instrument for the evaluation of students' performance in the ECDLS.
- b. Strengthen the technical capacity of MINEDUCYT's newly created National Evaluation Directorate with training and technical assistance on national assessment frameworks and their relevant processes, including a gender perspective.

32. **Subcomponent 4.2. Project Management for strengthening MINEDUCYT's capacity (US\$12.15 million).** The AF will finance new contracts under this subcomponent to support the processing of the PBC, including the hiring of an Independent Verification Agent to corroborate achievement of the PBC.

33. **Revisions to Results Framework.**²⁸ To reflect the inclusion of the AF in the Project and the scope of the new activities, the Results Framework will be revised to include four new intermediate results indicators, two of which are also PBCs. In addition, the sequential number in the intermediate results

²⁷ *Asistentes Técnicos de Primera Infancia, ATPi.*

²⁸ Due to limitations of the text field of the Results Framework, the wording of the PBC 2 (and the related IRI) has been truncated to fit the allowable space.



indicator wording will be updated to reflect the new indicators added. Details are provided in Section VIII. Results Framework and Monitoring.

34. **Addition of PBCs.** In line with GPE financing requirements, the AF will add two PBCs to the Project in the amount of US\$6,390,000, representing 42.6 percent of the total additional financing, as detailed in Section VIII. Results Framework and Monitoring. PBC 1 “Families have received Children Literature Books and Supporting Materials to foster reading at home” will track the delivery of the children’s books and supporting materials to caregivers under the new Subcomponent 1.3. PBC 2 “Knowing my Achievements standardized tests have been revised to assure a Gender Equity Perspective and have been applied to the Totality of the Students from 3rd grade to 2nd year of high school in all public schools” will be linked to reviewing, collecting data, and processing the results of the standardized assessment. These indicators were selected as PBCs as they serve to track the progress of the AF activities that are consequential to the achievement of the expected AF results.

35. **Gender.** The AF will strengthen MINEDUCYT’s capacity to manage an education system that would respond to and address gender inequality by ensuring that education practices, such as teaching and assessments, are based on gender-equitable principles. To this end, the Project will strengthen existing reporting methods and tracking of gender equity indicators in the sector, including indicators that measure disparities in students’ academic achievement and attainment outcomes disaggregated by gender. This activity will help ensure that MINEDUCYT can effectively collect and manage disaggregated information on girls and boys, as well as use it to improve training processes and school improvement plans. These activities have been informed by discussions with the Bank’s gender group.

36. **Citizen Engagement:** The AF will continue to build on the Project’s original mechanisms to incorporate beneficiary feedback, including: (i) surveys to learn about parents’ and caregivers’ perceptions of the quality and relevance of the supporting materials received to promote reading at home; (ii) meetings with education stakeholders to discuss improvements in standardized assessments; (iii) socially and culturally appropriate engagement with Indigenous Peoples and Afro-descendants, as specified in E&S management instruments; and (iv) ongoing monitoring of the Grievance Redress Mechanism (GRM) currently active for the Project, which will also apply to this AF. The Project will also continue to track citizen engagement through the intermediate results indicator “Grievances related to the Project recorded in the GRM system that are processed and communicated back to the concerned citizens stakeholder within 21 days.”

37. **Inclusive Education:** The AF has an important inclusion component and as such, children’s books and supporting materials for caregivers will be printed in braille and adapted into audiobooks. The AF would also support ongoing activities focused on promoting inclusive education through the revision of the new curriculum and teacher training.

III. KEY RISKS

38. **The Project’s overall risk remains Substantial and there are no changes to the ratings of individual risk categories.**



39. **Political and Governance risk remains Substantial.** El Salvador's political landscape is likely to be challenging as the next general election approaches in 2024, possibly impacting the development agenda. However, key institutions are expected to maintain good performance. In the past, despite continued political instability, the key ministries related to the development agenda maintained strong and uninterrupted performance. MINEDUCYT has ensured that the Project continues to be aligned with the Government's development program, with one of the main pillars being the creation of opportunities by ensuring a quality childhood education. The World Bank will continue providing support and technical advice to MINEDUCYT to strengthen the policy narrative to keep the focus on investing in ECCE to build the human capital needed for individual wellbeing and a more equitable and prosperous society.

40. **Macroeconomic risk also remains Substantial due to high debt levels that trigger the need for fiscal consolidation with restraint on expenditure growth, which could affect the resources available for early childhood education.** In addition, the market's perception of a greater risk of default on public debt compromises the country's fiscal stability. The tenuous fiscal situation and the impact it could have on the GoES' access to further lending from International Finance Institutions (IFIs) could lead to a re-directing of existing IFI resources in the country towards other priority sectors and issues. The risk that this macroeconomic situation would affect the achievement of the Project's objectives is mitigated by the country's commitment and current efforts to increase resources for ECCE-related services, grounded in the national *Crecer Juntos* public policy, a landmark initiative to promote an integrated approach to services that support early childhood development and learning in El Salvador. In addition, the GoES recently singled out education as one of its key priorities, embracing an ambitious agenda to promote learning. Moreover, Project activities have already been considered in the overall national budget planning by the Ministry of Finance and Public Credit (*Ministerio de Hacienda y Crédito Público*, MHCP) to ensure adequate allocation for the education sector.

41. **Sector Strategies and Policies risk remains Substantial as there is a risk of change in priorities due to recent changes in the main leadership positions at MINEDUCYT, which may impact the Project's timely execution.** To mitigate this risk, key parts of the ECD policy *Crecer Juntos* and MINEDUCYT's *Plan Torogoz 2019-2024*, such as the Early Childhood Development and Learning Standards, which is the base for the Project, the revision of the ECCE curriculum, and the diagnostic of 300 ECCE Centers to inform infrastructure works to be carried out under Component 3 are already being developed. Additionally, there are coordination challenges between MINEDUCYT and other government agencies (*Casa Presidencial de El Salvador*, the First Lady's Office, MHCP, among others), as well as limited coordination within the education sector itself. As main mitigation measures, MINEDUCYT would continue to: (i) hold technical and policy discussions with the Education Commission of the National Assembly; (ii) engage the key public and private actors during implementation; and (iii) build upon previous consensus-building exercises, such as the Plan for an Educated El Salvador, which garnered the support of different education actors, launched an initiative to improve early childhood interventions, and launched the National Political Dialogue, an exercise to develop inter-party agreements that included the expansion and quality of ECCE as one of its commitments. The AF has also been prepared in close coordination with technical staff from MINEDUCYT's line directorates to ensure full ownership of the activities.

42. **Technical Design of Project risk remains Substantial given the sequencing and timing of the rollout of Project activities and the high technical rigor demanded by the AF.** The Project has several highly demanding technical activities that must be developed in parallel in the first years of



implementation. These activities demand a high technical capacity from the MINEDUCYT teams and close coordination from the PIU to support the timely hiring of relevant specialists. These will be mitigated by results-based management to aid the teams with the various procurement processes that need to be aligned with the high-quality activities to be executed. The GPE's PDG also provides MINEDUCYT with a high-quality workforce and information, knowledge, and skills needed for the design and later implementation of the AF activities.

43. **Institutional Capacity for Implementation and Sustainability risk remains Substantial.** The MINEDUCYT's planning and project management capacity poses a challenge for the implementation of the Project. Although MINEDUCYT's performance in previous World Bank operations has been satisfactory, the Project's scope and financing amount is larger than previous ones and is coupled with the demands from the ESPDG, PDG, and the Compact (a new GPE collaboration format for which El Salvador has been selected as a pilot country). These extensive demands pose risks to adequate project management and administration. To reduce these risks, the PIU will be strengthened with additional staff and the AF will provide capacity building for the PIU. Moreover, a detailed implementation plan has been developed for the Project to help guide project activities, which will be closely monitored by the PIU. Strengthening the PIU would also build local capacity to manage complex projects, thus contributing to improved sustainability. The World Bank continues to provide support to MINEDUCYT on these measures, as well as assistance to strengthen its implementation capacity and cross-inter-agency coordination.

44. **The Fiduciary risk remains Substantial.** MINEDUCYT has adequate Financial Management (FM) arrangements that remain in place and are fully operational, as evidenced by satisfactory FM performance ratings. Furthermore, MINEDUCYT has previous experience implementing World Bank-financed projects with overall suitable FM arrangements. However, the introduction of PBCs may pose an additional element of FM risk due to the lack of experience with this instrument. From the procurement side, the risks are: (i) the country's current security risk stemming from the insecurity, crime, and violence could discourage potential suppliers from participating in project activities; and (ii) a lack of qualified procurement specialists within the implementing unit. The mitigation measures included in the Project to ensure the satisfactory performance of the fiduciary functions of the Project include: (i) hiring of qualified procurement staff in the PIU; (ii) periodic training in FM, procurement, and disbursements, including PBC reporting mechanisms; (iii) updating the Project Operations Manual to include clear implementation guidelines; and (vi) EEPs that will be supported by the Bank can be tracked by the Integrated Financial Management System (*Sistema de Administración Financiera Integrado, SAFI*), using budget codes and account payables report.

45. **Stakeholder risk remains Substantial, however, there are no additional adverse impacts expected from the AF.** The *Crecer Juntos* ECCE policy, as well as many key activities of this Project, require vertical coordination across different levels of government and stakeholders to ensure activities and policies are fully and adequately implemented. To mitigate the risk, the GoES and MINEDUCYT continue conducting consultations on the Project with the different stakeholders, as well as different levels of government. Consultations with key stakeholders, including education Non-Governmental Organizations, representatives from ATPI, and representatives of teachers and parent groups, were carried out in January and February 2022 as part of AF preparation and the update of the Stakeholder Engagement Plan (SEP). The updated SEP covering the AF was disclosed prior to AF Appraisal and includes a description of the feedback obtained and how it has been incorporated into the Project's design. The SEP will be revised to

incorporate the MOPT and its redisclosure is a disbursement condition under Component 3. The GoES and MINEDUCYT will continue to engage them on the vision of the policy and its implementation.

46. **The “Other” risk assessed as Substantial is related to crime and violence, coupled with the COVID-19 pandemic, which have significant economic, social welfare, health, and governance impacts.** Crime and violence and some lingering effects of the COVID-19 social distancing measures and impacts on families’ wellbeing may impede the safe and effective rollout of the AF activities, especially in reaching families to deliver the reading materials. The Bank is including mitigation measures such as: (i) articulating the Project with the Government’s Territorial Control Plan and coordinating the implementation of the activities using tactical information shared by the Plan’s results;²⁹ (ii) working with the community leaders and organizing communication campaigns to ensure community support for the ECCE activities and members; and (iii) incorporating the development of supporting materials for caregivers to promote their engagement in shared reading with their children in ways that foster the development of socioemotional skills and improve their wellbeing and of their children.

IV. APPRAISAL SUMMARY

A. Technical and Economic Analysis

Technical Analysis

47. **Early Childhood Education is one of the most effective interventions in development and is a proven long-term investment.** Early childhood is a crucial stage of life. During this stage, the brain develops more than at any other time in life, and children are highly influenced by their environment. A large body of evidence suggests that the provision of ECCE can have positive and long-lasting effects on children’s social, emotional, cognitive, and physical development. Recent literature also shows that ECCE influences children’s school readiness, well-being, and later success in life, and contributes to achieving other desirable social goals, including improved health (especially maternal and child outcomes), increased female labor participation, decreased dependency on social assistance programs, increased civic participation, and reduced crime.

48. **Early interventions are highly cost-effective to address low learning, gender biases, and violence, which include interventions in textbooks, curricula, and teacher training.** High-quality early programs can provide children with the foundation for academic success and build healthy relationships that avoid gender stereotypes and violence against women and girls. Within the education context, the careful design of textbooks, curricula, and teacher training can play a significant role in enhancing learning and achieving equality. National curriculum and textbooks can either reinforce existing social and gender inequalities or can promote positive messages about gender equality. In addition, the provision of supplementary guidance materials and gender training for teachers can be beneficial to this purpose, as teachers interpret and adapt the curriculum based on their own beliefs.³⁰

²⁹ The Territorial Control Plan is the Government’s strategy to recover public spaces that have historically been dominated by gangs, to strengthen the security institutions, and to generate development opportunities for the population, and especially young people; <https://www.presidencia.gob.sv/tag/plan-control-territorial/>.

³⁰ Levtov, 2014.

49. **In El Salvador, the provision of textbooks has been shown to enhance the quality of learning and improve student performance later in the school system.** A randomized controlled trial evaluation on the effectiveness of the distribution of math textbooks among second-grade students had a positive effect on learning by around 0.48 standard deviations in the first year of intervention. The average accumulated impact of the first-year interventions one year after was around 0.12 standard deviations.³¹ However, the design and implementation of the program matter. Recent evidence shows that the magnitude of the impact of the distribution of textbooks on student learning is small in interventions where books are stored rather than used by students and when textbooks are difficult for the level of knowledge of the students.³²

50. **An effective education system also requires a systematic evaluation of learning outcomes assessment is fundamental to improving learning.** Student assessments enable decision-making by informing policymakers, teachers, and society of students' learning outcomes and critical areas for improvement and promote school accountability.^{33;34} Evidence shows that the use of learning assessments has a significant effect on learning outcomes. The provision of school reports in Pakistan improved test scores by 0.11 standard deviations,³⁵ while in Liberia, sharing results with parents and communities increased letter fluency by 0.24 standard deviations.³⁶

Rationale for Public Sector Provision

51. **The public provision of basic education is recommended to address market failures and ensure equity for all.** It is widely documented that social returns to education exceed the private returns. However, in the presence of market failures, individual investment decisions do not consider the wider social benefits, while credit constraints and lack of information can prevent individuals and households from making even profitable private investments in education. Additionally, educational resources are not accessible for all children, raising equity concerns. In the context of El Salvador, strong investment is needed in early childhood education, given the skills needed to take advantage of its huge youth bulge and unequal access to education services for the poorest households.

Value Added of the Bank's Support

³¹ Maruyama and Kurosaki, 2021.

³² Glewwe, P. & Muralidharan, K. (2016). Improving Education Outcomes in Developing Countries: Evidence, Knowledge Gaps, and Policy Implications. In Hanushek, E., Machin, S. & Woessman, L. (Eds.). *Handbook of the Economics of Education*. (pp 653 – 743). Amsterdam: Elsevier.

Sabarwal, Shwetlena; Evans, David K.; Marshak, Anastasia (2014). The Permanent Input Hypothesis: The Case of Textbooks and (No) Student Learning in Sierra Leone. Policy Research Working Paper; No. 7021. World Bank Group, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/20339> License: CC BY 3.0 IGO.

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³³ World Bank (2016). SABER-Student Assessment. Education Global Practice.

http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_SAS_Brief.pdf.

Raudonyte, Ieva (2019). Use of learning assessment data in education policymaking. IIEP-UNESCO working papers, April 2019. <http://www.iiep.unesco.org/en/publication/use-learning-assessment-data-education-policy-making>

³⁴ World Bank, World Development Report, Learning to Realize Education's Promise, 2018.

³⁵ Andrabi, Tahir, Jishnu Das, and Asim Ijaz Khwaja (2017). "Report Cards: The Impact of Providing School and Child Test Scores on Educational Markets." *American Economic Review*, 107 (6): 1535-63.

³⁶ Piper and Medina, 2010.

52. The World Bank has significant technical and operational experience supporting governments in improving education services. Through operational work, policy advice, and analytical activities, the World Bank has supported a wide range of education systems in improving the quality, access, and relevance of all levels of education. Additionally, the World Bank also brings value to governments when acting as a coordinating agent, facilitating the dialogue between developmental partners, and assisting in expediting processes. The expansion and quality of early childhood education has been a core area of engagement and the World Bank has funded studies and initiatives to eliminate gender bias in the education systems. Thus, the AF will benefit from the World Bank’s extensive knowledge in early childhood education, learning and gender equality, as well as in the education challenges faced by El Salvador.

Cost – Benefit Analysis

53. **The Economic Analysis for the AF focused on Components 1 and 4 of the Project, where additional resources will be allocated.** The economic rationale of the proposed AF activities is evaluated using a cost-benefit analysis approach, with the main assumption being that these activities will increase learning outcomes and, in turn, translate into higher future productivity and earnings for beneficiaries.

54. **The AF yields a Net Present Value of US\$171.2 million, a benefit-to-cost ratio of 15, and an Internal Rate of Return of 23.9 percent –with a discount rate of 8 percent.** This suggests that the AF’s benefits outweigh its total cost and confirms that the AF is a smart investment. Using a discount rate of 6 percent and 10 percent for a sensitivity analysis, the cost-benefit ratio ranges from 9.9 to 23.3 and the Net Present Value ranges from US\$108.1 million to US\$279.4 million (Table 1). The evaluation of the economic rationale of the proposed AF activities is conducted following a standard cost-benefit analysis, which accounts for the cash flow generated by a person over the course of his or her productive lifetime. The model assumes that the proposed activities will improve learning outcomes for those students who benefit from textbooks and the establishment of a learning framework in early childhood and basic education. The economic analysis captures the improved student learning outcomes, but it does not capture other private and social outcomes in part due to data limitations and difficulty in quantification of benefits. Therefore, the model provides only a lower bound estimate of the AF’s benefits. Total financing allocated to the AF during the implementation period amounts to US\$14.25 million. Assumptions are summarized in Table 2.

Table 1. Summary of Costs and Benefits by Discount Rate

Discount Rate	6%	8%	10%
Present Value of Benefits (Million US\$)	302.7	186.2	118.0
Present Value of Costs (Million US\$)	13.0	12.4	11.9
Benefit Cost Ratio	23.3	15.0	9.9
Net Present Value (Million US\$)	279.4	171.2	108.1

Table 2. Assumptions for Cost-Benefit Analysis

Parameters	Unit	Value
Earnings per year (2022) (i)	US\$	4,267
Impact on academic achievement (ii)	Standard deviation	0.12
Returns on academic achievement (returns to 1 Standard Deviation increase in student achievement) (iii)	Percentage	12.0
Years of labor market participation	Years	25
Number of Beneficiaries per year(iv)	Students	All students in preschool and basic education
Sources: (i) Earnings projected using inflation rates. Retrieved from https://www.transparencia.gob.sv/institutions/minec/documents/401354/download (ii) The impact of provision of math textbooks was estimated at 0.12 standard deviations by Maruyama and Kurosaki (2021). ³⁷ In literature described above, using learning assessments was correlated with learning outcomes by at least 0.11 standard deviations (lower bound estimate). (iii) Lazear (2003) ³⁸ estimates that a standard deviation increase in test score is associated with a 12-percent increase in earnings (iv) Beneficiaries: 160,960 children aged 3-7 years old from textbooks and about 1,058,061 beneficiaries from establishment of the learning framework. The later includes all students in preschool and basic education.		

Fiscal Sustainability

55. **The AF will not require additional recurrent expenses on the budget for the education sector nor by the country.** Proposed activities under Components 1 and 4 will be completely financed through the Project and will not require domestic co-financing. Additionally, the proposed activities under Component 1 will conclude in the AF's timeframe with the development of the materials to support literacy at home and the National Transition Strategy. For Component 4, the proposed activities will support the GoES to strengthen their current national assessment system, enabling the GoES to proceed with their assessments with higher technical rigor to impact learning in the long run. Therefore, activities will not impact the education sector's budget, suggesting the operation is financially viable during the Project's life.

B. Financial Management

56. **An update of the Financial Management Assessment conducted for the parent Project was carried out from February 21 to March 22, 2022, in accordance with Bank Policy/Directive: Investment Project Financing, and the FM Manual for World-Bank IPF Financing Operation.** The FM Assessment's conclusion is that MINEDUCYT has adequate FM arrangements that remain in place and are fully operational, as evidenced by satisfactory FM performance. Furthermore, MINEDUCYT has previous experience implementing Bank-financed projects that overall had suitable FM arrangements. However,

³⁷ Maruyama, Takao & Kurosaki, Takashi (2021). Developing Textbooks to Improve Student Math Learning: Empirical Evidence from El Salvador. Working Papers, No 217, JICA Research Institute.

Piper, Benjamin, and Medina Korda (2010). "EGRA Plus: Liberia." Program Evaluation Report draft, RTI International, Research Triangle Park, NC.

³⁸ Lazear, Edward P. 2003. "Teacher Incentives." Swedish Economic Policy Review 10, no.3:179- 214.

Levtov, Ruti (2014). Addressing Gender Inequalities in Curriculum and Education: Review of Literature and Promising Practices to Inform Education Reform Initiatives in Thailand. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/21034> License: CC BY 3.0 IGO".

the introduction of PBCs may pose an additional element of FM risk due to the lack of experience with this instrument. This risk will be mitigated by: (i) providing periodic training in FM and disbursement including PBCs reporting mechanisms; and (ii) updating the Project Operations Manual to include clear implementation guidelines; and (iii) EEPs that will be supported by the Bank can be tracked by the SAFI, using budget codes and account payables report.

Flow of Funds – Disbursement

57. **The existing disbursement arrangements applicable to the parent Project will remain in place.** A second Designated Account will be opened at the Central Bank of El Salvador in United States Dollars for the implementation of Components 1 and 4 (excepting PBC-based activities). The Designated Account will be opened at the Central Reserve Bank of El Salvador and will have a fixed ceiling of US\$1,000,000. Following current practices, advances made to the Designated Account and requests for reimbursements will be documented through the use of Statements of Expenditures and supporting documents defined in the Disbursement and Financial Information Letter (DFIL).

Disbursement Arrangements for PBCs

58. **Subcomponents 1.2 and 4.1 include activities that will use PBCs for disbursements.**

59. **The Eligible Expenditures Programs (EEP) to be supported by the World Bank are comprised of the expenditures related to the deployment of children's books and support guides for caregivers (PBC1), and consulting services related to the review, design, and application of the national assessments “Knowing my Achievements” (PBC2), expenditures that are in the scope of the Project and that will support the achievement of the PBC.** These expenditures must comply with World Bank procurement regulations, and all expenditures must be documented and comply with any other requirement requested by the World Bank. EEP under PBCs will be financed with fiscal resources and then refunded by the World Bank, adopting the reimbursement method of disbursements.

60. **Based on the proposed activities, the World Bank and MINEDUCYT identified the following budget lines for reporting these expenditures and to be used for the proposed EEP:**

Table 3. Budget Lines for the Proposed EEP

Budget Group/Budgeted line	Budget Code	Concept
UP 11/LT 01	54313	Development and Social Protection Programs / Provision of uniforms, shoes, and school supplies/ Procurement of Goods and Services- Publications, prints and copies
UP 02/LT 01	54599	Development of the Educational System/ Support for the Development of the Educational System / Procurement of Goods and Services - Consulting, studies, and miscellaneous research

61. **Based on the definition of the eligible budget lines, MINEDUCYT provided a sample budget**



execution report. This report was produced through the SAFI, which will be used as the supporting documentation for disbursement purposes jointly with additional payment information. These expenditures can be tracked/identified by the SAFI, using budget codes and account payables reports.

62. **Disbursements will be made based on the achievement of agreed PBCs and documentation of expenditures made under the agreed EEPs in the period (EEP Spending Report).** The achievement of PBCs will be deemed acceptable to the World Bank according to the PBC Verification Protocols. The GoES will instruct the World Bank on the account details to specifically receive reimbursement from the grant financing under the accomplishment of the PBC.

63. **As PBCs are achieved and verified (as per defined verification protocols) and enough eligible expenditures are incurred, MINEDUCYT will submit to the World Bank a withdrawal application for reimbursement in the amount correspondent to the allocation of each PBC achieved,** together with the EEP Spending Report showing the expenditures incurred under the eligible budget lines for an amount at least equal to the amount allocated to the respective PBC, and either the World Bank notification of compliance of PBC or PBC compliance report, as authorized by the World Bank, on a period to be agreed with the World Bank (for example, GoES' fiscal year).

64. **PBCs are scalable (except for PBC 2.1 and PBC 2.4) related to the first and second revision of Knowing my Achievements tests), allowing disbursement in proportion to the fraction of the result achieved in the case of underperformance.** The amount reduced due to the underperformance of scalable PBCs (PBC 1.1, PBC 1.2, PBC 1.3, PBC 1.4, PBC 2.2, PBC 2.3 and PBC 2.5) can be considered by achieving the PBC milestones in future periods, to the extent that the completion remains feasible later. The undisbursed amount allocated to the correspondent PBC in the previous period will be added to the subsequent withdrawal amount for a PBC, and disbursement authorized only in case of achievement of the PBC milestone for the subsequent period. This is valid in case of partial achievement of future PBCs.

C. Procurement

65. **Procurement, including those contracted out of the AF proceeds, will continue to be carried out in accordance with the World Bank's Procurement Regulations for IPF Borrowers for Goods, Works, Non-Consulting and Consulting Services, dated July 1, 2016, (revised in November 2017, August 2018, and November 2020).** Likewise, the Project continues to be subject to the World Bank's Anticorruption Guidelines, dated October 15, 2006, revised in January 2011, and as of July 2016. The Project will continue using the Systematic Tracking of Exchanges in Procurement (STEP) to plan, record, and track procurement transactions. Procurement will continue to be carried out by MINEDUCYT.

66. **An update of the procurement assessment conducted for the parent Project was carried out on May 30, 2022, in accordance with Bank Policy/Directive: Investment Policy Financing, which found that MINEDUCYT has adequate procurement arrangements in place to successfully implement AF-related contracts.** Indeed, MINEDUCYT has strengthened its procurement capacity over the past few months by hiring additional procurement specialists to handle project procurement – including AF-related activities – in order to mitigate the originally identified lack of qualified procurement specialists within the implementing unit.

67. **The major procurement activities under this AF will include:** (i) the purchase of children’s books, (ii) the development and printing of materials to foster literacy, and (iii) consulting services to review and adjust national standardized assessments. Overall, such contracts are less complex than the ones to be contracted through the original financing proceeds. Given that some of these activities will be linked to the PBCs, and pursuant to the World Bank Guidance on Investment Project Financing with Performance Based Conditions, if the PBCs require procurable expenses to be financed in total or in part by the financing, the World Bank’s Procurement Regulations shall apply. The Recipient has updated the Project Procurement Strategies for Development (PPSD) and procurement plans to reflect its additional procurement needs.

68. **The World Bank’s prior and post reviews will be carried out based on thresholds.** The standard procurement post reviews by the World Bank staff should cover at least 10 percent of contracts subject to post-review. The contracts subject to the World Bank’s prior review are indicated in the Procurement Plan.

D. Legal Operational Policies

	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

E. Environmental and Social

69. **The Environmental and Social Risk Classification remains Substantial and there are no adverse impacts expected from the AF.** The E&S impacts and risks of the AF were assessed during preparation and include no new E&S risks related to the need to put in place measures for the inclusion of vulnerable groups, including persons with disabilities and Indigenous Peoples. Consultations with key stakeholders, including education Non-Governmental Organizations, representatives from ATPI, and representatives of teachers and parent groups, were carried out in January and February 2022 as part of AF preparation and the update of the Stakeholder Engagement Plan (SEP). The updated SEP covering the AF was disclosed prior to AF Appraisal and includes a description of the feedback obtained and how it has been incorporated into the Project’s design.³⁹ Per the ESCP, the Project’s ESMF, RPF, SEP, and IPPF, that remained disbursement conditions for Component 3, were revised to incorporate the MOPT’s support to manage the infrastructure activities. The instruments were revised and disclosed on December 2nd on the WB’s website and on December 8th, 2022 in the MINEDUCYT’s website.⁴⁰

70. **E&S performance is Satisfactory.** An E&S coordinator was appointed, but the position is currently vacant, and efforts are thus ongoing to fill the position. The E&S specialists in the PIU were hired in September 2022, and MINEDUCYT is advancing with the updates to the E&S instruments.

³⁹ <https://www.mined.gob.sv/2020/01/09/divulgacion-del-proceso-de-construccion-del-proyecto-cuidado-infantil-temprano-y-educacion-en-el-salvador/>.

⁴⁰ <https://www.mined.gob.sv/2022/12/08/banco-mundial-estandares-ambientales/>.

71. **To enhance the capacity for implementation of Component 3, MINEDUCYT will engage the MOPT through a Cooperation Agreement.** The ESCP includes language to ensure that the cooperation agreement between MINEDUCYT and MOPT includes, among others, the responsibilities of MINEDUCYT and MOPT for the implementation of the requirements of the ESF and the Project's E&S instruments. As part of this agreement, MINEDUCYT will hire and assign to the MOPT an E&S coordinator and E&S specialists, as described in the ESCP, no later than 60 days after AF effectiveness.

V. WORLD BANK GRIEVANCE REDRESS

72. **Communities and individuals who believe that they are adversely affected by a World Bank-supported project may submit complaints to existing project-level grievance redress mechanisms or the World Bank's Grievance Redress Service (GRS).** The GRS ensures that complaints received are promptly reviewed to address project-related concerns. Project-affected communities and individuals may submit their complaints to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of the World Bank non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate GRS, please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

VI SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Results Framework	✓	
Components and Cost	✓	
Disbursements Arrangements	✓	
Implementing Agency		✓
Project's Development Objectives		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓



Legal Covenants		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓

VII DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$, millions)	Action	Proposed Component Name	Proposed Cost (US\$, millions)
Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	47.91	Revised	Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	52.91
Strengthening Professional Development of Teachers and Principals at ECCE Official Centers	32.62	No Change	Strengthening Professional Development of Teachers and Principals at ECCE Official Centers	32.62
Upgrading ECCE Physical Learning Environments	153.93	No Change	Upgrading ECCE Physical Learning Environments	153.93
Institutional Strengthening for the Management of the Education Sector	15.54	Revised	Institutional Strengthening for the Management of the Education Sector	24.79
Contingency Emergency Response	0.00	Revised	Contingent Emergency Response	0.00
TOTAL	250.00			264.25

DISBURSEMENT ARRANGEMENTS

Change in Disbursement Arrangements

Yes



Expected Disbursements (in US\$)

Fiscal Year	Annual	Cumulative
2020	0.00	0.00
2021	0.00	0.00
2022	3,917,935.00	3,917,935.00
2023	131,837,629.00	135,755,564.00
2024	88,131,579.00	223,887,143.00
2025	33,966,483.00	257,853,626.00
2026	6,396,374.00	264,250,000.00
2027	0.00	264,250,000.00

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Substantial	● Substantial
Macroeconomic	● Substantial	● Substantial
Sector Strategies and Policies	● Substantial	● Substantial
Technical Design of Project or Program	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial
Environment and Social	● Substantial	● Substantial
Stakeholders	● Substantial	● Substantial
Other	● Substantial	● Substantial
Overall	● Substantial	● Substantial

LEGAL COVENANTS – Additional Financing for the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project (P177371)

Sections and Description



Section I.E.a of Schedule 2 of the Grant Agreement. No later than a hundred and twenty (120) calendar days after the Effective Date, engage an Independent Verification Agent with qualifications and experience, and under terms of reference acceptable to the Bank

Conditions

Type	Financing source	Description
Effectiveness	Trust Funds	Article IV 4.01 of Grant Agreement: The Additional Conditions of Effectiveness consist of the following, (a) that the Second Amendment to the Original Loan Agreement for the Project has been executed and all conditions precedent to its effectiveness (except for the effectiveness of this Agreement) have been met.
Effectiveness	Trust Funds	Article IV 4.01 of Grant Agreement: The Additional Conditions of Effectiveness consist of the following, (b) that the Project Operations Manual has been updated by the Recipient through MINEDUCYT in a manner satisfactory to the Bank.
Disbursement	Trust Funds	Section III.B.1. (b) of the Grant Agreement: Notwithstanding the provisions of Part A of this Section no withdrawal shall be made under Category (2) unless and until the Bank has received: (i) the Independent Verification Report acceptable to the Bank, confirming the achievement of the respective PBCs, as set forth in Section I.E.(b) of this Schedule in form and content and following the requirements set forth in the Project Operations Manual and the Disbursement and Financial Information Letter, and (ii) evidence, in form and content acceptable to the Bank, confirming that EEPs in an amount equal to at least the amount to be withdrawn under this Category in respect of each PBC, has been incurred, and that said expenditures have not been presented before to the Bank as satisfactory evidence for withdrawals under this Agreement.
Disbursement	Trust Funds	Section III.B.1. (c) of the Grant Agreement: Notwithstanding the provisions of Part B.1.(b) of this Section, if the Bank shall determine based on the evidence furnished by the Recipient under Part B.1 of this Section, that any PBC has not been achieved, the Bank may in its sole discretion, by notice to the Recipient, as applicable: (a) withhold in whole or in part the amount of



		the Grant allocated to such PBC; (b) disburse in whole or in part the amount of the Grant allocated to such PBC at any later time if and when such PBC is actually completed, to the extent that such completion remains feasible at a later time; or (c) cancel in whole or in part any withheld amount of the Grant allocated to such PBC.
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VIII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: El Salvador

**Additional Financing for the Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Project
Project Development Objective(s)**

The Project Development Objectives are to: (i) improve Early Childhood Care and Education (ECCE) teaching practices nationwide; (ii) upgrade physical learning environments of selected ECCE centers; and (iii) strengthen institutional capacity for education sector management.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Improve Early Childhood Care and Education (ECCE) teaching practices nationwide.								
PDO 1: ECCE teachers with improved teaching practices (Text)		The baseline will be collected in Year 2.	Piloting and adaptation of instrument for assessing teaching practices in line with the blended education strategy.	Collection of baseline with adapted instrument.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.
Action: This indicator has been Revised	Rationale: The methodology for data collection has been revised based on the guidance provided at the Appraisal stage.							
PDO 1.1. ECCE teachers improve their gender-equality attitudes and behaviors (Text)		The baseline will be collected in year 2.	Piloting and adaptation of instruments for assessing teaching	Collection of baseline with adapted instrument.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.	The target will be set when the baseline is collected.



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
			practices in line with the blended education strategy.					
Upgrade physical learning environments of selected ECCE centers.								
PDO 2: ECCE official centers supported by the Project with safe physical learning environments and meeting quality conditions to promote learning (Number)		0.00	0.00	0.00	40.00	40.00	34.00	114.00
Strengthen institutional capacity for education sector management.								
PDO 3: ECCE centers accredited through the structural quality standards accreditation system (Text)		No Structural Quality Standards (SQS), no SQS accreditation system, and zero ECCE centers accredited.	No Structural Quality Standards (SQS), no SQS accreditation system, and zero ECCE centers accredited.	SQS developed and validated through a participatory process and approved by the Borrower.	SQS accreditation system officially operating for ECCE public and private centers to start accreditation.	A SQS virtual portal in operation and the SQS accreditation system published in the Official Gazette of the country	140.00	140.00

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide								
IRI 1: ECCE teachers nationwide receive the new		0.00	Launch of the Early Child Development	Curricular review and adaptation process	Technical delivery of curriculum to 4,000	Technical delivery of curriculum to 4,000	NA	8,000.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
ECCE curriculum (Text)			and Learning Standards (ECDLS).	completed and validated.	teachers.	additional teachers.		
IRI 2: Classrooms in ECCE official centers that receive learning materials aligned to the new curriculum. (Number)	0.00		0.00	0.00	0.00	4,000.00	4,000.00	8,000.00
IRI 3: Families have received Children Literature Books and Supporting Materials to foster reading at home. (Number)	PBC 1 0.00		0.00	10,000.00	27,500.00	45,000.00	62,500.00	62,500.00
Action: This indicator is New	Rationale: <i>This indicator will be added to track the compliance of the new Subcomponent 1.3.</i>							
IRI 4: Teachers trained to improve transition from preschool to first grade (Number)	0.00		0.00	0.00	0.00	6,000.00	6,000.00	6,000.00
Action: This indicator is New	Rationale: <i>This indicator will be added to track teachers not only receive the materials, but are trained to improve the transition between grades.</i>							
Component 2: Strengthening Professional Development of Teachers and Principals at ECCE Official Cent								
IRI 5: ECCE teacher and principal training plans aligned with the ECDLS and new curriculum ready for delivery. (Text)		Current training plan	Training and performance standards for teachers and principals developed and validated	150.00	NA	NA	NA	ECCE teacher and principal training plan ready for delivery and 150 mentor-trainers trained.



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
			through a participatory process. Mentors-trainers are selected.					
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 6: ECCE principals trained in school management and leadership aligned to the performance standards and the ECDLS. (Number)		0.00	0.00	0.00	1,700.00	1,700.00	0.00	3,400.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 7: ECCE teachers trained in new professional development process aligned to training standards and ECDLS. (Number)		0.00	0.00	0.00	4,000.00	4,000.00	0.00	8,000.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
Teachers recruited or trained (CRI, Number)		0.00	0.00	0.00	0.00	3,500.00	7,000.00	8,000.00
Teachers recruited or trained - Female (RMS)		0.00	0.00	0.00	2,000.00	2,000.00	0.00	4,000.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
requirement) (CRI, Number)								
Students benefiting from direct interventions to enhance learning (CRI, Number)		0.00	0.00	0.00	553,477.00	367,926.00	23,162.00	944,565.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		0.00	0.00	269,144.00	181,311.00	11,604.00	0.00	462,059.00
Component 3: Upgrading ECCE Physical Learning Environments								
IRI 10: Pre-investment studies for all ECCE official centers intervened by the Project. (Number)		0.00	40.00	34.00	0.00	0.00	0.00	74.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 11: Infrastructure projects for ECCE official centers completed under the Project. (Number)		0.00	0.00	0.00	40.00	40.00	34.00	114.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 12: ECCE official centers supported by the Project to reduce biosafety and WASH		0.00	0.00	100.00	150.00	150.00	83.00	483.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
services' gap. (Number)								
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
Component 4: Institutional Strengthening for the Management of the Education Sector								
IRI 13: Department directorates that have initiated the organizational transformation (Number)		0.00	0.00	0.00	14.00	0.00	0.00	14.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 14: School infrastructure inventory system operating for decision making (Text)		Status quo	NA	Technical design of the inventory system completed	Automated inventory system piloted	0.60	1.00	1.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 15: Teachers trained in strategies to develop students' language and communication skills for educational transition (Number)		0.00	0.00	3,400.00	3,400.00	3,400.00	3,400.00	17,000.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
IRI 16: Grievances related to the Project recorded in the GRM system that are processed and communicated back to the concerned citizens stakeholder within 21 days (Percentage)		0.00	90.00	90.00	90.00	90.00	90.00	90.00
Action: This indicator has been Revised	Rationale: <i>This indicator has been revised to update the sequential IRI number in the indicator's name due to the new indicators added in Component 1.</i>							
IRI 17: Knowing my Achievements tests revised to assure a Gender Equity Perspective and applied to the Totality of the Students from 3rd grade to 2nd year of high school in all public schools (Text)	PBC 2	Status quo.	N/A	Review of 18 tests (mathematics and language for each grade level).	First application of the revised tests to 75% of the Totality of the Students.	Second application of the revised tests to 75% of the Totality of the Students.	Review of 18 tests (mathematics and language for each grade level) and third application of the tests revised for the second time to 75% of the Totality of the Students.	Revised mathematics and language tests and 3 rounds applied from 3rd to 2nd year of high school.
Action: This indicator is New	Rationale: <i>This indicator will be added to track the progress of new activity supported by the AF.</i>							
IRI 18: Basic education public schools design improvement plans based on the results of the		N/A	0.00	0.00	175 Pedagogical Technical Advisors and 1,000 school principals trained on	450.00	900.00	900.00



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
standardized test “Knowing my achievements” (Text)					the use of the “Knowing my achievement” results to design, implement, and assess school improvement plans.			
Action: This indicator is New	Rationale: <i>This indicator will be added to track the progress of new activity supported by the AF.</i>							

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
PDO 1: ECCE teachers with improved teaching practices	Measures the number of ECCE teachers working in ECCE official centers that reflect a positive change in their teaching practices from a given level to a higher one. ECCE teachers that will be evaluated conform a representative sample of the first cohort of teachers to receive the new teacher training plan.	Annually (starting in Year 3).	Results of the instrument for monitoring multimodal teaching practices that will be adapted for the El Salvador ECCE context.	Measured through an instrument to monitor teaching practices that will assess the practices and generate a score/level (Monitoring could be done via videos). The description of score/level of teaching practices will be established after the piloting of the	An international firm will be hired to carry out the process. The MINEDUCYT's National Directorate of Early Childhood will validate it and report it to the Bank.



				<p>instrument and described in an evaluation rubric. The teaching practices of a representative sample of public in-service PreK and KG teachers will be evaluated before the training starts (end of year 3). Two annual follow-ups to a representative sample group of teachers will be conducted to determine the number of teachers who positively changed their teaching practices, according to the instrument's rubric used in the monitoring. Considering the estimated teacher turnover in El Salvador, the Bank will oversample teachers by that percentage, to have a minimum number of teachers that could be followed over time. The application and data collection of the</p>	
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				instrument will be carried out by an independent firm, with an internationally-validated test specifically adapted for the El Salvador ECCE context.	
PDO 1.1. ECCE teachers improve their gender-equality attitudes and behaviors	This indicator tracks reductions in gender-specific attitudes/treatment of boys and girls. The indicator will measure gender biases and stereotypes in teaching practices and therefore will have a negative relationship, i.e. a larger decrease in the score/level of gender biases and stereotypes, the better the teaching practice to promote gender-equality in classrooms. Selected teachers will be drawn from those participating in the new in-service teacher training plan.	Annually (starting in Year 3).	Results of the instrument for monitoring multimodal teaching practices that will be adapted for the El Salvador ECCE context (measured through PDO 1).	Measured through an instrument to monitor multimodal teaching practices that will assess the practices and generate a score/level. The description of score/level of teaching practices will be established after the piloting of the instrument and described in an evaluation rubric. The teaching practices of a representative sample of public in-service PreK and KG teachers will be evaluated before the training starts (end of year 3). Two annual follow-ups to the same	An international firm will be hired to carry out the process. The MINEDUCYT's National Directorate of Early Childhood will validate it and report it to the Bank.



				group of teachers will be conducted to determine the number of teachers who positively changed their teaching practices, according to the instrument's rubric used in the monitoring. The application and data collection of the instrument will be carried out by an independent firm, with an internationally-validated test specifically adapted for the El Salvador ECCE context.	
PDO 2: ECCE official centers supported by the Project with safe physical learning environments and meeting quality conditions to promote learning	Tracks the substitution, rehabilitation and/or expansion of selected ECCE official centers according to the minimum conditions to promote learning established by the Structural Quality and Infrastructure Standards. The minimum standards of physical quality conditions will be defined during year 1.	Annually.	Project progress report.	MINEDUCYT will prepare reports on finalization of school civil works.	MINEDUCYT - Directorate of Infrastructure.



<p>PDO 3: ECCE centers accredited through the structural quality standards accreditation system</p>	<p>Tracks progress in the development of the Structural Quality Standards (SQS), the development and institutionalization of the SQS accreditation process, and the number of ECCE centers accredited. The SQS will include standards for: (i) ECCE workforce; (ii) Physical and learning spaces; and (iii) School educational project, among others. To receive the SQS accreditation, an ECCE center must comply with a minimum number of the SQS as set forth in the system's official document, disclosed in the Official Gazette.</p>	<p>Annually (starting in year 2).</p>	<p>Project progress report and web page, SQS accreditation system, and Official Gazette.</p>	<p>Target 2: The validation of the SQS will be done through a participatory process and will include workshops that will review, discuss, and approve the SQS with the participation of key ECCE stakeholders representing both Pre-K and KG educational levels. Key stakeholders must include: MINEDUCYT technicians, trainers, teachers, principals, academics, among others. The Education Minister should review, approve the SQS, and sign a Ministerial agreement stating the approval of the SQS. <u>Proof of accomplishment</u> will include: (1) Executive report about the workshops describing the event and adding: i) list of attendees and ii) document with the SQS</p>	<p>MINEDUCYT - National Directorate of Early Childhood, Directorate of Territorial Administration and Management, Directorate of Educational Infrastructure, and National Directorate of Education and Curriculum.</p>
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				<p>validated; and (2) Ministerial agreement (i.e. letter) approving the SQS. The SQS accreditation process will be developed and published in the Country's Official Gazette. The accreditation team includes a trained supervision and monitoring team ready. <u>Proof of accomplishment will include:</u> Unit of Accreditation established and with staff trained and working in the Unit. SQS online portal operating and the SQS accreditation system published in the Country's Official Gazette. Targets 3 to 5: These milestones track the quantity of ECCE centers accredited.</p>	
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				<u>Proof of accomplishment:</u> Number of centers accredited by accreditation unit.	
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Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
IRI 1: ECCE teachers nationwide receive the new ECCE curriculum	Tracks the successive progress of steps to ensure that ECCE teachers nationwide receive the new ECCE curriculum. The steps include the official launching of the ECDLS, the revision and adaptation of the ECCE curriculum, and the technical deliveries of the curriculum to ECCE teachers.	Annually (Years 1, 2, 3, and 4).	Internal INFOD database, attendance record on virtual platforms, attendance lists identifying the activity with names, signatures, ID numbers and school center code, and project progress report and	Target 1: This activity comprises the launch of the Early Child Development and Learning Standards (ECDLS) with a minimum participation of 1,000 attendees. <u>Proof of accomplishment:</u> MINEDUCYT will present proof of coverage of the launching through main media (radio, television—press release—social networks, and other digital media) and through journalistic	MINEDUCYT - National Directorate of Early Childhood and Directorate of Territorial Administration and Management.



			website.	notes, attendance lists by event, and photographs. Target 2: This activity comprises the revision and adjustment of the curriculum (and its programs) based on the ECDLS and according to the component description. The validation process of the curriculum will be done through a participatory process, which will include the development of workshops to review, discuss, and approve the curriculum's adjustments with the participation of key ECCE stakeholders representing both educational levels: Pre-K and KG education. Key stakeholders must include: MINEDUCYT technicians, trainers, teachers, principals, academics, among others.	
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				<p><u>Proof of verification:</u> There will be a report on the validation process that includes: (1) An executive report about the workshops describing the events and adding: i) list of attendees with name, signature, identity number and school name and ID.</p> <p>Target 3-4: Once the new curriculum has been developed and printed, MINEDUCYT will organize technical meetings where they will present the main changes of the curriculum and distribute the materials to all Pre-K and KG teachers.</p> <p><u>Proof of accomplishment:</u> Targets 3-4 will be confirmed based on attendance lists (with the teacher's name, signature, and school</p>	
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				code) as well as photographs that there has been a national representation of the teachers who have received the curriculum during the technical meetings. Teachers who received the curriculum should be representative at a national level on the following variables: proportion of urban-rural teachers, and proportion of teachers in schools with less than 5 teachers. The information will come from the department of educational statistics.	
IRI 2: Classrooms in ECCE official centers that receive learning materials aligned to the new curriculum.	Tracks the number of classrooms in official ECCE centers that receive learning materials aligned with the new curriculum.	Annually (years 4 and 5).	Certificates of delivery of teaching materials harmonized with the new curriculum and Project progress report.	Systematization of the inventory of the materials delivery certificates. There will be visiting to a national representative sample of schools whose classrooms should have the learning materials aligned with the new	MINEDUCYT - National Directorate of Early Childhood, Directorate of Administration and Territorial management, and National Directorate of Education and Curriculum.



				curriculum.	
IRI 3: Families have received Children Literature Books and Supporting Materials to foster reading at home.	<p>This indicator tracks the number of families in the prioritized municipalities that receive an average of 5 children's literature books and supporting materials.</p> <p>Children's literature books have contents for children from 3 to 7 years old that promote the development of socio-emotional skills and a gender approach (that is, with situations and images that do not reinforce gender stereotypes).</p> <p>A family is made up of at least one adult person who is in charge of at least one girl or boy between 3 and 7 years old. As defined by the MINEDUCYT technical team, the new books can be purchased from publishers or designed and later printed.</p> <p>Targets are cumulative.</p>	Annually.	Administrative records of the Directorate of Education and Curriculum, Departmental Directorates of Education and Educational Centers. Disaggregation by sex and place of delivery	For the delivery of the materials to the families: A chain of records of receipts with DUI from the head of the family is made. In the register, the signature and information on the number of girls and boys who live in the home will be requested.	National Directorate of Education and Curriculum/Directorate of Early Childhood Education, Directorate of Territorial Administration and Management.



<p>IRI 4: Teachers trained to improve transition from preschool to first grade</p>	<p>This indicator monitors the number of teachers (preschool and first grade of basic education) who receive training on the use of the manual to promote the transition between the levels of early childhood education and basic education. Targets are cumulative.</p>	<p>Annually.</p>	<p>Administrative records of the Directorate of Basic Education/ Directorate of Teacher Training.</p>	<p>Measurement by monitoring the design and printing that contains the guidelines on the transition processes from preschool to basic education. Consulting follow-up reports. Control of delivery minutes to teachers.</p>	<p>Measurement by monitoring the design and printing that contains the guidelines on the transition processes from preschool to basic education. Consulting follow-up reports. Control of delivery minutes to teachers.</p>
<p>IRI 5: ECCE teacher and principal training plans aligned with the ECDLS and new curriculum ready for delivery.</p>	<p>Tracks the successive progress to have the teacher and principal training programs ready for delivery. It includes the development of the training and performance standards for teachers and principals, respectively, the development of the training plan and materials based on a diagnosis of teachers' and principals' knowledge and skills, and the training of 150 mentor-trainers who will conduct the teacher and principal training. Training and performance standards will</p>	<p>Annually (Years 1 and 2)</p>	<p>Internal INFOD database, attendance record on virtual platforms, attendance lists identifying the activity with names, signatures, DUI numbers and school center code, and project progress report.</p>	<p>Target 1: The validation of the training and performance standards will be done through a participatory process. This process will include at least 2 workshops to review, discuss, and approve the standards with the participation of key stakeholders representing both educational levels: Pre-K and KG education. Key stakeholders must include: MINEDUCYT technicians, trainers, teachers, directors, academics, among</p>	<p>MINEDUCYT - National Directorate of Early Childhood and the National Institute of Teacher Training (INFOD).</p>



	be aligned with the new curriculum and the ECDLS.		others. <u>Proof of accomplishment</u> will include: (1) A report on the validation workshops that took place to review the training and performance standards for teachers with list of attendees; (2) a report on the validation workshops that took place to review the training and performance standards for principals with list of attendees; (3) a document with the training and performance standards for teachers; and (4) a document with the training and performance standards for principals. MINEDUCYT will develop the teacher and principal training based on the diagnostic of teachers and principals.	
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				<p><u>Proof of accomplishment:</u> In-service training plans for teachers and principals done according to the training and performance standards for teachers and principals.</p> <p>Target 2: Based on the diagnostic results MINEDUCYT will develop the teacher and principals' training and will train, for 6 months, 150 mentor-trainers who will be responsible to conduct the teacher and principal's training.</p> <p><u>Proof of accomplishment</u> will include a report that contains: (1) Selection plan for mentor trainers nationwide; (2) training programs for mentor-trainers, teachers, and principals; and (3) proof of that the 160 mentor-trainers finished their training.</p>	
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<p>IRI 6: ECCE principals trained in school management and leadership aligned to the performance standards and the ECDLS.</p>	<p>Tracks the quantity of Prek and KG principals working in official ECCE centers that are trained (i.e. that pass the training based on the criteria established in the POM) in the new training program on school management and leadership. The training will be based on the teacher performance standards and ECDLS, and new curriculum. Targets are cumulative.</p>	<p>Annually (Years 3 and 4).</p>	<p>Internal INFOD database, attendance record on virtual platforms, attendance lists identifying the activity with names, signatures, DUI numbers and school center code, and project progress report.</p>	<p>MINEDUCYT will record the quantity of principals that participate in the training program through sign-in sheets with personal information and signatures.</p>	<p>MINEDUCYT National Directorate of Early Childhood and INFOD.</p>
<p>IRI 7: ECCE teachers trained in new professional development process aligned to training standards and ECDLS.</p>	<p>Tracks the number of teachers working in official ECCE centers that are trained (i.e. that pass the training based on the criteria established in the POM) in the new training program aligned with the training standards, ECDLS,</p>	<p>Annually (Year 3 and 4).</p>	<p>Internal INFOD database, attendance record on virtual platforms, attendance lists</p>	<p>MINEDUCYT will record the quantity of teachers that participate in the training program through sign-in sheets with personal information and signatures.</p>	<p>MINEDUCYT National Directorate of Early Childhood and INFOD.</p>



	and new curriculum.		identifying the activity with names, signatures, DUI numbers and school center code, and project progress report.		
Teachers recruited or trained		Annually (starting in year 4).	Project Progress Report.	MINEDUCYT will record the quantity of teachers that participate in the training program through sign-in sheets with personal information and signatures. Targets are cumulative.	MINEDUCYT National Directorate of Early Childhood and INFOD.
Teachers recruited or trained - Female (RMS requirement)		Annually (starting in year 3).	Project Progress Report.	MINEDUCYT will record the quantity of teachers that participate in the training program through sign-in sheets with personal information and signatures. Targets are cumulative.	MINEDUCYT National Directorate of Early Childhood and INFOD.



Students benefiting from direct interventions to enhance learning		Annual (years from 3).	MINEDUCYT Educational statistics, SIGES, INFOD internal database, attendance record in virtual platforms of trained teachers and Project progress report	MINEDUCYT will register the educational center to which the trained teachers belong and those who will be intervened each year in infrastructure; From there, the corresponding related enrollment in each year will be taken from SIGES. In the case of public educational centers, the entire enrollment of the educational center is taken and for private centers only the enrollment of Early Childhood Education is taken.	MINEDUCYT
Students benefiting from direct interventions to enhance learning - Female		Annual (years from 3).	MINEDUCYT Educational statistics, SIGES, INFOD internal database, attendance record in virtual platforms of	MINEDUCYT will register the educational center to which the trained teachers belong and those who will be intervened each year in infrastructure; From there, the corresponding related enrollment in each year will be taken	MINEDUCYT



			trained teachers and Project progress report.	from SIGES. In the case of public educational centers, the entire enrollment of the educational center is taken and for private centers only the enrollment of Early Childhood Education is taken.	
IRI 10: Pre-investment studies for all ECCE official centers intervened by the Project.	This indicator tracks the number of pre-investment studies carries out in the first year of implementation, which will be a necessary input for the start of the Project's infrastructure activities.	Year 1 and 2	Project progress report and Infrastructure reports.	The pre-investment studies are done by technical teams on selected sites and provided to MINEDUCYT Directorate of Infrastructure.	MINEDUCYT Directorate of Infrastructure.
IRI 11: Infrastructure projects for ECCE official centers completed under the Project.	Number of infrastructure projects (i.e. carpetas técnicas), including design, site study, and costing of infrastructure works, that are aligned with the ECDLS and DUMR, and completed under the Project.	Annually (Years 3, 4 and 5)	Project progress report, receipt of infrastructure projects.	MINEDUCYT will collect the ending works certificate for each the target centers.	MINEDUCYT Directorate of Infrastructure.
IRI 12: ECCE official centers supported by the Project to reduce biosafety and WASH services' gap.	Tracks the quantity of official ECCE centers identified in the quality gap diagnosis as the most	Annually.	Project progress report.	These targets are achieved through the number of ECCE centers with the greatest	MINEDUCYT Directorate of Infrastructure.



	vulnerable and that are supported by the Project with resources to reduce the biosecurity and WASH services' gap.			vulnerability that are supported to reduce the biosecurity and WASH services' gap.	
IRI 13: Department directorates that have initiated the organizational transformation	Tracks the number of directorates that have initiated the organizational transformation.	Annually.	Project progress report.	MINEDUCYT will do field visits to corroborate the use of manuals, protocols, and updated procedures established in the reorganization process.	MINEDUCYT National Directorate of Educational Territorial Administration and Management and Planning Directorate
IRI 14: School infrastructure inventory system operating for decision making	This indicator tracks the development of the school infrastructure inventory system and the percentage of schools surveyed. The survey will be used for decision making regarding school infrastructure needs that can help prioritize normal (maintenance) interventions or extraordinary interventions (like those in case of floods or earthquakes).	Annually (starting in Year 2).	Project progress report.	For Target 2, there will be the technical design manual of the inventory system. For Target 3, there will be a sample selection of 10 schools (rural and urban) that have completed the pilot questionnaire. For Targets 4 and 5 MINEDUCYT will use a national sample to confirm that schools that have a completed questionnaire in the inventory system.	MINEDUCYT National Directorate of Planning.



<p>IRI 15: Teachers trained in strategies to develop students’ language and communication skills for educational transition</p>	<p>Number of first grade teachers (who have a Professional Identification Number – Número de Indentificación Profesional, NIP) who are trained to develop students’ language and communication skills, as a percentage of all first grade teachers.</p>	<p>Annually</p>	<p>Records from the INFOD, Information System for Salvadoran Educational Management (<i>Sistema de Información para la Gestión Educativa Salvadoreña, SIGES</i>), attendance record in virtual platforms of trained teachers and Project Progress Report.</p>	<p>The National Directorate of Teacher Training will register the participation of teachers in the training process, with their personal data, degrees taught, attendance, title or certification obtained. In SIGES, teachers who teach first grade are registered by educational center.</p>	<p>Directorate of Basic Education I and II cycle, National Directorate of Teacher Training-INFOD</p>
<p>IRI 16: Grievances related to the Project recorded in the GRM system that are processed and communicated back to the concerned citizens stakeholder within 21 days</p>	<p>Tracks the percentage of grievances related to the Project that are received, processed, and communicated back to the concerned stakeholder according to the Grievance Redress Mechanism within</p>	<p>Annually.</p>	<p>Project progress report.</p>	<p>The Office of Information in the MINEDUCYT will maintain a database of project-related grievances. The Operations Manual will describe the reporting</p>	<p>MINEDUCYT - Office of Information and Project Implementation Unit.</p>



	21 days. The Grievance Redress Mechanism is included in the Stakeholder Engagement Plan.			mechanisms between the Office of Information and the PIU.	
IRI 17: Knowing my Achievements tests revised to assure a Gender Equity Perspective and applied to the Totality of the Students from 3rd grade to 2nd year of high school in all public schools	This indicator monitors two activities: i) The revision of the "Knowing my achievements" language and mathematics tests to ensure that it has a gender approach, ensuring that the writing and illustrations do not promote gender stereotypes, and ii) the application at the beginning of each school year of the revised tests to all students from 3rd grade to 2nd year of high school in public schools.	Anually	Administrative records of the National Directorate of Educational Evaluation.	Monitoring of the application of each round.	National Directorate of Educational Evaluation.
IRI 18: Basic education public schools design improvement plans based on the results of the standardized test "Knowing my achievements"	Tracks the progress in training school staff on how to use the results of the "Knowing my achievement" tests to design school improvement plans, as well as the number of basic education schools that design their improvement plan based on the test results. Targets	Annually	Project progress report.	MINEDUCYT will have instruments and standardized tests revised for El Salvador. MINEDUCYT will confirm that the learning assessment has been piloted. MINEDUCYT will do a national representative sample of the vulnerable basic	MINEDUCYT Evaluation Management Unit.



	of basic education schools with improvement plans based on the results of standardized tests are cumulative.			education schools to check that they have done improvement plans based on the results of standardized tests.	
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Performance-Based Conditions Matrix

PBC 1	IRI 3: Families have received Children Literature Books and Supporting Materials to foster reading at home.			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Number	4,390,000.00	0.00
Baseline	0.00			
12 months after effectiveness	10,000.00		500,000.00	US\$70.24 per Family, up to US\$500,000
24 months after effectiveness	27,500.00		1,300,000.00	US\$70.24 per additional Family, up to US\$1,300,000
36 months after effectiveness	45,000.00		1,300,000.00	US\$70.24 per additional Family up to US\$1,300,000
48 months after effectiveness	62,500.00		1,290,000.00	US\$70.24 per additional Family, up to US\$1,290,000



<i>Action: This PBC is New</i>				
PBC 2	IRI 17: Knowing my Achievements tests revised to assure a Gender Equity Perspective and applied to the Totality of the Students from 3rd grade to 2nd year of high school in all public schools			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	2,000,000.00	0.00
Baseline	Status quo.			
12 months after effectiveness	the First Revision of the language and mathematics Knowing My Achievements tests for each grade between 3rd grade of primary and 2nd year of high school has been completed.		325,000.00	US\$325,000 for first revision of 18 tests (mathematics and language tests for each of the 9 school grades).
24 months after effectiveness	The First Round of application of the 18 revised Knowing My Achievements test has been completed for the Totality of the Students in all grades between 3rd grade of primary and 2nd year of high school.		675,000.00	US\$405,000 for first application to 75% of Totality of Students, and US\$54,000 for every additional 2% of students up to 85%.
36 months after effectiveness	The Second Round of application of the 18 revised Knowing My Achievements tests has been completed for the Totality of the Students in each grade between 3rd grade of primary and 2nd year of high school		575,000.00	US\$345,000 for second application to 75% of Totality of Students, and US\$46,000 for every additional 2% of students up to 85%.
48 months after effectiveness	The Second Revision of the language and mathematics Knowing My Achievements test for each grade between 3rd grade of primary		425,000.00	US\$85,000: second revision of tests. US\$204,000: third application to Students, and US\$27,200: additional



	and 2nd year of high school have been completed. The Third Round of application of the Newly Revised Knowing My Achievements tests has been completed for all grades between 3rd grade of primary and 2nd year of high school.		2% of Students up to 85%.
<i>Action: This PBC is New</i>			

Verification Protocol Table: Performance-Based Conditions

PBC1	IRI 3: Families have received Children Literature Books and Supporting Materials to foster reading at home.
Description	This indicator tracks the number of families in the prioritized municipalities that receive an average of 5 children's literature books and supporting materials. Children's literature books have contents for children from 3 to 7 years old that promote the development of socio-emotional skills and a gender approach (that is, with situations and images that do not reinforce gender stereotypes). A family is made up of at least one adult person who is in charge of at least one girl or boy between 3 and 7 years old. As defined by the MINEDUCYT technical team, the new books can be purchased from publishers or designed and later printed. Targets are cumulative.
Data source/ Agency	Administrative records of the National Directorate of Educational Evaluation.
Verification Entity	World Bank, with assistance from an Independent Verification Agent, will verify that the books and supporting materials have been received by the beneficiary families.
Procedure	At the time of delivery of the books and the guide to the representative of the family, their signature and information on the number of girls and boys from 3 to 7 years old who live in the home will be requested. A World Bank technical team will review the administrative records with the signatures of those who receive the books and support guides. Scalability:



	<p>PBC 1.1: US\$70.24 per Family, up to US\$500,000</p> <p>PBC 1.2: US\$70.24 per additional Family, up to US\$1,300,000</p> <p>PBC 1.3: US\$70.24 per additional Family up to US\$1,300,000</p> <p>PBC 1.4: US\$70.24 per additional Family, up to US\$1,290,000</p>
PBC2	IRI 17: Knowing my Achievements tests revised to assure a Gender Equity Perspective and applied to the Totality of the Students from 3rd grade to 2nd year of high school in all public schools
Description	This indicator monitors two activities: i) The revision of the "Knowing my achievements" language and mathematics tests to ensure that it has a gender approach, ensuring that the writing and illustrations do not promote gender stereotypes, and ii) the application at the beginning of each school year of the revised tests to all students from 3rd grade to 2nd year of high school in public schools.
Data source/ Agency	Administrative records (i.e. databases with the students' results) of the National Directorate of Educational Evaluation.
Verification Entity	The World Bank, with assistance from an Independent Verification Agent, will verify that the assessments have been applied to all students in the corresponding grades and levels.
Procedure	<p>The revised version of the "Knowing my achievements" tests for mathematics and language for grades from 3rd grade of primary to 2nd year of high school will be reviewed by a World Bank technical team. This technical team will verify that there are no gender biases in the wording and images of the assessments. An Independent Verification Agent will verify that the assessments have been applied to all students in the corresponding grades and levels. This will be verified through reviewing the Knowing My Achievement results database of students from all public education centers for the school grades assessed.</p> <p>Scalability:</p> <p>PBC 2.1 US\$325,000 will be paid for the First Revision of the language and mathematics Knowing My Achievements tests for each grade between 3rd grade of primary and 2nd year of high school has been completed. Not scalable.</p> <p>PBC 2.2 US\$405,000 for the First Round of application of the 18 revised Knowing My Achievement tests to 75% of the Totality of the Students; and US\$54,000 for every additional 2% of Students covered up to 85% of application coverage, and up to US\$675,000.</p> <p>PBC 2.3 US\$345,000 for the Second Round of application of the 18 revised Knowing My Achievement tests to 75% of the</p>



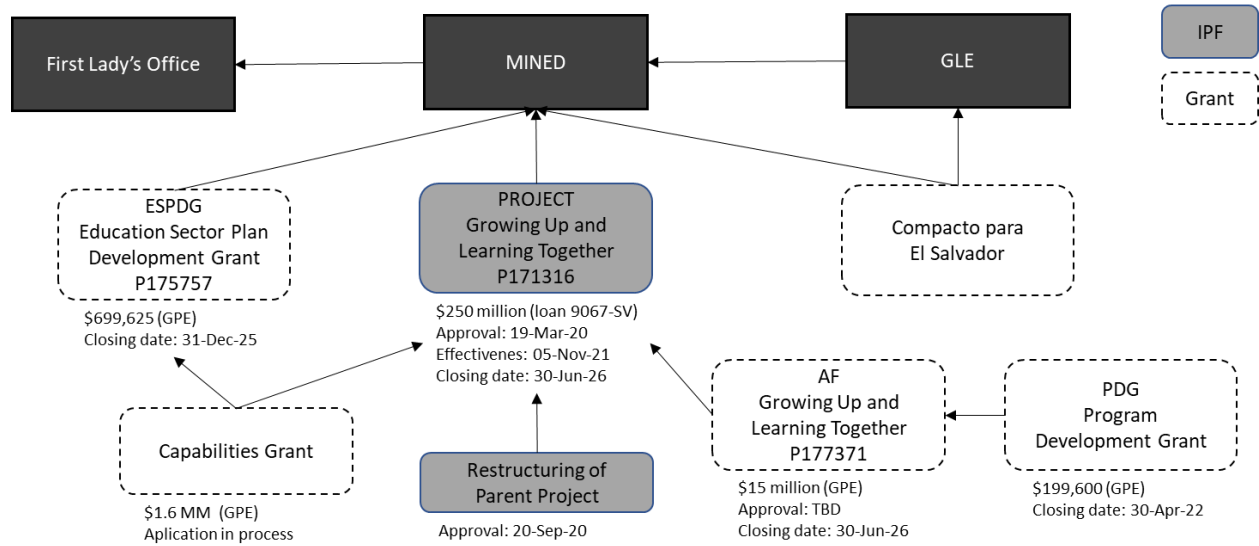
Totality of the Students; and US\$46,000 for every additional 2% of Students covered up to 85% of application coverage, and up to US\$575,000.

PBC 2.4 US\$85,000 for the Second Revision of the language and mathematics Knowing My Achievements test for each grade between 3rd grade of primary and 2nd year of high school have been completed. Not scalable.

PBC 2.5 US\$204,000 for the Third Round of application of the Newly Revised Knowing My Achievements tests to 75% of the Totality of the Students; and US\$27,200 for every additional 2% of Students covered up to 85% of application coverage, and up to US\$340,000.

ANNEX 1: El Salvador World Bank and GPE Education Sector Portfolio

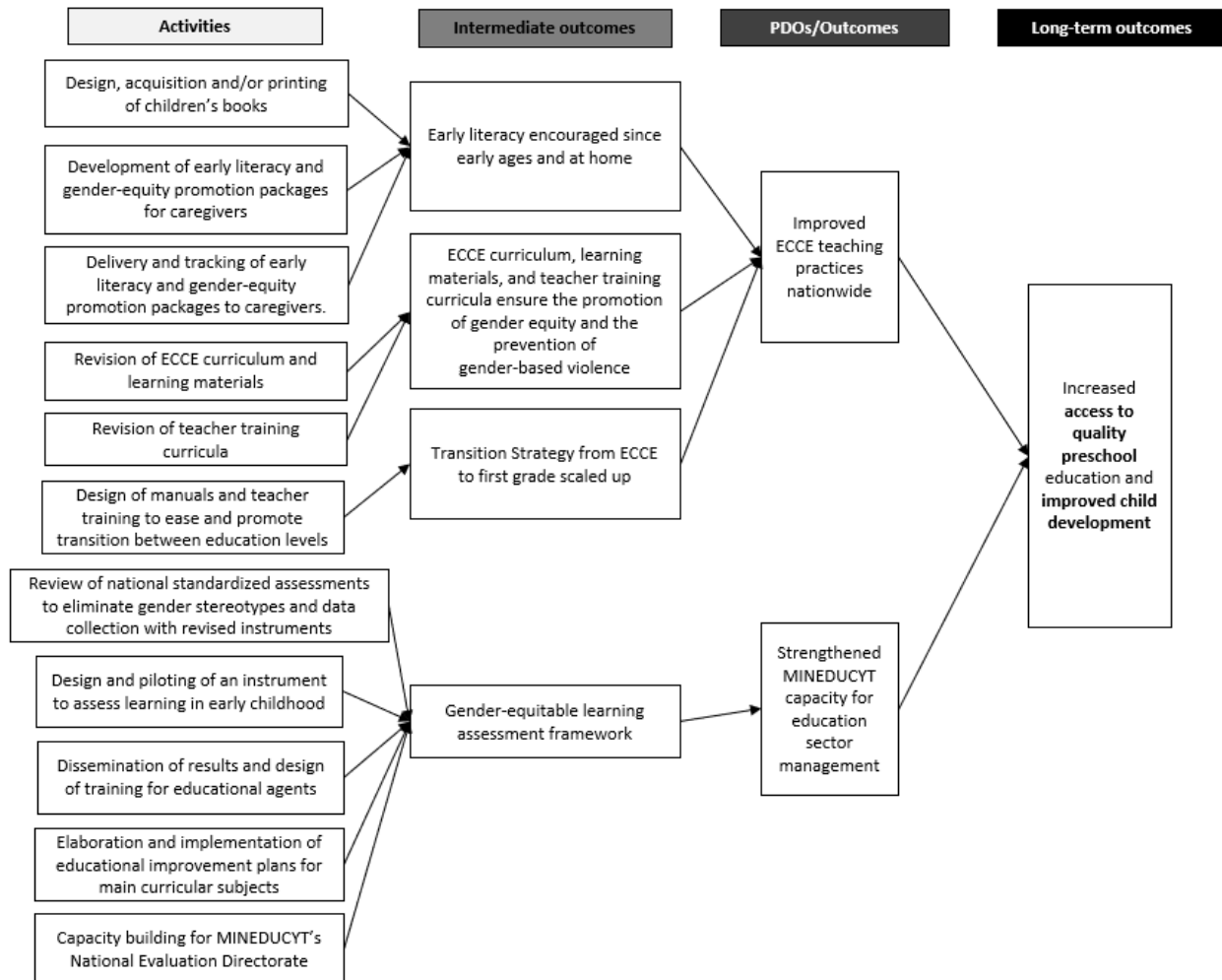
Figure A1.1 El Salvador Education Portfolio



ANNEX 2: Results Chain for the Additional Financing

1. **The achievement of the long-term outcomes for the AF relies on underlying assumptions and key challenges.** These include, among others, that MINEDUCYT and the PIU are technically solid and can manage the Project with the additional activities effectively. Additionally, that Project activities for Components 1 and 4 are carried out with high quality, that parents are eager to be engaged in their children’s development, and that schools are willing to get involved in designing and developing improvement plans. These assumptions are also the key challenges for the Project. It is expected that complementary activities, such as communication campaigns and the incorporation of best practices from the World Bank Group platform, will help ensure buy-in from the most relevant stakeholders.

Figure A2.1 Results chain for the Additional Financing





ANNEX 3: Additional Information on Changes to the Project and Proposed Activities under the Additional Financing

	Project Activities Approved March 19, 2020	Changes under 1st Restructuring Approved September 20, 2021	Changes under Proposed Additional Financing and 2nd Restructuring
Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	Subcomponent 1.1. Accreditation of ECCE structural quality standards		
	<ul style="list-style-type: none"> • Development of structural standards. • Design of the certification’s institutional framework • Design and implement the accreditation system for centers for institutional ECCE modalities, public and private. • Provision of inputs for social inclusion and environmental protection that support design and implementation of SQS. 	<ul style="list-style-type: none"> • Design of the certification’s institutional framework, including WASH SQS • Design and implement the accreditation system for centers for institutional ECCE modalities, public and private. • Provision of inputs for social inclusion and environmental protection that support design and implementation of SQS. 	<ul style="list-style-type: none"> • No new activities.
Component 1: Ensuring ECCE Structural Quality Standards and Curriculum Nationwide	Subcomponent 1.2. Review, alignment, and implementation of the ECCE curriculum nationwide		
	<ul style="list-style-type: none"> • Public launch of the child development standards • Review, adaptation, and publication of the ECCE curriculum and alignment of the current curriculum to the validated ECDLS. • Technical delivery of the curriculum to ECCE teachers. • Design and implement materials for teachers and families for curriculum application in specific class contexts and for different kinds of populations. • Design and provide teaching resources to schools for the implementation of the curriculum. • Design and implement materials that support the curriculum and encourage social inclusion. 	<ul style="list-style-type: none"> • Public launch of the child development standards • Review, adaptation, and publication of the ECCE curriculum and alignment of the current curriculum to the validated ECDLS. • Technical delivery of the curriculum to ECCE teachers. • Design and implement materials for teachers and families for curriculum application in specific class contexts and for different kinds of populations. • Design and provide teaching resources to schools for the implementation of the curriculum. • Design and implement materials that support the curriculum and encourage social inclusion. • Strengthen socioemotional support to students and teachers. • Design and distribute materials for families for blended learning modality. • Support the Transition Strategy from ECCE to first grade 	<p>Expansion of the scope of activities including:</p> <ul style="list-style-type: none"> • Design, printing, acquisition and tracking of children’s books and design of supporting materials • Their delivery to vulnerable households with children between ages 3 and 7 across the country to foster early literacy and socioemotional skills and promote girls’ empowerment and gender equity from home. • Revision of ECCE curriculum and Teacher training program to ensure gender equity practices. • Scaling up the activities’ scope to support the Transition Strategy from ECCE to first grade.
Component 2: Strengthening Professional	Subcomponent 2.1. Provision of in-service training for teachers in ECCE Official Centers		
	<ul style="list-style-type: none"> • Formulate the training standards for teachers • Diagnosis and characterization of in-service teachers’ ECCE knowledge and competencies. 	<ul style="list-style-type: none"> • Design the training plan for trainers who will be responsible for teacher mentoring. • Preparation of a critical mass of trainers 	<ul style="list-style-type: none"> • Inclusion of activities previously under Subcomponent 2.4 “Provision of laptop computers to each teacher at the ECCE



	Project Activities Approved March 19, 2020	Changes under 1st Restructuring Approved September 20, 2021	Changes under Proposed Additional Financing and 2nd Restructuring
Development of Teachers and Principals at ECCE Official Centers	<ul style="list-style-type: none"> Design the training plan for trainers who will be responsible for teacher mentoring. Preparation of a critical mass of trainers Design of and implement an in-service teacher training plan Impact evaluation of in-service training for ECCE teachers. 	<ul style="list-style-type: none"> Design and implement an in-service teacher training plan Impact evaluation of in-service training for ECCE teachers. Teacher training using a blended learning modality to address teachers' training needs. Improvement of teachers' and principals' socioemotional well-being and socioemotional support to students. 	<p>Official Centers to facilitate their blended learning training and teaching format".</p> <ul style="list-style-type: none"> Cancellation of sub-activities that provided teacher training materials.
	Subcomponent 2.2. Provision of in-service training for principals in ECCE Official Centers		
	<ul style="list-style-type: none"> Diagnosis and characterization of in-service principals' ECCE knowledge and competencies. Design of a training plan for trainers. Preparation of a critical mass of trainers. Design of an in-service principals' training plan. Provision of training to principals. Carrying out of an impact evaluation of in-service training for ECCE principals 	<ul style="list-style-type: none"> Diagnosis and characterization of in-service principals' ECCE knowledge and competencies. Design of a training plan for trainers. Preparation of a critical mass of trainers. Design of an in-service principals' training plan. Provision of training to principals. Impact evaluation of in-service training for ECCE principals Principals' training using a blended learning modality to address their training needs. Improvement of principals' socioemotional well-being and socioemotional support to students. 	<ul style="list-style-type: none"> No new activities, but allocated cost will be increased for the strengthening of the principal's face-to-face training and mentorship
	Subcomponent 2.3. Provision of support to pre-service training for ECCE teachers.		
	<ul style="list-style-type: none"> Review and adaptation of the early childhood pre-service teacher training curriculum currently offered in higher education institutions. 	<ul style="list-style-type: none"> Review and adaptation of the early childhood pre-service teacher training curriculum currently offered in higher education institutions. Develop teachers' socioemotional skills to help them support students. Mentoring strategy with the university training programs. Training delivered through a blended learning format. Higher education teachers trained to ensure quality in the implementation of the revised early childhood preservice teacher training curriculum. 	<ul style="list-style-type: none"> Inclusion of activities previously under Subcomponent 2.5 "Provision of training for higher education teachers to help ensure quality in the implementation of the revised early childhood pre-service teacher training curriculum" under this subcomponent.
	<ul style="list-style-type: none"> New Subcomponent 2.4 "Provision of laptop computers to each teacher at the ECCE Official Centers to facilitate their blended learning training and teaching format". 		<ul style="list-style-type: none"> Transferred to Subcomponent 2.1
		<ul style="list-style-type: none"> New Subcomponent 2.5 "Provision of training for higher education teachers to help ensure quality in the 	<ul style="list-style-type: none"> Transferred to Subcomponent 2.3



	Project Activities Approved March 19, 2020	Changes under 1st Restructuring Approved September 20, 2021	Changes under Proposed Additional Financing and 2nd Restructuring
		implementation of the revised early childhood pre-service teacher training curriculum”	
Component 3: Upgrading ECCE Physical Learning Environments	Subcomponent 3.1 Pre-investment activities for the improvement of ECCE public infrastructure		
	<ul style="list-style-type: none"> Define the scope of the Project’s investments. Update the national standards for ECCE public infrastructure. Support the regularization of property registration of ECCE centers in the relevant registries. 	<ul style="list-style-type: none"> No change in activities. 	<ul style="list-style-type: none"> New implementation arrangements.
	Subcomponent 3.2 Improving physical environments in selected ECCE Official Centers		
	<ul style="list-style-type: none"> Substitute, rehabilitate and/or expand ECCE official centers selected pursuant to criteria set forth in the POM, following the infrastructure standards developed under the Project. 	<ul style="list-style-type: none"> Improvement including a focus on the provision of WASH services and the assurance of biosecurity measures The Unique Design as a Reference Model (<i>Diseño Único como Modelo de Referencia, DUMR</i>) aligned with MINEDUCYT’s My New School program (Mi Nueva Escuela) and the ECDLS. 	<ul style="list-style-type: none"> New implementation arrangements.
	Subcomponent 3.3 Support to ECCE Official Centers in meeting structural quality standards		
<ul style="list-style-type: none"> Infrastructure Works and/or acquisitions of goods to support ECCE Official Centers selected to meet or reduce the gap with respect to the SQS. 	<ul style="list-style-type: none"> Infrastructure Works and/or acquisitions of goods to support ECCE Official focusing on closing WASH services gaps. 	<ul style="list-style-type: none"> New implementation arrangements. 	
Component 4: Institutional strengthening for the Management of the Education Sector	Subcomponent 4.1. Strengthening MINEDUCYT’s institutional capacity for the management of the education sector		
	<ul style="list-style-type: none"> Support for institutional transformation Use of learning outcomes to improve the quality of education 	<ul style="list-style-type: none"> Support for institutional transformation Development of a learning and teaching quality framework that includes: <ul style="list-style-type: none"> For ECCE: Development of SQS, performance and training standards for teachers and principals, infrastructure standards Alignment of Learning Standards from ECCE to secondary education. Development of a Management System for School Infrastructure Support for Social and Environmental Management 	<ul style="list-style-type: none"> Addition of two new activities: Quality assurance in standardized assessments and use of results for learning improvement. Strengthen the technical capacity of MINEDUCYT’s newly created National Evaluation Directorate
	Subcomponent 4.2 Project Management for strengthening MINEDUCYT’s capacity		



	Project Activities Approved March 19, 2020	Changes under 1st Restructuring Approved September 20, 2021	Changes under Proposed Additional Financing and 2nd Restructuring
	<ul style="list-style-type: none"> Support the strengthening of MINEDUCYT's capacity to manage and oversee Project implementation, monitor and evaluate objectives and outcomes, and comply with environmental and social standards. 	<ul style="list-style-type: none"> No change in activities 	<ul style="list-style-type: none"> Addition of new contracts to support verification of PBC, including hiring of an Independent Verification Agent
Component 5: Contingent Emergency Response	<ul style="list-style-type: none"> Provision of immediate response to an event that has caused or is likely to imminently cause a major adverse economic and/or social impact to the Borrower, associated with a natural or manmade crisis or disaster. 	<ul style="list-style-type: none"> No change in activities 	<ul style="list-style-type: none"> No new activities.
Results Framework	<ol style="list-style-type: none"> ECCE teachers with improved teaching practices. <ol style="list-style-type: none"> ECCE teachers improve their gender-equality attitudes and behaviors. ECCE official centers supported by the Project with safe physical learning environments and meeting quality conditions to promote learning. ECCE centers accredited through the structural quality standards accreditation system. 	PDO indicators <ul style="list-style-type: none"> The measurement of teaching practices will also measure new skills to help students recover from learning losses. End target of centers to receive infrastructure interventions increased from 110 to 114 ECCE centers. Intermediate targets of centers accredited through the SQS accreditation system adjusted. 	<ul style="list-style-type: none"> No substantial changes; methodology for data collection revised for PDO1.
	<ul style="list-style-type: none"> 13 Intermediate Results Indicators (IRI) 	IRI <ul style="list-style-type: none"> Intermediate targets revised to reflect the adjustments for IRIs 1, 2, 4, 5, 7, 8, 11, and 13 Definition revised to reflect the adjustments for IRIs 3, 9, 10 IRI 9: ECCE Centers receive support to reduce the gap in WASH instead of SQS IRI 7, IRI 12, and IRI 13 eliminated. New IRI 12 under Component 1 to reflect the Project's support to the implementation of MINEDUCYT's Transition Strategy. New Corporate Results Indicator: IRI 6 to monitor Project beneficiaries as required by the Bank's Education Global Practice. 	<ul style="list-style-type: none"> New IRI3 and PBC1 added: Families have received Children Literature Books and Supporting Materials to foster reading at home New IRI4 added: Teachers trained to improve transition from preschool to first grade. New IRI17 and PBC2 added: Knowing my Achievements standardized tests have been revised to assure a Gender Equity Perspective and have been applied to the Totality of the Students from 3rd grade of primary to 2nd year of high school in public schools



	Project Activities Approved March 19, 2020	Changes under 1st Restructuring Approved September 20, 2021	Changes under Proposed Additional Financing and 2nd Restructuring
			<ul style="list-style-type: none">• New IRI18 added: Basic education public schools design improvement plans based on the results of the standardized test “Knowing my achievements”
Other changes	<ul style="list-style-type: none">• PIU led by Early Childhood Department• Implementation of Environmental and Social Instruments as effectiveness conditions for the Project.	<ul style="list-style-type: none">• PIU in Directorate for Planning led by Strategic Projects Management, including the Strategic and Operational Committees.• Adoption of revised ESMF, IPPF, and RPF are disbursements conditions for Component 3.• Disbursement flow adjustments to reflect the activities, the implementation period, and the delay in Project effectiveness.	<ul style="list-style-type: none">• No other changes.

ANNEX 4: Municipalities Prioritized under the *Crecer Juntos* Policy

Departments	2021-2022	2022-2023	2023-2024	Total
	36 Municipalities	36 municipalities	24 municipalities	96 municipalities
Ahuachapán	Ahuachapán Tacuba San Lorenzo San Francisco Menéndez	Apaneca Guaymango Jujutla	San Pedro Puxtla Concepción de Ataco	9 municipalities
Cabañas	Cinquera Guacotecti	Jutiapa		3 municipalities
Chalatenango	La Palma	Citalá La Laguna El Paraíso	Ojos de Agua San Francisco Morazán Concepción Quezaltepeque	7 municipalities
Cuscatlán	El Carmen Santa Cruz Michapa	Candelaria San Cristóbal San Rafael Cedros San Pedro Perulapán	Santa Cruz Analquito Monte San Juan	8 municipalities
La Libertad	Comasagua La Libertad Chiltiupán Jicalapa San Pablo Tacachico	Sacacoyo Teotepeque	Huizucar San José Villanueva	9 municipalities
La Paz	Zacatecoluca San Pedro Masahuat	Santiago Nonualco	San Pedro Nonualco San Miguel Tepezontes San Juan Talpa	6 municipalities
La Unión	Conchagua Lislique	Intipuca Nueva Esparta	Yucuaiquin San Alejo Concepción de Oriente	7 municipalities
Morazán	Osicala San Isidro	Arambala Yamabal Delicias de Concepción Perquín Chilanga Corinto San Simón	Torola Jocoaitique El Rosario Cacaopera Joateca Guatajiagua Sociedad Lolotiquillo	17 municipalities
San Miguel	El Tránsito	Ciudad Barrios Carolina		3 municipalities
San Salvador	Rosario de Mora	Panchimalco		2 municipalities
San Vicente	San Lorenzo Santa Clara San Esteban Catarina Tocoluca			4 municipalities
Santa Ana		Coatepeque Santa Rosa Guachipilín		5 municipalities

Departments	2021-2022	2022-2023	2023-2024	Total
	36 Municipalities	36 municipalities	24 municipalities	96 municipalities
		Santiago de la Frontera El Porvenir Texistepeque		
Sonsonate	Salcoatitán San Antonio del Monte Santa Isabel Ishuatán Cuisnahuat Izalco San Julián Nahuizalco	Santo Domingo de Guzmán Santa Catarina Masuahuat		9 municipalities
Usulután	San Dionisio Jiquilisco Jucuarán	Alegría San Agustín Tecapán	Puerto el Triunfo	7 municipalities

Population ages 3 to 7 in municipalities prioritized by the Crecer Juntos Policy plan

Municipality	Department	Children 3 to 7 years old
1. Ahuachapán	Ahuachapán	11,168
2. San Francisco Menéndez	Ahuachapán	5,172
3. San Lorenzo	Ahuachapán	919
4. Tacuba	Ahuachapán	3,744
5. Apaneca	Ahuachapán	850
6. Guaymango	Ahuachapán	2,575
7. Jujutla	Ahuachapán	3,511
8. Concepción de Ataco	Ahuachapán	1,178
9. San Pedro Puxtla	Ahuachapán	1,016
10. Coatepeque	Santa Ana	3,296
11. El Porvenir	Santa Ana	945
12. Santa Rosa Guachipilín	Santa Ana	415
13. Santiago de la Frontera	Santa Ana	532
14. Texistepeque	Santa Ana	1,861
15. Cuisnahuat	Sonsonate	1,191
16. Izalco	Sonsonate	8,155
17. Nahuizalco	Sonsonate	5,312
18. Salcoatitán	Sonsonate	454
19. San Antonio del Monte	Sonsonate	2,524
20. San Julián	Sonsonate	2,088
21. Santa Isabel Ishuatán	Sonsonate	1,071



Municipality	Department	Children 3 to 7 years old
22. Santa Catarina Masahuat	Sonsonate	1,046
23. Santo Domingo de Guzmán	Sonsonate	858
24. La Palma	Chalatenango	1,203
25. Citalá	Chalatenango	530
26. El Paraíso	Chalatenango	1,134
27. La Laguna	Chalatenango	354
28. Concepción Quezaltepeque	Chalatenango	525
29. Ojos de Agua	Chalatenango	319
30. San Francisco Morazán	Chalatenango	367
31. Chiltiupán	La Libertad	1,229
32. Comasagua	La Libertad	1,363
33. Jicalapa	La Libertad	767
34. La Libertad	La Libertad	4,330
35. San Pablo Tacachico	La Libertad	2,173
36. Sacacoyo	La Libertad	1,439
37. Teotepeque	La Libertad	1,316
38. Huizúcar	La Libertad	1,418
39. San José Villanueva	La Libertad	1,552
40. Panchimalco	San Salvador	4,967
41. Rosario de Mora	San Salvador	1,620
42. El Carmen	Cuscatlán	1,842
43. Santa Cruz Michapa	Cuscatlán	1,148
44. Candelaria	Cuscatlán	997
45. San Cristóbal	Cuscatlán	969
46. San Pedro Perulapán	Cuscatlán	4,985
47. San Rafael Cedros	Cuscatlán	1,925
48. Monte San Juan	Cuscatlán	1,300
49. Santa Cruz Analquito	Cuscatlán	295
50. San Pedro Masahuat	La Paz	2,506
51. Zacatecoluca	La Paz	6,734
52. Santiago Nonualco	La Paz	3,767
53. San Juan Talpa	La Paz	604
54. San Miguel Tepezontes	La Paz	527
55. San Pedro Nonualco	La Paz	1,032



Municipality	Department	Children 3 to 7 years old
56. Cinquera	Cabañas	133
57. Guacotecti	Cabañas	587
58. Jutiapa	Cabañas	722
59. San Esteban Catarina	San Vicente	551
60. San Lorenzo	San Vicente	580
61. Santa Clara	San Vicente	494
62. Tecoluca	San Vicente	2,484
63. Jiquilisco	Usulután	4,960
64. Jucuarán	Usulután	1,309
65. San Dionisio	Usulután	616
66. Alegría	Usulután	1,199
67. San Agustín	Usulután	599
68. Tecapán	Usulután	682
69. Puerto El Triunfo	Usulután	1,589
70. El Tránsito	San Miguel	2,045
71. Carolina	San Miguel	913
72. Ciudad Barrios	San Miguel	2,887
73. Osicala	Morazán	861
74. San Isidro	Morazán	268
75. Arambala	Morazán	283
76. Chilanga	Morazán	1,008
77. Corinto	Morazán	1,891
78. Delicias de Concepción	Morazán	394
79. Perquín	Morazán	438
80. San Simón	Morazán	1,423
81. Yamabal	Morazán	545
82. Cacaopera	Morazán	1,341
83. El Rosario	Morazán	109
84. Guatajiagua	Morazán	1,705
85. Joateca	Morazán	407
86. Jocoaitique	Morazán	329
87. Lolotiquillo	Morazán	483
88. Sociedad	Morazán	1,038
89. Torola	Morazán	336
90. Conchagua	La Unión	3,921
91. Lislique	La Unión	1,844



Municipality	Department	Children 3 to 7 years old
92. Intipucá	La Unión	681
93. Nueva Esparta	La Unión	978
94. Concepción de Oriente	La Unión	832
95. San Alejo	La Unión	1,775
96. Yucuaiquín	La Unión	603
total		160,961

Source: adapted from DIGESTYC population projections (2021)