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RAPID ASSESSMENT:

EFFECTS OF THE COVID-19 PANDEMIC ON STUDENT RETENTION, INSTRUCTION AND LEARNING, AND IRREGULAR MIGRATION OF STUDENTS AND THEIR FAMILIES IN EL SALVADOR

FINAL REPORT

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CONTENTS

1.0 INTRODUCTION 1
2.0 BACKGROUND 1
2.1 Context 1
2.2 Expected Impacts of the Pandemic and Policy Responses 2
2.3 Education Responses During the Pandemic 3
2.4 Assessing Learning Outcomes in El Salvador 3
2.5 School Retention and Dropout 5
2.6 Irregular Migration 6
3.0 ASSESSMENT METHODOLOGIES AND LIMITATIONS 7
3.1 Research Objectives 7
3.2 Methodological Design 8
3.3 Qualitative Data Collection and Analysis 9
3.3.1 Key Informant Interviews 9
3.3.2 Focus Group Discussions 9
3.3.3 Methodological Considerations 9
3.3.4 Data Collection Workshop With Key Stakeholders 10
3.4 Quantitative Data Collection 10
3.5 Sample Selection 10
3.6 Limitations and Critical Assumptions 11
4.0 RAPID ASSESSMENT FINDINGS 12
4.1 Teacher Adaptation to Blended Learning and the Return to In-Person Learning 12
4.1.1 Adoption and Use of the Multimodality Education Strategies 13
4.1.2 Teacher Training to Use the Multimodality Education Strategies 15
4.1.3 Reactions and Expectations With Respect to Blended Learning 16
4.1.4 Socioemotional Aspects Reported by Teachers 17
4.1.5 Teachers' Effort to Ensure the Continuity of Studies 18
4.1.6 Strategies to Address the Needs of the Most Vulnerable Families and Their Children 19
4.2 Adaptation of Students to Hybrid and Blended Learning Modalities 20
4.2.1 Situation and Constraints Faced by Students in the Use of Multimodality Strategies 20
4.2.2 Use of the Multiple Modality Strategies 21
4.2.3 Socioemotional Issues Experienced by Students 22
4.2.4 Addressing Socioemotional Needs of Students in the Education System 23
4.2.5 Impact on Learning in Mathematics, Reading, and Writing 24
4.2.6 Monitoring of Student Work and Learning Assessment 24
4.3 Effects of Multimodality Strategies and Blended Learning on Students and Families 25
4.3.1 Involvement of Family Members in Education 25
4.3.2 Perceptions of Students and Family Members on Learning 26
4.3.3 Socioemotional Aspects and Family Involvement 27

4.4 School Retention, Associated Factors, and Dynamics 27
4.4.1 Indicators of School Matriculation and Dropout 27
4.4.2 Reasons for Abandoning School 31
4.4.3 Challenges and Opportunities to Keep Students Learning During Distance Education 32
4.4.4 Challenges and Opportunities for Blended Learning 33
4.5 Response of the Education System to Post-Pandemic Needs 33
4.5.1 Perceptions About Institutional Responses 33
4.5.2 Resources Received From MINEDUCYT 34
4.6 Recommendations Provided by Workshop Participants 34
5.0 CONCLUSIONS AND RECOMMMENDATIONS 36
5.1 Conclusions 36
5.1.1 Socioeconomic Impact 36
5.1.2 Impact on the Education System 36
5.1.3 Pedagogical Issues, Teacher Training, and School Management 37
5.2 Recommendations 38
6.0 ANNEXES 41
Annex 1: References 42
Annex 2: List of Schools Visited 44
Annex 3: Data Collection Instruments (in Spanish) 45

TABLES

Table 1: Results in AVANZO Tests, 2020 and 2021, in Performance Tiers 4
Table 2: Performance on Diagnostic Tests 2021, (Percentage of Correct Items) 4
Table 3: El Salvador's Results in ERCE 2019, Relative to the Latin American Average 5
Table 4: Failure, Over-Age, and Repetition Rates for Each Education Level, 2019 (Percent of Registered Students at the Beginning of the Year) 6
Table 5: Encounters With Salvadorans Attempting to Cross the Southwestern Border of the U.S. 7
Table 6: Participants in the Assessment and Information Collected For Each 11
Table 7: Dropout and Gross Matriculation Rates, by Grade Level (Percent of Students Registered at the Beginning of Each Year) 27
Table 8: Gross Matriculation Rates by Grade 28
Table 9: Amount and Percentage of Students Promoted, by Grade 29
Tabla 10: Dropout Rates by Sex 30
Table 11: Dropout Rates by Grade and Geographic Area 30

FIGURES

Figure 1: Percentage of Teachers That Used the Different Multimodality Tools in 2021 15
Figure 2: Percentage of Teachers That Expressed Need for Each Type of Support 16
Figure 3: Attitudes and Concerns of Teachers During the Pandemic (Percentage of Teachers) 18
Figure 4: Perceived Self-Efficacy of Teaching After the Implementation of Blended Learning (Percent of Teachers) 19
Figure 5: Percent of Students With Good Connectivity in the Class Attended by the Teacher 21
Figure 6: Percentage of Teachers That Perceive Their Students as Somewhat or Very Unmotivated Regarding School 23
Figure 7: Main Causes for School Abandonment Mentioned by Teachers (Percent of Teachers in the Survey) 32

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ACRONYMS

ATP	Spanish acronym for *Asistentes Técnicos Pedagógicos* (Technical Pedagogical Assistants)
CBP	United States Customs and Border Protection
CDCS	Country Development Cooperation Strategy
EGRA	Early Grade Reading Assessment
EHPM	Spanish acronym for *Encuesta de Hogares de Propósitos Múltiples* (Multipurpose Household Survey)
ERCE	Spanish acronym for *Estudio Regional Comparativo y Explicativo* (Regional Comparative and Explanatory Study)
ESLENGUA	Spanish short name for *Mejoramiento de Aprendizajes en Lenguaje en Educación Básica y Educación Media* (Improving Learning in Language for Basic Education [Grades 1 to 6] and Intermediate Education [Grades 7 to 12]
ESMATE	Spanish short name for *Mejoramiento de Aprendizajes en Matemática en Educación Básica y Educación Media* (Improving Learning in Mathematics for Basic Education [Grades 1 to 6] and Intermediate Education [Grades 7 to 12]
FGD	Focus Group Discussion
FY	Fiscal Year
GDP	Gross Domestic Product
INFOD	Spanish acronym for *Instituto de Formación Docente* (Institution for Teacher Training)
KII	Key Informant Interview
LEG	Local Education Group
MINEDUCYT	Spanish acronym for *Ministerio de Educación, Ciencia y Tecnología* (Ministry of Education, Science, and Technology)
PAES	Spanish acronym for *Prueba de Aprendizajes y Aptitudes de Egresados de Educación Media* (Learning and Aptitude Test for Secondary School Graduates)
PAESITA	Spanish acronym for *Prueba de Logros de Aprendizaje de Educación Básica* (Learning Achievement Test for Primary School Students)
PISA	Program for International Student Assessment
RA	Rapid Assessment
U.S.	United States
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

1.0 INTRODUCTION

The United States Agency for International Development in El Salvador (USAID/El Salvador) is preparing to design and award new basic education activities under the Country Development Cooperation Strategy (CDCS)[1] for Fiscal Year (FY) 2020-2025 Development Objective 2 (DO2) "Jobs, and Income Potential for Likely Migrants Increased." As part of the initial activities under the CDCS, a rapid assessment (RA) of the effects of the coronavirus disease 2019 (COVID-19) pandemic was commissioned, with the goal of providing meaningful information and insights for the implementation of the strategy.

A rapid assessment involves the collection of information and generation of findings over a brief period, which requires a special emphasis on the meaningfulness and accuracy of the study methodology and the processing and reporting of information.

The main goal of a rapid assessment is the development of a general understanding of the impact of a particular crisis on priority areas. For this particular assessment, we focused on the impacts of the pandemic responses and strategies adopted by the education sector, specifically on student retention, quality of instruction, the well-being of students and teachers, the effectiveness of policy responses, and links to social phenomena such as irregular migration and social violence.

In agreement with education authorities at the Ministry of Education, Science, and Technology (MINEDUCYT), this rapid assessment focused on how teachers, students, and their families adapted to the multichannel mechanisms adopted by the education system for the continuation of learning under the lockdown imposed to prevent the spread of COVID-19 and the following period of partial return to classroom learning, the degree of adoption of each strategy, factors associated with their effectiveness, and general well-being of students and teachers over the two year period from March 2020 to February 2022. Where possible, the assessment tried to identify gaps across gender, geographic location, socioeconomic condition, ethnic groups, and disability condition.

The assessment was conducted through a mixture of primary and secondary data collection, including the review of previous studies to avoid duplication, and the collection of in-depth interviews, focus group discussions (FGDs), a workshop with key actors, and a teacher survey. The RA team devoted significant effort to gather the points of view of the majority of participants in the education system, including students and their families, teachers, school principals, and key officers at MINEDUCYT at the local and central levels, as well as key actors in the sector, belonging to the Local Education Group (LEG).

2.0 BACKGROUND

2.1 CONTEXT

El Salvador is the smallest and most densely populated country in Central America. It is also much more urbanized than most of its neighbors. Seventy-two (72) percent of the country's approximately 6.2 million population live in urban areas. The country is undergoing a demographic transition, and younger cohorts are already decreasing in size, with the largest cohorts belonging to the range from 17 to 29 years of age, forecasting a decrease in student population in the coming years.

Previous diagnostic efforts (Gavin et al. 2017, FES 2016, CEES 2021) have brought to attention a number of issues in the education sector before the pandemic, including the following:

- Low matriculation rates in early education and preschool (up to 6 years of age) and in upper secondary school.

[1] https://www.usaid.gov/sites/default/files/documents/CDCS-El_Salvador-external_version-April30.pdf

- Low performance in standardized learning achievement tests.
- The need to improve teacher training quality, and train teachers specialized in mathematics and language.
- Deficient infrastructure in most schools, including damaged roofs, insufficient lighting, lack of drinking water and adequate restrooms, and damaged furniture, among others.
- Significant gaps between urban and rural areas in student performance, as well as in the endowment of resources and infrastructure.
- Crowded classrooms in urban areas.
- Impact of social violence and gangs.
- Irregular migration motivating school dropout.
- Historically low investment in education (less than 4 percent of gross domestic product [GDP]).

The response to the pandemic adopted by education authorities took place in this context of lack of resources and unfavorable social phenomena, as well as a prevalence of poverty in 22.3 percent of households, higher in rural areas.[2]

2.2 EXPECTED IMPACTS OF THE PANDEMIC AND POLICY RESPONSES

The COVID-19 pandemic forced the most significant interruption of the education process in memory for the current generations. This has been called the *"greatest loss of human capital in memory and the largest educational crisis in a century"* (World Bank, 2021). Possible losses in learning are not limited only to class days missed due to school closures due to lockdowns of more than one year in countries such as El Salvador but will propagate further due to the cumulative nature of the learning process (World Bank, UNESCO, and UNICEF, 2021a). This means that learning gaps generated during the pandemic will keep broadening after this period, due to missed content and competency development. It is also likely that some students will abandon school permanently due to the pandemic, reducing labor market and personal development opportunities in the long run, decreasing the welfare of citizens and reinforcing the deprivations suffered by vulnerable groups.

In developing countries, the challenges imposed by COVID-19-related school closures are substantial. These include the lack of training for teachers in the utilization of digital platforms for schoolwork; the lack of computers and Internet connectivity, both for teachers and students; the demands imposed on students to help with household production, chores, and caring for relatives, which fall heavily on girls; domestic violence; child labor; and the effects of lockdowns on mental health (World Bank, UNESCO, and UNICEF, 2021). During the pandemic, the provision of school meals was stopped, and families have increased the hours devoted to caring for small children, reducing nutritional inputs and labor market availability.

In the few places where learning losses due to the pandemic have already been measured, results are worrying. Brazil reports losses equivalent to two missed years of schooling. Similar results have been assessed in India and South Africa (World Bank, 2021a). In El Salvador, there are no direct measurements of the impact of the pandemic, but negative effects can be expected given the context of economic vulnerability of households and historically low investment in education—which has only recently increased to 5 percent of GDP in the last two fiscal years. The World Bank estimates that the proportion of children that fall in "learning poverty" can increase from 53 percent to 70 percent worldwide (Gill and Saavedra, 2022).

Given the sheer size of these challenges, specific measures and investments have been recommended in order to ameliorate the negative impact on learning and take advantage of the potential offered by information technology. Gill and Saavedra (2022) advocate the urgent reopening of classrooms—ensuring

[2] Using the World Bank threshold of $5.5 per person per day at purchasing power parity.

adequate prevention measures—additional investment in remote learning options, promoting learning skills, and remediation strategies to recover some of the losses already incurred. They also recommend directly addressing mental health issues. El Salvador faces the double task of adopting these strategies, at the same time that it attempts to bridge some of the education gaps present before the pandemic.

2.3 EDUCATION RESPONSES DURING THE PANDEMIC

The COVID-19 pandemic required MINEDUCYT to implement a series of measures intended to ensure the continuation of classes at all grade levels during the severe lockdown quickly imposed by the government from March 20 to June 15, 2020, and the partial lockdown in place until the end of August 2020, as well as a total closure of school facilities from March 11, 2020 to April 5, 2021.

This multichannel approach in education was a three-pronged strategy involving three main components: the distribution of self-learning guides, use of microsites and google Classroom, and broadcasting of educational content over public radio and television. Specific tasks included:

- The elaboration of self-learning guides based on a set of prioritized contents for each grade level, which were condensed and accompanied by a set of practice questions, and later distributed as digital files and printed booklets.
- Teacher training through the Institution for Teacher Training (INFOD), focused on the use of Google Classroom for learning activities.
- Production of recorded classes broadcasted in open television (Channel 10) in the segment "Aprendamos en Casa," covering ESMATE and ESLENGUA materials, as well as music classes, English, and sign language segments for young children.
- Production of radio broadcasts of educational segments focused on early childhood, preschool, and first grade.
- Distribution of personal computers to teachers and school principals.
- Establishing special guidelines for the evaluation of learning and student promotion during the pandemic.
- Distribution of computers (and in some cases tablets) to students in primary and secondary school, through the program *Enlaces con la Educación* (Links to Education), with a goal of 1.3 million devices delivered to students. As of the end of 2021, MINEDUCYT reports more than 200,000 computers already delivered.
- The production of a TV block called "*Vida Docente*" (Teaching Life).
- The production of introductory materials for the learning of Nahuat in early childhood and preschool and learning guides for Nahuat intended for students in grades 1-3.

Aside from the multichannel strategy, MINEDUCYT continued other activities, including the following:

- Conduction of diagnostics tests known as *Conociendo mis logros* (Finding my achievements) and the exit test for secondary students *Avanzo*.
- Development and implementation of a new process for teacher selection at the national level.
- Design and building of new schools under the *"Mi Nueva Escuela"* project.
- Studies and diagnostic exercises about curriculum fundamentals, school management evaluation, learning assessment, and technical and vocational secondary school.
- Formation of a local committee on education, with representation of international organizations, cooperation agencies, civil society organizations, and academia to provide guidance and support on strategic areas.
- Production of curricular resources for Mathematics and Spanish in primary and secondary education, under the ESMATE and ESLENGUA study programs initiatives.

2.4 ASSESSING LEARNING OUTCOMES IN EL SALVADOR

Two tests have been used over the last decade to assess learning outcomes in El Salvador. One is the exit test for secondary students, known as PAES (Spanish for Learning and Aptitudes Test for Graduates of Secondary School) and the second is the series of diagnostics tests for students in primary and secondary level, known as PAESITA (officially, Learning Outcomes Test for Basic Education, which includes grades 1 to 9). Since 2020, in the context of the pandemic and a model of fully remote education, these tests were abandoned, and a new set of tests was implemented. The AVANZO test is intended for eleventh grade students who will soon graduate, and the diagnostics test *Conociendo mis logros* (Spanish for "Learning about my Achievements"), taken by a sample of students from third to eleventh grade. The AVANZO test was taken in a virtual format in 2020 and 2021, by 65,010 and 65,861 students, respectively (MINEDUCYT, 2021b), comparatively less than the last cohort that took the PAES test in 2019, of 78,174 students (CEES, 2021).

Given the change in assessment instruments during the pandemic, a comparison of learning outcomes before the pandemic and after the lockdowns cannot be established. Results can be compared from 2020 (when schooling was fully remote) and 2021 (when a combination of remote and in-person instruction was used), although the AVANZO test is not designed to establish meaningful comparisons from year to year, as the relative difficulty of items in each year has not been assessed.

Table 1: Results in AVANZO Tests, 2020 and 2021, in Performance Tiers

Tier	Number of Correct Answers	Percent of Students in Each Tier, 2020	Percent of Students in Each Tier, 2021
Basic	From 0 to 24	25.6	15.3
Intermediate	From 25 to 52	64.6	57.9
Advanced	From 53 to 80	10.1	26.9

Source: own elaboration with data from MINEDUCYT 2021a, 2021b.

This report includes the results of eleventh grade students who took the AVANZO tests in terms of their performance on the 80 items included in the questionnaire. Respective to 2020, the RA team observed an improvement in the proportion of students who perform at the advanced level, from 10.1 percent to 26.9 percent, and a corresponding drop in the percentage of students at the basic and intermediate performance levels. Students in rural areas perform worse than those in urban areas, with 31.1 percent at the basic level in 2020 (MINEDUCTY, 2021a).

The AVANZO test also conducts an evaluation of the psychological condition of students, including elements which provide indicative elements for depression and anxiety. In 2020, 14.7 percent of students showed significant indicators for depression, and an additional 4.9 percent were classified in the limit level for this condition. In addition, 28.2 percent of students showed some degree of anxiety, 18.6 percent at an increased level and 9.6 percent at the limit level.

The diagnostics tests *Conociendo mis Logros* are intended to explore proficiency and cognitive abilities among students (MINEDUCYT, 2021c). They assess learning in four subjects: mathematics; Spanish language and literature; science, health, and the environment; and social studies. In total, 544,136 students participated in 2021 (66 percent of registered students). Eighty-four (84) percent of students took the test on a computer or smartphone from their homes, and 16 percent used printed questionnaires in a classroom setting. Fifty-seven (57) percent of public schools and 73 percent of private schools participated in the test. Results are shown in Table 2.

Table 2: Performance on Diagnostic Tests 2021, (Percentage of Correct Items)

Subject	National Average	Public Schools	Private Schools
Mathematics	51.8	51.5	54.5
Spanish and literature	47.6	46.1	52.1
Science, health, and the environment	58.8	57.6	63.4
Social studies	57.1	56.0	63.8

Source: MINEDUCYT (2021d).

Diagnostic test results cannot be compared to pre-pandemic levels because the PAESITA test taken by students from grades 1 to 9 used a different evaluation methodology. In the 2021 edition of the *Conociendo mis Logros* test, the RA team observed better performance in science and social studies and lower scores in language. Public schools scored lower than private schools. When data are computed by grade, the score dropped from 62 percent in third grade to 42 percent in eleventh grade.

Internationally comparable standardized tests provided another source of information on learning outcomes. El Salvador did not participate in these efforts from 2007 to 2018, but in 2019 the country took part in the ERCE study (Spanish for Regional Comparative and Explanatory Study) conducted by United Nations Educational, Scientific and Cultural Organization (UNESCO). Results were published at the beginning of 2022. They show that Salvadoran students perform at the regional average in reading and science, and below the regional average in mathematics (Table 3). El Salvador previously participated in the second edition of ERCE in 2006, achieving below average results in all areas.

Table 3: El Salvador's Results in ERCE 2019, Relative to the Latin American Average

Subject	Grade 3	Grade 6
Mathematics	Below average	Below average
Reading	Average	Average
Science	Average	Average

Source: Data from UNESCO, 2021. Countries participant in ERCE 2019 are Argentina, Brazil, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, and Uruguay.

Another important effort towards international comparison of learning outcomes was the decision to participate in the PISA (Program for International Student Assessment) test in 2021, with the evaluation to be conducted in 2022. In 2018, the EGRA (Early Grade Reading Assessment) was conducted in El Salvador. This test focuses on measuring the reading performance of second and third grade students. El Salvador students performed above the regional average (when compared to Guatemala, Honduras, and Nicaragua) in reading speed and word recognition but obtained lower-than-average scores in letter recognition (CEES, 2021).

The results presented in this section provided a starting point for fieldwork to assess the effects of the strategies adopted by the education system during the pandemic on teachers, students, and their families. The RA team conducted a mixed-methods research study that covered specific questions related to the implementation, degree of adoption, and reactions to those strategies.

2.5 SCHOOL RETENTION AND DROPOUT

In order to provide additional context to the assessment, the section includes 2019 educational statistics. Several factors affected the collection of education indicators in 2020 and 2021, including the difficulties imposed by lockdowns, as well as the rollout of a new information system across all schools (SIGES, Spanish for Information System for Education Management in El Salvador), and the decisions regarding classifying absenteeism and dropout during the pandemic.

Using the most recent demographic projections (based on the 2007 census and reviewed by the General Directorate of Statistics and Census [DIGESTYC], 2021) the RA team estimated gross matriculation rates of 83.5 percent for the population group ages 7 to 17, and 81.8 percent for children and youth ages 5 to 17. These rates imply that in 2021, 261,483 children and youth were out of school in El Salvador.

The proportion of children or youth out of school increased with age, with a gross matriculation rate as high as 103.6 percent in first grade[3] (accounting for repetition), but only 58.0 percent in eleventh grade (data for 2019).

Table 4 shows summary indicators for the education sector, as reported by MINEDUCYT (2022). Repetition and over-age rates averaged 2.9 percent and 7.8 percent respectively, for grades 1 to 11. In both cases, rates were higher in upper grades, with a repetition rate of 5.3 percent and over-age rate of 12.1 percent in tenth grade.

Table 4: Failure, Over-Age, and Repetition Rates for Each Education Level, 2019 (Percent of Registered Students at the Beginning of the Year)

Level	Failure Rate	Over-Age Rate	Year-End Dropout Rate	Total Dropout Rate
Grades 1-3	2.2	4.8	3.5	7.1
Grades 4-6	2.8	7.0	3.6	4.3
Grades 7-9	3.7	10.1	5.1	8.7
Grades 10-11	2.7	11.5	7.9	7.9
All levels	**2.9**	**7.8**	**4.8**	**6.6**

Source: RA team elaboration with data from MINEDUCYT (2022).

Year-end dropout rates[4] averaged 4.8 percent in 2019 and 2.7 percent in 2020. Dropout was higher in upper grades, reaching 5.1 percent in grades 7-9 and 10.2 percent in grade 10 in 2019. The total dropout rate was 6.0 percent between 2019 and 2020. This rate can be interpreted as the percentage of students who registered in school at the beginning of one year who failed to register in the next school year, which takes into account failure and repetition of the same grade. Total dropout rate reached a maximum of 8.7 percent in the transition from ninth to tenth grades, which in El Salvador means moving from lower to upper secondary school, usually changing schools. Over the entire life cycle, current dropout rates imply that only 52 out of 100 children that enter first grade will graduate from secondary school. Dropout rates are higher for boys (6.9 percent) than for girls (5.1 percent) at all levels. This means that only 48 percent of the boys who matriculate in first grade will graduate from secondary school, as opposed to 57 percent for girls.

2.6 IRREGULAR MIGRATION

Emigration has been a continuing social phenomenon and has involved a large percentage of households in El Salvador. According to several sources, between 1.6 and 3.1 million Salvadorans live abroad, of which close to 95 percent reside in the United States.

As proxy data for irregular migration from El Salvador, the RA team used information provided by United States (U.S.) Customs and Border Patrol (CBP) (CBP, 2022), as a way to track changes in the number of Salvadoran nationals attempting to cross the Southwestern border of the United States. These data have to be interpreted carefully, as improvements in the detection capabilities of the CBP, or an increase in repeated attempts for crossing by the same individuals will cause an increase in the number of encounters reported by the CBP.

Irregular migration flows reached a pre-pandemic maximum in the summer of 2019, when the CBP (2022) reported 16,134 encounters with Salvadorans attempting to irregularly cross the Southwestern border during the month of May, and a total of 92,351 during the fiscal year (from October 2018 to September 2019).

[3] Gross matriculation rates can be higher than 100 percent if some students repeat a grade and/or students younger than mandatory age for that grade attend.

[4] The year-end dropout rate is computed comparing the initial and the final number of students registered in a particular grade. Some of these students may have abandoned school permanently, while others may register at the beginning of next year.

The number of people attempting an irregular border crossing decreased substantially during 2020, given the restrictions to the movement of persons implemented in the Central American and Mexico region, as well as on the U.S. border. Nonetheless, flows have restrengthened in the second half of 2021, as travel restrictions have been lifted in the region. Encounters with irregular migrants in the Southwestern border from August to November 2021 were higher than in the same period of 2019, and the total number of encounters in FY 2021 was 98,690 Salvadoran nationals, also higher than in 2019.

In FY 2022, flows have kept increasing steadily. Between October 2021 and January 2022, the number of encounters with Salvadorans in the Southwestern border has increased in 141 percent, compared to the same period in 2020-2021. Flows may increase even more during the months of May to August, which historically have the largest flows of migrants.

Table 5: Encounters With Salvadorans Attempting to Cross the Southwestern Border of the United States

Fiscal Year (Oct.-Sept.)	Total	Families (Adults and Minors)	Unaccompanied Minors
2019	92,351	58,357	12,161
2020	17,165	4,579	2,373
2021	98,690	37,490	15,529
2022 (data up to Jan, 2022)	34,128	12,347	5,700

Source: RA team elaboration with data from CBP (2022).

Table 5 summarizes the indicators provided by the CBP (2022), including a breakdown by families and unaccompanied minors. In 2021 the number of people traveling to the border as a family decreased, but the number of accompanied minors increased, compared to 2019. In the first four months of FY 2022, the number of family members and unaccompanied minors has increased by 48 percent compared to the same period in 2019, and in 287 percent compared to 2021.

These figures clearly indicate that irregular migration from El Salvador to the United States is regaining strength after the pandemic, and that FY 2022 will see new highs in terms of irregular migrants identified at the Southwestern border. This phenomenon has strong implications for school retention, since a significant number of minors attempts to migrate, either alone or with family members.

3.0 ASSESSMENT METHODOLOGIES AND LIMITATIONS

3.1 RESEARCH OBJECTIVES

This RA focused on the context of the pandemic of COVID-19 and its effects on educational outcomes in El Salvador, to generate information about the success and challenges faced by the multichannel education strategies adopted in response to the need to continue the delivery of education services during the lockdown, and the subsequent partial return to in-person instruction during 2021. Key research questions for the assessment were defined along the following lines:

1. Teacher adaptation to blended learning and the partial return to in-person instruction for part of the student group.
2. Student adaptation to blended learning and hybrid education.
3. Effects on students and relatives of multichannel modalities and the partial return to in-person learning.
4. External factors and social dynamics affecting school retention through their impact on student and family members behaviors, resources, and expectations.

These questions build on previous findings related to learning outcomes, school attendance and retention, teaching strategies, and MINEDUCYT's policies to promote the continuity of the learning process.

Regarding teacher adaptation to multiple channel modalities, the RA team identified following topics for the assessment:

- Teacher usage and adaptation to different platforms used during the transition to hybrid education: printed materials, televised lectures, radio broadcasts, communication through social networks and instant messaging apps (Facebook, WhatsApp), and virtual platforms (Google Classroom).
- Teachers' reactions and expectations for the return to in-person learning.
- Communication and delivery mechanisms for classes, student work, and learning materials, and feedback for students.
- Patterns of adaptation in different contexts (in-person time, usage of school resources, classrooms and other physical spaces, etc.).
- Responses from students and family members to multiple channel modalities.
- Strategies to address the needs of vulnerable families and their children.

With respect to the effects on students and their families, the assessment topics also included:

- Access to different resources, platforms, and channels of delivery.
- Degree of usage of each resource, platform, and channel.
- Perceptions on learning differences after the end of the 2021 school year.
- Perceptions on teacher effort and system-wide policies.
- Outreach of educational materials and teacher communication to students and their families.
- Usage of information technologies and connectivity to enhance learning outcomes.

Finally, with respect to external factors and dynamics, the RA focused on:

- Conditions that enhance or preclude the usage of multiple delivery platforms, channels, and resources.
- Social dynamics affecting learning, school retention, and effort, including income, migration, social violence, and other elements reported by families.

The assessment also took into account possible differences across groups defined by sex, disability, socioeconomic status, and geographic area, as well as the prevalence of migration and social violence in the community.

3.2 METHODOLOGICAL DESIGN

To develop the assessment, the RA team collected primary and secondary sources of information to broaden the scope of the research exercise. Primary data were collected with a mixed-methods approach, including both quantitative and qualitative methods. Secondary sources included education plans for the current administration (*e.g.*, Torogoz Plan, The Joy of Returning to School Plan), educational statistics published by MINEDUCYT, results of learning assessments conducted by MINEDUCYT, and recent research on the education sector (see Annex 1).

The collection of primary information followed two approaches:

- **Qualitative data collection**: The assessment involved the use of several qualitative techniques to gather relevant information from a set of key stakeholders of the education system, including interviews and discussions with teachers, students and their relatives, education authorities at the central and local levels, and other key partners in the education sector that conduct research, manage projects, or provide policy advice.
- **Quantitative data collection**: The assessment conducted a self-administered questionnaire for teachers.

Information collected from different participants was processed and contrasted, to produce a wider perspective of the situation of the education system at the beginning of 2022.

3.3 QUALITATIVE DATA COLLECTION AND ANALYSIS

The RA team was composed of a team leader, two education specialists (one international and one national), two qualitative researchers and three research assistants. The team conducted key informant interviews (KIIs) and FGDs with different informant groups, including the following:

- MINEDUCYT authorities at the central level (Vice Minister, Area Directors)
- Department Heads of Education
- Heads of Education Advisors
- School principals and teachers
- Students from primary and secondary school
- Parents and tutors

3.3.1 Key Informant Interviews

The RA team conducted KIIs with education authorities, including the Vice Minister of Education, Area Directors at the central level, and Heads of Education and Heads of Education Advisors at the regional level. The KIIs combined closed and open-ended questions directly related to the assessment objectives. Interviews lasted from 40 minutes to 1 hour and were used to collect participants' experiences and perceptions about the measures adopted in response to the lockdown and school closures, how these measures were designed and adopted, materials and resources distributed to schools, the transition to a hybrid model with partial school reopening, and lessons learned on the effectiveness of each strategy and plans to close existing gaps in educational outcomes.

Interviews were held through videoconferencing software, by request of most informants, since they were conducted during a time with a rapid increase in the number of cases of COVID-19 in El Salvador.

3.3.2 Focus Group Discussions

The RA team conducted FGDs following a semi-structured questionnaire. Separate FGD sessions were held with teachers, students, and parents and tutors. The approximate duration of each FGD session was 90 minutes. An RA team researcher moderated each discussion, to keep the discussion along the lines defined for the session.

All FGDs were held in person in schools. The RA team collected basic demographic data from participants (age, sex). The team organized sessions in 20 schools across the country, covering all 14 departments, with representation from urban and rural areas with diverse levels of prevalence of migration and social violence. The RA team sent invitations through teachers and school principals, with the authorization provided by education authorities.

3.3.3 Methodological Considerations

All informants in FGDs and KIIs were asked to sign a consent form to indicate they agreed to participate in the session and to have the session recorded. Participants received information about the general objective of the session and the protection and anonymity of their responses. In the case of students, a parent or tutor was asked to sign a consent form, in addition to the individual agreement of the participant. Recordings of all sessions were kept in digital files during the period of the assessment. No information allowing the identification of participant teachers, students, and their relatives or tutors has been kept.

Data analysis involved tabulation (in the case of closed questions) and identification of themes and patterns in the case of open-ended questions. The RA team worked collaboratively to attain a consensual interpretation of collected qualitative data.

To help ensure validity, the RA team triangulated methods and sources. Specifically, the team contrasted data from the KIIs, FGDs, survey, and secondary desk review and with quantitative data.

3.3.4 Data Collection Workshop with Key Stakeholders

In addition to the data collected from members of the public education system, the RA team conducted a workshop with key partners from civil society and international cooperation, as well as all members of the LEG. The workshop aimed to collect feedback on the elements that have impacted educational outcomes and the well-being of the education community during the lockdown and hybrid education periods. Conducted through videoconference, workshop participants worked in small group and plenary sessions to discuss a series of topics, *i.e.*, factors affecting school retention, learning outcomes, the well-being of students and teachers, the implementation of the strategies adopted by the education system, and the contribution of their organizations and other civil society actors to overcoming the challenges created by the pandemic. The workshop also covered the effectiveness of interventions, the existence of information gaps, and other topics that participants considered relevant.

In total, 31 participants, representing 19 organizations, attended the workshop. Cooperation agencies, multilateral institutions, and institutions implementing projects related to the education sector participated in the workshop.

3.4 QUANTITATIVE DATA COLLECTION

The RA team also conducted a self-administered teacher survey questionnaire designed to be answered in less than 15 minutes. The survey targeted teachers in the public education system, working in preschool, primary, and secondary school. It aimed to collect teachers' perceptions on learning resources used during the lockdown and hybrid education periods, the emotional well-being of students and teachers, student retention, and support received during the pandemic.

The survey questionnaire was sent through the department directors to school principals and teachers. 3,659 teachers provided valid answers to the questionnaire, 49 percent of them from rural areas. The survey was collected between February 10 and February 20, 2022, after the school year had begun at the end of January. The survey administered using a digital platform that could be opened from smartphones, tablets, and laptops. No personal information from teachers was collected, aside from the name of the school where they work.

3.5 SAMPLE SELECTION

In selecting participants, the RA team attempted to balance the need to obtain representation from a plurality of key actors and geographic locations, and the feasibility of collecting information in the limited timeframe allowed for the rapid assessment. Schools were selected in agreement with MINEDUCYT, to cover all 14 departments (provinces) in the country, and to include schools in urban and rural areas, offering all grade levels from preschool to upper secondary. A particular effort was made to include schools in areas with high prevalence of irregular migration and social violence. At the end of the data collection period, the RA team visited 19 schools in 12 departments, as some visits were canceled due to lack of response of school principals, or contagion of COVID-19 among teachers at the selected school. In each school, the team conducted FGDs with teachers, students, and parents and tutors.

The Office of the Assistant Director for Educational Advisory Services and Learning Modalities functioned as point of contact at MINEDUCYT for the assessment and was instrumental in contacting all schools selected for the sample. Through school principals, teachers, parents, and students were contacted and invited to participate in a FGD. This contact approach was necessary given that the assessment was conducted during the long school break from November to January.

To select workshop participants, the RA team worked through the LEG, a committee of key partners in the education sector including MINEDUCYT, implementation agencies for education projects,

cooperation agencies, and multilateral institutions. Given the timeframe, the team chose this as the most efficient method to reach a large number of organizations with important roles in the education system in El Salvador.

Participant selection for the survey was non-random. The RA team sent a general invitation to participate through the local education authorities (department directions), who forwarded it to school principals. In turn, these invited teachers, students, and relatives. Participation was entirely voluntary and anonymous.

The number and composition of participants in the assessment is shown in Table 6.

3.6 LIMITATIONS AND CRITICAL ASSUMPTIONS

An obvious limitation for the RA was the limited timeframe in which it was conducted, which limited the size of the sample for both the qualitative and quantitative approaches. In spite of this, in the view of the RA team, information reached a saturation point, e.g., it would be less likely to find new information from additional KIIs or FGDs.

Given the objectives and the length of time available, the assessment focused on traditional school modalities, from preschool to upper secondary. This means flexible modalities, as well as early childhood education, remain outside of the scope of this assessment.

Table 5: Participants in the Assessment and Information Collected For Each

Informant	Instrument	Number of Participants	Information Collected
MINEDUCYT authorities at the central level	Semi-structured interview	7	Policy priorities. Decision-making process. Strategies adopted and their contents. Lessons learned. Obstacles and success factors.
Heads of educational advisors at department directorates	Semi-structured interview	8	Coordination mechanisms with MINEDUCYT central authorities and teachers. Responses from teachers, students, and families.
Education advisors	Semi-structured interview	8	Coordination mechanisms with MINEDUCYT central authorities and teachers. Responses from teachers, students, and families.
Teachers	FGD – focus group guide	19 sessions (100 teachers, 69 female and 31 male)	Usage of multichannel strategies. Obstacles and success factors. Responses from students. Well-being of members of the education community.
Teachers	Survey questionnaire (self-administered)	3,659	Usage of multichannel strategies. Obstacles and success factors. Responses from students. Well-being of members of the education community.
Students	FGD – focus group guide	18 sessions (129 students ages 9 to 19, 73 female and 56 male)	Usage of multichannel strategies. Motivation. Perceptions about the quality of learning. Outreach efforts by teachers. Family support. Availability of resources (connectivity, hardware).
Student relatives or tutors	FGD – focus group guide	20 sessions (116 participants, 102 female and 14 male)	Outreach efforts by teachers. Support provided for students. Perceptions on the quality of learning. Availability of resources (connectivity, hardware).

Timing was another limitation for the RA. Data collection was scheduled for the months of December 2021 and January 2022, *i.e.*, during the school holiday period that runs from November to January each year. During the month of December, teachers are also on holiday, so the actual timeframe available for data collection was January and the first days of February 2022. During December, the RA team conducted some interviews with MINEDUCYT authorities. Starting the first week of January, the team sent invitations to participate in focus groups and the scheduled field for January. Given the limited size of the sample that could be collected over the period, the instruments focused on the key questions of the assessment.

Fear of contagion of COVID-19 was an additional factor that could have limited participation in FGDs, among teachers, students, and relatives, especially given that, over the period of data collection in January 2022, a rapid increase in active cases of COVID-19 was registered due to the expansion of the Omicron variant. Three field visits could not be conducted because a majority of teachers had fallen sick on the scheduled date.

Further, participants with better mobility, more availability (time), less fear of contagion, or more access to information technologies are more likely to answer positively to the invitation to the FGD and thus become overrepresented in the sample. This may introduce bias in the assessment, by emphasizing the experience of those who were more capable of adapting to the new reality of the pandemic or had better confidence and communication with teachers.

A similar bias may have been introduced in the survey, since teachers who feel more comfortable using smartphones or computers will be more likely to complete the questionnaire, as well as those teachers with better disposition to contribute to data collection efforts promoted by MINEDUCYT.

We made every effort to overcome these limitations by triangulating the data gathered.

4.0 RAPID ASSESSMENT FINDINGS

This section presents a summary of the findings from primary data collection, which are organized around the RA's main research questions. The findings from different sources are compared in order to build a stronger narrative for the responses of the education system to the pandemic.

4.1 TEACHER ADAPTATION TO BLENDED LEARNING AND THE RETURN TO IN-PERSON LEARNING

For teachers, as well as for the rest of the educational community, the transition to a distance education format after the unexpected closure of schools for an undetermined amount of time was a significant challenge, for which there were a range of responses. Although the closure of educational centers and other facilities was a surprise to most people, at the central MINEDUCYT level, the authorities anticipated a foreseeable confinement a few weeks in advance. This allowed staff to start coordinating some actions, such as starting to prepare self-learning guides, which at first did not follow any set of standards, but rather represented an emergency response to school closure. With the closure of schools and then the general confinement of the population, MINEDUCYT attempted to distribute self-learning guides in printed form, which presented great logistical challenges, resulting in no more than 50 percent of students being reached.

The self-learning guides become the central tool around which distance education revolved, a situation that would persist during the partial return to the classroom with blended modalities (reduced time in the classroom) and hybrid (students in blended format and students with only distance learning). Teachers had instant messaging platforms (especially WhatsApp and, to a lesser extent, Facebook Messenger) for the immediate delivery of these guides, communications with students and their families, and monitoring student activities.

The multimodality strategies remain the official response to the needs for education continuity and they include different tools: the use of Google Classroom as a digital platform, the broadcasting of educational content on public TV and radio, and others that are explained in section 4.2 of this document.

4.1.1 Adoption and Use of the Multimodality Education Strategies

Self-learning guides: At the beginning of the lockdown, teachers found themselves lacking materials to continue instruction in a distance education model. In the first weeks of the pandemic, most teachers (and citizens in general) expected schools to be closed for a short period of time. Instead, mobility restrictions increased in severity and the country implemented a very strict lockdown. Once it became clear that schools would remain closed for a long period of time, teachers began receiving some guidelines and resources from MINEDUCYT, particularly, a set of weekly booklets containing self-learning materials, called "Guides for Continuing Schooling," which summarized theoretical contents and provided application questions and activities, covering the set of priority contents for each subject as defined by MINEDUCYT. These self-learning guides would become the most used teaching resource, along with teachers' use of instant messaging applications to follow up student work and communicate with students and their tutors.

Adaptation of self-learning guides: The RA team found evidence that, in most cases, teachers had to adapt the contents of self-learning guides so that they would be more comprehensible and useful for their students. Almost all informants from all groups (students, family members, teachers, and school directors) shared the opinion that the guides are saturated with a large amount of text, content, and exercises. Additionally, most believed the level of difficulty to be very high for many students—especially those who live in rural areas. According to data from the EGRA test, there are significant gaps in reading fluency and comprehension (CEES, 2021). In several schools, the teachers explained that they modified the contents, prioritizing the most significant and important and giving instructions to their students to this effect. When students did not receive these modifications, several expressed that they felt that they had to comply with the work in the guides but that they did not learn much because the focus was just on getting work done so that it would not accumulate.

At the beginning of the lockdown, teachers were confused about whether using all modalities was mandatory. After some time, teachers adapted their strategies according to the resources available to students and their socioeconomic condition, in the great majority of cases choosing self-learning guides as the central resource in the schooling process.

Lack of connectivity: The first obstacle teachers faced in the process of moving to distance education and multichannel strategies was the lack of internet connectivity, forcing them to acquire mobile data packages out of pocket to track students and access the self-learning guides. Education authorities negotiated the delivery of mobile data packages for teachers and students, but informants complained about the lack of information on how to use these packages, the packages not working, and being forced to purchase airtime with their own resources. On the other hand, some teachers became very involved with distance learning, investing in setting up a virtual classroom in their homes, with a whiteboard and adequate lighting.

Use of instant messaging applications: WhatsApp has been the platform most used by everyone (students, families, teachers, principals, Technical Pedagogical Assistants (ATPs), and MINEDUCYT department directors/staff). Students and families have used this application to have work assignments and indications from teachers delivered, submit work (by sending pictures), and communicate (individually and as a group) with teachers. Teachers and principals have used WhatsApp to maintain communication, and education advisers and departmental directors have similarly kept in touch with school principals. This application is attractive because it consumes less data than other platforms, or mobile data plans include free WhatsApp data, and can easily be used on a smartphone. The communication between teachers and parents/students was monitored by school principals and deputy principals, who were included in the WhatsApp/Messenger group chats.

Evaluation and verification: Teachers sought ways for ways for students to demonstrate their understanding of the content they were studying. For example, through video calls, teachers would ask students to explain concepts or demonstrate procedures so that they could identify if a student had done her/his work without too much help from a family member. Sometimes they asked students to take videos of themselves doing things, such as reading or doing math procedures or a science experiment, so they could demonstrate their level of understanding of the work done.

Digital platforms: YouTube has been a useful tool for teaching and learning. Many teachers used this service to upload or share explanatory videos, especially in science and math. Some teachers also recorded lectures and practical demonstrations and shared them to students on YouTube. For cases where students needed further explanation, teachers searched for demonstrative videos on YouTube (*e.g.*, science experiments, math procedures), which students appreciated as very useful. Additionally, parents searched for information on YouTube to help their sons/daughters with math and other academic content.

Google Classroom has been a useful platform as well, especially in urban areas where most students have internet connectivity. This has been particularly true for secondary school, where teachers and students find it useful to have a single repository for all educational materials. However, when teachers used Google Classroom, only students with adequate internet connection were able to use this resource, while those with connectivity problems experienced frustration because they could not access required materials.

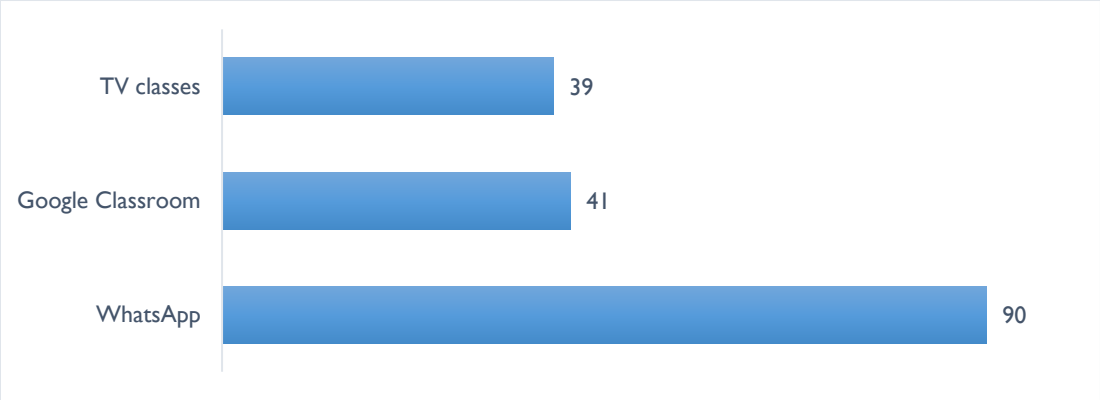
Even if most teachers made a significant effort to support educational continuity, there are cases where teachers reported the lack of technological resources as a barrier that prevented them from following up with their students and providing materials, a problem specifically reported by education advisers.

Communication and feedback: Some teachers monitored their students through telephone calls. There were also some teachers who used telephone or video calls to provide explanations of instructions or education content in the guides. On other occasions, teachers called students and/or families when they were experiencing emotional difficulties such as the loss of a loved one due to COVID-19.

Google Meet and Zoom have been useful platforms for communication and feedback when there are no connectivity issues. During distance education, some teachers used these platforms once or twice a week to reach their students. Students with good connectivity highly valued these virtual classes because they could see their teachers and classmates, in addition to receiving explanations about the content. Not all teachers used this platform to explain content—some used it only to give instructions—something that several students and parents considered an inadequate use of these platforms.

Figure 1 shows the degree of adoption of three resources that were part of the multimodal strategy of MINEDUCYT to facilitate distance learning. WhatsApp was used by 90 percent of teachers as the primary means for communicating with students and sending/receiving learning materials and solutions to self-learning guide activities. Google Classroom and TV classes had an adoption rate of 41 percent and 39 percent, respectively. A very low number of teachers reported using Zoom, YouTube, Google Sites, or radio broadcasts.

Figure 1: Percentage of Teachers That Used the Different Multimodality Tools in 2021



Source: Data from the rapid assessment survey

Students also used WhatsApp more than any other mechanism to return their completed work to teachers, through images taken with a smartphone. In some cases, parents went to the school to drop off their children's completed work, when they did not have connectivity or the teacher requested physical versions of student work.

Teachers tried to use the tools that worked best for different students, including social media platforms, based on their internet access and other factors. Teachers used social media networks and WhatsApp to interest families in the different multimodal educational options. Several schools used Facebook (the school's or a class Facebook page) to communicate with their students (including posting assignments and other resources) as it was a tool they already knew and used. This worked to motivate students to engage with school and complete their homework.

Notable examples were found in some schools regarding the organization and control of the students' use of the different modalities and engagement with school/learning. In such cases, the director created a matrix to track the frequency of use of each student with each modality as well as how they turned in their assignments. Through this mechanism it was possible to identify the modalities that worked best for each student—and to identify students that were falling behind with their work and engagement (*e.g.*, attending virtual classes).

4.1.2 Teacher Training to Use the Multimodality Education Strategies

Prior to the pandemic, the educational authorities decided to concentrate all in-service teacher training strategies at INFOD, which was useful when the need arose to train teachers in the use of multimodal strategies. After pandemic restrictions, INFOD began to provide virtual courses focused on the teaching guides, the use of Google Classroom, and microsites.

Teacher participation in training: The initial reaction of teachers to training in virtual platforms was not always positive. In a number of cases—especially for older teachers—they rejected the use of virtual tools and platforms, since they had no previous experience in the use of computers. A significant proportion of teachers did not get involved in training until the second or third round of training courses. Teachers engaged more when they worked in teams. The delivery of a personal computer once teachers finished their training also served as an incentive.

Teachers highlighted the need to guarantee connectivity for themselves and their students. Some used their own resources to improve connectivity or have access to better teaching platforms. For example, in one school, teachers shared the cost for improving internet at the school, as well as the cost for a shared Zoom account to teach distance classes.

Need for training in blended learning methodologies: Many teachers in FGDs expressed the need for training in methodologies for blended learning. Although MINEDUCYT has provided some tools, such as Google Classroom, teachers need to know how to use and combine them. In the teacher survey, 75 percent of participants indicated that official training by MINEDUCYT in tools for hybrid and blended education is the most important training support they require (see Figure 2).

Figure 2: Percentage of Teachers That Expressed Need for Each Type of Support



Source: Data from the RA Survey.

In a small sub-section of the schools visited, the principal and teachers were clear about how to combine the platforms to be able to serve students who were doing blended learning and those doing fully remote learning, based on their needs and possibilities (*e.g.*, internet and smartphone access). In most schools, especially in rural areas, the situation was different. Many students, parents, teachers, principals, and some ATPs believed that all teachers need to learn to manage and combine all modalities well, in addition to being able to integrate technological tools with planning and teaching methods. Many of these same informants believed that many teachers still had not learned to do this.

Need for training in evaluation of learning: Additionally, many teachers, principals, and some ATPs pointed out the need to provide teachers with guidance and strategies to evaluate student learning (such as questionnaire design) both for remote and in-person learning. This need is stronger given the fact that many students require educational support and an adaptation of the teaching curriculum.

4.1.3 Reactions and Expectations With Respect to Blended Learning

Fears in the transition from distance to blended learning: When blended learning was introduced as an alternative to full distance learning in April 2021, many teachers feared contagion from COVID-19, especially since many of them (60.1 percent) are 40 years of age or older (Hernández, 2013). Not all teachers returned to physical classrooms, due to their age and their concerns about contagion. Education authorities opened lines of communication with teacher associations, who put great emphasis on the risks to which teachers were exposed during the pandemic.

Heterogeneity in blended learning models: In practice, blended learning has been adopted under different schemas across schools. In some, in-person instruction time has been very limited, especially in urban areas where schools are relatively crowded, and students have better connectivity. At the other end of the spectrum, at schools in more isolated rural areas with lower student populations in-person classes have been restored almost completely.

Need for a learning assessment and educational support after the lockdown: Teachers pointed out that, as an important step towards blended learning, it is necessary to apply a test that diagnoses the

level of progress or each student in terms of learning outcomes. Some schools have already applied this type of test because teachers perceived great variation in the individual achievement of students and felt the need to provide educational support to students who were struggling. Even where no diagnostics test was applied, teachers, and some students, indicated that it was necessary to implement some sort of academic support program to help students level up their learning after the gaps generated by distance education.

Improved environment: Teachers, as well as students and their relatives, agree that blended learning is an improvement over distance learning. Teachers and students develop closer bonds, students have fewer distractions, and emotional well-being improves. Teachers are able to follow a more regular schedule, and there is no need to answer questions from students and their relatives at night or during weekends. They also report that students collaborate among themselves in the classroom, and this enhances learning.

Addressing the fear of contagion: Several student relatives, and students themselves, expressed concerns about COVID-19 contagion in schools. In response, some teachers assumed the responsibility to convince and demonstrate to parents and relatives that sanitary conditions at school were adequate, in order to protect students' health. Examples of this role include the production of videos showing the implementation of measures such as social distancing and mandatory face mask usage in school.

As a result, informants considered that teachers, as well as most students and their relatives, are confident that schools have adequate bio-safety conditions that allow the implementation of blended learning or full in-person instruction. In addition, informants considered that their school had the necessary resources to follow bio-safety protocols, including the availability of face masks and alcohol gel.

Difficulties in the implementation of blended learning: Not all aspects of blended learning have been regarded positively by teachers. Since this educational model involves tracking several groups of students at the same time—some on self-learning activities, some in the classroom, and some still in full distance learning—teachers have to devise activities and materials for each group. In some cases, teachers recorded themselves in the classroom to later distribute copies of the video to students in distance learning, while they worked simultaneously with those students who were able to connect synchronously to the class via videoconferencing platforms.

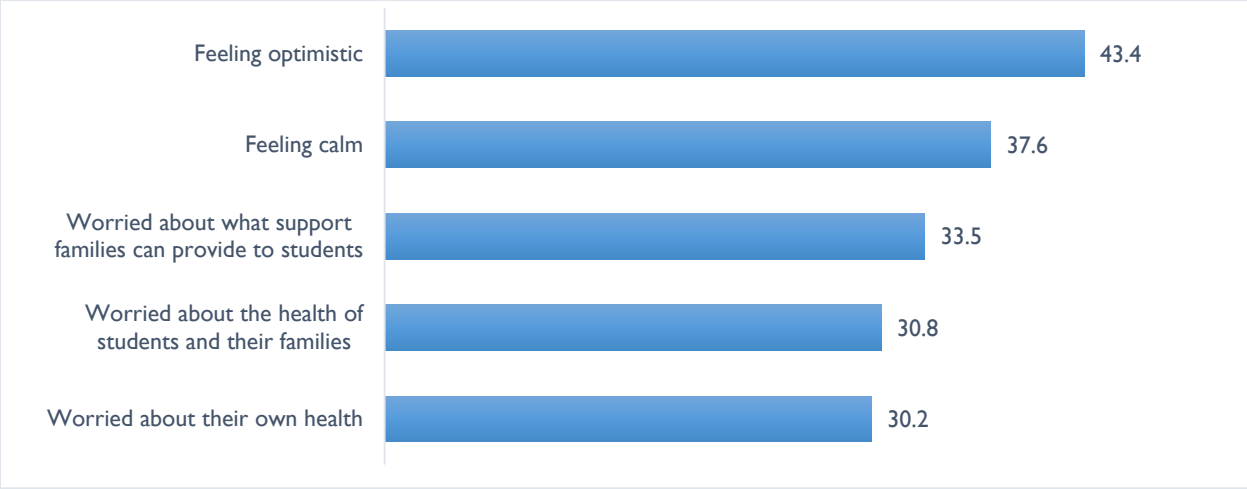
4.1.4 Socioemotional Aspects Reported by Teachers

During the pandemic, teachers have experienced pressure to adapt to distance and blended/hybrid modalities, maintain educational continuity, and follow up with their students. Yet at the same time, they have had concerns about their own health, the health of their students, the well-being of their families, and economic uncertainties.

Concerns about learning: The first concern teachers expressed was the question of how to implement distance learning during the lockdown, since they had no previous experience or training in this educational model. They also manifested having experienced anxiety about the use of digital platforms which were seen as overly complex and very foreign to the traditional model of instruction.

Emotional issues: According to the teacher survey (see Figure 3), a significant proportion of teachers reported positive attitudes during the pandemic (either optimistic or calm) during the pandemic. At the same time, around 30 percent of teachers were concerned about their own health and the health of students and family members. About one-third of teachers were also worried about the support that families could provide to students during the pandemic.

Figure 3: Attitudes and Concerns of Teachers During the Pandemic (Percentage of Teachers)



Source: Data from the RA Survey. A teacher could mark more than one option in the questionnaire.

Unexpected expenses generated frustration: The lack of connectivity generated significant stress and negative perceptions among teachers who were forced to spend out of pocket to acquire mobile data access. Many teachers also felt it necessary to print self-study guides and other materials, in order to work with them in the traditional manner, instead of reading from a cellphone screen, and to distribute guides to students. In some cases, teachers assumed the printing of self-learning guides at their own expense, especially when students belonged to very low-income households. Even when MINEDUCYT provided teachers with a $100 monthly bonus to cover additional expenses, teachers complained about having to assume this additional responsibility.

Learning new tools: Some teachers expressed a very positive reaction to multimodality and valued the opportunity of learning to use new tools, try new technologies, and feel that they were innovating in their practice.

4.1.5 Teachers' Effort to Ensure the Continuity of Studies

Teacher effort: In most schools in the sample, students and family members perceived that teachers made a good effort to ensure student learning. However, in a large majority of schools, informants reported at least one exception to this answer and, in a few cases, students reported that around half of their teachers made no additional effort during the pandemic to promote student learning.

Role of teachers: Students and family members reported that they have acquired a new understanding and respect for the role of teachers, both in terms of the skills required for successful teaching, and the relevance of this role for students. Teacher feedback was highly valued, and informants reported WhatsApp as the tool used to communicate feedback to students. However, students and family members also stated that many teachers did not provide any feedback beyond confirming receipt of the student's work.

During the pandemic, the role of teachers has moved from transmitter of knowledge to being a tutor for students in a self-learning model. Even when teachers seem to understand this in the ways they refer to their role, this new definition has not yet been explicitly recognized or discussed. Teachers are trying to adapt to a new reality, but they still see their official role in the traditional way.

Teachers feel overburdened: Students and family members report that teachers seemed saturated with work. In some cases, teachers lost track of the work students had already completed and what still

needed to be covered. After implementation of blended learning, some teachers used in-person lectures to cover additional material (to that in the self-learning guides). In these cases, families suggested that teachers use class time to allow students to work on the self-learning guides.

Figure 4: Perceived Self-Efficacy of Teaching After the Implementation of Blended Learning (Percent of Teachers)



Source: Data from the RA Survey.

Perceived teaching efficacy: In spite of all the difficulties brought by the pandemic, more than one-third of teachers (36.9 percent) feel that their effectiveness has improved, possibly because they have brought digital tools to their practice (see Figure 4). However, a slightly lower percentage (34.6 percent) thinks their classes have lost effectiveness because of the challenges imposed by distance and blended learning.

4.1.6 Strategies to Address the Needs of the Most Vulnerable Families and Their Children

Delivery of printed guides: School principals and teachers made significant efforts to reach the most vulnerable families and students. Each school took its own initiative to overcome this challenge, although in some cases the school received support from the MINEDUCYT, such as printed guides for students at the start of the pandemic. In some schools, the principal and/or teachers printed the guides for students whose families could not afford to print them and/or lacked connectivity to access them online. Schools with larger budgets photocopied the guides and made sure they reached all of their students or those who needed them the most. When there was no budget for this, some teachers used their own money to print the guides for the students that needed them.

Home visits and personalized follow up: Teachers, principals, and/or parents mentioned some cases in which teachers made home visits to find out if students had access to technological resources, as well as to find students with whom they had lost contact. In some cases, the principals and ATPs followed up to find out which students did and did not have guides, subsequently following up to provide printed guides to those who lacked them. However, it was not always possible to contact students; teachers reported that some students had completely disconnected from the educational process.

Teachers also provided guidance to parents on how to use the student guides. There were a few cases, although very limited, of schools that had specialized teachers to serve students that were at risk of exclusion.

In areas with high levels of social violence, parents (or in some cases students) went to the schools to pick up guides and leave them after completing the work so that the teachers could provide feedback.

Differential approaches: The RA team found no evidence of specific strategies to be implemented in multigrade schools, except for the fact that in these schools all learning activity concentrated in the use of

self-learning guides and communication via WhatsApp, because the families of students in these schools tend to lack a good internet connection and equipment, since they tend to belong to small, isolated rural communities.

Upon the implementation of blended learning, schools in rural areas returned almost fully to in-person instruction and minimized distance learning, since the latter is very difficult to implement in areas without connectivity.

Strategies to reintegrate lost students: Due to lack of connectivity and/or resources, some students stopped studying. These are what teachers and principals call "lost students." All the principals interviewed said that they had found most of these lost students (except those who migrated) and that they were making some effort to help them reintegrate into the education process. Some principals mentioned that they already had reintegration plans for these students. Many teachers said that they had made efforts to motivate these students to continue studying. There is also a population of young people that that failed in their attempt to emigrate from the country by land and were forced to return to their homes. Teachers and principals expressed the need to design strategies to incorporate these youth into the education system so that they can continue their studies.

At the beginning of blended learning, special groups were organized to give attention to socially vulnerable students and learning acceleration mechanisms were put in place for students who fell behind during confinement, including reinforcing some subjects.

An accelerated classroom mechanism was organized to reintegrate students who had left school for some time. This mechanism included the provision of a tablet with educational content, and a six-month schedule to level their learning up to that of their peers'. Some informants believe that the delivery of computers to registered students helped to bring back some temporary dropouts.

In the case of students who had very low academic performance, some teachers chose to have face-to-face meetings with parents to raise their awareness about the importance of supporting their children's studies to prevent them from losing the school year.

4.2 ADAPTATION OF STUDENTS TO HYBRID AND BLENDED LEARNING MODALITIES

As in the case of teachers, students and their families expressed a strong preference for in-person classes, except a few students who consider themselves shy, who have difficulty socializing at school, or who are very motivated to study independently.

4.2.1 Situation and Constraints Faced by Students in the Use of Multimodality Strategies

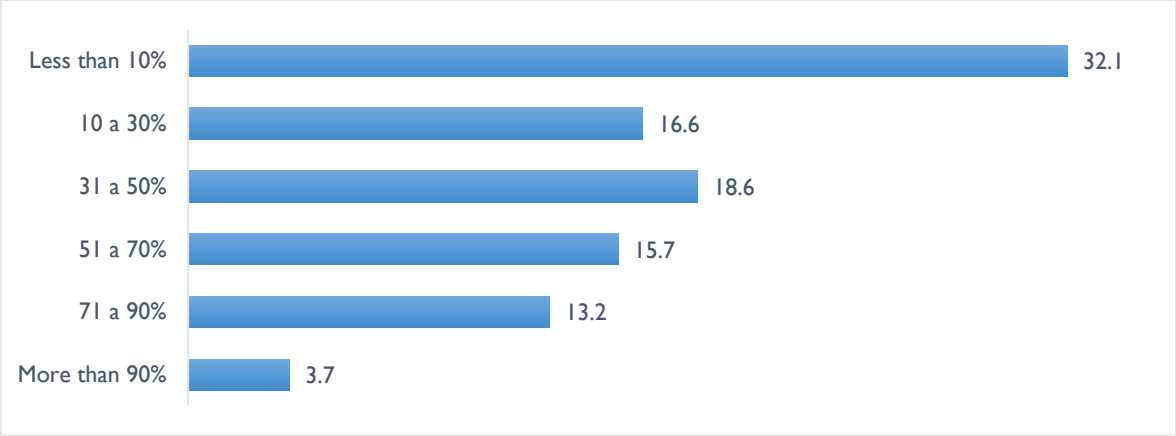
Lack of equipment: Many students had difficulty completing and sending their assigned work due to the lack of a smartphone. In large families with multiple school-age children, there was sometimes only one phone for the family to share, also causing difficulties. In these cases, one option was for each sibling to take turns by day or periods of time, causing a delay in learning and in receiving or sending work. There were also some students that had to wait for their mother or father to return from work at night to send their work with her/his smartphone.

Lack of feedback: A number of students stated that usually they have to complete assigned work to fulfill their obligations in school, but they were not learning significantly because all they had to do was to send completed tasks to avoid piling up assignments. At the same time, various students expressed the need to receive feedback on their completed work and level of learning, highlighting the importance of formative evaluation—a practice that is ideal for blended learning but apparently rarely done by teachers.

Lack of connectivity: The lack of connectivity has been the most substantial barrier mentioned by teachers, parents, principals, pedagogical advisors, and MINEDUCYT departmental staff, even for schools

in urban areas. Many families had to purchase internet plans to ensure that their children could continue studying. In other cases, there were connectivity problems due to the lack of signal in the area where the family lives.

Figure 5: Percent of Students With Good Connectivity in the Class Attended by the Teacher



Source: Data from the RA Survey.

To understand the sheer size of the challenge of internet access, Figure 5 shows that 67.3 percent of the teachers that answered the survey indicated that less than half of their students had adequate internet for distance learning. Only a tiny fraction (3.7 percent) responded that the great majority of their students had good connectivity (defined as more than 90 percent of students having adequate internet access).

4.2.2 Use of the Multiple Modality Strategies

Televised classes: Students' shared very mixed opinions about televised classes (teleclasses) in terms of their usefulness. In many cases, mostly in rural areas or in departments in the north and east regions of the country, students were unable to access teleclasses because the signal was not available. Several teachers reported that they gave instructions for their students to use this modality, and some noted that they scheduled classes in such a way that they did not conflict with the teleclasses and encouraged their students to watch them. Most of the students who were in fifth grade or above said that they did not like to watch these programs for different reasons: the content did not go according to the guidelines, they seemed boring, and/or the content was repeated. A small group of students in higher grades stated that these programs helped them reinforce the content (especially in mathematics and natural sciences) and were therefore helpful for learning. Many parents of children in lower grades (*e.g.*, kindergarten through third grade) reported that teleclasses were useful since they helped to develop language and other basic skills and kept their children engaged in learning.

Textbooks: The textbooks were accessible to all students, the great majority of whom reported that they have been important and useful for learning. The math book was especially appreciated by the students, who thought it was particularly helpful for learning. Some teachers valued the methodology used in the mathematics texts (ESMATE program) very positively.

Airtime: Many students found the data packages delivered by the MINEDUCYT to be very useful to help them with the necessary connectivity, although there were some who thought data access was insufficient. For some students, MINEDUCYT-provided airtime was valuable in searching for information and obtaining and submitting their work. However, for others, who depended solely on this mechanism to access the internet, the availability of data was not adequate as they said that access was quickly terminated and then they could not search for information and complete their work.

Use of social media: Social media helped students feel more emotionally connected to school. Group chats on WhatsApp and Facebook were used to maintain communication between the teacher and the students and between classmates. This made it easy for students to not only keep up with assignments, classes, *etc.* but also to maintain personal connections.

Diverse experience in using computers: A significant proportion of students had already received a personal computer at the end of 2021 (more than 200,000). Both students and teachers consider that this equipment can be very useful if they are well integrated with the learning process. However, many students, teachers, and principals report that students' ability to use technology platforms varied greatly according to their experience with computers. In particular, younger children and those who live in rural areas with less technology experienced greater difficulty in using these tools.

Students, parents, and teachers stated that computers can help a lot in blended learning, and that it can help to have less dependency on WhatsApp. However, they emphasized that connectivity at school and for students at home is critical. Some parents and teachers also expressed that it is important to ensure that all students know how to use computers before anything else, especially in rural areas where they have had much less exposure to computers and technology in general.

4.2.3 Socioemotional Issues Experienced by Students

Socioemotional issues: All informants (teachers, students, and family members) were aware of the emotional difficulties that emerged during confinement due to the lack of socialization, illness, death, and the fear generated by the pandemic. This was the case for teachers as well as for families and students.

Student concerns: As reported by teachers, many students felt pressure and anxiety because of the dynamics in their homes during the pandemic. Families were worried about contagion from COVID-19 and about economic issues. This situation affected the emotional well-being of students, who also lost their usual daily interactions with teachers and classmates.

At the beginning of the implementation of blended learning, teachers and principals reported that students expressed strong fears of contagion from COVID-19. Teachers tried to address these , emphasizing the prevention measures adopted in schools, including bio-safety protocols.

Domestic violence: The behavior of family members also had a strong impact on students' emotional balance. According to teachers and education advisors, domestic violence increased significantly during the lockdown period, which in turn affected the learning process of students in distance education model. Domestic violence generated feelings of sadness and preoccupation for what was happening at home.

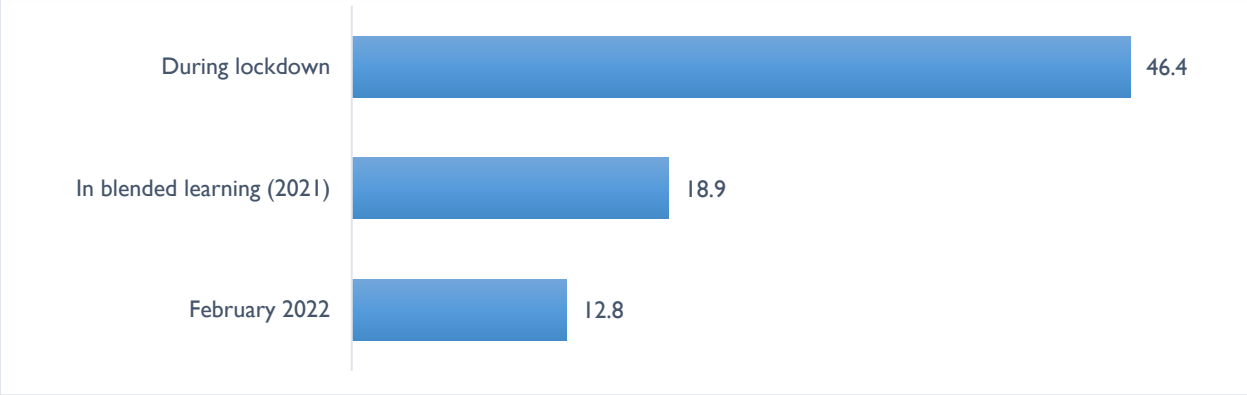
Depression and anxiety: Students, relatives, and teachers report a significant increase in symptoms of depression and anxiety among children and youth. When blended learning was implemented in 2021, a majority of students returned to classrooms, and these psychological symptoms improved. However, newly detected aggressive behavior, rebellion, and violence have been reported by teachers, who attribute the cause of these new issues to the situations of violence experienced at home, as well as emotional needs not addressed by families.

Lack of interest in studying: All informants concur that socioemotional issues have been strongly affected by distance education and social isolation. Teachers and members of organizations that support schools in the field are especially aware of this situation. They report that students miss the communication and personal relations they had established with classmates and teachers. This had the effect of severing emotional links with the education process, generating a lack of interest in school in students.

Motivation of students: According to the teachers consulted, students' emotional states have improved significantly at the beginning of 2022, compared to the situation prevailing during confinement. Figure 6 shows the percentage of teachers who indicated that their students were "somewhat" or "very unmotivated" with regards to the educational process. The percentage decreased significantly after the

confinement (2020) and the return to school with blended learning (April 2021) and even more at the moment of data collection, which was during the second and third week of classes in 2022.

Figure 6: Percentage of Teachers That Perceive Their Students as Somewhat or Very Unmotivated Regarding School



Source: Data from the RA Survey.

Losses in the development of socioemotional skills: Teachers and family members reported a deterioration of social skills among students, due to the lack of socialization during the lockdown and the year that schools were closed. In the classroom, according to teachers, students have demonstrated a decreased attention span and less integration to the group. To address this phenomenon, some teachers have conducted integration activities in their classes. Students say that these exercises, especially when they involve physical activity, have been useful to improve their mood and energy.

Effects of the return to the classroom: One of the main effects of the return to the classroom—even with blended learning—is the improvement in the emotional condition of students and in their motivation in general. Several teachers report having given great importance and effort to help students adapt again to school routines.

4.2.4 Addressing Socioemotional Needs of Students in the Education System

Lack of skills to address emotional demands: Even if there is general agreement about the significant emotional difficulties experienced by students during the pandemic, it is also true that, faced with their own socioemotional problems and those of students, teachers report having experienced difficulties because of their own lack of knowledge and the lack of support on how to address these issues. They also complained about the lack of institutional mechanisms for providing assistance and treatment of psychological conditions.

Guidance provided by MINEDUCYT on socioemotional issues: Teachers reported receiving general guidance from MINEDUCYT on addressing socioemotional topics, although they lacked specific orientations and the tools to work specific soft skills such as empathy, conversation, respect, *etc.* Suggested exercises included drawing the members of the student's family (for younger children), taking a picture of a pet and writing about it to later share the text with the class, performing activities such as dances or songs to later share them with the teacher, *etc.* Students reported these activities were valuable, but in several instances they could not complete them because their parents arrived late at night, family members refused to participate, or they could not take part in them because of domestic tensions and conflict.

MINEDUCYT provided teachers with guidelines on providing socioemotional support, but teachers point out that additional training is needed to be able to support students effectively.

Local approaches for socioemotional support: In most schools, teachers made the effort to address socioemotional issues, sometimes following MINEDUCYT guidance and training, sometimes following strategies designed by school committees (in Catholic schools), and some through their own initiative. Not only did teachers work with students, but they also carried out exercises involving families as well. All informants agreed on the need to continue these efforts.

Teachers found two approaches for the acquisition of skills to address socioemotional issues particularly effective. First, teachers organized committees where they shared guidance, especially with less experienced teachers, and second, resources and training were provided by non-government organizations (NGOs) that provide support to schools. Teachers and students showed great appreciation for this assistance where it was available.

Students in secondary school especially valued participation in team activities, even if the interaction was remote, since it created a space to socialize. Even when these activities were not planned to address socioemotional issues, they had a positive impact in this area.

Socioemotional evaluation: The school system conducted a series of diagnostic tests that included socioemotional aspects. However, results were not shared with families, only with school principals. Informants felt that these results should be communicated in an appropriate way to families, which requires some orientation for school principals and teachers.

4.2.5 Impact on Learning in Mathematics, Reading, and Writing

Perceived losses in learning: In the case of children in preschool, first, and second grade, their learning achievements have been severely limited during the pandemic in aspects such as the mastery of learning materials, reading, writing, and basic arithmetic operations such as addition and subtraction. In third grade and upper levels, teachers reported significant gaps in areas such as reading comprehension. Teachers also identified the loss of reading habits, while students reported that teachers did not assign any other reading material, aside from self-learning guides.

Learning outcomes in mathematics: In the case of mathematics, the negative impact of distance learning was ameliorated or even compensated by the distribution of the new ESMATE program textbooks, which were evaluated highly by both teachers and students, especially because these materials were designed with a self-learning orientation, which turned out to be convenient during the pandemic. The distribution of the ESLENGUA materials is scheduled for 2022 and it must be evaluated whether these texts can achieve a similar degree of success in language and literature and help cover some of the gaps generated over the last two years.

Assistance from parents and tutors: Distance education imposes significant demands on parents or tutors at home, who must have the willingness and training required to provide support for children in their educational activities. This support is especially required for younger children in preschool and primary school. Informants in KIIs and FGDs reported that when adults are not able to help, either because they work during the day and have no availability to help their children in schoolwork or they lack formal education, the likelihood of younger children acquiring basic competences in reading, writing, and math is very limited.

4.2.6 Monitoring of Student Work and Learning Assessment

Verification of schoolwork: Teachers remotely followed the work of each student by communicating over instant messaging applications. The asynchronous nature of this communication prevented teachers from verifying the amount of work actually done by the student and what was done with the help of other members of the household. Several relatives confirmed having worked along students in solving the questions at the end of each self-learning guide.

Some teachers tried to solve this lack of direct verification by asking students to provide recorded evidence of their competence, in videos where students would solve an exercise, perform some reading, or explain what they had learned from the materials. This imposed additional demands for connectivity and equipment, as well as availability from family members.

Learning assessment: To assess student learning, teachers used the questions and activities included in the self-learning guides, and homework turned in via WhatsApp, instead of traditional evaluations such as exams and quizzes, since in distance education it was impossible to verify who completed the test, whether the student or some other person (*e.g.*, classmates, family members).

Training in learning assessment: Related to the previous point, teachers manifested their need of receiving specific training in the design of assessment, including the following:

- Diagnostic assessment
- Formative assessment
- Summative assessment
- Self-assessment

Teachers highlighted the relevance of conducting a diagnostic assessment at the beginning of the year to adapt the curriculum according to each student's achievements, since distance education has generated greater variation in students' learning levels.

Teachers also consider necessary training in the utilization of formative evaluations to foster learning. They expressed interest in using formative evaluation in their traditional practice, as well as in distance learning.

Similar interest was shown in acquiring skills in devising summative assessment tests, in particular, in aspects related to blended learning such as the elaboration of questionnaire items.

Self-assessment: Teachers and students reported that self-assessment is an important part of the work required in the self-learning guides. This type of evaluation was well received and teachers and students expressed their wish to include self-evaluation permanently in instruction, since students can use it to identify and value the competencies acquired and the gaps where additional work is needed. Several teachers considered self-assessment as a complementary aspect of self-learning, which has been so important in distance and blended learning. They are interested in integrating this type of evaluation into their teaching practice.

4.3 EFFECTS OF MULTIMODALITY STRATEGIES AND BLENDED LEARNING ON STUDENTS AND FAMILIES

4.3.1 Involvement of Family Members in Education

Redefining the role of families in education: Families have had to assume many new roles, which some have committed to doing while others have resisted them. Their roles include picking up and printing self-learning guides, bringing completed student work to school, sending photos of completed assignments, buying internet plans, lending their phones so their children can send homework, and ensuring that their children complete their assignments and attend virtual and/or televised sessions. These activities have fallen much more often on women, and conflict with their need to work outside the home.

Involvement in education activities: The support of parents, especially mothers, was fundamental to the success of their children's learning. Most of the teachers stated that a student's level of learning depended a lot on the level of support that their students had at home, both academically and logistically (*e.g.*, ensuring connectivity and access to a device such as a smartphone). They also noted that the degree of support provided at home varied widely—from parents who have not been involved at all in their children's learning and others who have been very involved. For those parents who have not been involved, according to the teachers, reasons included: 1) lack of interest, 2) workload, 3) their own work

schedule (*e.g.*, they return home late at night), or 4) the inability to help their children due to their own low level of education. Families with a single parent and/or with only one child faced greater difficulties in supporting their children academically due to a lack of another adult or sibling to help.

Of the teachers surveyed, 66 percent indicated that families were more involved in their children's education since the pandemic.

Fear of contagion: Some families have decided to keep their children at home in distance learning due to concerns about COVID-19 infection. In the schools visited, principals reported that roughly 15-30 percent of students will continue to be 100 percent in distance learning during 2022. These cases, in general, are students who live with family members who are vulnerable to becoming seriously ill or dying if they become infected with COVID-19 (*e.g.*, a grandparent or relative with a chronic health condition).

Economic impact: In some rural and urban areas of high social vulnerability, families suffered negative economic impact during the pandemic. In these cases, it has been harder for families to devote resources to acquiring mobile data packages for students to carry out their schoolwork continually and consistently.

Work at home and paid work: The economic difficulties experienced by families have led to an increase in the work that parents assign to their children and adolescents. This has two main facets: an increase in the burden of domestic and childcare work that fell mainly on girls and young women, while the increase in family and small-scale entrepreneurship generated more work for boys and young men.

In some cases where families do not have the means to guarantee student connectivity and/or lack the educational level to provide academic support to their children, parents have encouraged their children to drop out of school.

4.3.2 Perceptions of Students and Family Members on Learning

Motivation during distance learning: Students who were motivated to study independently responded very well to virtual learning, although this was expressed by relatively few students (about 15 out of 129 participants). Thus, it seems that virtual learning, and to some extent blended learning, works well for students who are motivated to learn on their own. Some such students even mentioned that they liked the self-assessment included in the guides because it helped them understand what they were learning and what they needed to learn better.

The perception of families: Many parents and tutors stated that their children did not learn much during distance learning and that this improved for students who returned to school with blended learning. However, due to the many activities that teachers still carry out virtually, the lack of connectivity continues to be an obstacle for student learning.

Effects on younger students: Some teachers and family members perceived great differences between students in terms of learning in 2021, which they attributed to the conditions experienced during 2020 that caused some students to fall very behind. Both teachers and parents of the younger children remain concerned about the lack of development of motor skills, literacy, social skills, and other foundational abilities and knowledge. After returning to face-to-face instruction with blended learning, teachers shared that there were students who had problems in basic skills such as reading, writing, and analyzing texts.

The lack of pedagogical support provided to teachers by the MINEDUCYT has been particularly pronounced in preschool and the first grades of primary school because the pre-literacy activities require trained oversight, as several representatives of organizations participating in the workshop pointed out.

Inconsistent performance: Various teachers interviewed reported that some students' performance during the virtual modality was inconsistent with how they performed once they returned to school with blended learning. Teachers mentioned cases of students who had very good results while studying virtually, but had many problems following the class when they returned in person. This led teachers to believe that someone else completed the students' work during distance learning.

Automatic promotion: The process of evaluation and automatic promotion has generated controversy within the school community, especially with parents, teachers, and principals. Even if no formal automatic promotion mechanism has been defined in any official document, according to some principals and MINEDUCYT departmental staff, the messages sent by the MINEDUCYT led parents, students, and teachers to believe that all students were going to be promoted to the next grade which made demotivated students no longer do their work. Some principals and teachers cited cases of students who never went to school yet turned in the minimum amount of work to pass their grade, which made the rest of their classmates lose the incentive to study.

4.3.3 Socioemotional Aspects and Family Involvement

Increases in domestic and social violence: Even though the RA did not focus on family members' socioemotional conditions, in FGDs in different localities informants reported that social violence had decreased during the pandemic, which improved families' sense of security. On the other hand, domestic violence seems to have increased substantially, for which informants blame the stress generated by the lockdown and economic insecurity. Some of this violence involved sexual abuse of girls. Informants also reported physical and psychological abuse of students generated by the pressure to finish schoolwork, among other reasons.

Involvement of parents with their children: Most teachers observed an increase in the degree of parental involvement in the education of their children since distance learning was implemented. The communication between teachers and family members also improved during the pandemic. Since becoming responsible for promoting the continuation of their children's education by providing logistical and academic support, parents have become more involved in school activities and closely tracked the progress of their children, as well as communicating continuously with teachers.

4.4 SCHOOL RETENTION, ASSOCIATED FACTORS AND DYNAMICS

4.4.1 Indicators of School Matriculation and Dropout

Retention and dropout rates are difficult to estimate for 2020 given the challenges in keeping track of students who permanently abandoned schools. In the context of the pandemic, MINEDUCYT expected many students who have left school to come back once in-person instruction was restored, so these students were not classified as having abandoned school. Thus, the best method of estimating the dropout rate was to compare the number of students who matriculated at the beginning of 2020 (just before the pandemic), adjust for repetition and failure, and estimate the percentage of students who did not matriculate in the grade above. The RA team called this the total dropout rate. The statistical indicators published by MINEDUCYT provided the matriculation data, which included data to the beginning of 2021 (MINEDUCYT, 2022). Table 7 summarizes the results, and provides estimates of gross matriculation rates for early 2020 and early 2021. These rates use the latest population estimates published by the government in 2021.

Table 6: Dropout and Gross Matriculation Rates, by Grade Level (Percent of Students Registered at the Beginning of Each Year)

	Total Dropout Rate		Gross Matriculation Rate		
Grade Level	**2019-2020**	**2020-2021**	**2019**	**2020**	**2021**
Preschool (ages 4 to 6)			65.7	64.8	58.3
Grades 1 to 3	4.8	5.0	97.8	96.3	94.3
Grades 4 to 6	7.0	3.1	90.4	90.7	89.8
Grades 7 to 9	10.1	5.8	80.0	80.4	81.0
Grades 10 & 11 (Bachillerato)	11.5	14.0	62.0	62.8	63.3
All levels	**7.8**	**6.3**	**80.1**	**79.9**	**78.2**

Source: Data from MINEDUCYT (2022).

Dropout rates: These fell in the first year of the pandemic, relative to the period from 2019 to 2020. This may be due to the success of multimodality strategies in reaching all students. Dropout rates fell the most in grades 4 to 9, while they increased in upper secondary school (called B*achillerato* in El Salvador).

Converting these rates to population numbers, in 2019-2020, 69,860 students left school before completing secondary school. Between 2020 and 2021, this number decreased to 61,150 students. Out of these, between 2019 and 2020, 27,920 girls and 41,940 boys left school. Between 2020 and 2021, 23,137 girls and 38,013 boys abandoned their studies.

Gross matriculation rate: Despite the fall in dropout rates observed in 2020-2021, the gross matriculation rate in 2021 is lower than in 2020, *i.e.*, a greater percentage of children are out of school. Since the lower matriculation rate does not respond to higher dropout, the cause must lie in lower matriculation rates in preschool. Table 7 shows a sharp decrease in the gross matriculation rate in preschool children (ages 4 to 6), and a more moderate fall in the first three grades of primary school, fundamentally in first grade, where it falls from 100.1 percent to 94.3 percent from 2020 to 2021 (see Table 8). In summary, 6 percent of children from preschool-4 to first grade were not matriculated for the first time as they would have been in the pre-pandemic situation. For educational policy, this group should become a priority to promote enrollment in preschool and first grade as soon as possible.

Table 7: Gross Matriculation Rates by Grade

Grade Level	2019	2020	2021	Change 2019-2021
Preschool 4	41.0	40.2	30.5	- 10.5
Preschool 5	70.4	68.0	63.6	- 6.8
Preschool 6	85.7	86.1	80.2	- 5.6
Grade 1	103.6	100.1	94.3	- 9.4
Grade 2	96.1	96.0	95.0	- 1.1
Grade 3	93.6	92.9	93.7	0.1
Grade 4	93.3	92.2	91.7	- 1.6
Grade 5	91.7	90.4	88.8	- 2.9
Grade 6	86.3	89.4	89.0	2.7
Grade 7	87.2	86.0	85.7	- 1.5
Grade 8	79.9	81.5	80.3	0.4
Grade 9	73.2	74.1	77.2	4.0
Grade 10 (Bachillerato 1)	66.0	67.8	67.4	1.4
Grade 11 (Bachillerato 2)	58.0	57.8	59.2	1.2

Source: Data from MINEDUCYT (2022).

The behavior of gross matriculation rates during the pandemic is better analyzed by grade. Even if there was an overall decrease in matriculation rates, these improved in ninth grade and upper secondary school (Bachillerato), which showed an improvement respect to 2019 levels. However, for lower grades, and especially in preschool and first grade, matriculation rates fell precipitously during the pandemic. This implies that a large number of children left of school, and if they eventually matriculate, they will do so with excess age for their grade, which decreases the likelihood of finishing secondary school. If they are left out of school permanently, their possibilities of achieving a decent standard of living are severely reduced.

Where gross matriculation rates increased (in grades 6 and 9 and in upper secondary school), this trend may be due to the reincorporation of children who were out of school before the pandemic, or an increase in repetition rates in 2019 and 2020. Table 9 shows that repetition rates actually decreased during the pandemic.

Some teachers indicated that matriculation rates increased, motivated by the incentive that students had to return to school in order to receive the free computer from MINEDUCYT. Since the first computers have been delivered to students in upper grades, the effect of this incentive should be seen in those levels.

Promotion rate: Every year, the promotion rate reflects the percentage of students matriculated in each grade level that advance to the next one after successfully completing the required activities. Table 9 shows the number and percentage of students in each grade level that advanced to the next one, for 2019 and 2020, as well as the pandemic's effect on promotion rates, which in turn related to dropout and repetition rates.

Table 8: Amount and Percentage of Students Promoted, by Grade

	2019		2020		By Sex, 2020	
Grade Level	Nunber of Students	%	Number of Students	%	Female	Male
Preschool 4	43,401	96.2	43,084	97.7	21,823	21,261
Preschool 5	74,814	96.7	73,415	98.6	36,317	37,098
Preschool 6	91,681	97.7	93,517	99.4	46,091	47,426
Grade 1	104,999	92.6	105,732	97.0	51,008	54,724
Grade 2	99,562	94.7	102,148	97.9	49,567	52,581
Grade 3	97,636	95.1	99,125	98.0	48,031	51,094
Grade 4	97,515	94.5	97,916	97.3	47,746	50,170
Grade 5	95,327	93.2	96,856	97.5	47,566	49,290
Grade 6	91,396	94.0	95,914	96.8	47,062	48,852
Grade 7	88,313	88.9	90,237	93.8	44,290	45,947
Grade 8	86,009	90.9	87,028	94.6	43,153	43,875
Grade 9	83,059	94.0	82,671	95.2	42,039	40,632
Grade 10 (Bachillerato 1)	68,317	85.1	67,745	83.9	35,348	32,397
Grade 11 (Bachillerato 2)	65,891	92.7	64,090	92.3	33,206	30,884
Grade 12 (Bachillerato 3)	25,239	98.1	24,067	97.8	12,072	11,995
All	**1,223,159**	**94.1**	**1,223,545**	**95.9**	**605,319**	**618,226**

Source: Data from MINEDUCYT (2022).

Table 9 shows a general increase in promotion rates from preschool up to ninth grade. On the other hand, promotion rates decreased moderately in upper secondary school, especially in tenth grade. This trend may be due to a reduction in the requirements to be promoted during the pandemic, as a compensatory measure for the great disruption experienced in the education system. This may also correspond to the perception that automatic promotion was tacitly implemented in schools, as teachers, students, and family members reported during FGDs.

The number of male students promoted to the next level was larger than for females in grade levels up to eighth grade. This was consistent with the slightly larger male proportion of the population in this age range. From ninth grade, the number of girls promoted was larger, due to the larger dropout rate of males, as discussed below.

Gender differences in dropout rates: In recent years in El Salvador, dropout rates have been larger for male students. In 2019 to 2020, the female dropout rate was 4.5 percent, compared to a rate of 6.4 percent for males. A similar gap was observed in the period from 2020 to 2021, when male dropout was 5.9 percent and female dropout, just 3.8 percent.

Table 10 shows a decrease in dropout rates for almost all grade levels in 2020-2021. This effect was observed for both sexes. A major exception was the increase in the male dropout rate in eighth grade, which may be related to the increase in domestic duties, household production, or paid work.

Tabla 9: Dropout Rates by Sex

	2019-2020		2020-2021	
Grade Level	**Female**	**Male**	**Female**	**Male**
Grade 1	7.4	9.3	5.2	6.4
Grade 2	4.9	6.4	2.9	3.8
Grade 3	3.4	4.7	2.3	3.3
Grade 4	3.8	5.1	3.4	5.0
Grade 5	3.9	4.9	2.1	3.7
Grade 6	4.3	5.3	3.9	7.3
Grade 7	5.4	7.6	3.9	8.1
Grade 8	1.4	7.5	2.8	7.7
Grade 9	13.8	16.5	13.9	15.2
Grade 10 (Bachillerato 1)	11.5	18.3	9.7	20.1
All	**4.5**	**6.4**	**3.8**	**5.9**

Source: Data from MINEDUCYT (2022).

Differences across geographic areas: Table 11 shows dropout rates by region both before and during the pandemic. As shown above, dropout rates decreased during the pandemic. Using matriculation data published by MINEDUCYT, dropout rates were higher in rural schools during 2019-2020, before the pandemic, and decreased significantly during 2020-2021 (from 12.1 percent to 9.7 percent), while urban dropout rates stayed the same, at 1.6 percent. This implies that the reduction in dropout rates during the pandemic mentioned above was the product of what happened in rural schools.

Table 11 shows the change in dropout rates for each grade level. In rural areas, almost all grade levels exhibited lower dropout rates, except for sixth and tenth grades. In urban areas, although the average did not change from 2019-2020 to 2020-2021, there was some variation in certain grades, for instance, an increase in dropout rates in fourth and sixth grades, and a reduction in second and ninth grade. As mentioned before, during 2020-2021 schools attempted to contact and reincorporate students who had stopped participating in school activities during distance education.

Table 11 also shows a pattern where the transition from 6th to 7th grade and from 9th to 10th grade generates a significant spike in the dropout rate in rural areas, while urban schools show a net gain of students. This is caused by the fact that most rural schools serve up to sixth grade (end of primary school) and some up to ninth grade (end of what is called in El Salvador Basic Education), so students must move to another school during these transitions. Although some students move to urban schools, a large proportion, especially at the end of ninth grade, just stops studying at this point. For instance, in the transition form 6th to 7th grade, rural schools lost 7,421 students in 2019, while urban schools had a net gain of 2,719 students, meaning that 4,702 children abandoned school, most of them from rural areas. Numbers are larger in the transition from 9th to 10th grade, where 22,418 students left rural schools, while urban schools gained 9,008 students, and 13,410 abandoned school at this point.

Table 10: Dropout Rates by Grade and Geographic Area

	2019-2020		2020-2021	
Grade Level	**Rural**	**Urban**	**Rural**	**Urban**
Grade 1	9.8	6.8	5.4	6.3
Grade 2	6.9	4.4	3.1	3.6
Grade 3	5.6	2.6	2.9	2.7
Grade 4	6.1	2.8	4.4	4.2
Grade 5	7.1	1.9	4.0	1.8
Grade 6	15.8	-5.4	15.3	-3.1
Grade 7	9.2	4.6	7.6	4.9
Grade 8	9.1	4.4	6.8	4.2

Grade Level	2019-2020		2020-2021	
	Rural	Urban	Rural	Urban
Grade 9	62.1	-17.2	58.3	-18.3
Grade 10 (Bachillerato 1)	17.0	14.6	18.6	14.1
All	**12.1**	**1.6**	**9.7**	**1.6**

Source: data from MINEDUCYT (2022)

4.4.2 Reasons for Abandoning School

Overall, 58 percent of the teachers consulted reported student dropout within the group of students they attended. On average, these school dropouts make up 10 percent of the enrollment. This abandonment was not necessarily permanent since some of these students have returned to school since blended learning began. It is expected that more of these students will return when full face-to-face learning initiates. There are several reasons for school abandonment, which are hard to assess because students that have left school are difficult to reach. This section presents perceived reasons for abandonment among teachers and students.

Main causes for abandonment: There are various causes for dropping out of school. The lack of connectivity and academic supports at home were two main causes, as mentioned above. Some parents also mentioned the lack of financial resources to print the guides and buy mobile data packages. Migration was also mentioned as an important factor.

Lack of connectivity: Especially for upper secondary students, lack of connectivity would have been the main factor driving abandonment, according to teachers. Lack of internet access affected the possibility of distance education at all levels, but in primary school parents took significant efforts to print self-learning guides and work them with their children, keeping students motivated. Upper secondary school students work more autonomously and, when they cannot connect to the internet and access class materials, they lose motivation and are likelier to leave school.

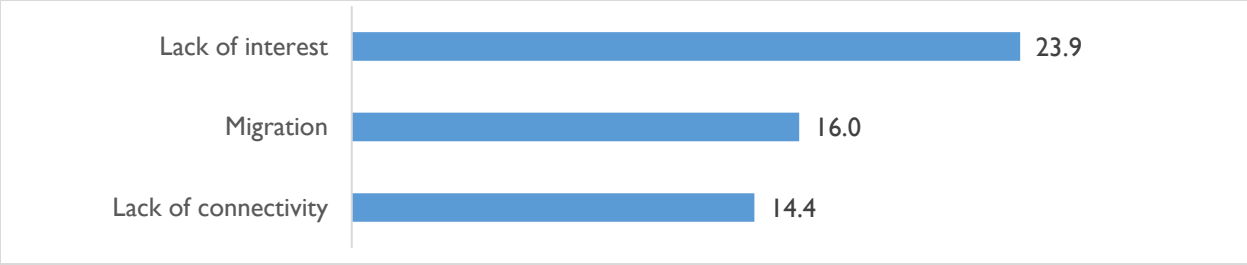
Child work: Especially for students in seventh grade and above, informants reported additional factors driving school abandonment. One of the most relevant was the increase in child labor observed during the pandemic, which included paid labor outside home, as well as getting involved in the family business, generating difficulties in returning to in-person learning. In some rural areas, informants reported that about 10 percent of students in the upper grades had abandoned school due to the need to work. Despite the efforts taken by teachers and principals, not all of these students have returned to school.

Fear of contagion from COVID-19: Another factor that kept some children out of school was their family's concern about contagion. This was particularly true for younger children. In several cases, families decided to postpone matriculation for at least one year, which, taken more broadly, may explain the significant decrease in matriculation rates in preschool and first grade.

Irregular migration: One factor that teachers mentioned in both the FGDs and the teacher survey was migration, especially irregular international migration, usually to the United States. Over two-thirds (66.2 percent) of teachers indicated that migration was a reason for school dropout in their group of students, affecting up to 5 percent of them.

Figure 7 shows the three main causes for school abandonment reported by teachers. Migration was mentioned as the second main cause for dropping out of school, mentioned by 16 percent of teachers, after lack of interest and before lack of connectivity.

Figure 7: Main Causes for School Abandonment Mentioned by Teachers (Percent of Teachers in the Survey)



The RA team found reports of high prevalence of migration in departments where economic conditions have been particularly unfavorable (Ahuachapán, Cabañas, Chalatenango, and Usulután) or where a constant migration flow exists due to migration networks and family reunion (La Unión and Morazán, among others).

Informants did not identify migration as a specific phenomenon for a particular age group. Rather, it was reported to occur at all ages and grade levels. Some informants argued that migration was more important as a reason for dropout in secondary school, especially in upper secondary. However, it is hard for teachers to identify which students have abandoned due to migration and who did for other reasons, since they lose contact after the students leave school.

Social violence: In areas of high social violence, informants believed that virtual and blended learning modalities reduced the risks faced by young people who previously had to commute to school every day, which likely contributed to retention. A similar effect would have had the decrease in violence indicators in most areas (although informants reported an increase in violence in some communities in the center of the country, in the departments of Cabañas and Cuscatlán, especially in the second half of 2021).

4.4.3 Challenges and Opportunities to Keep Students Learning During Distance Education

Lack of connectivity and equipment: As mentioned above, among those factors that had an impact on the continuity of schooling, the lack of internet access and equipment were highlighted as the main obstacle for students. This was especially true in low-income urban areas and in rural areas, particularly those near the western and northern border, or where mountains block cellphone signal (areas in the coastal mountain range and the mountains in the north of the country).

Socioeconomic factors and child labor: Informants also highlighted the relevance of family decisions such as involving children in domestic and paid work, as well as the lack of support for completing school activities at home, including the lack of resources to print self-learning guides and acquire mobile data packages. At the beginning of the pandemic, only 23.4 percent of families had a household internet connection (EHPM 2019), mostly in urban areas with higher incomes.

Motivation: Finally, informants report that the lack of motivation of students was a very important challenge to overcome. This lack of motivation stemmed from the loss of social contact, pressure experienced at home, and the fears generated during the pandemic, as well as the lack of tools and resources to successfully adapt to distance learning.

Opportunities: Despite the many challenges posed by distance learning and the pandemic, there were also opportunities that can be explored further. In most families, the degree of involvement of parents, especially mothers, in the schooling process increased significantly. Moreover, teachers learned to use new tools such as the communication over instant messaging platforms (mostly WhatsApp) with students and tutors. Teachers also trained in the use of Google Classroom to build a repository of class materials

and, when good connectivity was available, teachers explored the use of virtual classes over videoconference. Each of these presents an ongoing opportunity for the future.

4.4.4 Challenges and Opportunities for Blended Learning

Challenges: New challenges appeared when the transition to blended learning began in April 2021. The main concern of families and some teachers was the fear of contagion, which prevented some families from sending their children to school, given that they had the choice to remain in distance learning. For younger children, this meant not matriculating them in preschool or first grade. When students were kept in distance learning, the problems of connectivity and equipment persisted. Another challenge was balancing work in the family business, care duties, or paid work with blended learning.

Opportunities: The implementation of blended learning was welcomed by most actors in the education system, especially students and family members. Blended learning may improve motivation among students. This change is also an opportunity to integrate the use of computers in the learning process (for those students who have already received them). Teachers and students have improved their knowledge of computers and digital platforms, which may be useful for developing new tools for learning and is necessary to meet the needs of the group of students that have remained in distance learning. Communication between teachers and tutors has improved, creating opportunities to better address student needs and improve motivation and face concerns about contagion COVID-19, by sharing bio-safety measures adopted at school.

The delivery of computers to students has increased the motivation to participate in school activities. Informants believe that computers can be integrated in the learning process and improve the students experience. Some teachers report that the delivery of computers helped bring back some students who had left school during the pandemic, which will have a positive impact in student retention.

4.5 RESPONSE OF THE EDUCATION SYSTEM TO POST-PANDEMIC NEEDS

4.5.1 Perceptions About Institutional Responses

Perceptions at department offices: Department offices constitute the liaison between MINEDUCYT authorities and schools. Informants belonging to these offices (directors, heads of educational advisors, and educational advisors) reported adequate communication with MINEDUCYT during the pandemic, and they perceived an improvement over previous years in terms of communication with MINEDUCYT headquarters. These informants also believed that teachers received adequate training and tools for distance and blended learning. Some of them believed that this training should be mandatory for teachers, given the relevance that multimodality strategies have in the learning process after the pandemic.

Informants at the department office level report that a minority of teachers have rejected training in multimodality and have not incorporated these tools in their teaching practice.

Perceptions among teachers: At the school level, some principals and teachers believed that the response from MINEDUCYT was adequate, while others are more skeptical. Perceptions varied across schools, especially those in rural areas where less communication and support were received and there is a greater feeling of abandonment. Yet, teachers from some urban schools also expressed the need for more support.

Support requested by teachers: Teachers requested a range of assistance measures, including the following:

- Training to organize and implement blended education.
- Receipt of self-learning guides in advance, so that teachers can review them to prioritize content and distribute them to students.
- Receipt of computer equipment and internet access.

- Improved training, especially in areas valued by teachers such as methodologies for distance and blended learning, hybrid models, and learning assessment.

Some teachers also expressed their dissatisfaction that the results of the socioemotional diagnostic tests had not been shared with them. They believe families and teachers would benefit if these results were released, and teaching methods could be adjusted accordingly.

4.5.2 Resources Received From MINEDUCYT

Internet access packages: MINEDUCYT negotiated with cellphone companies to provide students and teachers with mobile data packages to allow them specific access to digital platforms used in distance learning, including Google Classroom; MINEDUCYT's own website, where self-learning guides were posted at the beginning of each instruction week; and instant messaging services (*e.g.*, WhatsApp), as well as other websites such as Wikipedia. Even if some students and teachers complained about these data packages being too limited or not working for them, most informants greatly appreciated this resource, especially lower-income families.

Personal computers: The computers that teachers received were used to improve their use of digital platforms and communication with students. Most students who received their personal computer did so at the end of 2021, so this assessment could not determine their impact on school activities. Families and students expect computers to enhance learning when they are integrated in learning in 2022.

Textbooks: MINEDUCYT delivered mathematics and Spanish textbooks to teachers and students. Both have been reported as especially useful during distance learning, in particular the math textbook (ESMATE series) which was delivered earlier during the pandemic, so students have had more time to familiarize themselves with it.

Self-learning guides (education continuity learning guides): MINEDUCYT's first measure in preparation for the upcoming closure of schools was to prepare and distribute self-learning guides for each grade's subjects. However, considerable logistic complications prevented the distribution of printed materials in the entire school system. Thus, while some schools were able to obtain printed guides, most had to download them from the MINEDUCYT website. Guides are published weekly during the school year and contain a summary of prioritized content for the week, as well as application questions and activities.

In local schools that did not receive printed guides, principals and teachers used part of the school budget to print these materials. When these resources were exhausted, in a few cases, teachers and principals used their own funds to continue printing the guides.

MINEDUCYT department offices advised schools to buy photocopiers so that they could distribute printed self-learning guides to their students free-of-charge. Some organizations provided support in a few cases. For instance, Save the Children provided assistance to print guides for those schools where the organization was providing support. Other organizations that provided support were FundaGEO and Foundation Educo.

Digital platforms: MINEDUCYT encouraged teachers to use Google Classroom as a repository for class materials and provided training on its use. At the local level, MINEDUCYT department offices organized workshops with technical support personnel and the people in charge of computer labs, to promote the use of this platform and train teachers in its use. External institutions such as FundaGEO have also provided training in the use of informatic tools.

4.6 RECOMMENDATIONS PROVIDED BY WORKSHOP PARTICIPANTS

Alternatives for connectivity: The main problem for educational continuity during distance and blended learning has been the lack of connectivity. Consequently, some ATPs, school principals, and teachers recommended using a mechanism to access internet coverage in certain geographic areas (up to

10 km) called TV White Spaces that takes advantage of unused bandwidth reserved for television to transmit wireless internet in communities. This strategy has already been used in other countries such as Colombia, Jamaica, Kenya, Malawi, and Botswana and in areas of Maine and Virginia in the United States (Adaptrum, 2022).

Training in blended learning teaching methodologies: Although teachers received training in the use of digital tools, it is also necessary to train them in virtual and hybrid teaching methodologies. Additionally, teachers expressed the need to learn more about curriculum development for hybrid learning and noted that they are not clear about their role in providing guidance to students' families for supporting their children's studies. Teachers also complained about the burden imposed by administrative tasks, which decreases the time they can devote to pedagogical issues.

Graduation of self-learning guides: The organizations that participated in the workshop emphasized the importance of establishing different levels of difficulty for the self-learning guides, considering the different levels of learning and literacy that exist in the country, especially the gap between urban and rural areas.

Socioemotional issues: Workshop participants also emphasized the importance of working on socioemotional aspects. The proposed ideas included to design in-person training and discussion spaces to experience the necessary skills for blended learning, including training in socio-emotional skills. This complementary socio-emotional training must be carried out systematically and adapted to each grade level, including early childhood and primary school. Close work with teachers and students is needed to foster significant changes, due to the population's traditional barriers to expressing emotions.

Adapt strategies to the local context: Because local contexts vary, MINEDUCYT's training approaches should be differentiated and grounded on local-based decisions. Additionally, resources are needed to develop strategies, teacher training materials, and manuals to carry out sessions on socio-emotional development.

Teacher self-assessment: Organizations also highlighted the importance of carrying out a self-assessment of the socioemotional condition of teachers. They also recommended conducting research on the results of the strategies implemented thus far to provide socioemotional support, to expand these strategies to more teachers.

Curriculum: In terms of curriculum content, organizations suggested adapting the curriculum according to the situation of students in different contexts, not only for blended learning, but also in a future return to in-person instruction. One proposal, for example, was to integrate teaching practice and the self-learning guides so that they are complement each other. This requires 1) the preparation of teacher manuals for help integrate multimodal strategies in educational planning, and 2) MINEDUCYT's availability, openness, coordination, and provision of resources for teachers to make the necessary adjustments to the curriculum.

Academic reinforcement: Other recommendations include implementing a special classroom to reinforce content, as a way to provide additional learning spaces for students with greater academic difficulties.

Adaptation of multimodality to local conditions: Regarding the implementation of multimodal strategies, workshop participants recommended carrying out a situational assessment of the students, taking connectivity into account, to know how the modalities can be implemented. Through this mapping of digital gaps, a multimodal strategy would be proposed that adapts to geographic realities of the students and directs specific resources and materials to specific locations.

5.0 CONCLUSIONS AND RECOMMMENDATIONS

5.1 CONCLUSIONS

5.1.1 Socioeconomic Impact

The COVID-19 pandemic impacted the Salvadoran economy significantly, due to the suspension of economic activities because of the fear of contagion and the restrictive measures adopted between March 21 and August 24, 2020, with the period of severe lockdown from March 21 to June 16. The country's real GDP fell by 7.9 percent in 2020, but quickly recovered in 2021 growing at a rate of 10.3 percent.

Families suffered severe income losses during the lockdown period, especially those who owned a small business or belonged to the informal sector, including the self-employed and family workers who lacked social security coverage. Upon the reopening of the economy, families attempted to generate income quickly and involved children and youth in productive activities, especially in family businesses, given that those in distance learning were not subject to a strict class schedule. This labor participation is reported to have pushed some children to leave school, since the opportunity cost of returning to classrooms is now higher.

During the pandemic, social dynamics such as emigration and social violence decreased dramatically, because people's mobility was severely restricted. In most territories, a long-lasting decrease in social violence has been reported, which provides an opportunity to generate space to keep youth away from gangs and criminal activities. However, emigration has increased since the second half of 2021, especially for children, youth, and whole families. Irregular migration will continue to be a force driving students out of school. FES (2019) shows that international migration is the most valued option for youth in El Salvador. This is reinforced by elements such as social violence, which expels youth from communities; family reunion, when members have already migrated; and economic opportunities.

5.1.2 Impact on the Education System

The education system faced tremendous challenges in 2020 and 2021, as could be expected in a context where families lack the resources to secure good internet access and the availability of computers and/or smartphones is limited. Instruction has moved from a traditional model, based on lectures and in-person activities, to a distance model, based on the use of self-learning guides and communication through an instant messaging platform, and then a blended learning model, with partial return to the classroom.

The adaptation to the new reality imposed by the pandemic and the preventive measures taken by authorities was a process constrained by the need to provide a quick response to school closures and by the limitation of resources. The education system adopted a multimodality strategy that included the production of self-learning guides distributed in printed and digital format, TV classes, radio classes, use of digital platforms (Google Classroom), and follow up through instant messaging applications (WhatsApp).

Learning was impacted in different ways:

- The contents of the curriculum were reduced and focused on certain prioritized topics. Self-learning guides followed this set of priority contents.
- How students could use the different modalities depended on three factors: 1) internet access (generally through smartphones using mobile data packages), 2) access to equipment (usually a smartphone but in some cases a computer), and 3) the support of family members at home (usually the mother, who provided assistance in completing class work, printing materials, and sending proof of completed work to the teacher).

Education authorities provided mobile data packages to students and teachers to enable access educational websites such as MINEDUCYT's webpage, Google Classroom, and Wikipedia, among others, and computer equipment to teachers and some students. But the success of students and teachers in using multimodality strategies depended on several factors: 1) mobile phone coverage, which is uneven in rural and mountainous areas; 2) the need to access other websites to obtain information required for learning activities; 3) teachers' skills in incorporating digital tools and computers in the learning process; and 4) the limited availability of resources and logistical complications to deliver computers or tablets to all students in the system.

In general, the RA team found the education system managed to preserve the continuity of schooling for most students, even when some were disadvantaged due to the factors mentioned above. However, there is also the general perception that students have fallen behind in their learning outcomes, especially younger children where school activities are harder to move to the distance learning format.

The most critical challenge that the education system has is the reincorporation of students who have fallen behind or have left school, as well as bridging the gaps generated by differences in access to digital resources. Another important challenge is to accelerate the matriculation of young children in preschool and first grade (ages 4 to 7) whose families did not matriculate them during the 2021 or 2022 school years, expecting a return to full in-person learning in the future.

5.1.3 Pedagogical Issues, Teacher Training, and School Management

A key lesson is the fact that the success of multimodality strategies, which continue in 2022 and possibly in the next few years, depends on the ability of teachers to integrate these strategies into the learning process, to use digital resources in a constructive manner, and to produce resources such as self-learning guides that can be adapted to different contexts and possess great usability and clarity of language. It is also important to follow the success of the ESMATE textbooks in promoting self-learning.

Given that the lack of internet access is the greatest obstacle to distance learning, printed resources will continue to be fundamental to guarantee access to education for children and youth with less connectivity, *i.e.*, those in low-income and rural areas.

Another major challenge is to provide effective training for teachers in the utilization of multimodality strategies and the simultaneous management of distance and in-person student groups, along with learning assessment in blended and distance learning. For teachers, these are critical areas that go beyond their expertise, and for which they need all the support and follow up that can be provided.

After two years in distance and blended learning, most students, tutors, and teachers, agree that in-person learning is superior in terms of socioemotional skills, as well as in terms of overall learning.

Besides the lack of connectivity, students have faced other obstacles in their distance learning. Domestic work, caring for relatives, household production for the market, and migration are elements that push students out of school.

MINEDUCYT has invested enormous resources in providing computers to students (about $400 million as of February 2022). At the end of February 2022, MINEDUCYT reports having delivered computers to 94 percent of students from fourth to twelfth grade, and that students from first to third grade will receive a tablet in the following months. To allow this substantial investment to positively affect learning outcomes, efforts must be made to integrate the use of computer equipment in learning activities and train teachers to build flipped classrooms that allow students the use of a variety of digital content curated by teachers to enhance their learning process. If this effort is not made, evidence shows that the impact of computers on learning can be insignificant or even negative (De Melo, Machado & Miranda, 2017). Teachers need to change their teaching methodologies and let students use computers to research and analyze information and perform active learning, and not just use computers to retrieve material stored in a repository.

Teachers also need to be able to create learning materials that can be used to engage students in the active use of computers to promote learning.

Even when the pandemic posed great challenges to the education system, it also created some opportunities to improve communication between different actors. For instance, MINEDUCYT strengthened the communication with local offices (departmental directorates). However, in some schools in more isolated areas, there is a perception of having been left to their own devices during the pandemic. It would be very valuable to devote some effort to bring the departmental directorates to the discussion and generate an atmosphere of collaboration, taking advantage of the benefits of videoconferencing and digital platforms.

One positive effect of the pandemic has been the much greater involvement of family members in the learning process. This can be used to promote future learning and diagnose specific student needs, making tutors an active part in the school system, without overburdening demanding excessive time from them.

In-person learning is still the best way to develop socioemotional skills. The pandemic has had a strong impact in deteriorating the acquisition of these competencies, in generating fear and concerns about COVID-19 contagion that pushed families to keep their children in remote learning, and in increasing the prevalence of students' anxiety, depression, and lack of motivation to continue schooling. The partial return to in-person learning in the blended learning model has been instrumental in reducing these issues, but the system needs to tackle the challenge of socioemotional well-being through intervention strategies that can be implemented by teachers and that help to restore (or create) *esprit de corps*, collaborative work, and communication among students.

5.2 RECOMMENDATIONS

After reviewing the findings of this rapid assessment, a number of recommendations of a specific and actionable character can be made, to improve the quality of the implementation of multimodality strategies and blended learning in El Salvador, including:

- Focus on adapting the language and difficulty of self-learning guides to different contexts and provide teachers with the necessary support to perform this adaptation process, help students get the most value from the self-learning guides, and reduce the burden imposed on parents related to the completion of assigned schoolwork. This adaptation must seek the leveling up of students and the achievement of the learning goals of the education system.
- Improve the delivery of feedback to students through systematic mechanisms and formative assessment methodologies, both for self-learning guides and for activities assigned by the teacher.
- Facilitate access to learning guides. Publish them at least a few days before the week in which contents will be covered and deliver them in printed format or, at the minimum, in a light digital format that is easy to send and receive using a cellphone.
- Provide specific methodological tools to teachers so they can respond to requests made by different groups of students (*e.g.*, remote, in-person) and assess learning in contexts where teachers must attend students in remote and blended learning.
- Follow the success of the mathematics textbook (ESMATE) by developing similar materials for subjects such as science and social studies and accelerating the rollout of the ESLENGUA textbooks for Spanish courses.
- Generate instances where teachers can build activity guides designed to enhance self-learning by using computer equipment and internet access where personal computers have already been delivered to students or will be delivered in a short period of time.

- Ensure MINEDUCYT provides training in flipped classroom methodologies and other tools to manage blended learning instruction.
- Tap the potential of computers as learning tools as internet access expands. If connectivity remains an issue, the usefulness of computers will be severely limited.
- Integrate self-learning guides with the rest of school activities in blended learning methodologies, and do not allow class time to be used in solving the guides as if students remained at home.
- Generate instances where students can work in developing socioemotional skills during in-person classes.
- Bring families into the learning process in a more permanent way, through activities that can be completed along with the family, feedback from teachers, and constant communication.
- Explore alternatives that can provide universal internet access for academic purposes in isolated or low-income communities, including technologies already in use in other countries, such as TV Whitespaces.
- Work on education programs for effective socioemotional skill development and the assessment of socioemotional competences.
- Design and implement a comprehensive plan of teacher training in developing socioemotional skills in primary school. For secondary school students, the plan should include employment skills and entrepreneurship.
- At the local level, schools can share successful approaches for blended learning among themselves in organized events. Teachers with innovative approaches for using technology, organizing student work, following up individual performance, *etc.* can share their experiences with other teachers and build a body of knowledge on good teaching practices.
- Promote communication mechanisms between educational advisors and teachers to provide guidance on the use of technology and teaching practices.
- Make available a website or blogging platform where technical education advisors, school principals, and teachers share experiences, strategies and resources (*e.g.*, adapted self-learning guides, explanatory videos, practical activities) that have been useful in helping students enhance their learning and the development of their socioemotional skills.
- Develop simple mechanisms to follow up the utilization that teachers make of different modalities of instruction in different subjects and the assessment mechanisms used by teachers in each modality, to generate information that would be instrumental in the adaptation of teaching and assessment strategies to different contexts.

Other recommendations that can be explored in alliance with organizations providing assistance and support to the education sector include:

- Review past experiences in providing support to schools to develop socioemotional skills from organizations with experience in the field, such as World Vision, Save the Children, and others. Possible alliances can be built with these organizations to develop programs in this important area, based on their accumulated learning.
- Build alliances with universities with the goal of allowing senior psychology students to perform social work in schools given the significant numbers of students requiring psychological attention. These alliances could be built at the department level, by department directorates.

- Develop and implement a comprehensive plan for in-service teacher training on assessment methodologies, including diagnostic, formative, and summative evaluation, and self-evaluation.
- Explore the role of the class assistant to help teachers with academic reinforcement programs and provide additional support for struggling students, helping to bridge the gaps generated during the pandemic in 2020 and 2021.
- Explore alternative mechanisms to provide digital content without internet access, through technologies such as RACHEL (Remote Area Community Hotspot for Education, see https://worldpossible.org), a portable device that contains digital copies of educational websites and repositories, that can be distributed on a local network.

Finally, recommendations for USAID to approach specific needs of the education system in the post-pandemic context include:

- Support MINEDUCYT in the development of teacher training programs focused on the utilization of digital resources in learning, with the goal of incorporating digital tools and connectivity in most learning activities.
- Assist the production of high-quality self-learning materials (in printed and digital formats) that can be used by a population with limited access to the internet and other resources such as books.
- Promote the implementation of realistic criteria in the production of digital materials, that consider that the majority of the population has limited or no internet access. These contents should be lightweight and adapted to be read in a smartphone screen or a computer without an active internet connection. These materials could also help students whose computers begin to malfunction or get lost or stolen.
- Support the implementation of strategies to address the learning needs of students in areas without connectivity, to help reduce the learning losses generated by the digital gap. A special focus given to border areas in the southwest, north, and northeast areas of the country.
- Invest in training and employment programs in areas with greater likelihood of employment in the country or for remote work in international markets, including digital services and remote business-to-business services (B2B), as a way to prevent irregular migration and social violence.
- Support the development of an academic reinforcement and school retention program with an actionable implementation plan. This could involve the support of international cooperation, MINEDUCYT, and other organizations that provide assistance in the education sector.
- Assist in the development of a national connectivity policy, with the collaboration of the private sector through social responsibility programs, and the establishment of strategic alliances with donors and international organizations.
- Contribute to the development of a strategy oriented towards families, to support and strengthen their involvement in the learning process of their children, with concrete methods such as the production of short videos and visual content to share ideas and activities that promote self-learning without the need of additional learning materials. Messages like these can be transmitted on radio, television, and school websites and through WhatsApp groups of parents and tutors. A similar experience has already taken place in Brazil (Vincent-Lacrin, 2022).

6.0 ANNEXES

ANNEX 1: REFERENCES

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ANNEX 2: LIST OF SCHOOLS VISITED

No	Date	Department	Municipality	School Name
1	17/1/22	Santa Ana	Santa Ana	Escuela De Educación Parvularia "Yolanda Ramírez De Díaz"
2	18/1/22	Ahuachapán	Atiquizaya	Escuela Parvularia Profesora Cordelia de Laboor
3	18/1/22	La Paz	San Juan Nonualco	Complejo Educativo "Profesor Felipe Huezo Córdova"
4	19/1/22	Santa Ana	Candelaria de la Frontera	Instituto Nacional "Candelaria De La Frontera"
5	19/1/22	Cuscatlán	Cojutepeque	Centro Escolar Catolico "Luis Pastor Argueta"
6	20/1/22	Chalatenango	San José Las Flores	Centro Escolar San José Las Flores
7	20/1/22	Chalatenango	Chalatenango	Centro Escolar " Carlos Arnulfo Crespín "
8	20/1/22	Cabañas	Ilobasco	Centro Escolar "Bernardo Perdomo"
9	21/1/22	San Salvador	San Salvador	Centro Escolar Católico "Corazón De María"
10	21/1/22	San Salvador	Soyapango	Centro Escolar "Ciudad Credisa"
11	24/1/22	San Salvador	Mejicanos	Escuela de Educación Parvularia "Profesora Rafaela Adelina Figueroa de Pacheco"
12	24/1/22	La Unión	Yucuaiquin	Centro Escolar de Yucuaiquin
13	25/1/22	Morazán	Chilanga	Instituto Nacional de Chilanga: Profesora "Rosa Orbelina Cañas De Flores"
14	25/1/22	La libertad	Quezaltepeque	COED Dra. María Julia Hernandez
15	27/1/22	Santa Ana	El Congo	Centro Escolar " El Congo "
16	28/1/22	Usulután	Jucuapa	Centro Escolar Saul Flores
17	31/1/22	La libertad	Quezaltepeque	COED Dra. María Julia Hernandez
18	1/2/22	La Unión	El Carmen	Centro Escolar "El Carmen"
19	2/2/22	San Vicente	San Vicente	Instituto Nacional "Doctor Sarbelio Navarrete"
20	3/2/22	Cabañas	Sensuntepeque	Centro Escolar Católico "Arcángel San Miguel"

ANNEX 3: DATA COLLECTION INSTRUMENTS (IN SPANISH)

INSTRUMENTOS Y PROTOCOLOS PARA REALIZAR ENTREVISTAS CON INFORMANTES CLAVE, DISCUSIONES DE GRUPOS FOCALES Y CUESTIONARIO AUTOADMINISTRADO

Guía de entrevista a Directores Departamentales

Introducción

Este instrumento es parte del diagnóstico rápido sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", que realiza el MINEDUCYT y USAID/El Salvador a través de la asistencia técnica de ME&A, con la finalidad de obtener información sobre los problemas, fortalezas, desafíos buenas prácticas y lecciones aprendidas y sobre esa base, definir soluciones desde un enfoque sistémico, utilizando los diferentes niveles de intervenciones: sistema educativo, escuela, aulas, comunidad, familia, estudiantes y docentes.

Le haremos algunas preguntas relacionadas con el tema antes expuesto, por lo que mucho agradeceremos nos brinde sus respuestas y opiniones, las cuales deberán ser expresadas voluntariamente y de manera objetiva.

La información proporcionada será utilizada de manera confidencial solamente como insumo para el presente diagnóstico.

Objetivo del diagnóstico rápido:

Determinar los efectos de la pandemia en el sistema educativo de El Salvador, específicamente los efectos de la pandemia en la asistencia/deserción escolar, la enseñanza y el aprendizaje, la migración irregular de estudiantes y sus familias y las desigualdades por género, área geográfica (rural o urbana), nivel socioeconómico (NSE), etnia y discapacidad.

Objetivo del instrumento

Recabar información sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", la cual será utilizada como insumo para la elaboración de recomendaciones pertinentes y relevantes sobre cómo el sistema educativo puede mejorar la retención y el aprendizaje de los estudiantes.

Aplicación del instrumento

- La entrevista será realizada por un consultor junior contratado para este fin.
- Personas entrevistadas: Directores Departamentales.
- Tiempo aproximado: 60 minutos con cada participante.
- Lugar: Dirección Departamental de Educación.

Preguntas dirigidas a Directores Departamentales

1. <u>Asistencia y deserción escolar</u>

1.1. ¿Cuáles fueron los principales desafíos y oportunidades que surgieron para garantizar la asistencia escolar de los estudiantes durante la pandemia de COVID-19?

a. Asistencia virtual
b. Asistencia semipresencial

1.2. ¿Qué estudiantes quedaron marginados del proceso de aprendizaje durante la pandemia de COVID-19?

Zona geográfica (Occidente, Oriente, Central o paracentral) _____

Área rural_____ Área urbana_____ Área urbana marginal_____

1.3. ¿Cuáles han sido las causas fundamentales de la deserción escolar de los estudiantes durante la pandemia COVID-19? Por ejemplo:

a. Impacto socioeconómico de las familias
b. Temor a contagiarse en la modalidad híbrida
c. La escuela no tiene las condiciones sanitarias para recibir a los estudiantes
d. Los estudiantes ya no tienen alimentación escolar
e. No hay vinculación entre la escuela y las familias durante la pandemia.
f. Otras

1.4. ¿Qué niveles educativos presentan mayor deserción? ¿Por qué?

1.5. ¿El confinamiento del aprendizaje en casa ha disminuido la violencia o amenazas a la seguridad personal basada en género e identidad de niños y jóvenes? O, ¿Persiste la violencia que afecta la asistencia de los estudiantes durante la pandemia de COVID-19?

1.6. ¿Cuál ha sido el papel del sector público, el sector privado o las comunidades para apoyar la continuidad educativa durante la pandemia COVID-19? Por ejemplo: entrega de computadoras, alimentación escolar, etc.

¿Cómo han respondido las familias y los estudiantes a estas intervenciones?

1.7. ¿Por qué los niños y jóvenes no participan o no responden a los esfuerzos de la escuela para asegurar la permanencia en el proceso educativo? Por ejemplo: entrega de computadoras, alimentación escolar, etc.

1.8. ¿Existe un impacto en las habilidades socioemocionales de estudiantes y profesores durante la pandemia COVID-19?

SÍ_____ No_____

¿Qué tipos de impactos se perciben en el área socioemocional de los estudiantes?

¿Qué tipos de impactos se perciben en el área socioemocional de los profesores?

2. <u>Enseñanza y aprendizaje de los estudiantes</u>

2.1. ¿Qué estrategias se han establecido para facilitar el acceso de los estudiantes a los materiales de aprendizaje disponibles?

¿Las estrategias implementadas han dado los resultados esperados?

¿Qué efectos han tenido en los aprendizajes de los estudiantes y sus familias?

¿Las alternativas y materiales para facilitar los contenidos de estudio, llegaron a los estudiantes que viven en contexto de marginación social?

2.2. ¿Cuáles son las dificultades más relevantes que se han presentado entre las diferentes poblaciones estudiantiles con respecto al acceso a Internet para la educación en línea?

- ✓ Nivel de primaria
- ✓ Nivel de secundaria
- ✓ Nivel de inicial y preparatoria.
- ✓ Niños y niñas con discapacidad.
- ✓ Niños y niñas del área urbana
- ✓ Niños y niñas del área rural.
- ✓ ¿Quiénes son los más afectados: los niños o las niñas?

2.3. ¿Cómo afecta el aprendizaje de los estudiantes cuando no disponen de Internet, el uso de computadoras o tabletas, etc.?

¿Cómo se ha apoyado a las familias para garantizar la conexión a Internet, el uso de computadoras o tabletas, etc. para sus hijos?

2.4. ¿Cuáles son las principales dificultades que han afrontado las familias y los estudiantes para adaptarse a la educación virtual o semipresencial?

¿Qué apoyos han tenido los estudiantes con discapacidad para aprender virtual o semipresencial? ¿Se han quedado atrás en el aprendizaje?

2.5. ¿Qué efectos ha tenido el proceso de adaptación de la educación virtual y semipresencial en las escuelas y los docentes?

a. ¿Las escuelas y docentes estaban preparados en el uso de la tecnología?

b. ¿Las escuelas y docentes se sienten sobrecargados de trabajo?

c. ¿Las escuelas y docentes no han logrado terminar los planes de estudio?

d. ¿Perciben que la educación virtual aumentará la desigualdad en el aprendizaje?

e. Otra

2.6. ¿Qué impacto ha tenido la educación virtual y semipresencial para alcanzar las competencias de lecto-escritura en los estudiantes?

¿Qué dificultades ha presentado el aprendizaje de las matemáticas en la educación virtual y semipresencial?

2.7. ¿De qué manera se ha atendido a los centros escolares con aulas multigrado desde la modalidad virtual y semipresencial?

2.8. ¿Cómo trabajan las escuelas las habilidades socioemocionales como la colaboración, el respeto, el trabajo en equipo, el diálogo, la empatía, etc. con los estudiantes mediante la modalidad virtual y semipresencial durante la pandemia?

2.9. ¿Qué resultado ha tenido la modalidad virtual o semipresencial para lograr el monitoreo del desempeño de los estudiantes mediante la entrega de tareas?

¿Cuáles han sido las dificultades más significativas?

2.10. ¿Cuáles son los retos y prioridades de la evaluación de los aprendizajes en el contexto actual?

2.11. ¿Qué lecciones aprendidas más importantes se obtienen del proceso de continuidad y calidad educativa mediante la modalidad virtual y semipresencial a nivel del departamento?

2.12. ¿Cómo pueden aprovecharse de mejor manera los fondos del gobierno de los Estados Unidos para proporcionar equipos, crear conciencia sobre el uso de las TIC en el sector educativo, mejorar las aulas virtuales, etc.?

3. Migración irregular

3.1. ¿Cómo ha afectado la pandemia COVID-19 la migración irregular de estudiantes y sus familias?

3.2. ¿En qué niveles escolares se observa que los estudiantes migran a otros países?

4. Enfoque geográfico

4.1. ¿Cuántos estudiantes desertores registró durante la pandemia COVID-19?

Niños_____ Niñas_____

4.2. ¿Cuántos estudiantes del nivel primario se graduaron?

Niños_____ Niñas_____

4.3. ¿Cuántos estudiantes del nivel secundario se graduaron?

Niños_____ Niñas_____

4.4. ¿Cuántos estudiantes de bachillerato se graduaron?

Masculinos_____ Femeninos_____

4.5. ¿Cuántos estudiantes de modalidades flexibles se graduaron?

Masculinos_____ Femeninos_____

¿Cuántos de sus estudiantes con sus familias emigraron al exterior durante la pandemia COVID-19?

Guía de entrevista a Asistentes Técnicos Pedagógicos (ATP) responsables de los centros escolares seleccionados

Introducción

Este instrumento es parte del diagnóstico rápido sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", que realiza el MINEDUCYT y USAID/El Salvador a través de la asistencia técnica de ME&A, con la finalidad de obtener información sobre los problemas, fortalezas, desafíos buenas prácticas y lecciones aprendidas y sobre esa base, definir soluciones desde un enfoque sistémico utilizando los diferentes niveles de intervenciones: sistema educativo, escuela, aulas, comunidad, familia, estudiantes y docentes.

Le haremos algunas preguntas relacionadas con el tema antes expuesto, por lo que mucho agradeceremos nos brinde sus respuestas y opiniones, las cuales deberán ser expresadas voluntariamente y de manera objetiva.

La información proporcionada será utilizada de manera confidencial solamente como insumo para el presente diagnóstico.

Objetivo del diagnóstico rápido:

Determinar los efectos de la pandemia en el sistema educativo de El Salvador, específicamente los efectos de la pandemia en la asistencia/deserción escolar, la enseñanza y el aprendizaje, la migración irregular de estudiantes y sus familias y las desigualdades por género, área geográfica (rural o urbana), nivel socioeconómico (NSE), etnia y discapacidad.

Objetivo del instrumento

Recabar información sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", la cual será utilizada como insumo para la elaboración de recomendaciones pertinentes y relevantes sobre cómo el sistema educativo puede mejorar la retención y el aprendizaje de los estudiantes.

Aplicación del instrumento

- La entrevista será realizada por un consultor junior contratado para este fin.
- Personas entrevistadas: Asistentes técnicos pedagógicos que brindan asesoría a los centros escolares de la muestra.
- Tiempo aproximado: 60 minutos con cada participante.
- Lugar: Dirección Departamental de Educación.

Preguntas dirigidas a Asistentes Técnicos Pedagógicos (ATP)

1. **<u>Asistencia y deserción escolar</u>**
   - 1.1 ¿Qué cambios se han observado en la asistencia virtual escolar y semi-presencial de los estudiantes durante la pandemia de COVID-19?
   - 1.2 ¿Qué estudiantes quedaron marginados del proceso de aprendizaje durante la pandemia de COVID-19?

     Zona geográfica (Occidente, Oriente, Central o paracentral)_____ Área rural_____ Área urbana_____ Área urbana marginal_____

   - 1.3 ¿Qué ha hecho que los estudiantes abandonen su proceso de aprendizaje durante la pandemia de COVID-19? Por ejemplo:
     a. Impacto socioeconómico de las familias
     b. Temor a contagiarse en la modalidad híbrida
     c. La escuela no tiene las condiciones sanitarias para recibir a los estudiantes

d. Los estudiantes ya no tienen alimentación escolar
e. No hay vinculación entre la escuela y las familias durante la pandemia
f. Otras

1.4 ¿Qué niveles educativos presentan mayor deserción? ¿Por qué?

1.5 ¿Cómo la violencia basada en género, la identidad o las amenazas a la seguridad personal afectan la asistencia de los estudiantes durante la pandemia de COVID-19?

¿Existe mayor riesgo de que los niños y jóvenes sufran violencia en los hogares en este tiempo de pandemia?

1.6 ¿Cuál ha sido el papel del sector público, el sector privado o las comunidades para apoyar la continuidad educativa durante la pandemia COVID-19?

¿Cómo han respondido las familias y los estudiantes a estas intervenciones?

1.7 ¿Por qué los niños y jóvenes no participan o no responden a los esfuerzos de la escuela para asegurar la permanencia en el proceso educativo?

1.8 ¿Qué emociones, inquietudes y preocupaciones expresan o se observan en los estudiantes de cara a la pandemia COVID-19?

¿Qué emociones les cuesta más a los docentes regular en situaciones difíciles frente a sus estudiantes, familias y colegas?

2. <u>Enseñanza y aprendizaje de los estudiantes</u>

2.1 ¿Cuáles son los principales retos que facilitan el acceso de los estudiantes a los materiales de aprendizaje disponibles?

¿Cómo ha sido la colaboración de las escuelas para facilitar los materiales de aprendizaje a los estudiantes?

¿Las alternativas y materiales para facilitar los contenidos de estudio, llegaron a los estudiantes que viven en contexto de marginación social?

2.2 ¿Qué dificultades existen entre las diferentes poblaciones estudiantiles con respecto al acceso a Internet y la educación en línea?

- ✓ Nivel de primaria
- ✓ Nivel de secundaria
- ✓ Nivel de inicial y preparatoria.
- ✓ Niños y niñas con discapacidad.
- ✓ Niños y niñas del área urbana
- ✓ Niños y niñas del área rural.

¿Quiénes son los más afectados: los niños o las niñas?

2.3 ¿Cómo se ha apoyado a las familias para garantizar la conexión a Internet, el uso de computadoras o tabletas para sus hijos?

¿Cómo están aprendiendo los estudiantes que no tienen energía eléctrica en sus hogares?

2.4 ¿Cómo han respondido las familias al cambio de educación presencial a la educación virtual y semipresencial?

a. Consideran que las clases a distancia son poco funcionales para el aprendizaje de sus hijos.

b. No han apoyado a sus hijos porque carecen de computadora, otro dispositivo o conexión a internet.
c. Los cuidadores no pueden estar pendientes de las clases de sus hijos o hijas.
d. No hay comunicación entre padres y escuela.
e. Otras

2.5 ¿Cómo han respondido los estudiantes a la educación a virtual y semipresencial?
a. Cumplen con las tareas
b. Se muestran estresados
c. No entran a las clases virtuales
d. Prefieren las clases semipresenciales para ver a sus amigos y compañeros
e. Los estudiantes con discapacidad se han quedado atrás en el aprendizaje
f. Otras.

¿Las familias han dado importancia a las clases virtuales?

2.6 ¿Cómo han enfrentado las escuelas y los docentes el cambio de modalidad de enseñanza-aprendizaje de lo presencial a lo virtual y semipresencial?

¿Cuáles son los retos más significativos en lo que se refiere a la metodología y la didáctica de la enseñanza?

¿Cómo afectan estos cambios el aprendizaje de los estudiantes?

2.7 ¿Qué impacto ha tenido la educación virtual y semipresencial para alcanzar las competencias de lecto-escritura en los estudiantes?

¿Qué dificultades ha presentado el aprendizaje de las matemáticas en la educación virtual y semipresencial?

2.8 ¿Cómo se enseña y cómo se aprende desde la modalidad virtual y semipresencial en aulas multigrado?

¿Cuáles son los resultados en los estudiantes?

2.9 ¿Cómo trabajan los docentes las habilidades socioemocionales como la colaboración, el respeto, el trabajo en equipo, el diálogo, la empatía, etc. con los estudiantes mediante la modalidad virtual y semipresencial durante la pandemia?

¿Qué efecto ha tenido en el comportamiento de los estudiantes?

2.10 ¿En general, las escuelas han tenido dificultades para lograr que los estudiantes presenten sus trabajos a sus profesores?

¿De qué manera se ha monitoreado a los estudiantes que tienen menos acceso a la conectividad para que presenten sus trabajos a sus profesores?

2.11 ¿Qué dificultades importantes han tenido las escuelas para evaluar el aprendizaje-desempeño y garantizar resultados académicos a través de la modalidad virtual y semipresencial durante la pandemia?

2.12 ¿Qué lecciones aprendidas más importantes se obtienen del proceso de continuidad y calidad educativa mediante la modalidad virtual y semipresencial a nivel de:
- ✓ Estudiantes
- ✓ Familias
- ✓ Docentes
- ✓ Escuelas

2.13 ¿Cómo podría hacerse mejor uso de los fondos del gobierno de los Estados Unidos para proporcionar equipos, crear conciencia sobre el uso de las TIC en el sector educativo, mejorar las aulas virtuales, etc.?

3. Migración irregular

3.1 ¿Cómo ha afectado la pandemia COVID-19 la migración irregular de estudiantes y sus familias?

3.2 ¿Qué estrategias se han implementado para que los estudiantes no migren y permanezcan en la escuela?

¿En qué niveles escolares se observa que los estudiantes emigran a otros países?

Guía para grupo focal con directores de centros escolares seleccionados

Introducción

Este instrumento es parte del diagnóstico rápido sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", que realiza el MINEDUCYT y USAID/El Salvador a través de la asistencia técnica de ME&A, con la finalidad de obtener información sobre los problemas, fortalezas, desafíos buenas prácticas y lecciones aprendidas y sobre esa base, definir soluciones desde un enfoque sistémico utilizando los diferentes niveles de intervenciones: sistema educativo, escuela, aulas, comunidad, familia, estudiantes y docentes.

La aplicación de la siguiente guía para el Grupo Focal, tiene por objetivo conocer la experiencia vivida por directores de centros escolares seleccionados, sobre los efectos de la pandemia COVID -19 en lo que se refiere a la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias. Asimismo, se espera contar con las opiniones y aportes que brinden los directores y que serán utilizados como insumo para la elaboración de recomendaciones iniciales y relevantes sobre cómo el sistema educativo puede mejorar la retención y el aprendizaje de los estudiantes.

Se espera que en cada Grupo Focal, dirigido por el consultor junior asignado, participen 8 directores, totalizando 32 grupos focales con la participación 256 directores.

Objetivo del diagnóstico

El propósito del diagnóstico rápido es determinar los efectos de la pandemia en el sistema educativo de El Salvador, específicamente los efectos de la pandemia en la asistencia/deserción escolar, la enseñanza y el aprendizaje, la migración irregular de estudiantes y sus familias y las desigualdades por género, área geográfica (rural o urbana), nivel socioeconómico (NSE), etnia y discapacidad.

Indicaciones:

El moderador da la bienvenida y da a conocer el propósito de la actividad y del diagnóstico. Invita a todos los asistentes a que hagan una breve presentación, en la que sólo mencionarán el nombre con que les gusta ser llamados y si trabajan en la zona urbana o la zona rural.

Solicita la colaboración para que participen activamente proporcionando sus respuestas y opiniones, de manera objetiva.

Da a conocer las siguientes sugerencias para el desarrollo del Grupo Focal:

- Las respuestas serán dadas de acuerdo con la experiencia de los participantes.
- Todas las respuestas son válidas. No hay respuestas buenas ni malas.
- El Grupo Focal será anónimo. Cada participante será identificado solamente por el nombre que dijo anteriormente.
- Para poder participar, es importante pedir la palabra al moderador.
- Escuchar atentamente, las diferentes participaciones.

Se solicita poder grabar con audio y video las respuestas, con el propósito de agilizar las participaciones y de registrar con mayor fidelidad lo expresado por cada participante.

El tiempo estimado para el desarrollo del Grupo Focal es de 60 minutos.

Al finalizar la sesión, se agradece la presencia y participación de todos.

Preguntas dirigidas a los directores de centros escolares.

1. Asistencia y deserción escolar

1.1. ¿Qué dificultades se han observado para mantener la asistencia virtual y semipresencial de los estudiantes durante la pandemia de COVID-19?

1.2. ¿Qué estudiantes quedaron relegados del proceso de aprendizaje durante la pandemia COVID-19 en su centro escolar?

a. Estudiantes con discapacidad
b. Estudiantes que viven sin algún familiar
c. Estudiantes que viven en el área rural
d. Estudiantes que viven en el área urbano-marginal

1.3. ¿Qué factores generaron el abandono de los estudiantes del sistema educativo durante la pandemia COVID-19 en su centro escolar?

¿Quiénes han desertado más, los niños o las niñas?

1.4. ¿Qué niveles educativos presentan mayor deserción? ¿Por qué?

1.5. ¿La pandemia de COVID-19 ha generado la disminución de la violencia o amenazas a la seguridad personal basada en género e identidad de niños y jóvenes, ya que no tienen que salir de casa? O ¿Persiste?

¿Existe mayor riesgo de que los niños y jóvenes sufran violencia en los hogares en este tiempo de pandemia?

1.6. ¿Qué tan efectivos han sido los apoyos que ha implementado el Gobierno y las organizaciones de la sociedad civil para prevenir la deserción escolar y mantener a los estudiantes en la escuela? Por ejemplo: entrega de computadoras, alimentación escolar, etc.?

¿Cómo han respondido las familias y los estudiantes a estas intervenciones?

1.7. ¿Cuáles son los desafíos más importantes que dificultan que las familias permanezcan vinculadas con los esfuerzos que realiza la escuela para dar continuidad educativa a sus hijos?

1.8. ¿Con qué comportamientos expresan los estudiantes sus emociones y experiencias, especialmente las que viven en el contexto de pandemia?

¿La escuela ha abierto espacios que permiten a los estudiantes compartir sus experiencias y conversar sobre sus emociones?

¿Con qué frecuencia predominan en los docentes las emociones como la frustración, la rabia, la agresividad, la desconfianza, la angustia, etc., en el contexto de la pandemia COVID-19?

2. Enseñanza y aprendizaje de los estudiantes

2.1. ¿Qué dificultades presentan los estudiantes y las familias para obtener las guías de aprendizaje, libros de trabajo u otros materiales educativos?

¿Qué dificultades presentan los estudiantes de los diferentes niveles educativos para conectarse en línea?

¿Qué dificultades presentan los estudiantes y familias para sintonizar las clases por radio, televisión o en línea?

2.2. ¿Qué niveles educativos presentan mayor dificultad para usar internet y la educación en línea?

¿Qué limitaciones se han afrontado para atender a los niños de inicial y preescolar?

¿Qué impacto tiene en los estudiantes con discapacidad el uso de internet y la educación en línea?

¿Quiénes son los más afectados: los niños o las niñas?

2.3. ¿Cómo resuelven las familias la conexión a internet, el uso de computadoras o tabletas para sus hijos?

- ✓ Área urbana
- ✓ Área rural

2.4. ¿Cuáles son los desafíos más sentidos por parte de las familias para acomodarse al cambio de la educación presencial a la educación virtual o semipresencial?

a. Consideran que en las clases virtuales no aprenden sus hijos.
b. Tener que trabajar y no poder estar pendientes que sus hijos se conecten a la clase.
c. No tener la capacidad de orientar las tareas escolares de sus hijos.
d. No contar con computadora y acceso a internet.
e. No tener comunicación con los maestros.
f. Otros

2.5. ¿De qué manera ha afectado la educación virtual o semipresencial a los estudiantes con respecto a:

a. La comunicación con sus maestros
b. La relación con sus compañeros
c. Su desempeño académico
d. Las responsabilidades en el hogar

¿Qué apoyo han tenido los estudiantes con discapacidad para aprender virtual o semipresencialmente? ¿Se han quedado atrás en el aprendizaje?

¿La educación virtual representa más preocupación para las familias? ¿Cuáles son los desafíos que enfrentan las familias?

2.6. ¿Cuáles son los principales desafíos que han afrontado las escuelas y los profesores para adaptarse a la educación a virtual o semipresencial?

a. Que la escuela y los docentes no pierdan el vínculo con los estudiantes.
b. Que estas modalidades no provoquen decepción, hastío de estudiantes y profesores
c. Que los docentes innoven con metodologías activas que involucren al estudiante en el aprendizaje.

2.7. ¿Cuáles son las dificultades más relevantes que presentan las clases virtuales o semipresenciales para lograr que los estudiantes desarrollen habilidades de lecto-escritura de acuerdo al nivel en el que están?

¿Cómo se dan cuenta los docentes que los estudiantes están alcanzando estas habilidades?

a. Los estudiantes comprenden lo que leen
b. Los estudiantes saben comunicar sus ideas
c. Los estudiantes producen textos

¿Qué dificultades encuentran los estudiantes para aprender las matemáticas mediante las clases virtuales o semipresenciales?

¿Los estudiantes han avanzado en el razonamiento lógico-matemático?

¿Cuáles son las asignaturas que menos logro académico presentan los estudiantes?

2.8. ¿Los estudiantes de aulas multigrado están aprendiendo con efectividad mediante las clases virtuales o semipresenciales?

2.9. ¿Se planifican actividades o proyectos que ayuden a trabajar habilidades socioemocionales en los estudiantes?

¿Qué efecto han tenido en el comportamiento de los estudiantes?

¿Ha sido una prioridad trabajar habilidades socioemocionales con los estudiantes a través de la modalidad virtual o semipresencial?

2.10. ¿Qué dificultades más relevantes han tenido los docentes para que los estudiantes presenten sus trabajos escolares a través de la modalidad virtual o semipresencial?

¿Qué efecto tiene el seguimiento que realizan los docentes sobre el aprendizaje de sus estudiantes?

a. Seguimiento de tareas
b. Llamadas telefónicas o WhatsApp
c. Visitas a estudiantes atrasados
d. Comunicación con los padres de familia
e. Atención a estudiantes con discapacidad
f. Otro

2.11. ¿Qué resultados ha tenido la evaluación de los aprendizajes a través de la modalidad virtual y semipresencial durante la pandemia?

¿Qué dificultades encuentran los estudiantes en el refuerzo escolar para lograr la adquisición de los aprendizajes esperados, especialmente con estudiantes en desventaja social y con discapacidad?

2.12. ¿Cómo podría hacerse mejor uso de los fondos del gobierno de los Estados Unidos para proporcionar equipos, crear conciencia sobre el uso de las TIC en el sector educativo, mejorar las aulas virtuales, etc.?

2.13. ¿Cuáles han sido los efectos de la modalidad híbrida/virtual/presencial en el desarrollo de habilidades fundamentales del aprendizaje de los estudiantes, como por ejemplo, lectura y matemáticas?

2.14. ¿Qué estrategias han desarrollado para trabajar las habilidades socioemocionales de los estudiantes durante la pandemia?

3. Migración irregular

3.1. ¿En sus contextos, qué relación existe entre la deserción escolar y la migración irregular de estudiantes y sus familias durante la pandemia de COVID-19?

3.2. Cómo ha afectado la pandemia COVID-19 a la migración irregular de estudiantes y sus familias?

4. Enfoque geográfico

4.6. ¿Cuántos estudiantes desertores registró durante la pandemia COVID-19?

Niños_____ Niñas_____

4.7. ¿Cuántos estudiantes del nivel primario se graduaron?

Niños_____ Niñas_____

4.8. ¿Cuántos estudiantes del nivel secundario se graduaron?

Niños_____ Niñas_____

4.9. ¿Cuántos estudiantes de bachillerato se graduaron?

Masculinos_____ Femeninos_____

4.10. ¿Cuántos estudiantes de modalidades flexibles se graduaron?

Masculinos_____ Femeninos_____

4.11. ¿Cuántos de sus estudiantes con sus familias emigraron al exterior durante la pandemia COVID-19?

Guía para grupo focal con docentes de centros escolares seleccionados

Introducción

Este instrumento es parte del diagnóstico rápido sobre "Los efectos de la pandemia COVID-19 en la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias", que realiza el MINEDUCYT y USAID/El Salvador a través de la asistencia técnica de ME&A, con la finalidad de obtener información sobre los problemas, fortalezas, desafíos buenas prácticas y lecciones aprendidas y sobre esa base, definir soluciones desde un enfoque sistémico utilizando los diferentes niveles de intervenciones: sistema educativo, escuela, aulas, comunidad, familia, estudiantes y docentes.

La aplicación de la siguiente guía para el Grupo Focal, tiene por objetivo conocer la experiencia vivida por los docentes de centros escolares seleccionados, sobre los efectos de la pandemia COVID-19 en lo que se refiere a la retención, enseñanza y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias. Asimismo, se espera contar con las opiniones y aportes que brinden los docentes y que serán utilizadas como insumo para la elaboración de recomendaciones iniciales y relevantes sobre cómo el sistema educativo puede mejorar la retención y el aprendizaje de los estudiantes.

Se espera que en el Grupo Focal participen 8 docentes y será dirigido por el consultor junior asignado.

Objetivo del diagnóstico

El propósito del diagnóstico rápido es determinar los efectos de la pandemia en el sistema educativo de El Salvador, específicamente los efectos de la pandemia en la asistencia/deserción escolar, la enseñanza y el aprendizaje, la migración irregular de estudiantes y sus familias y las desigualdades por género, área geográfica (rural o urbana), nivel socioeconómico (NSE), etnia y discapacidad.

Indicaciones:

El moderador da la bienvenida y da a conocer el propósito de la actividad y del diagnóstico. Invita a todos los asistentes a que hagan una breve presentación, en la que sólo mencionarán el nombre con el cual les gusta ser llamados y si trabajan en la zona urbana o la zona rural.

Solicita la colaboración para que participen activamente proporcionando sus respuestas y opiniones, de manera objetiva.

Da a conocer las siguientes sugerencias para el desarrollo del Grupo Focal:

- Las respuestas serán dadas de acuerdo con la experiencia de los participantes.
- Todas las respuestas son válidas. No hay respuestas buenas ni malas.
- El Grupo Focal será anónimo. Cada participante será identificado solamente por el nombre que dijo anteriormente.
- Para poder participar, es importante pedir la palabra al moderador.
- Escuchar atentamente, las diferentes participaciones.

Se solicita poder grabar con audio y video las respuestas, con el propósito de agilizar las participaciones y de registrar con mayor fidelidad lo expresado por cada participante.

El tiempo estimado para el desarrollo del Grupo Focal es de una hora.

Al finalizar la sesión, se agradece la presencia y participación de todos.

Preguntas dirigidas a los docentes.

1. **Asistencia y deserción escolar**

1.1. ¿Les gusta a los estudiantes permanecer conectados en clase o al contrario, se conectan cuando la clase ha comenzado o no asisten?

¿Qué situaciones dificultan la asistencia a clases virtuales o semipresenciales expresadas por los estudiantes?

1.2. ¿En su aula, cuáles son los estudiantes que quedaron fuera del proceso de aprendizaje?

a. Estudiantes con discapacidad
a. Estudiantes que viven sin algún familiar.
b. Estudiantes que viven en el área rural
c. Estudiantes que viven en el área urbano-marginal

1.3. ¿Por qué algunos de sus estudiantes abandonaron la escuela? ¿Quiénes han abandonado la escuela, las niñas o los niños?

1.4. ¿Qué niveles educativos presentan mayor deserción? ¿Por qué?

1.5. ¿Alguno de sus estudiantes ha recibido amenazas a su integridad personal o por género, aunque estudien en casa?

¿Persiste la violencia basada en género e identidad hacia los estudiantes?

¿Existe mayor riesgo de que los niños y jóvenes sufran violencia en los hogares en este tiempo de pandemia?

1.6. ¿Qué tan efectivos han sido los apoyos que ha implementado el Gobierno y las organizaciones de la sociedad civil para prevenir la deserción escolar y mantener a los estudiantes en la escuela? Por ejemplo: entrega de computadoras, alimentación escolar, etc.

¿Cómo han respondido las familias y los estudiantes a estas intervenciones?

1.7. ¿Qué dificultades ha encontrado con las familias de sus estudiantes para que permanezcan vinculadas con los esfuerzos que realiza la escuela para dar continuidad educativa a sus hijos?

1.8. ¿Qué reacciones socioemocionales se perciben por parte de los estudiantes en los encuentros virtuales o semipresenciales?

¿Qué emociones en el plano personal y laboral ha experimentado en este tiempo de pandemia?

¿Existen espacios en el centro escolar para dialogar y expresar lo que sienten los docentes en este tiempo de pandemia?

2. **Enseñanza y aprendizaje de los estudiantes**

2.1. ¿Qué dificultades presentan los estudiantes y las familias para obtener las guías de aprendizaje, libros de trabajo u otros materiales educativos?

¿Qué dificultades presentan los estudiantes de los diferentes niveles educativos para conectarse en línea?

¿Qué dificultades presentan los estudiantes y familias para sintonizar las clases por radio, televisión o en línea?

2.2. ¿Llogran conectare todos sus estudiantes para recibir su clase? ¿Por qué algunos no lo logran?

¿Qué población presenta mayor dificultad para recibir las clases virtuales?

¿Cómo resuelven los estudiantes con discapacidad el uso de internet y las clases virtuales?

2.3. ¿Qué tienen que hacer las familias para lograr tener internet para que sus hijos reciban las clases?

¿Qué apoyo reciben de la escuela?

¿Cuántos de sus estudiantes no tienen computadora o tableta? ¿Qué consecuencia tiene esta realidad en el aprendizaje de sus estudiantes?

2.4. ¿Cuáles son los desafíos más sentidos por parte de las familias para acomodarse al cambio de la educación presencial a la educación a distancia/híbrida?

a. Consideran que sus hijos no aprenden en las clases virtuales.
b. Tener que trabajar y no poder estar pendientes que sus hijos se conecten a la clase.
c. No tener la capacidad de orientar las tareas escolares de sus hijos.
d. No contar con computadora y acceso a internet.
e. No tener comunicación con los maestros.
a. Otros

2.5. ¿De qué manera a afectado la educación virtual o semipresencial a los estudiantes con respecto a:

a. La comunicación con sus maestros
b. La relación con sus compañeros
c. Su desempeño académico
d. Las responsabilidades en el hogar

¿Qué apoyo han tenido los estudiantes con discapacidad para aprender virtual o semipresencialmente? ¿Se han quedado atrás en el aprendizaje?

¿La educación virtual representa más preocupación para las familias? ¿Cuáles son los desafíos que enfrentan las familias?

2.6. ¿Cuál ha sido su experiencia al trabajar la modalidad virtual y semipresencial?

¿Qué dificultades ha encontrado para adaptarse a esta nueva modalidad de enseñanza?

¿La modalidad virtual o semipresencial le ha permito innovar en su clase?

2.7. ¿Cuáles son las dificultades más relevantes que presentan las clases virtuales o semipresenciales para lograr que los estudiantes desarrollen habilidades de lecto-escritura de acuerdo al nivel en el que están?

¿Cómo se dan cuenta los docentes que los estudiantes están alcanzando estas habilidades?

a. Los estudiantes comprenden lo que leen
b. Los estudiantes saben comunicar sus ideas
c. Los estudiantes producen textos

¿Qué dificultades encuentran los estudiantes para aprender las matemática mediante las clases virtuales o semipresenciales?

¿Los estudiantes han avanzado en el razonamiento lógico-matemático?

¿Cuáles son las asignaturas en las que menos logro académico presentan los estudiantes?

2.8. ¿Cuáles son las dificultades más significativas que los docentes encuentran en la atención a estudiantes de aulas multigrado mediante las clases virtuales o semipresenciales?

¿Qué impacto han tenido las clases virtuales o semipresenciales en la atención a estudiantes de aulas multigrado?

2.9. ¿Planifica actividades o proyectos que ayudan a trabajar colaborativamente, la motivación, la capacidad de concentración, la perseverancia, el autocontrol, la autoconfianza, la resiliencia en el marco de la modalidad virtual o semipresencial? ¿Qué efecto han tenido en el comportamiento de los estudiantes?

¿Cómo monitorea el logro de habilidades socioemocionales?

2.10. ¿Cuáles son las dificultades más relevantes que han tenido los docentes para que los estudiantes presenten sus trabajos escolares a través de la modalidad virtual o semipresencial?

¿Qué efecto tiene el seguimiento que realizan los docentes sobre el aprendizaje de sus estudiantes?

a. Seguimiento de tareas
b. Llamadas telefónicas o WhatsApp
c. Visitas a estudiantes atrasados
d. Comunicación con los padres de familia
e. Atención a estudiantes con discapacidad

2.11. ¿La entrega de guías de aprendizaje ha sido suficiente para asegurar que los estudiantes saben, comprenden y utilizan con eficiencia en sus contextos lo aprendido en clase?

¿Qué resultados ha tenido la evaluación de los aprendizajes a través de la modalidad virtual y semipresencial durante la pandemia?

¿Qué pasa con la evaluación de estudiantes que se atrasan por no tener recursos para conectarse en línea o TV?

¿Se ha brindado la información necesaria para que las familias apoyen los logros de aprendizaje de sus hijos, aunque esta sea virtual o semipresencial? ¿Cuál ha sido la respuesta de las familias?

¿Ppermiten las clases virtuales o semipresenciales que los docentes comprendan las necesidades de aprendizaje de cada estudiante en particular y de todos los estudiantes en su conjunto, para adaptar la enseñanza?

2.12. ¿Cómo podría hacerse mejor uso de los fondos del gobierno de los Estados Unidos para proporcionar equipos, crear conciencia sobre el uso de las TIC en el sector educativo, mejorar las aulas virtuales, etc.?

3. Migración irregular

3.1. ¿En su contexto, qué relación existe entre la deserción escolar y la migración irregular de estudiantes y sus familias durante la pandemia de COVID-19?

3.2. ¿Cómo ha afectado la pandemia COVID-19 la migración irregular de estudiantes y sus familias?

3.3. ¿Tiene estudiantes que han migrado con sus familias? ¿Cuántos?

Guía para grupo focal con padres de familia/tutores

Indicaciones para la conducción del grupo focal

Los instrumentos contarán con:

Introducción.

- Propósito de la evaluación
- Uso de los datos recolectados
- Ididentificación de quiénes participan
- Información sobre confidencialidad y permiso para grabar la sesión
- Explicar sobre la codificación asignada.

Evaluación Rápida: *Efectos de la pandemia de COVID-19 en la retención, instrucción y aprendizaje de los estudiantes y la migración irregular de estudiantes y sus familias.*

El presente grupo focal (entrevista grupal) forma parte de la evaluación rápida desarrollada por USAID/El Salvador, la cual ayudará a explicar los problemas, fortalezas, desafíos y a definir soluciones en un enfoque sistemático utilizando los diferentes niveles de intervenciones que permitirá apoyar los planes del MINEDUCYT para la prevención, intervención y recuperación del abandono escolar, como un proceso escolar adaptable y continuo.

Tiempo asignado: 90 minutos

Objetivo: *Determinar los efectos de la pandemia en el sistema educativo de El Salvador; los efectos de la pandemia en la asistencia/deserción escolar, la instrucción y el aprendizaje y la migración irregular de estudiantes y sus familias.*

CONFIDENCIALIDAD: Toda información proporcionada se manejará de manera anónima y confidencial.

Indicaciones:

- Solicitar permiso para grabar la sesión.
- asignar un código a cada participante

Agradecemos de antemano el esfuerzo y disposición para realizar este proceso.

No. de grupo focal/entrevista grupal _____

Fecha: _____ Hora: _____

Nombre del/la facilitador/a: _____

Lugar: _____

Tipo de Informantes: _____

No. De ficha del Informante	Nombre	Correo electrónico	Código asignado	Departamento	Municipio

Preguntas para grupo focales/entrevista grupal (padres de familia/tutores)

El instrumento contiene 16 preguntas distribuidas en tres grandes variables, las cuales son:

- Asistencia (virtual/híbrida) - deserción escolar (6)
- Instrucción y aprendizaje (9)
- Migración irregular (1)

Asistencia/deserción escolar

1. ¿Creen que la asistencia escolar (virtual e híbrida), ha bajado durante la pandemia?

a) ¿En qué medida? (si es afirmativa)
b) ¿Creen que varios estudiantes han dejado de asistir permanentemente?
c) ¿Cuáles creen han sido las razones?
d) ¿Creen que van a regresar después de la pandemia? Elabore, ¿Por qué?

2. ¿Han recibido apoyo del gobierno (central y local) municipalidad, organizaciones de la sociedad civil, comunidad u otros para que su(s) hija/o(s) pudiera(n) seguir estudiando durante la pandemia de COVID-19? ¿Cuál fue el apoyo recibido?

3. ¿Consideran que el apoyo recibido ha sido útil para que su(s) hija/hijo(s) continuara(n) estudiando durante la pandemia? ¿Por qué?

4. ¿Han notado cambio en el estado de ánimo en su(s) hija/o(s) o en estudiantes en general (compañera/o(s) de estudio) durante la pandemia?

a) ¿Cuáles cambios ha notado?
b) ¿A qué se debe?
c) ¿Ha afectado en el trato con los demás (compañera/o(s); familia; maestra/os)?
d) ¿Cómo ha respondido usted a este cambio?
e) ¿La maestra o el maestro ha podido responder a este cambio?
f) ¿Cómo podrían la maestra o el maestro responder ante estos cambios? (Si es negativa la respuesta)

5. ¿Ha cambiado el estado de ánimo de las(os) maestras(os)?

a) ¿De qué manera ha cambiado?
b) ¿Ha afectado en el trato con los estudiantes y con los padres de familia?

6. ¿Creen que la violencia (basada en género y contra la seguridad personal) afecta en la asistencia de los estudiantes?

a) ¿De qué forma?
b) ¿Esto ha sido igual o ha incrementado desde la pandemia?

Instrucción y aprendizaje

7. ¿Cuáles de los siguientes medios ha(n) utilizado su(s) hija/o(s) para acceder al contenido de estudio? ¿Han funcionado bien? Elabore

- Guías de aprendizaje (impresas)
- Libros de texto (impresos)
- Tele clases de la franja "Aprendamos en casa" TV El Salvador
- Radio clases "Aprendamos en casa con la radio"
- Redes Sociales (Whats App, Facebook, Youtube, Correo Electrónico)
- Google Classroom
- Otras plataformas educativas

- Educación on line-Google Sites
- Otro(s)

8. ¿Tienen acceso a conexión de internet, computadoras (desktop o laptop) y/o dispositivos móviles (tableta o *smartphone*/teléfono inteligente)?

a) ¿Cómo cubren estos gastos? elabore

9. ¿Cómo ha sido el cambio a la educación a distancia (virtual) y/o híbrida (semipresencial)? ¿Cuál o cuáles han sido las dificultades que han tenido?

10. ¿De qué manera han apoyado a su(s) hija/o(s) en el estudio a distancia (virtual)?

a) ¿Qué cambios o ajustes han realizado para brindar ese apoyo?
b) ¿De qué forma han afectado los cambios realizados?

11. ¿Hay responsabilidades en el hogar que interfieren con el aprendizaje de su(s) hija/o(s) (por ejemplo, cuidar a los hermanos u otros miembros de la familia, trabajar, etc.)?

a) ¿De qué manera se pudo sobrellevar estas responsabilidades?

12. ¿De qué manera se han adaptado las(os) maestras(os) y la escuela a la educación a distancia (virtual) y/o híbrida (semipresencial)?

a) ¿Consideran que ha sido efectiva? elabore

13. ¿Cómo ha sido la comunicación con la escuela y los profesores durante la pandemia?

14. ¿Qué medios utilizan su(s) hija/o(s) para enviar las tareas y actividades a los profesores?

15. ¿Cómo evalúan el aprendizaje de su(s) hija/o(s) en relación a las siguientes habilidades y por qué?

- Habilidades en lecto-escritura (leer y escribir)
- Habilidad numérica (matemáticas)
- Habilidades socioemocionales (empatía, habilidades sociales, adaptabilidad al cambio, autodesarrollo, cooperación, responsabilidad, asertividad, resiliencia, creatividad, etc.)

Migración irregular

16. ¿Conocen de familiares, vecinos u otros padres de familia que han migrado durante la pandemia? ¿Por qué razón han migrado?

Consentimiento informado para madres y padres de familia o tutores

Formulario de consentimiento (participación del padre/madre/tutor/a)

San Salvador, XX de noviembre de 2021.

Usted ha sido seleccionada/o para formar parte de la muestra de una evaluación realizada por USAID/El Salvador llamada *"Efectos de la pandemia de COVID-19 en la retención, instrucción y aprendizaje de los estudiantes, y la migración irregular de estudiantes y sus familias"*, la cual está siendo realizada por un equipo consultor de la ***Iniciativa de Monitoreo, Evaluación y Aprendizaje de USAID***.

El objetivo de esta evaluación es *determinar los efectos de la pandemia en el sistema educativo de El Salvador; los efectos de la pandemia en la asistencia/deserción escolar, la instrucción y el aprendizaje y la migración irregular de estudiantes y sus familias*. Si acepta formar parte de la evaluación, usted participará en un grupo focal/entrevista grupal, donde deberá responder una serie de preguntas relacionadas al objetivo de estudio de la evaluación; además, también estaría dando su consentimiento para que la sesión sea grabada con el fin recolectar insumos para ser sistematizados posteriormente.

En caso de aceptar ser parte de la evaluación, se le informa que su participación será anónima, protegiendo su identidad, utilizando códigos para su identificación. La información obtenida será de uso exclusivo de USAID/El Salvador y del equipo consultor designado. Asimismo, se le informa que su participación es voluntaria, por lo que podrá retirarse cuando usted lo decida, además, podrá elegir la(s) pregunta(s) que quiera o no responder.

Nombre completo_____

Firma

Guía para grupo focal con estudiantes de 4° grado de primaria a Bachillerato

Instrumento para estudiantes

Evaluación Rápida: *Efectos de la pandemia de COVID-19 en la retención, instrucción y aprendizaje de los estudiantes, y la migración irregular de estudiantes y sus familias.*

El presente grupo focal (entrevista grupal) forma parte de la evaluación rápida desarrollada por USAID/El Salvador, la cual ayudará a explicar los problemas, fortalezas, desafíos y a definir soluciones en un enfoque sistemático utilizando los diferentes niveles de intervenciones que permitirá apoyar los planes del MINEDUCYT para la prevención, intervención y recuperación del abandono escolar, como un proceso escolar adaptable y continuo.

Tiempo asignado: 90 minutos

Objetivo: *Determinar los efectos de la pandemia en el sistema educativo de El Salvador; los efectos de la pandemia en la asistencia/deserción escolar, la instrucción y el aprendizaje y la migración irregular de estudiantes y sus familias.*

CONFIDENCIALIDAD: Toda información proporcionada se manejará de manera anónima y confidencial.

Indicaciones:

- Solicitar permiso para grabar la sesión.
- Asignar un código a cada participante

Agradecemos de antemano el esfuerzo y disposición para realizar este proceso.

No. De grupo focal/entrevista grupal _____

Fecha: _____ Hora: _____

Nombre del/la facilitador/a: _____

Lugar: _____

Tipo de Informantes: _____

No. De ficha del Informante	Nombre	Correo electrónico	Código asignado	Departamento	Municipio

El instrumento contiene 16 preguntas distribuidas en tres grandes variables, las cuales son:

- Asistencia (virtual/híbrida) - deserción escolar (6)
- Instrucción y aprendizaje (9)
- Migración irregular (1).

Asistencia/deserción escolar

1. ¿Conocen de compañera/os que han dejado de estudiar durante la pandemia?

   a. ¿Son pocos o muchos?
   b. ¿Por qué han dejado de asistir?
   c. ¿Creen que van a regresar después de la pandemia? Elaborar por qué.

d. ¿Crees que continuarás estudiando para el próximo año? Elaborar por qué.

2. ¿Han recibido apoyo (material/recurso/equipo) del gobierno (central y local), municipalidad, organizaciones de la sociedad civil, comunidad u otros para poder seguir estudiando durante la pandemia de COVID-19? ¿Cuál fue el apoyo recibido?

3. ¿Consideran que el material/recurso/equipo que les han dado ha sido útil para seguir estudiando durante la pandemia? Explicar por qué.

4. ¿Se han sentido irritados, frustrados, desanimados, tristes, con miedo o incomodos durante la pandemia?

a. ¿A qué se debe?
b. ¿Ha cambiado el trato con compañera/o(s); familia o maestra/o(s) por esta razón?
c. ¿Qué has hecho cuando te has sentido así?
d. ¿Qué ha hecho tu familia cuando te has sentido así?
e. ¿Qué ha hecho tu(s) maestra/o(s) cuando te has sentido así?
f. ¿Qué pudiera hacer tu familia, tu(s) maestra/o(s) cuando te sientes así?

5. ¿Has notado cambios en tu maestra/o, o en tus padres/tutores?

a. ¿Qué cambios has notado?
b. ¿Ha cambiado el trato de ellos hacia ti por esta razón? ¿Cómo te ha hecho sentir?

6. ¿Has experimentado o has visto violencia (basada en género y contra la seguridad personal)?

a. ¿Ha incrementado o ha bajado durante la pandemia?
b. ¿Ha afectado esto para que tu no asistas o que otros estudiantes no asistan a clases (virtuales o híbridas)? Explicar por qué.

Instrucción y aprendizaje

7. ¿Cuáles de los siguientes medios has utilizado para acceder al contenido de estudio? ¿Han funcionado bien? Explicar por qué.

- Guías de aprendizaje (impresas)
- Libros de texto (impresos)
- Tele clases de la franja "Aprendamos en casa" TV El Salvador
- Radio clases "Aprendamos en casa con la radio"
- Redes Sociales (Whats App, Facebook, Youtube, Correo Electrónico)
- Google Classroom
- Otras plataformas educativas
- Educación on line -Google Sites

8. ¿Tienes acceso a conexión de internet, computadoras (*desktop* o *laptop*) y/o dispositivos móviles (tableta o *Smartphone*/teléfono inteligente)? ¿Cómo se cubren estos gastos en tu casa o en la escuela?

9. ¿Cómo ha sido el cambio a la educación a distancia (virtual) y/o híbrida (semipresencial)?

a. ¿Cuál o cuáles han sido las dificultades que han tenido?
b. ¿Ha habido factores positivos/innovadores de estudiar de forma virtual? Explicar por qué.
c. ¿Ha habido factores frustrantes de estudiar de forma virtual? Explicar por qué.

10. ¿De qué manera tu familia/tutor te ha apoyado en el estudio a distancia (virtual)?

a. ¿Qué cambios o ajustes han realizado para brindar ese apoyo?
b. ¿Ha afecto esto a tu familia/tutor? Si es así ¿De qué manera?

11. ¿Hay responsabilidades en el hogar que interfieren con el aprendizaje (por ejemplo, cuidar hermanos u otros miembros de la familia, trabajar, etc.)?

a. ¿Fueron superadas estas dificultades? Explicar cómo.
b. Si no fueron superadas ¿Cómo podrían superarse?

12. ¿De qué manera se adaptaron sus maestras/os y la escuela a la educación a distancia (virtual) y/o hibrida (semipresencial)?

a. ¿Crees que ha sido efectiva?

13. ¿Cómo ha sido la comunicación con la escuela y los profesores durante la pandemia?

a. ¿De qué forma o a través de cuáles medios se comunicaron?
b. ¿Fue una comunicación fluida y constante? Si fue así ¿ha funcionado? Explicar por qué.

14. ¿Qué medios utilizaron para enviar las tareas y actividades a sus maestras/os?

15. ¿Creen que han tenido un buen aprendizaje en relación a las siguientes habilidades? ¿Por qué?

- Habilidades en lecto-escritura (leer y escribir). Pedir ejemplos
- Habilidad numérica (matemáticas). Pedir ejemplo
- Habilidades socioemocionales (empatía, habilidades sociales, adaptabilidad al cambio, autodesarrollo, cooperación, responsabilidad, asertividad, resiliencia, creatividad, etc.). Pedir ejemplo

Migración irregular.

16. ¿Conocen de familiares, vecinos o compañeros de clases que han emigrado durante la pandemia? ¿Por qué razón han emigrado?

Nota: las preguntas de este cuestionario serán una guía que será adaptada en razón a la metodología y edad de los participantes (para niñas y niños entre edades de 7 a 9 años se implementará una metodología lúdica y el lenguaje utilizado será más sencillo).

Cuestionario para niños y niñas de primer ciclo

Objetivo: Expresar qué pasó con nuestros aprendizajes, con la asistencia a la escuela y por qué algunos compañeros abandonaron la escuela durante la pandemia de COVID-19.

Población objetivo: Estudiantes de primer ciclo de educación básica.

Modalidad del cuestionario: Grupos focales.

Metodología de muestreo: muestreo no aleatorio de estudiantes contactados a través de las instancias del Ministerio de Educación.

Participación: voluntaria.

Duración estimada del cuestionario: 45 minutos.

Consentimiento informado

1. **Primera parte: El juego de las emociones.**
   a. **Objetivo:** Conocer las experiencias de los estudiantes sobre cómo han aprendido desde casa durante la pandemia COVID-19
   b. **Instrucciones:**

b.1. En los recipientes se pegan cada uno de los dibujos que expresan emociones:



b.2. Se pide a un voluntario o voluntaria para que inicie lanzando las fichas como respuesta a las preguntas que haga el facilitador.

b.3. Luego de leer las preguntas, deben lanzar la ficha y encestarla en el recipiente que tenga la emoción que sienten de acuerdo a la situación que se exponga en la pregunta.

Se anima a que todos y todas participen.

Preguntas:

- ¿Qué sienten cuando se habla de coronavirus?
- ¿Cómo te sentiste el año pasado cuando avisaron que ya podían ir a la escuela?
- ¿Cómo te sentiste sin profesores, sin amigos, sin juegos?
- ¿Cómo te hace sentir tu familia en este tiempo en que no puedes salir de casa?
- ¿Cómo te sientes al recibir las clases en casa?

b.4. Se solicita a dos estudiantes realizar el conteo.
Anotan en un cartel cuántas fichas depositan en cada recipiente, por cada pregunta.

2. **Segunda parte: La historia de Lina.**

   a. **Objetivo:** Conocer las experiencias de los estudiantes sobre su asistencia a clases, sus aprendizajes y el abandono de la escuela de sus compañeritos durante la pandemia COVID-19.

   b. **Instrucciones:**

   b.1. Se pide a los estudiantes que vuelvan a tomar distancia entre cada uno, agitando sus brazos como si fueran alas, listos para volar con la imaginación.

   b.2. El facilitador lee con mucha expresión oral "La Historia de Lina", de manera que se vuelva interesante para los niños y niñas.

   (También se pueden usar títeres. Pero requiere de la presencia de otro adulto para ayudar a los niños a estar concentrados en la actividad).

La Historia de Lina



Era un11 de abril. Estaba con mis amigas y al final de la tarde veía tele con mi familia. El problema fue que un viernes ya no hubo escuela y, aunque suene bonito, no lo fue. Resulta que no habría clases hasta el 20 de agosto. Yo me puse muy triste, pues aún con la cancelación de la escuela, había muchas tareas por hacer.



Más o menos me gustaba pasar más tiempo con mi familia, pero no del todo porque ¡mi mamá me hacía estudiar más de lo que necesitaba! Ya quería volver a la escuela. Yo tenía muchas tareas, planas y más planas. Y luego el director dijo que quizá no nos veríamos sino hasta el próximo año.

¡Eso no podía estar bien! Estar encerrados en casa es una cosa, ¡pero estar encerrados en casa con tarea es terrible! Especialmente porque puede que tengamos que ir a la escuela el próximo año de todas maneras. ¡Qué horror!

Aún así, me sentía bien porque tenía a mi familia, o al menos eso pensaba…



Tres semanas después del viernes, a mi hermano mayor le dio el coronavirus. Sentí una tragedia que no me gustó para nada. Estaba tan triste que no podía parar de llorar. Había rogado que no pasara, pues mi papá trabaja como enfermero en un hospital, así que si alguien se enfermaba, él estaba en riesgo y no era justo.



A todos en casa nos pusieron en cuarentena y a mi hermano más, lo que causó que mi hermanito durmiera conmigo, pues no podía estar en el mismo cuarto con mi hermano mayor.

Me preguntaba por qué le pasó esto a mi familia. Fue triste: tenía mucha soledad encerrada en casa. No podía jugar con mi hermano. Luego lo llevaron al hospital y sólo había enfermeras vestidas con trajes extraños. No estaba nadie de la familia; mi hermano estaba solito sin ningún libro ni televisión.

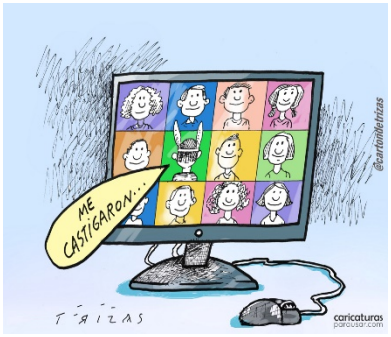
Me sentía triste, con mi familia en la casa llorando muchas lágrimas. Yo también lloré. Tenía mucho miedo y ya quería que todo esto terminara.

Estaba aburrida y no podía concentrarme en las clases que comenzó a darnos la maestra, por eso utilizaba el celular de mi mamá porque no tenemos computadora… lo malo es que también mi hermanito recibía sus clases a la misma hora que yo, por lo que nos peleábamos para ver quien tenía el celular.

Algunas clases eran divertidas, pero otras no entendía nada porque no miraba ni se escuchaba bien.

A veces mi tía nos prestaba su compu, pero teníamos que ponerle internet usando el celular.

Al principio, en las clases en línea, veía a casi todos mis compañeros, pero después de algunas semanas observé que ya no se conectaron muchos y quedamos poquitos alumnos, y es cuando me di cuenta que mi vecino Ramón, que también va a mí mismo grado, se salió de la escuela y se va a trabajar con su papá; eso me entristeció porque Ramón era el más inteligente de la clase.



Nos hacen falta muchas cosas en casa, porque no alcanza el dinero, pero me siento la niña más feliz de todas porque al fin mi hermano mayor llegó a casa sin coronavirus.

c. Dialogamos, utilizando algunas de las siguientes preguntas:

Primer bloque de preguntas

¿Cómo se llama la niña que cuenta su historia?
¿Cómo se sintió cuando cerraron la escuela?
¿Quién de su familia se enfermó? ¿Cómo se sintió?
¿A Lina le gusta recibir clases en su casa? ¿Por qué? ¿Qué problemas tiene?
¿Cómo se llama el compañero de Lina que tuvo que abandonar la escuela?

Segundo bloque de preguntas

¿Conocen alguna persona que se enfermó de coronavirus?
¿Extrañaron a su maestra y a sus compañeros cuando cerraron la escuela?
¿Dónde es más bonito recibir las clases en la casa o en la escuela? ¿Por qué?
¿Qué hacen en las clases que reciben por la computadora, TV o celular? ¿Les gustan?
¿Cómo les gustaría que fueran esas clases?
¿Les dejan muchas tareas?
¿En casa, quien les ayuda a hacer las tareas?
¿Los regañan mucho en casa para que hagan las tareas?
¿Se conectan todos sus compañeritos en las clases virtuales?
¿Cómo hacen en su casa para compartir el celular o la computadora con sus hermanos y recibir las clases?
¿Conoces a niños o niñas que ya no van a la escuela? ¿Saben qué hacen estos niños o niñas que ya no van a la escuela?
¿Alguna vez les llamó o les envió un mensaje su maestra para saber cómo estaban? ¿Cómo se sintieron?

d. Dibujamos:

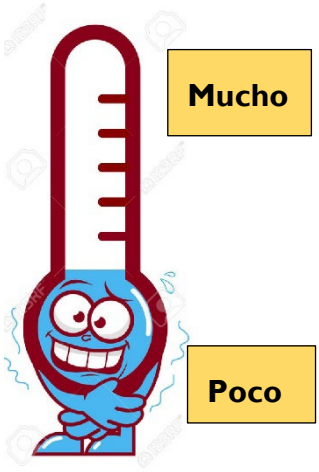
¿Cómo es el lugar donde recibes clase o haces las tareas en tu casa?

- Ordenado
- Sucio
- Con mucho ruido
- Bien iluminado
- Encerrado, etc.

¿Con quién de la casa te gusta estudiar? ¿Por qué?

e. **Colocamos nuestros dibujos en el mural del arte.**

f. **Cada uno colorea** en el termómetro señalando cuánto ha aprendido en clases este año:
(Se entrega una hoja con este dibujo a cada niño o niña)



Consentimiento informado para madres y padres de familia o tutores de estudiante o joven desertor participante en grupos focales

San Salvador, XX de noviembre de 2021.

Su hija/o/menor de edad bajo su tutela ha sido seleccionada/o para formar parte de la muestra de una evaluación realizada por USAID/El Salvador llamada *"Efectos de la pandemia de COVID-19 en la retención, instrucción y aprendizaje de los estudiantes, y la migración irregular de estudiantes y sus familias"*, la cual está siendo realizada por un equipo consultor de la ***Iniciativa de Monitoreo, Evaluación y Aprendizaje de USAID***.

El objetivo de esta evaluación es *determinar los efectos de la pandemia en el sistema educativo de El Salvador; los efectos de la pandemia en la asistencia/deserción escolar, la instrucción y el aprendizaje y la migración irregular de estudiantes y sus familias*. Si acepta que su hija/o/ menor de edad bajo su tutela forme parte de la evaluación, su hija/o/menor de edad participará en un grupo focal/entrevista grupal, donde deberá responder una serie de preguntas relacionadas al objetivo de estudio de la evaluación. Además, usted también estaría dando su consentimiento para que la sesión sea grabada con el fin recolectar insumos para ser sistematizados posteriormente.

En caso de aceptar ser parte de la evaluación, se le informa que la participación de su hija/o/menor de edad bajo su tutela será anónima, protegiendo su identidad, utilizando códigos para su identificación; la información obtenida será de uso exclusivo de USAID/El Salvador y del equipo consultor designado. Asimismo, se le informa que su participación es voluntaria, por lo que su hija/o/menor de edad bajo su tutela podrá retirarse cuando él/ella o usted lo decida, además, él/ella podrá elegir la(s) pregunta(s) que quiera o no responder.

Nombre completo del padre de familia/tutor/a_____

Relación que mantiene con el estudiante menor de edad: _____

Nombre completo del participante: _____

Firma: _____

Guía para grupo focal con jóvenes desertores

Guía para grupo focal con jóvenes desertores.

Evaluación Rápida: *Efectos de la pandemia de COVID-19 en la retención, instrucción y aprendizaje de los estudiantes, y la migración irregular de estudiantes y sus familias.*

El presente grupo focal (entrevista grupal) forma parte de la evaluación rápida desarrollada por USAID/El Salvador, la cual ayudará a explicar los problemas, fortalezas, desafíos y definir soluciones en un enfoque sistemático utilizando los diferentes niveles de intervenciones, permitiendo apoyar los planes del MINEDUCYT para la prevención, intervención y recuperación del abandono escolar, como un proceso escolar adaptable y continuo.

Tiempo asignado: 90 minutos

Objetivo: *Determinar los efectos de la pandemia en el sistema educativo de El Salvador; los efectos de la pandemia en la asistencia/deserción escolar, la instrucción y el aprendizaje y la migración irregular de estudiantes y sus familias.*

CONFIDENCIALIDAD: Toda información proporcionada se manejará de manera anónima y confidencial.

Indicaciones:

- Solicitar permiso para grabar la sesión.
- Asignar un código a cada participante

Agradecemos de antemano el esfuerzo y disposición para realizar este proceso.

No. De grupo focal/entrevista grupal _____

Fecha: _____ Hora: _____

Nombre del/la facilitador/a: _____

Lugar: _____

Tipo de Informantes: _____

No. De ficha del Informante	Nombre	Correo electrónico	Código asignado	Departamento	Municipio

Guía de preguntas

Deserción escolar

1. ¿Por qué motivo(s) dejaron de asistir a la escuela durante la pandemia?
    a. ¿Creen que volverán a la escuela después de la pandemia? ¿Por qué

2. ¿Conocen de compañera/os que han dejado de estudiar durante la pandemia?
    a. ¿Son pocos o muchos?
    b. ¿Por qué han dejado de asistir?
    c. ¿Creen que van a regresar después de la pandemia? ¿Por qué.

3. ¿Tuvieron acceso a materiales/recursos/equipo brindados por el gobierno (central y local), municipalidad, organizaciones de la sociedad civil, comunidad u otros para que pudieran seguir estudiando en la escuela durante la pandemia de COVID-19?

a. Si es no, explique ¿Por qué?
b. Si es si, ¿Qué hizo falta o no funciono?

4. ¿Se han sentido irritados, frustrados, desanimados, tristes, con miedo o incómodos durante la pandemia?

a. ¿A qué se debe?
b. ¿Ha cambiado el trato con amiga/o(s) y familia/tutor por esta razón?
c. ¿Qué has hecho cuando te has sentido así?
d. ¿Qué ha hecho tu familia cuando te has sentido así?
e. ¿Qué podría hacer tu familia cuando te sientes así?

5. ¿Han notado cambios en sus padres/tutores?

a. ¿Qué cambios has notado?
b. ¿Ha cambiado el trato de ellos hacia ti por esta razón? ¿Cómo te ha hecho sentir?

6. ¿Han experimentado o has visto violencia (basada en género y contra la seguridad personal)?

a. ¿Ha incrementado o ha bajado durante la pandemia?
b. ¿Ha afectado esto para que tú no asistas o que otros estudiantes no asistan a clases (virtuales o híbridas)? Explicar por qué.

Instrucción y aprendizaje

8. ¿Han continuado estudiando por cuenta propia?

a. Si es así ¿Cómo lo han hecho? ¿Qué medios han utilizado? ¿Consideran que ha sido efectivo? Explicar, ¿Por qué?

Migración irregular.

9. ¿Conocen de familiares, vecinos o compañeros de clases que han emigrado durante la pandemia? ¿Por qué razón han emigrado?

Cuestionario a docentes

Consentimiento Informado

Por favor lea esta información cuidadosamente antes de decidir su participación en el estudio:

Título de la investigación: Evaluación rápida de los impactos del COVID-19 en la retención estudiantil, enseñanza y aprendizajes, y migración irregular de los estudiantes y sus familias

Financiamiento: USAID

El objetivo de esta investigación: Determinar algunos impactos del COVID-19 en la retención estudiantil, enseñanza y aprendizajes, y los vínculos con migración irregular de los estudiantes y sus familias

Su participación: Contestar un cuestionario en línea de 10 minutos.

Sin riesgos: No existe ningún riesgo anticipado asociado a participar en este estudio, más allá de aquellos relacionados con ver una pantalla de teléfono celular o computadora durante 10 minutos y contestar un cuestionario sobre la información que verá en pantalla.

Confidencialidad: Toda opinión o información que nos entregue será tratada de manera confidencial. Nunca revelaremos su identidad. En las presentaciones que se hagan sobre los resultados de esta investigación no usaremos su nombre ni tampoco revelaremos detalles suyos ni respuestas que permitan individualizarlo. Sus datos serán resguardados en un archivo digital al que sólo tendrán acceso mediante clave las personas pertenecientes al equipo de investigación, quienes también han firmado una garantía de confidencialidad. Los datos sólo serán usados para la presente investigación.

Participación voluntaria: Su participación es completamente voluntaria. Se puede retirar del estudio en el momento que estime conveniente. Para ello, basta que cierre u abandone la página web con el cuestionario.

Contacto: Si usted tiene alguna consulta o preocupación respecto a sus derechos como participante de este estudio, puede contactar a Mendez England & Associates, con Cindy Abarca, al teléfono 2523-7486 o al correo electrónico cabarca@engl.com

¿Está Ud. dispuesto a completar el cuestionario siguiente? Si es así, por favor haga *clic* en el botón respectivo:

- **ACEPTO PARTICIPAR (usuario es dirigido al cuestionario)**
- **NO ACEPTO**

INSTRUMENTO DE REVISION DE CONDICIONES Y FUNCIONAMIENTO

DE INSTITTUCIONES EDUCATIVAS

GENERALIDADES

Código	Nombre de la institución educativa	Municipio	Matrícula 2022	Área geográfica

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1. ¿Existen estudiantes en su sección o en el centro educativo que han abandonado sus estudios temporal o permanentemente durante el año lectivo 2021, es decir, que no han cumplido con sus actividades y responsabilidades académicas?

- Sí
- No

2. Si existen estudiantes que han abandonado sus responsabilidades académicas de manera permanente durante el año lectivo 2021, ¿Qué porcentaje representa de la matrícula total del centro educativo aproximadamente? _____

3., ¿Cuál cree que ha sido la principal causa de abandono de los estudios por parte de los estudiantes?

- a. Violencia e inseguridad.
- b. Dificultad para seguir con sus estudios desde casa en forma hibrida (combinada) debido a la falta de conectividad.
- c. Dificultad para seguir con sus estudios desde casa de manera remota o combinada debido a su situación familiar.
- d. Necesidad de involucrarse en actividades remuneradas o que generen ingresos para aportar a la economía familiar.
- e. Falta de interés en el estudio desmotivación
- g. Migración
- h. Otra causa Especifique: _____

4. ¿Ha recibido apoyos de instituciones ajenas a MINEDUCYT que han abonado a su desempeño docente para darle continuidad a los procesos de aprendizaje durante el período de pandemia por COVID-19?

- Sí
- No

Si su respuesta fue "sí", escriba el nombre de la institución_____

5. A nivel personal, ¿Cómo describe usted su actitud durante la pandemia por COVID-19? (Marque las opciones en las que aplique).

a. Tranquilo y motivado.

b. Optimista.

c. Desmotivado.

d. Deprimido.

e. Preocupado por la salud propia.

f. Preocupado por la salud del estudiantado.

g. Preocupado por la actitud y apoyo de referentes familiares en la continuidad del proceso de aprendizaje de sus hijos e hijas.

h. Frustrado por el desafío que representa continuar con los procesos de aprendizaje utilizando recursos tecnológicos y no poseer las competencias digitales necesarias.

i. Frustrado por la falta de recursos para continuar con los procesos de aprendizaje y no poseer los recursos necesarios que faciliten esa tarea.

j. Frustrado por la falta de orientación pertinente ofrecida de manera oficial por MINEDUCYT.

k. Con deseos de retirarse de la docencia.

l. Otra actitud _____ Especifique: _____

6. ¿Qué medios utilizan sus estudiantes para acceder a los materiales educativos? (Puede marcar varias opciones).

a. Correo electrónico

b. Plataforma en línea

c. WhatsApp u otra aplicación de mensajería

d. Televisión educativa

e. Otro medio_____ Especifique: _____

7. ¿Qué porcentaje de sus estudiantes considera usted que tiene buen acceso a internet?

a. 0-10 %

b. 10-30 %

c. 30-70 %

d. 70-90 %

e. 90-100 %

8. ¿Cómo da seguimiento a los procesos de aprendizaje de sus estudiantes? (Puede marcar varias opciones).

a. Vía llamada telefónica.

b. Utilizando una aplicación de mensajería (WhatsApp, Messenger, Signal,…).

c. Utilizando correo electrónico.

d. Haciendo visitas domiciliares a las casas.

e. Durante los momentos presenciales en los centros educativos.

f. Otra _____ Especifique:_____

9. ¿Cuáles son los equipos y recursos materiales que usted considera importantes para desarrollar los procesos de aprendizaje con sus estudiantes en las clases semipresenciales? (Puede marcar más de uno)

a. Teléfono celular inteligente.

b. Computadora para los docentes.

c. Computadora para el estudiantado.

d. Conexión a internet.

e. Libros y materiales impresos.

f. Televisor.

g. Conexión a internet.

H. Sistema de cable.

i. Otro_____ Especifique _____

10. ¿Qué apoyos considera indispensables para mejorar la atención educativa en la modalidad semipresencial?

a. Capacitación docente por parte de MINEDUCYT por medio del INFOD.

b. Acompañamiento técnico del equipo directivo del centro educativo.

c. Círculos de aprendizaje entre pares.

d. Asesoría educativa.

e. Otro _____ Especifique: _____

11. ¿Existen estudiantes de la sección que usted atiende o del centro educativo en general, que reportan emigración desde inicio la pandemia en marzo 2020 hasta la actualidad?

- Sí
- No

Detalle su respuesta.

- Matrícula inicial: _____
- Cantidad de estudiantes que han emigrado: _____
- Cantidad de estudiantes del sexo femenino que han emigrado: _____
- Cantidad de estudiantes del sexo masculino que han emigrado: _____
- Nivel educativo en el que se observa con más frecuencia la emigración: _____

12. ¿A qué población escolar considera que ha afectado más la pandemia por COVID-19 en términos de aprendizaje y deserción escolar? (Marque los grupos que sean necesarios).

a. Niñas.

b. Niños.

c. Adolescentes.

d. Jóvenes.

e. Niñas con necesidades de apoyo.

f. Niños con necesidades de apoyo.

g. Adolescentes del sexo femenino con necesidades de apoyo.

h. Adolescentes del sexo masculino con necesidades de apoyo.

i. Jóvenes del sexo femenino con necesidades de apoyo.

j. Jóvenes del sexo masculino con necesidades de apoyo.

e. Todos por igual.

13. ¿Cómo ha percibido la motivación del estudiantado durante la pandemia por COVID-19?

a. . Están muy motivados.

b. . Están algo motivados.

c. . Están muy desmotivados.

d. . Están algo desmotivados.

e. . Se mantienen desmotivados.

f. . No tiene conocimiento porque ha perdido contacto con sus pares y docente.

14. ¿Cómo ha percibido la motivación del estudiantado al regreso a clases después del confinamiento por la pandemia por COVID-19?

a. . Están muy motivados.

b. . Están algo motivados.

c. Están muy desmotivados.

d. . Están algo desmotivados.

e. . Se mantienen desmotivados.

f. No tiene conocimiento porque ha perdido contacto con sus pares y docente.

15. ¿Cómo ha percibido la efectividad de sus clases en la modalidad hibrida o semipresencial?

a. Han sido más efectivas que antes de la pandemia por COVID-19.

b. Han sido igual de efectivas que antes de la pandemia por COVID-19.

c. Han sido menos efectivas que antes de la pandemia por COVID-19.

d. No sabe.

16. ¿La persona responsable del estudiante se comunica de manera constante con él o la docente para saber si su hijo está al día y participa en las actividades?

- Sí
- No

17. ¿La persona responsable del estudiante tiene y usa correo electrónico?

- Sí
- No

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