

SAFE TO LEARN PROGRESS 2019-2023 - EL SALVADOR

(UPDATED AS OF DECEMBER 2023)

SUMMARY TABLE OF BENCHMARK ASSESSMENT

IMPLEMENT LAWS AND POLICIES

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
1.1	The national government includes prevention of violence in around schools as a specific strategy in education sector policies, plans and budgets.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>El Salvador Country Compact 2020 [1] recognizes the prevention of violence and of rights violation as a key gap to be filled to achieve its priority of quality early childhood learning, including equality and inclusion. It mentions gaps in the prevention of violence and of rights violation, teacher training, and physical learning environments and includes violence prevention as one of its six intervention focuses. These elements recognized in the Country Compact transfer to the strategic priorities recognized in the Education Sectoral Plan 2022-2030 developed by the Ministry of Education [2].</p> <p>The <u>Institutional Policy of the Ministry of Education for School Coexistence and Culture of Peace</u> in its Strategy "A", called "Participation of girls, boys, adolescents, and young people ", raises the need to increase the leadership capabilities and skills of the student body, as well as the creation of spaces for participation to strengthen decision-making. As a result of the above, student participation strategies have been implemented, including the design and implementation of <u>the Student Participation Manual for School Coexistence</u>, which describes among its sections the participation mechanisms they have within the school, and there are also <u>two more guides</u> to develop and implement <u>school coexistence plans in schools</u>.</p> <p>The Gender Equity and Equality Policy (updated version of 2020) of the MINEDUCYT promotes the adoption of measures to end gender-based violence. [3]</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
1.2	There is explicit prohibition of corporal punishment in schools, and policies are in place to support positive discipline and effective classroom management.	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p><u>Corporal punishment in schools is prohibited by article 90, letter c) of the General Law on Education 1996</u> (last amended in 2021). There was a setback on the child protection law because the new Grow Up Together Law for the Comprehensive Protection of Early Childhood, Children and Adolescents (2023) doesn't prohibit explicitly corporal punishment in any environment. <u>It only establishes the role of schools to implement measures to prohibit it on article 57.</u></p> <p>The government has worked on training teachers and school staff on positive discipline, classroom management and peaceful conflict resolution. UNICEF and partners have supported this work.</p>
1.3	The roles and responsibilities of the Ministry of Education in response and referral to incidents of violence are clearly set out in the multi-sectoral national child protection policy framework.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>After the approval of the Grow Up Together Law (2023), the Ministry of Education continues to be a part of the Board of Directors of the CONAPINA -National Council for Early Childhood, Children and Adolescents-, which is the new overarching governing and implementation entity in charge of coordinating the National Protection System and the National Policy for Comprehensive Protection of Early Childhood, Children and Adolescents. [4]</p> <p>Even though the legal framework has experienced a renewal, child protection policies include the roles and responsibilities of MINEDUCYT which continue to be around the detection and referral of incidents or risks associated with violence identified within students.</p> <p>In addition, the Ministry has specific units to address efforts related to protection, student participation, counselling and even psychosocial support.</p> <p>In 2021 <u>virtual and hybrid accelerated education was set up to support reintegrating in education excluded children, including children that have been victims of violence and pregnant adolescent girls.</u></p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
1.4	The country has endorsed the Safe Schools Declaration and in situations of armed conflict is implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	El Salvador <u>endorsed the Safe Schools Declaration in November 2017.</u>

STRENGTHEN VIOLENCE PREVENTION AND RESPONSE AT THE SCHOOL LEVEL

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
2.1	Key violence prevention strategies are embedded in curriculum-based activities for children.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>UNICEF has contributed to the strengthening of student committees in some schools, addressing issues such as violence prevention, student leadership and gender equality, which are related to the competencies addressed in the updated social studies programme, with emphasis on related units with the strengthening of citizenship: coexistence, participation, change, among others.</p> <p>In 2023, efforts have been made to develop and test an online course on the prevention of online violence for the school community, especially parents, students and teachers. This course will cover the main online threats and violence and the risks associated with sexting, cyberbullying and sextortion.</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
2.2	Child safeguarding principles and procedures are in place in schools, inclusive of codes of conduct, and safe recruitment standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>There is a <u>child protection helpline 119</u> established by the National Council for Early Childhood, Children and Adolescents</p> <p>In 2022, the child protection helpline dial number changed from 123 to 119, and since January 2023 CONAPINA leads its operation.</p>
2.3	Each school has at least one focal point who is capacitated to provide front-line mental health/psychosocial support to children experiencing violence.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>Progress has been made to support the mental health of children and various tools and guiding documents were produced to support children and their mental health (see more on the website of <u>UNICEF El Salvador</u> which has supported this work).</p> <p>Teachers' training has been developed and digitized as part of the 'Sistema Educativo Multimodal' for learning recovery, mental health promotion, student participation and online child protection and supported by UNICEF.</p> <p>MINEDUCYT has school counselling centres, at the departmental level, that were established to provide almost immediate mental health and psychosocial support to students. In addition to building the capacity of teachers, a psychologist has been working in schools to provide support and implement various strategies. In 2021 and 2022, UNICEF contributed to the development of this counseling programme and strengthened the capacity of the teams providing services to students, and teachers training was also carried out on mental health issues.</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
2.4	The physical environment in and around schools is safe and designed with the wellbeing of children in mind.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input checked="" type="checkbox"/> N/A	

SHIFT SOCIAL NORMS AND BEHAVIOUR CHANGE

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
3.1	There is wide dissemination and engagement with stakeholders to build knowledge and appreciation of child rights and laws prohibiting violence.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>The Latin American Faculty of Social Sciences and UNICEF worked between 2020 and 2021 to provide children and adolescents with opportunities to express and discuss their needs and opinions on various issues affecting them, including violence.</p> <p>In 2022, UNICEF, in partnership with FLACSO, systematized good practices and lessons learned from NGOs and civil society working for children in El Salvador. As a result, five good practices on early childhood development, socio-emotional skills, family relationships, sense of community, and education, among other, have been shared and systematized with ConTextos, “Fundación Pro Educación El Salvador” (FUNPRES), “Fundación Salvadoreña para la Salud y Desarrollo Humano” (FUSAL), “Fundación Salvador del Mundo” (FUSALMO), and Glasswing International.</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
3.2	Specific, evidence-informed interventions are researched and implemented, addressing social norms that drive key forms of violence and/or helping children manage risks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>In 2023, as part of the implementation of “Tambien Soy Persona” (I’m a Person too), formative research was carried out on the parenting practices of families with adolescents to generate evidence on the impact of the methodology in promoting positive practices and behaviours in terms of parenting and good relationships in families with adolescents.</p>
3.3	Young people, parents, teachers, and community members in and around schools are engaged and active on school violence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>The leadership of students’ committees was supported during 2021 and 2022 (more than 50 schools) and <u>participatory diagnostics were carried out with students to design a course on the protection of children online.</u></p> <p>Some efforts have continued in 2023, with the creation of school committees on prevention, gender equality and coexistence, taking into account the participation and involvement of students. UNICEF and partners have accompanied and supported the proposals and activities of these committees in terms of training, sensibilization and family engagement in child protection and education.</p>

INVEST RESOURCES EFFECTIVELY

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
4.1	Domestic resources allocated to support interventions and capacity building activities to prevent and respond to violence in schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>The Latin American Faculty of Social Sciences and UNICEF worked between 2020 and 2021 to provide opportunities for children and adolescents to express and discuss their needs and opinions on various issues, including VAC and GBV with the aim of informing advocacy for increased public investment for children – both for sectoral and intersectoral initiatives.</p>
4.2	Development partners provide resources targeting national or subnational level to end violence in schools, investing in effective approaches.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>Several development partners members of the LEG support the prevention of early pregnancies, which is done in coordination with the Gender Unit of MINEDUCYT.</p> <p>UNICEF, in coordination with the MINEDUCYT and the National Council for Early Childhood, Children and Adolescence (CONAPINA) has been working since 2019 to support access to safe spaces and to address school violence.</p> <p>Through its education programme UNICEF supports work on SRGBV, MHPSS in education as well as on System strengthening, student and community participation and social accountability. UNICEF Child Protection programme works on VAC, including support to response and support services. [5]</p> <p>With the EU - UN Spotlight Initiative and the Government of Canada Protective Learning and Nurturing Environments Initiative: Bringing Girls to New Heights, UNICEF has supported school related gender-based violence prevention.</p> <p>GPE is funding analysis of the situation regarding the violation of the rights of girl-mothers and adolescent mothers in family circles and will support <u>capacity strengthening of the MINEDUCYT to generate quality data on various issues, including on school desertion and teenage pregnancy</u>. GPE with World Bank as grant agent includes the support to the revision of the ECCE curriculum and associated learning materials to ensure its content promotes gender equity and violence prevention (including GBV). [6]</p> <p>INGOs members of the CSO Forum support Safe Schools programming and advocacy. [7]</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
4.3	There is private sector engagement in the provision of financial and non-financial resources including technical support, expertise and advocacy towards ending violence in schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	

GENERATE AND USE EVIDENCE

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
5.1	Information and reporting of incidents allow for disaggregated baseline information and monitoring of trends and that reflect needs and gaps in the system.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input checked="" type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>According to UNICEF El Salvador Annual Report 2022, data from the Ministry of Health show that 54.5% of children aged 1-14 experience violent forms of discipline.</p> <p>According to CONAPINA, from January to November 2023, 15,117 cases of children's rights violations were reported, 61.64% of these were related to violence against children and in 7% of these cases the action occurred inside schools.</p>

N.	BENCHMARK	ASSESSMENT FINDING	PROGRESS SUMMARY
5.2	There is regular data collection on prevalence and forms of violence in schools using methods that follow high ethical standards.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input type="checkbox"/> N/A	<p>In 2022 El Salvador conducted a national survey on mental health, which includes data on bullying experienced by children and adolescents in schools, as well as on cyber bullying and suicide among adolescents (access the survey here).</p> <p>In 2019, the Government launched their first VACS report with support from CDC, USAID, and other partners. Partners include the Minister of Education (access it here: VACS Survey 2019).</p> <p>El Salvador Country Compact 2020 mentions that there is a gap in country data on gender-based violence.</p>
5.3	Decisions on replication and scale-up of violence prevention initiatives are based on evaluations of trialled models and approaches.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In Progress <input type="checkbox"/> Unable to Assess <input checked="" type="checkbox"/> N/A	

NOTES AND REFERENCES

[1] Ministry of Education, Science and Technology Local Education Group. Country Compact: El Salvador. 2020

[2] Please notice this document has not been published by the Ministry of Education, although UNICEF has accessed to it. The Education Sectoral Plan is the most updated and current planning document for the education sector.

[3] El Salvador Country Compact 2020, p. 15.

[4] Consejo Nacional de la Niñez y de la Adolescencia. Plan Nacional de Acción de la Política Nacional de Protección Integral de la Niñez y de la Adolescencia 2014 – 2017

[5] Safe to Learn Country Engagement Task Force (CETF) Mapping 2023

[6] Ibid

[7] Ibid

ACKNOWLEDGMENTS

This publication is a joint effort by Safe to Learn Secretariat and UNICEF, made possible through collaboration with Ministries of Education and other line ministries, and Safe to Learn partners from the 16 countries that endorsed the Safe to Learn Call to Action. The progress review has been conducted by Catherine Flagothier, Safe to Learn Programme Specialist. Thank you to Zoya Maaez, Safe to Learn Intern, and Audrey Franchi, Social and Behavior Change Officer for their contributions. Particular gratitude to Education, Child Protection, and Social and Behavior Change colleagues in the concerned UNICEF HQ, Regional and Country Offices and to governments for their invaluable collaboration and contributions.

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