

SOUTH-SOUTH IDEAS

THE ROLE OF CIVIL SOCIETY ORGANIZATIONS
IN IMPROVING THE QUALITY OF EDUCATION:
THE CASES OF ECUADOR AND EL SALVADOR



SOUTH-SOUTH IDEAS

**THE ROLE OF CIVIL SOCIETY ORGANIZATIONS IN
IMPROVING THE QUALITY OF EDUCATION:
THE CASES OF ECUADOR AND EL SALVADOR**

March 2019

**Copyright © United Nations Office for South-South Cooperation and the United Nations Development Programme
All rights reserved**

United Nations Office for South-South Cooperation
United Nations Development Programme
304 East 45th Street
New York, NY 10017 USA

Disclaimer

The views expressed in this publication are those of the authors and do not necessarily represent those of the United Nations, UNDP or the United Nations Member States. The designations employed and the presentation of materials on maps do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations or UNDP concerning the legal status of any country, territory, city or area or its authorities, or concerning the delimitation of its frontiers or boundaries.

TABLE OF CONTENTS

Acknowledgements	5
Abbreviations and Acronyms	6
Executive Summary	7
Civil Society Organizations and Education in Ecuador and in El Salvador	9
Literature Review	11
Education in Latin America	11
Education: new models to replace existing traditional models	13
South-South cooperation as a good practice	16
Methodology	18
Case Studies from Ecuador	21
General context	21
Learning Communities: A transformation from and for the community,	23
<i>General Background</i>	23
<i>Learning Communities in Ecuador</i>	23
<i>Methodology</i>	24
<i>Core Results</i>	26
<i>The role of South-South cooperation</i>	28
<i>Lessons learned</i>	30
Transforming the educational reality: Enseña Ecuador,	32
<i>General Background</i>	32
<i>Teach for All in Ecuador: “Enseña Ecuador”</i>	33
<i>Methodology</i>	34
<i>Main Results</i>	37
<i>The role of South - South cooperation</i>	38
<i>Lessons learned</i>	39
Case Studies from El Salvador	41
General Context	41

TABLE OF CONTENTS

Sowing Values in the New Generations of Fundación Renacer	44
<i>General background</i>	44
<i>Methodology</i>	45
<i>Main Results</i>	47
<i>Role of South-South cooperation</i>	48
<i>Lessons learned</i>	50
Glasswing International Community Schools	51
<i>General background</i>	51
<i>Methodology</i>	53
<i>Main results</i>	55
<i>Role of the South-South and triangular cooperation.</i>	56
<i>Lessons learned</i>	57
Closing Remarks: What is working in education?	59
Policy Recommendations	62
References	64

ACKNOWLEDGEMENTS

This research study was supervised by Paula Castells Carrión. The case studies in this research were authored by Paula Castells Carrión, María Belén Troya, María Isabel Vinueza Rivera, Diana Belén Coello Baquero, and Sabinela Alfaro. The authors wish to thank the United Nations Office for South-South Cooperation (UNOSSC) and the United Nations Development Programme (UNDP) for their sponsorship of this research project under the “South-South Global Thinkers- the Global Coalition of Think Tank Networks for SSC” initiative.

The authors are very grateful to the various partners who offered an important space for collaboration and discussion. A special thanks to the organizations that were part of this study and their work teams: Grupo FARO and the Learning Communities Team, Enseña Ecuador and its team, Fundación Renacer and Glasswing.

The authors extend a special thanks to Ms. Shams Banihani (UNOSSC) for her comments and guidance that greatly improved the study. Thanks are also extended to Ms. Nawra Mehrin (UNOSSC) and three other anonymous reviewers for their comments.

ABBREVIATIONS AND ACRONYMS

AAVALES	Values Action Association for El Salvador
CREA	Community of Research on Excellence for All
COE	Experience Coordinator
CSO/s	Civil Society Organization/s
FES	Foundation for Higher Education
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
IBRD	Bank for Reconstruction and Development
ICT	Information and Communications Technology
IDB	International Development Bank
INEC	National Institute for Statistics and Census (Ecuador).
INEVAL	National Institute for Educational Evaluation
PBL	Project Based Learning
PECs	Professionals from Enseña Ecuador
MDG	Millennium Development Goals
MIC	Middle Income Country
MINED	Ministry of Education (El Salvador)
MINEDUC	Ecuadorian Ministry of Education
MOST	Management of Social Transformation
n.d.	no date
NER	Net Enrolment Rates
NVR	National Voluntary Reviews
REDUCA	Latin American Network for Education
SDGs	Sustainable Development Goals
SEA	Success Educational Actions
SEL	Socio-Emotional Learning
SENESCYT	Secretariat of Higher Education, Innovation, Science and Technology
SETEPLAN	Technical Secretariat of the Presidency of El Salvador
SERCE	Second Regional Comparative and Explanatory Study
SMART	Specific, measurable, assignable, relevant and time related objectives
SSC	South-South Cooperation
STEM	Science, Technology, Engineering, Mathematics
UN	United Nations:
UNESCO	United Nations Education, Science and Culture Office
USAID	United States Agency for International Development
WAP	Working Age People

EXECUTIVE SUMMARY

Latin America still faces important challenges regarding education: traditional education prevails in a context in which characteristics such as quality and innovation are not taken into consideration. The 2030 Agenda for sustainable development provides clear guidelines to address actions and activities to tackle these problems. The Agenda is framed in the notion of collaborative work, which requires members of different areas to come and work together, for example: government, development cooperation partners, civil society, academia and the private sector. In this research, we review how civil society organizations (CSOs) in Ecuador and El Salvador are implementing educational projects and initiatives that complement the work of the governing educational entities of these countries.

This is a qualitative research based on case studies focusing mainly on the practices and approaches that have allowed CSOs to successfully implement educational projects in the above-mentioned countries. The research questions proposed in this document are the following: How are CSOs contributing to advance education in Latin America? Has South - South cooperation (SSC) helped CSOs to fulfil this objective? Which recommendation for public policy surface from the interaction between CSOs and SSC?

We begin with a literature review that compares traditional education models with the new education approach, emphasizing practices and methodologies that have been proven effective, such as teacher's training programs, cooperative learning, inclusion, and development of leaderships and critical thinking skills. In this section, we also explain why we focus on good practices. A good practice is an effective action that has facilitated some process or has proposed an alternative to a specific problem, proposing real and effective solutions which enable improvement and performance (Jerí, 2008). Thus, South-South Cooperation has been actively used in the Latin American region, particularly in the exchanges between CSOs implementing educational projects. This kind of cooperation has allowed for executing organizations to exchange knowledge, tools and learned lessons, which have facilitated the execution of educational projects, both in Ecuador and in El Salvador.

In the Ecuadorian Case, we focused on two initiatives: Learning Communities, executed by Grupo FARO; and Enseña Ecuador. As for the cases of El Salvador, Sowing Values, executed by Fundación Renacer; and Communitarian Schools, executed by Gasswing were chosen. All the cases were selected after a general analysis of CSOs implementing education projects in both countries and the degree to which they fulfilled different parameters, such as SMART (Specific, measurable, assignable, relevant and time related) objectives, clear methodological approach, monitoring mechanisms and inclusion of SSC modality. Literature review, interviews and focus groups were conducted to gather, complement and enhance the literature findings. In each case, we state a general review of the projects objectives, its methodological tactic, main results, the role of SSC and learned lessons.

In general terms, we have identified evidence that these projects, through different methodological



approaches and mechanisms, have allowed for the development of innovation, critical thinking and leadership skills in students. Furthermore, it is important to emphasize that, in the processes developed by each of the organizations reviewed, SSC has played an essential role in the execution of educational projects and initiatives, providing networks that have facilitated the exchange of knowledge, experiences and tools, which have allowed for collective discussions, identification of common problems and proposed solutions adapted to the regional context. Additionally, teacher training and development was a key element for ensuring the execution of projects and their success, as these prerequisites facilitated transformation in the classrooms in the long term; another similarity between the cases related to the conception of community and the establishment of general communal living codes. We conclude this document by providing final thoughts on these matters and offering specific policy recommendations.



CIVIL SOCIETY ORGANIZATIONS AND EDUCATION IN ECUADOR AND IN EL SALVADOR

Latin America has made impressive progress towards reducing poverty and improving living conditions for the poor over the past 15 years (Rodriguez & Mariotti, 2016; IDB (International Development Bank), 2016). Aligned with the Millennium Development Goals (MDGs), the region has generally increased the education rate, improved living conditions, achieved higher nutritional levels, and has obtained better access to water supplies (IDB, 2016). Despite this progress, Latin America remains one of the most unequal regions in the world: 11 of the 20 countries with the highest inequality rates are located here (Rodriguez & Mariotti, 2016). Regarding education, the region still faces important challenges; for example: coverage, quality of education, educational innovation, evaluation of educational initiatives and projects, as well as research, evaluation, monitoring and evidence-backed policy and programming. In order to reduce these gaps, the countries in the region need to intensify their efforts, and enhance their capabilities and knowledge in improving the overall education system.

In reference to the above, the 2030 Agenda for sustainable development provides clear guidelines to address different actions, as well as an opportunity to combat inequality. The Agenda is predicated on the concept of collaborative work, which requires stakeholders of different areas to come and work together: government, development cooperation partners, civil society, academia and the private sector. Since these various stakeholders are committed to agendas that do not necessarily coincide, achieving such coordination is a challenge in itself. However, due to the importance of education and its direct influence on development, various researchers have endeavored to analyze efforts to improve education and address the existing gaps present in this area.

This reality is not unknown in Latin America, where education has been positioned as one of the priority areas for intervention. This has been demonstrated, for example, in the important advances regarding the universalization of education's access and the reduction of illiteracy that almost all countries in the region have made (IDB, 2016). Nevertheless, traditional education prevails in the classroom, where the implemented methodologies and teaching have proven themselves inefficient in achieving significant and lasting knowledge in students. Brunner (2016), explains that depending on the country in Latin America and the cognitive domain that is analyzed, from 33 per cent to 75 per cent of the students show deficient cognitive results. These figures exemplify clearly the flaws in traditional educational models, which are not responding to contemporary needs, such as comprehension, the use of information and communication technologies (ICTs), the understanding of globalization and interconnection paradigms, ongoing teacher training, curriculum reform, among others; or the generating of lasting knowledge and skills in students.

Given these challenges in the educational field in Latin America, it is argued that the 2030 Agenda provides an opportunity to reconsider education, its methods, practices and characteristics in the region. To do so, first it is crucial to question traditional educational models and to understand the underlying challenges

that need to be tackled. For example, educational practices must be rethought to position students and their communities as key stakeholders in the learning processes, not just as recipients to direct information and knowledge (Feito, 2009). Efforts and incentives for education and training of teachers and managers should increase (Hattie, 2012; Darling-Hammond, 2016). Principles such as inclusion, effectiveness, equity and adaptation must be included in the learning and teaching processes (Torazo, 1996; Pujolas, 2005; Duran and Miquel, 2003).

In this aspect, civil society is a key actor in the exercise of questioning traditional education in Latin America, as governmental agencies are sometimes constricted due to political will, budget or administrative obstacles. CSOs fulfil an important role in implementing alternative and inclusive education projects and initiatives all over the region, filling gaps left by the governing educational entities, and generating evidence with respect to best education practices. Despite their importance, CSOs face important challenges to continuously develop their activities and projects, challenges that are linked to the limitations regarding financial sources and long-term sustainability, lack of technical support, absence of enabling environments due to institutional and legal obstacles, among others.

Facing these challenges, CSOs rely on cooperation to find financial support, exchange information and adapt and re-adapt educational initiatives as well as projects in the region. The exchange between countries in the region respond to the need of a horizontal type of cooperation, which was not necessarily applied under the North – South model, as it created a hierarchical position between the developed and developing countries.

In Latin America, the exchange produced by bilateral or multilateral cooperation, both, between countries and organizations, fit into the South-South and triangular cooperation models, as it allows the exchange of knowledge, resources, skills and know-how between countries in the region, following principles such as “not intervention” and “horizontality” (United Nations, 2016). Because of its characteristics, which will be analyzed and developed further on in this document, SSC has positioned itself as a good practice in the exchanges made between CSOs in Latin America, as the tools it provides have allowed the region to address common problems and identify comprehensive solutions. This is particularly relevant when it comes to education.

These insights have prompted analysts to consider the following research questions: How are CSOs contributing to advancing education in Latin America? Has SSC helped CSOs to fulfil this aim? Which recommendation for public policy arise from the interaction between CSOs and SSC? This research proposes a first approach to these questions through a comparative study in two different Latin American contexts: Central America and the Andean Region. Through a qualitative research based on case studies of Ecuador and El Salvador; this document analyses educational projects implemented by CSOs, how they relate to the contemporary educational paradigms and how SSC contributes to these projects and their obtained results.

With this aim in view, this paper will assess the applied methodology used to conduct this research and

to select the cases, which will be followed by a review of relevant literature that provides a conceptual context about education in Latin America, as well as the trends in relation to education's characterization and its practices. The following section includes the country chapters, each contains a review of the education context in Ecuador and El Salvador, respectively, to later conduct an in-depth evaluation of the case studies, their main structures and the role of SSC. Then, a comparative analysis focused on the case studies and the role of SSC is offered. Finally, general conclusions will be reviewed, as well as specific recommendations to benefit policy makers.

LITERATURE REVIEW

Education in Latin America

National and international agendas for development have positioned education as a central and necessary axis for the reduction of inequalities. Nowadays, one of the main references for sustainable development is the 2030 Agenda, which has generated important guidelines for nations worldwide to plan, and redirect efforts. The Agenda establishes 17 Sustainable Development Goals (SDGs), which are global, action-oriented and universally applicable and they have an integral approach when contemplating the several interactions between the economic, social, environmental and cultural aspects of development (ODS Territorio Ecuador, 2018). SDG 4 aims to ensure inclusive and equitable quality education and promote life-long learning opportunities for all the people and has specified seven targets and eleven indicators in order to achieve this.

Edwards (1991) explains that a profound social, political and economic change can be achieved through education. Additional economic studies¹ have found that there is a correlation between the increase in education's quality and economic development, which is why quality education has gained greater importance (Terrones and Calderón, 1993). As education is a motor for development, many countries, both Latin American and in the other regions, have increased budgets directed to educational programs, as well as the number of initiatives focused on strengthening its quality. Specifically, Table 1 provides some indicators that allow us to have a brief overview of education in the region.

A clear example of regional efforts to improve education is reflected in the coverage rates. By the year 2015, universal coverage was almost fulfilled for the group of children between 6 and 14 years of age, achieving a 95 per cent coverage rate (Arias and Martínez, 2017). Also, between 2006 and 2015, the average graduation rate escalated from 68 per cent to 78 per cent in primary education, from 51 per cent to 60 per cent in middle school education and from 33 per cent to 42% in high school (Arias and Martínez, 2017). In addition, the percentage of gross domestic product (GDP) invested in education ranges from 3 per cent to 6 per cent in most countries of the region.

¹ Economic Studies as "The concept of quality of education" written by Veronica Edward in 1991; "Education, human capital and growth, economic: The case of Latin America" by Marco Terrones and César Calderón in 1993; "Education and Economic Development" by Clara Núñez in 1999.

Table 1: A brief overview of education in the region²

Country	Public ³ investment in education	GDP% invested in education	Quantity invested by year in 1 student (in US dollars)	Literacy rate	# of students per teacher	Coverage: elementary level	Average dropout rate ⁴
Argentina	14.1% (2015)	6.1% (2015)	\$2.180 (2015)	98% (2010)	9.7 (2015)	97.5% (2017)	7.5% (2015)
Brazil	6.04% (2014)	5.00% (2014)	\$1.798 (n.d)	93% (2017)	23.3 (2016)	97.7% (2017)	4.3% (2016)
Chile	21.8% (2017)	4.92% (2015)	\$4.074 (2018)	96.3% (2013)	17 (2017)	92.9% (2016)	3.3% (2018)
Colombia	3.5% (2017)	4.5% (2017)	\$3.060 (2014)	94.2% (2017)	27 (2016)	76.2% (2016)	4.0% (2016)
Ecuador	15.5% (2018)	4.3% (2018)	n/a	92.8% (2014)	20.2 (2006)	97.4% (2013)	6.1% (2012)
El Salvador	16.1% (2016)	3.45% (2016)	\$508.19 (2016)	88% (2015)	30 (2016)	84.8% (2016)	22.7% (2015)
Guatemala	23.4% (2016)	2.9% (n.d) ⁵	\$415.77 (n.d)	88% (2016)	20 (n.d)	78.2% (2016)	5.0% (2016)
Honduras	22.7% (2017)	5.4% (2017)	\$635 (2015)	89% (2015)	17.4 (2018)	49.5% (2017)	4.2% (2018)
México	18.3% (2017)	6.2% (2017)	\$2.483 (2014)	95% (2016)	24.7 (2017)	97.7% (2018)	2.5% (2017)
Nicaragua	18.9% (2017)	4.5% (2017)	\$236.5 (2017)	89.5% (n.d)	30 (2017)	91.2% (n.d)	7.3% (n.d)
Paraguay	21.2% (2018)	4.1% (2017)	\$560.30 (2012)	94.2% (2017)	21 (2016)	n/a	3.5% (2016)
Peru	3.7% (2017)	3.8% (2016)	\$916.43 (2015)	94% (2017)	14.3 (n.d)	92% (2015)	3.6 (2017)
Uruguay	4.6% (2016)	4.08 (2016)	n/a	98.6% (2016)	24 (2016)	100% (2015)	14.8% (2015)

Despite the comprehension of education as a central axis for development in Latin America countries and the efforts to increase coverage rates and investment in education, important challenges remain. The majority of the challenges are related to education's quality and the generation of cognitive skills and abilities that respond to the current global context. This has been reflected in the results obtained in standardized educational tests, such as the Programme for International Student Assessment (PISA) and the Third Regional Comparative and Explanatory Study (TERCE), which shows the deficiencies of the regional educational systems when it comes to generating long term knowledge.

² The information shown in Table 1 comes from the book *Aprender es Más* (2018) compiled by the Latin-American Network for Education (Reduca). This book is the result of the collective effort of civil society organizations in different countries of the region. Before delivering this material to Reduca, each organization reviewed the information here presented.

³ Some countries in the region do not have updated information

⁴ Throughout schooling (elementary, middle and high school).

⁵ No date available.

“The results obtained from the PISA tests in 2015 show that the countries of the region are still rated in the last positions of the international the quality of education rankings. According to these tests, students do not have the minimum knowledge and skills expected for their age, to function adequately in life and in academia, or to face the challenges of the XXI Century, which causes them to accumulate great disadvantages in relation to students from other countries or from other socioeconomic levels” (REDUCA & Fundación SURA, 2018, p.7)

José Joaquín Brunner (2016), an education specialist, comments on this matter stating that “depending on the country and the concerned cognitive domains, from 33 per cent to 75 per cent of students have showed deficient cognitive skills” (p.140). In addition, the deficit in cognitive abilities increases in the lowest socioeconomic quartiles, “since 40 per cent of young people from households with lower economic, social and cultural capital are precisely those who, on average, fail to acquire basic cognitive skills” (Brunner, 2016, p.142). These figures clearly indicate that coverage is not synonymous with quality, and that despite the significant progress in educational issues in the Latin American region, there are still important gaps and challenges to achieve a quality education that allows everybody to develop skills and knowledge.

Generating an inclusive and quality education for all individuals is the greatest challenge that the region currently faces. This challenge encompasses a series of changes needed in the education systems and how these approach knowledge generation, learning and students. Hand in hand with these changes we encounter the need for educational innovation, evaluation of educational initiatives and projects, as well as research, evaluation, monitoring and evidence-backed policy and programming. Another important factor that has to be taken into account when analyzing education’s quality is related to both, teacher training and the continuity of public policies (REDUCA & Fundación SURA, 2018; Creamer, 2018). The following section will address these challenges, analyzing the new educational tendencies and how these could be beneficial for education in Latin America.

Education: new models to replace existing traditional models

Education in Latin America tends to fit into traditional models, which are characterized by rote learning based on the memorization and repetition of content. Additionally, in these models, hierarchical relations prevail between teachers and students, perceiving the last as recipients who must assimilate and repeat. The traditional education model also seeks to standardize, both the knowledge imparted, the content delivered and the rhythm of learning (Alonso, 2009), which provides very little margin for developing critical thinking skills and innovation in the classroom. Within this model, the importance of rational reflection as well as the tools that allow students to take advantage of their autonomy, are not taken into account (Puryear, 1996, p.2-3).

Rational deliberation within education, allows students to develop skills related to critical thinking, leadership, problem solving, among others (REDUCA & Fundación SURA, 2018, p.7). Furthermore, in

the traditional models, teachers within schools exercise a paternalistic role instead of being a guide or a facilitator for students. In this regard, students who are part of traditional education paradigms have a tendency to be dependent on authority, which generates several limitations for them to actively partake in society's problems (Brighouse, 2006). Due to these structures, traditional educational models present important limitations when it comes to improving characteristics such as quality and inclusion, and to generate knowledge and skills in the long term. In this sense, new trends have emerged in the world of education, where the focus is on obtaining higher quality indexes and breaking traditional structures.

Quality education is understood as the effectiveness of the methods and processes used to ensure the learning and understanding of students, the relevance of the contents dictated so that students can understand, analyse and interact with their environment, achieving an integral development - intellectual, emotional and physical -, the ability of the system to adapt to the context and change them in order to ensure the integral learning of the students and the effectiveness of the processes and methods to generate a learning environment that manages to transmit knowledge in the long term (Toranzos, 1996; Edwards, 199; Chaves, 2004).

Moreover, *inclusion* as a characteristic of quality education is essential, as it leads to generating diverse educational models that can adapt to different contexts and different groups of people. In traditional education models, one of the characteristics that has prevailed is unification, both of the knowledge imparted and of the methodologies to approach and teach the students. Usually, these models generate school exclusion, since the classroom is not designed as a diverse learning place that takes into account the peculiarities of the students, which increases the statistics of school failure and school dropout, which generates clear disadvantages for later insertion into adult life (Echeita et al., 2004). It is necessary to update this teaching style to achieve comprehensive systems, that are adaptable and open to the complexities of quality and inclusion (Echeita et al., 2004). An inclusive education is contemplated as a broad-based system that does not exclude any student and that provides all the necessary conditions to guarantee the learning success of all students (Feito, 2009, p.17)

In this sense, *inclusion* as an intrinsic characteristic of learning is based on an understanding of the differences in the classroom: abilities, pace of learning, needs based on social contexts, among others; generating models based on the sense of belonging and community. By analyzing inclusion as an intrinsic characteristic of quality education, educational inequalities and their connection with the social structures that encourage them become more visible (Feito, 2009, p.17). This visibility allows policy-makers and educational experts to generate better educational models to face inequalities and to face these problems. In this aspect, cooperative learning has been developed as a methodology to approach inclusion as a main characteristic of quality education. Cooperative learning establishes mechanisms to generate reciprocal participation among teachers, students and other actors of the educational community (Duran and Miquel, 2003, p.73). The aim is to position education as everybody's concern, transcending the spaces provided by the classroom and educational institutions, incorporating families and communities as main actors in the student's learning process. In this regard, cooperative learning promotes three fundamental values in



students: dialogue, coexistence and solidarity (Pujolas, 2005, p.53). These values generate strong bonds between all the members of the education system, generating more horizontal relationships among them.

Additionally, cooperative learning generates positive interdependence; its main conception is that individual success is connected to the team's success, and vice versa (Duran y Miquel, 2003, p.75). Moreover, this approach generates peer tutoring and peer learning, which encourages students to tutor their colleagues, helping them to internalize knowledge and to have a deeper understanding of specific themes. Duran and Miquel (2003), explain that in this way learning is more personalized and students become the main players of their own learning by receiving and offering knowledge, in addition to developing skills such as negotiation and empathy (p.78).

In this approach, teachers acquire a secondary role by supporting and helping students, as well as by establishing the main guidelines of content (Alonso, 2009). Educators, in this sense, become facilitators of the learning process, guiding students in the process of questioning. "A teacher must be an architect as well as a designer who plans and organizes, deciding jointly with the students and with the help of technology, which implies reinforcing the role of the educator as a companion of the student in their personal growth process from the academic and emotional factors involved in the relationship" (Selwyn, 2016 in Cobo, 2016, p.41). Because of the secondary role teachers play, students become the main actors in their formation and educational process, "seeking to develop critical thinking that allows them to make decisions at the individual and collective levels" (Feito, 2009, p.18).

Teacher's training is linked tightly to cooperative learning and to the models that enhance quality education. "Although teacher education is only one component of what is needed to enable high-quality teaching, it is essential to the success of all the other reforms urged upon schools" (Darling-Hammond, 2006, p.13). Training is one of the main mechanisms that will enable real and long-term transformation in the classrooms, since it allows the teachers to identify what is most effective for the learning of a specific group of students and how this content can be more significant. Darling-Hammond (2006), explains that "teachers need not only to be able to keep order and provide useful information to students, but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material" (p.1). Teacher training goes hand in hand with research and evaluation, as these characteristics will allow us to integrate practical and theoretical knowledge to obtain better results in the classroom and facilitate the development of skills. Due to its importance, teacher training programs and research programs should be "universally available" and undergo constant innovation, "rather than a rare occurrence that is available only to a lucky few" (Darling-Hammond, 2006, p.13).

To sum up, the traditional educational models do not offer the structures, training, or contents to qualify students to face real challenges and to develop critical thinking. This is why analysing new approaches in education has become crucial, especially when analysing quality education, which offers a physical context for learning, educators adequately trained for the task of teaching, good study and work materials, adequate teaching strategies and approaches focusing on the generation of skills and long-term knowledge. In this

aspect, policies promoted by governments in the region should be based on research and respond to the current needs and trends education faces.

South-South cooperation as a good practice

A good practice is defined as an effective action that has facilitated some process or has proposed an alternative to a specific problem, proposing concrete and effective solutions which enable improvement and performance (Jerí, 2008). Therefore, good practices allow the learning process to be more effective, especially when the aim is to readapt a method, system or approach in a new context. In the Latin American perspective, SSC, due to its characteristics, has become a good practice that facilitates processes for CSOs, academia and governments. As good practices are action-oriented, they gather tacit knowledge focused on processes, which increases efficacy. Additionally, Nonaka and Takeuchi (1995) affirm that tacit knowledge has a strong technical component that results in a degree of experience that leads it to act effectively. These features allow SSC to identify and generate important inputs to develop context-adapted models and methodologies in the educational field.

On one side, a good practice is defined as an “effective action that has facilitated some processes or has been an alternative to a problem, (being one) experiences with good results, which are oriented to concrete and effective solutions that allow an improvement in performance” (Jerí, 2008). Therefore, good practices are associated with the ability of an organization to carry out successful planning to achieve the established goals and continue to improve. Besides being characterized by tacit knowledge, good practices are: innovative (develops new or creative solutions), effective (demonstrates positive and tangible impact on improvement), sustainable (due to its social, economic and environmental demands can be maintained over time and produce lasting effects) and replicable (serves as a model to develop policies, initiatives and actions in other places based on tested solutions) (UNESCO (United Nations Education, Science and Culture Office)), undated); these characteristics are proposed in the framework of the Management of Social Transformation (MOST)⁶ Programme, executed by UNESCO.

On the other hand, in Latin America, SSC has positioned itself as a good practice, as the tools it provides have allowed the region to address common problems and identify comprehensive solutions. The High-level Committee on South-South Cooperation of the United Nations defines South-South Cooperation as follows:

“a process whereby two or more developing countries pursue their individual and/or shared national capacity development objectives through exchanges of knowledge, skills, resources and technical know-how and through regional and

⁶ MOST works with governments, social and human science communities, and civil societies to improve the connections between knowledge and action, connections that are key to positive social change. Within the framework of the United Nations Sustainable Development Goals, MOST contributes to the eradication of poverty and development, as well as the achievement of UNESCO's Global Priorities. This program supports the Member States in the improvement of policy formulation processes by strengthening the links between research and policies, promoting evidence as the basis of public policies.



interregional collective actions, including partnerships involving Governments, regional organizations, civil society, academia and the private sector, for their individual and/or mutual benefit within and across regions. South-South cooperation is not a substitute for, but rather a complement to, North-South cooperation” (United Nations, 2016).

SSC has enabled the exchange of educational methodologies and practices that are adapted and have generated positive results in the Latin America context, facilitating implementation and increasing the efficiency of several processes. Moreover, the High-level Committee on South-South Cooperation has identified several normative principles: “respect for national sovereignty, national ownership and independence, equality, non-conditionality, non-interference in domestic affairs, partnership among equals and mutual benefit”; several operational principles: “mutual accountability and transparency, development effectiveness, coordination of evidence- and results-based initiatives, and multi-stakeholder approach”; and several objectives: “support national and regional development efforts; strengthen institutional and technical capacities; improve the exchange of experience and know-how among developing countries; respond to the specific development challenges of developing countries; and increase the impact of international cooperation” (n.d.).

Because of these principles and objectives, SSC has been proven effective to identify common solutions for the problems Latin America is facing, it is stated as a proof of solidarity between the countries in the region, which will allow them to be self-sufficient and to channel its effort to achieve development. CSOs have been a key actor to develop these tasks in the educational field, allowing the exchange of knowledge, methodologies and effective tools, which have been proven successful and efficient in the region’s specific context.

For example, Reduca, the Latin America Network of Civil Society Organization for Education, integrates CSOs focus on advancing education in 14 different countries in the region. These CSOs maintain constant communication and exchange, helping each other out and providing key tools and mechanisms to strengthen their processes. This has allowed new educational initiatives and projects to include practices and methodologies which are based on evidence and have been proven to be effective. The network applies several principles stated under SSC, such as partnership among equals and mutual benefit, mutual accountability and transparency, development effectiveness, coordination of evidence- and results-based initiatives. Moreover, most of the organizations that belong to this network maintain direct advocacy channels and a close relationship to their governing educational entities, which allows all the knowledge and exchange produced in a network level to reach the *policy-makers* level. One interesting final product achieved through this network and this exchange is the book *Aprender es más. Hacer realidad el derecho a la educación en América Latina*⁷, which compiles relevant information of the challenges the region is

7 Learning means more. Making education rights a reality in Latin America.

facing in this field, and providing both, data and policy recommendations to improve education and face these challenges.

METHODOLOGY

This research proposes a comparative study in two different Latin American contexts: Central America and the Andean Region. This is a qualitative research based on case studies of Ecuador and El Salvador, which aims to answer the following questions: How are CSOs contributing to advance education in Latin America? Has SSC helped CSOs to fulfil this aim? Which recommendation for public policy arise from the interaction between CSOs and SSC? With this aim in view, we implement various methods that have allowed us to gather information, contrast and analyse it.

At the beginning, an extensive review of key literature was conducted so the new educational paradigms and approaches were clear to the researchers. We complemented the literature review with several interviews conducted with experts in the educational field, which allowed us to contrast the general information obtained in the literature review to the specific contexts of the two regions reviewed in this research. This analysis and interview also allowed us to clarify the research questions and the scope of this investigation. Moreover, the literature review allowed us to establish the benchmark in order to choose the case studies.

For the case studies, we had two phases. The first one, we established the criteria that would reflect a successful education project. We were interested in the project's conceptualization and execution, so the main focus was on the projects internal methodologies and level of operability, as well as the results that were obtained. Additional criteria were established to identify how sustainable the projects would be in the long term and which cooperation mechanisms they had internalized to constantly receive feedback and support. Each of the principles that we established was qualified on a scale from 0 to 3 and each value was assigned as follows:

- **0:** the criteria are not mentioned or taken into account in the project's planning.
- **1:** the criteria are taken into account, but there are not monitoring mechanisms.
- **2:** the criteria are taken into account, but the monitoring mechanisms are not focused in the middle and long-term planning.
- **3:** the criteria are taken into account and the monitoring mechanisms are established using middle and long-term planning.

The following table shows the established criteria and the scale in which each parameter was measured:



Criteria		Score			
		0	1	2	3
Objectives	The project establishes clear objectives in the short and middle span and aims to solve a specific educational problem				
	The set objectives are SMART (specific, measurable, assignable, relevant and time related).				
Methodology	The project counts with a clear methodology and responds to the new educational needs and paradigms.				
	The proposed methodology is based on evidence and its characteristics allow adaptation in different contexts.				
Planning	The project has a short, middle and long-term planning, which takes into account specific objectives and monitoring mechanisms.				
	The monitoring mechanisms are clearly established and allow one to compare results and measure progress.				
Inclusion and co-governance	The project has established co-governance mechanisms and takes into account inclusion as a cross-cutting issue.				
Cooperation	South- South and triangular cooperation mechanism have been taken into account and its results have helped the project obtain its results.				
Sustainability	The project has established mechanism to allow its long-term sustainability, both financial and technical.				

Once the characteristics we were looking for in the projects were clear, we started mapping CSOs, implementing educational projects in both countries. The interviews earlier conducted gave us some examples and guidelines to facilitate this mapping exercise. One additional criterion we used to narrow down the cases was related to the time lapse in which the project was executed. We took into account educational projects that started the last 4 years and that were still operating. We did not include projects sponsored or executed by public agencies. Key allies and networks such as Grupo FARO and FUSADES provided additional information for the mapping exercise.⁸

Once we finished the mapping, we reviewed secondary sources of information to get details about the education projects. We found most of the information in the CSO's or projects' web pages, as they included short notes or documents explaining the project's scope, mythology and objectives. Organizations lacking this sort of information were contacted through emails and telephone to obtain details about the projects. We selected the 5 cases that scored the highest, and conducted further research regarding the characteristics of these cases. To choose the Ecuadorian cases, we interviewed an additional strategic informant with more than 40 years' experience in education⁹, to contrast and compliment the information

⁸ For example, SUMMA, a Latin America network focused on education, provided Grupo FARO with a short list of educational projects they had mapped previously.

⁹ This was an important asset, as this informant had worked in different areas: Ministry of Education, civil society organizations and private sector.



retrieved from the secondary research.

Once the cases were selected, we established a first contact with the CSOs executing the projects, in order to determine their interest in participating in this research. We had a positive response from all the CSOs, who supplied key documentation regarding the projects: annual reports, planning documents, documents synthesizing processes or obtained results, key literature regarding the projects' methodological approach, among others. This approach allowed us to gain a better comprehension of the cases and their functions. To synthesize and organize the information retrieved from these secondary sources of information, an outline was set up. The different sections set on the outline tried to respond to the research questions and to the criteria established to choose the cases. The outline was set as follows: 1) General background; 2) Objectives; 3) Methodology and approach; 4) Planning and monitoring mechanisms; 5) Decision-making mechanisms; 6) Influence in the key objective groups; 7) Coverage and sustainability methods; 8) Key allies; 9) South-South Cooperation mechanisms.

To contrast the information, we retrieved from the key documentation review, we carried out several semi-structured interviews with main staff implementing the project, key allies and direct beneficiaries of the projects. The interviews served two purposes: on one hand, to contrast and verify the information retrieved from the documental revision; and on the other hand, to go deeper in the research questions. This contrast allowed us to have a more objective approach to the different cases. On average, 7 interviews were conducted for each one of the cases, as well as one focus group to gather the required information. In total, we carried out 30 interviews and 4 focus groups.

After we gathered, organized, contrasted and triangulated the information, it was possible to examine how SSC was helping the CSOs obtain positive results. Furthermore, we were able to identify several additional good practices related to the projects' execution and methodologies. This analysis allowed us to compare the four cases and define their similarities and differences, as well as the characteristics that enabled them to generate positive results. We contrasted the information obtained from the cases analysis with the literature review in order to outline recommendations for public policies in both countries.



CASE STUDIES FROM ECUADOR¹⁰

General context

Education in Ecuador has showed important advances in recent years. Education has been re-conceptualized as a right for all individuals, becoming a priority for the government. The Ministry of Education has resumed its role as decision-maker after having a marginal role for many years and the education budget tripled, [now] guaranteed by the Constitution (Cevallos and Bramwell, 2015)¹¹. In 2018, 4.3 per cent of the GDP was invested in education (Reduca & Sura, 2018). From 2007 to 2017, Ecuador went through a broad process of review, adjustment and definition of regulations in a variety of areas, education being one of the most important one. For example, the coverage education rate for children under 5 years old increased from 36.85 per cent in 2006 to 51.60 per cent in 2014; while the illiteracy was reduced from 8.20 per cent to 5.80 per cent (Ineval ((National Institute for Educational Evaluation)), 2016)

These processes were facilitated thanks to the favourable economic context during that time. Starting from the provisions of the Constitution of Ecuador in article 26, the education sector “constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an indispensable condition for good living [...]” (Constitution of the Republic of Ecuador, 2008). Therefore, this area was subject to an extensive regulatory reform generating changes in the institutional framework and in the governance of education. Regarding primary, middle and high school education, the governing body is the Ministry of Education.

Despite these advances, the country still faces important challenges. For instance, in 2015, the literacy rate for minorities in Ecuador was below 95 per cent: 93 per cent for Afro Ecuadorians, 88 per cent for Montubios and 83 per cent for Indigenous populations (Ineval, 2016). In addition, in all of the groups the illiteracy rate is higher in the case of women (Senescyt, 2015). This gap is still important, taking into account that the literacy rate for mestizo¹² and white urban populations are above 95 per cent (Ineval, 2016).

A similar trend is present when accessing education. Net Enrollment Rates (NER) for primary, elementary and high education have showed continued growth from 2006 onwards. The results are particularly optimistic for primary education where urban and rural NER have similarly high trends (both about 96 per cent) and where gender disparities have almost disappeared (UNESCO, Senescyt, 2015; Ineval, 2016). However, in secondary education NER is still significantly lower than the rate for primary education. In addition, the gap between rural (58.7 per cent) and urban (72.8 per cent) access to secondary education

¹⁰ This case study was authored by Paula Castells Carrión

¹¹ In 2018, the national budget assigned to education was reduced.

¹² In Latin America, after the Spanish conquest, mestizo refers to the descendants of mixed parents: indigenous and White colonizers. Most of the population in the region is referred to as such, as they come from this mixing process.

is still noticeably incongruent and the participation of ethnic minorities in secondary education is below 60 per cent (Ineval, 2016). These numbers are even more worrying when they are analysed in relation with access to higher education. In 2013, only 17.5 per cent of the Indigenous population and 25.5 per cent of Afro-Ecuadorians were enrolled in higher education, and only 2.6 per cent of Indigenous people and 4.6 per cent of Afro-Ecuadorians achieved a third level university degree (Senescyt, 2017).

Gender parity has been achieved in primary and secondary education in the country and the performance gap between boys and girls has been significantly reduced in favour of girls (Ineval, 2016). In fact, women have consistently achieved higher scores in standardized testing in comparison to men. However, in Ecuador, being a woman from an ethnic minority means having the probability to achieve only 4.8 years of schooling in comparison to the 8.3 years average that a mestizo woman achieves (Senescyt, 2017). Mathematics remains the field where boys outperform girls and a connection could be established with the low number of women (37.4 per cent) involved in the fields of science, technology, engineering and mathematics (STEM) in Ecuador.

These inequalities in accessing education reveal a situation where poverty, underemployment and limited access to opportunities are disproportionately concentrated in vulnerable populations. Poverty affects seven out of 10 Afro-Ecuadorians and eight out of 10 Montubios and Indigenous people. Job insecurity is the daily reality of half the Montubios and Indigenous populations, and affects 3 out of 4 indigenous women in the country (Ineval, 2016). Half of the people living with disabilities in Ecuador report having worked at some point in their lives, but only 25 per cent indicate being currently employed (Ineval, 2017). Women in Ecuador are underrepresented in STEM fields, which implies the inability to access job markets with higher salaries which also constrains the country's ability to enhance scientific research and innovation.

In this context, and facing all the challenges mentioned above, civil society has played an important role in improving the generation of evidence, creating educational environment where innovation is included and empowering students as the primary stakeholders in their learning experience. In the following pages, two case studies of educational projects and initiatives promoted by civil society organizations are reviewed in detail. In these cases, one of the key elements for obtaining success has been the presence of SSC. CSOs working in education have been very active the last 10 years, despite the regulations created under the government of President Rafael Correa (Executive Decrees No. 16 of June 4, 2013, No. 739 of August 21st, 2015, and No. 193 of October 23rd, 2017), which reduced the aptitudes and action frameworks for CSO, limiting their lines of work, their advocacy projects and their financing range.



Learning Communities: A transformation from and for the community^{13, 14}

General Background

Learning Communities is an educational model that arises as a democratic proposal whose aim is to reverse inequality and promote social cohesion through participatory community education (Elboj, Puigdellívol, Soler, and Valls, 2002). Its conceptual foundation is supported by the results obtained by the European Commission's Research Framework Program, INCLUD-ED, whose main objective was to identify and analyse educational strategies that help overcome inequalities and improve learning outcomes (Valls-Carol, Prados-Gallardo, & Aguilera-Jiménez, 2014).

The main research was conducted by the Community of Research on Excellence for All (CREA) from the University of Barcelona. CREA led 14 European countries (Malta, Finland, Spain, Lithuania, Great Britain, Austria, Belgium, Ireland, Cyprus, Hungary, Italy, Latvia, Romania and Slovenia), which all shared a common interest in answering the following question: how can we create an educational reality that responds to the current needs of the society of information and knowledge, taking into account that children and young people have different approaches to learning and that phenomena such as mobility, migration and diversity are increasing? After the research was conducted, seven Successful Educational Actions (SEA) were identified (specified later in the document). These actions have a universal character and can be applied in any educational and social context. However, each country and educational centre must find their own way and rhythm to adapt them to local context. The European Union has recommended the Learning Communities model since 1990, as a method to reduce early school dropout.

Learning Communities in Ecuador

CREA defines a Learning Community as an education model (n.d), which aims to improve learning outcomes by integrating the community's participation in the schools, which enables socio-cultural transformation and helps overcome inequalities (Valls et al., 2014). In Ecuador's case, it is Grupo FARO that carries out the implementation, systematization, monitoring and evaluation of *Learning Communities*, which is now a pilot project in 13 schools in the country. This was possible thanks to an agreement signed with the Ministry of Education on April 10, 2017, financed by Tinker Foundation¹⁵ and methodological support provided by Instituto Natura¹⁶ from Brazil, and CREA, from Spain¹⁷.

13 The information presented in the case has been obtained through an analysis of key documents, interviews with executors and beneficiaries and focus groups. Main key documents are listed in the "References" section.

14 This case study was authored by María Belén Troya. She is currently one of the coordinators implementing the project in Grupo FARO.

15 Tinker Foundation is an organization based in the United States of America. Its mission is to promote the development of an equitable, sustainable and productive society in Latin America.

16 On January 18th, 2017, Grupo FARO signed a memorandum of understanding for three years with Instituto Natura. Instituto Natura has been leading the implementation of the Learning Communities model in Latin America since 2012. To know more about this organization, visit this web page.

17 On December 1st, 2017, Grupo FARO signed an agreement for three years with the University of Barcelona, through the CREA research center.

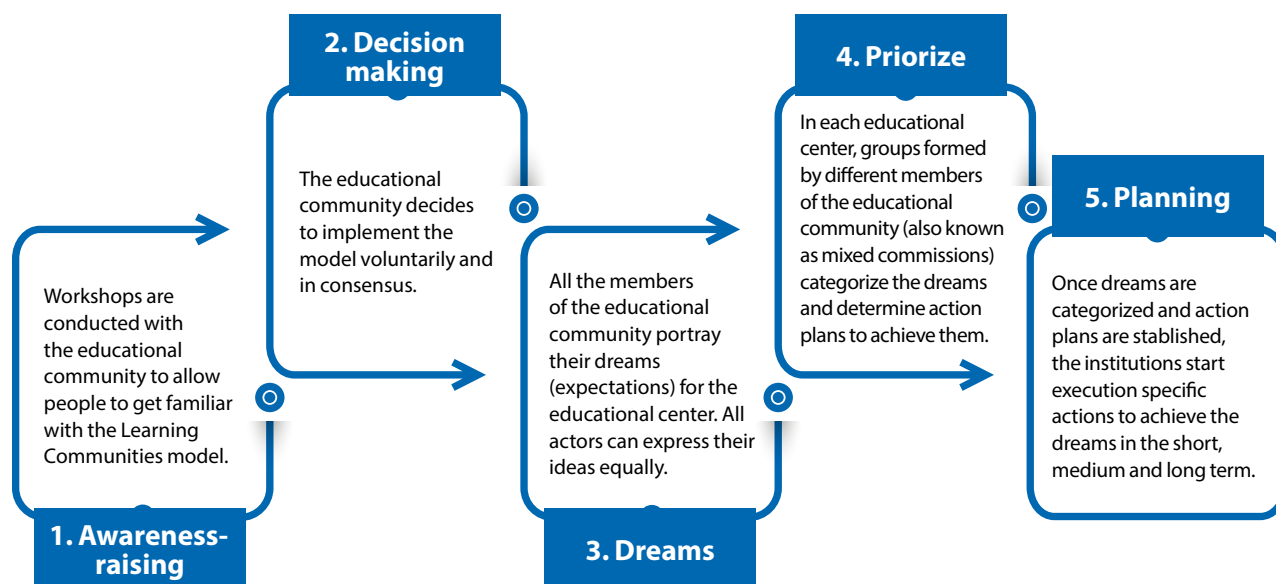
Grupo FARO - Fundación para el Avance de las Reformas y Oportunidades-, is an independent, non-party and plural Ecuadorian research centre that aims to promote policies and practices for a more inclusive, democratic and prosperous society. This organization is committed to improve the quality and access of education in Ecuador. In this regard, the Learning Communities model showed great benefits and value to contribute with this commitment.

The Ministry of Education, the main regulatory institution for primary, middle and high school in Ecuador, has backed up the pilot project and allowed FARO to implement it in 13 public education institutions in Pichincha and Manabí, two Ecuadorian provinces characterized by diverse contexts, populations and ethnic groups (montubios, Afro-Ecuadorians, indigenous, mestizos). The general objective of the pilot project is to contribute to the implementation of the model in these institutions, to later gather information and systematize the results so the experience can be replicated in other educational institutions. Currently, it is estimated that the beneficiaries of the project are 15,466 students, 655 teachers and approximately 15,000 families (Troya, 2018).

Methodology

Learning Communities is based on five stages of transformation and seven Successful Educational Actions (SEA), both aim to transform the relationships and interactions between all the members of educational institutions: students, teachers, administrative officials, parents, and eventually, the whole community. This model, which begins with schools, but encapsulates everyone in the vicinity, becomes the main connecting element between these stakeholders.

Stages of Transformation





Successful Educational Actions (SEA)

Transformation starts once the educational institution accepts to implement the Learning Communities model. The seven SEA are implemented to start the school's transformation process, enrich it and make it durable in the long term, consolidating the model in the institution. The SEA are the methods used by the Learning Community's model to change the educational institution, the relationships between the participants and the way of learning. As mentioned previously, the SEA has scientific endorsement and its main feature is that they can be applied in any educational and social context. These Actions can be applied progressively, depending on how the model is being implemented in each institution. The application of the SEA does not follow a specific order, but it is recommended to start with the interactive groups or the dialogical gatherings, which are the core of this model and the most interesting action in terms of results.

Successful Educational Actions	Description
Interactive groups	It is a form of inclusive grouping that improves academic results, interpersonal relationships and coexistence. The key to success is the participation of community members as volunteers
Dialogical Gathering	A safe space is created for everybody to share their thoughts, experiences and perceptions of readings and books in a respectful environment.
Guided Library	It takes place after the school's regular schedule and it involves volunteers from the community, external to the educational institutional staff. Dialogue with diverse people has showed positive results in the learning process.
Family training	Training to implement the SEA is provided to families to increase the scope of these actions outside the classroom.
Community Participation	In order to guarantee the educational success of the students, it is necessary to involve the family and the community through the participation in the SEA and in the groups formed in stage 4 to establish action plans. This increases the communities' sense of commitment to education.
Dialogical model for conflict prevention and resolution	Consensus is based on egalitarian dialogue (everyone can express equally in a respectful and welcoming environment) and the participation of all actors involved in the educational institution and the community. It proposes the creation and monitoring of the norms of co-existence in each institution.
Dialogical pedagogical training	Teacher's knowledge about SEA and Learning Communities model gets strengthen through training and educational texts.

An interesting feature of this education model is that it proposes seven different actions, each with a specific methodology and aim. The methodological structure is flexible enough to re-adapt some features as long as the cores are kept, which enables the people applying to the SEA model to better respond to specific challenges and needs that are present in an educational institution.

MONITORING MECHANISMS

In order to assure the correct implementation of the Learning Communities model, and to comply with the proposal of a solid public policy focused on the institutionalization of the Learning Communities model,

Grupo FARO executes several monitoring processes. Monitoring and evaluation is crucial in order to give continuity to some practices, adjust others and eliminate those that, in the long term, are not working. One of the main challenges that education projects and education public policies face, is the lack of structured and long-term mechanisms that allow to make better decisions regarding the educational projects that should be kept. In the case of Learning Communities, monitoring and evaluation are executed through the following mechanisms:

1. Accompaniment (tracking): weekly, the technical team from Grupo FARO visits the educational centres involved in the project. This process is carried out with all the participants involved: teacher, management teams, staff, mixed commissions volunteers, students and other stakeholders from the educational community. This allows the technical team to identify the strengths and weaknesses when implementing the model, which result in more efficient strategies for the monitoring, mentoring and support process. These visits are based on a consensus-based schedule established at the beginning of the school year.

2. Self-evaluation of the institutions and teachers: through rubrics prepared and facilitated by Instituto Natura¹⁸, Grupo FARO's team can follow up the implementation of the model and compliance with the SEA. Teachers fill out questionnaires at the end of class that allows the technical team to identify critical nodes in the implementation. Additionally, they must present class plans to implement the SEA.

3. Baseline: Grupo FARO's team has carried out a quantitative and qualitative survey in each of the educational institution to collect information about the model's implementation and its impact in students and the institutions.

4. External monitoring: Tinker Foundation, the organization that has provided financial support for this initiative, monitors the project's development through narrative and financial reports provided by Grupo FARO each year, which must include the amounts received and the expenses incurred with respect to the grant and the progress made to achieve the purposes described in the agreement. Additional reports are delivered to the Ministry of Education, which include the main activities, information and documentation that derives from the work of the educational institutions involved in the agreement.

Core Results

Since April 2017 to October 2018, the 13 educational institutions in which the pilot program was implemented, it has completed the five transformation stages. This means that all of them were trained on the model, all decided voluntarily to implement it, expressing their dreams, prioritizing and drawing up collaborative plans with the actors, in order to reach those priorities.

In addition to the phases, the schools included in a systematic way, at least three of the SEA: Interactive Groups, Dialogical Gatherings and Pedagogical Formations. As mentioned before, in order to guarantee

¹⁸ The alliance with this organization is explained in section 5.



compliance with the criteria established in the model, the technical team of FARO carries out a weekly tracking and support exercise for all educational institutions. Regarding the baseline built-up to monitor and evaluate the impact of this model, surveys were conducted by FARO's technical team after the second stage, once institutions agreed to implement the model. Regarding the survey's sample, 1,996 surveys were carried out: 944 were applied to students; 596 to family members; 417 to teachers; and 39 to school principles. The next chart shows some preliminary results. A final report, which will analyse the influence and impact of the model, will be obtained after May 2019, once the pilot comes to an end. Among the leading findings, are the following:

Main findings

- Less than 15 per cent of teachers and staff believe that families encourage their children to study.
- Around 35 per cent of the teachers consider that only an average of 40 per cent of family members attend meetings.
- Only 47 per cent of the staff believe that the students will complete the secondary education, 32 per cent of teachers believe they will attend University.
- The surveys also showed that in most cases, teachers do not have environments for pedagogical reflection, only about half of them claim to have such spaces in their educational establishments.
- organizational structures continue to be very vertical, so not all elements of the educational community have the same weight in decisions.

Additionally, until September 2018, the technical team had carried out 32 workshops and trainings, taking into account the needs and requests of the schools. The workshops were focused on: Dialogic Model of Conflict Prevention and Resolution with a gender approach, awareness-raising workshops for volunteers, workshops focused on each SEA to reinforce knowledge, among other things. Workshops and training sessions have also been requested by authorities and workers of the Ministry of Education, with the aim of creating capacities to replicate the model in other educational institutions.

As results of the execution of the SEA, workshops using the Dialogic Gatherings and the Dialogic Model of Conflict Prevention and Resolution have been implemented in schools, focusing on the eradication of violence and affective and sex education. Subjects as gender violence, bullying, feminism, masculinities, among others, are addressed in educational institutions with all the members of the educational community. The SEA have also allowed the collective discussion and elaboration of norms of coexistence for the educational institutions. Moreover, the Dialogical Gatherings have helped teachers address subjects such as substance abuse, early pregnancy, sexual harassment, bullying, career options, among other, with their students.

According to the monitoring criteria in the Learning Communities platform, managed by Instituto Natura, from the 10th to the 15th month of implementation, schools must have carried out three SEA frequently and systematically. In the case of Ecuador, the 13 schools carry out three SEA in a systematic way, incorporating

the Actions in their Institutional Educational Projects and their institutional Curricular Plans, which have a validity of four years. This reflects the effectiveness of the model and its impact in transforming educational institutions and relations between stakeholders. In this aspect and taking into account the relevance of the teacher's formation and knowledge about the model, a 60-hour course on the model is provided by Instituto Natura, which make provision for virtual, face-to-face and practical training. More than 8,567 people registered on Natura's platform by 2018 and 1,067 people finished at least one training module.

Due to the high acceptance levels showed by the educational institutions involved in the pilot and the excellent results the project has had so far, the Ministry of Education has expressed its desire to extend the cooperation agreement they signed with Grupo FARO. The agreement extension will enable the initiation of a consolidation phase for the educational institutions involved, which can serve as references for other schools and institutions that want to join the initiative. So far, 69 schools and educational centres in Quito have displayed their intention to implement the Learning Communities model. Additionally, the Ministry has showed interest in expanding the model in other cities in the country. However, the political environment in Ecuador is volatile, which has produced high levels of rotation regarding the highest administrative positions in the Ministry, which represents a challenge to continue the process. In this sense, and because of the nature of this project, there have been no tensions with the Ministry of Education, institution which has become an important ally for this project.

The role of South-South cooperation

The implementation of the Learning Communities project has showed effective results so far, strengthening the educational institutions involved in the pilot, by providing teacher training processes, rethinking the methodological practices inside the classroom and systematically implementing the SEA, and positively integrating the different actors of the educational communities. In this process, alliances have played a crucial role. On one hand, internal alliances, such as the Ministry of Education, have enabled the implementation of the pilot program and a close working relationship with the educational institutions involved. On the other hand, external alliances, such as Instituto Natura and REDUCA¹⁹, have provided methodological and technical support to the Ecuadorian process, allowing the model's correct implementation and success (understood here as the systematically implementation of the SEA and the teacher's training program). The relation Grupo FARO has established with Instituto Natura exemplifies the importance and role of the SSC has in educational projects such as Learning Communities.

Instituto Natura²⁰ is a Brazilian organization working to strengthen the capacity of individuals and organizations working in the education field. They have been leading the Learning Communities implementation in Latin America, providing tools and training. Since 2012, this organization has financed

¹⁹ The Latin American Network of Organizations of Civil Society for Education (REDUCA) is made up of organizations from 14 Latin American countries. Its main objective is to guarantee all children and young people in the region the right to an inclusive, equitable and quality public education.

²⁰ Instituto Natura has been leading the implementation of the Learning Communities model in Latin America since 2012. To know more about this organization, visit this [web](#) page.



the implementation of this educational model in Brazil, Peru, Colombia, Chile, Argentina and Mexico. With the exception of Ecuador, Instituto Natura has designated the organizations and institutions in these countries in charge of the implementation of this education model.

In the Ecuadorian case, Instituto Natura has provided important technical and methodological support to Grupo FARO's team. For example, Natura has provided access to their virtual training platform, which offers several training courses and resources for teachers and for people monitoring the implementation process. This has allowed many teachers working in the educational institutions involved in the program to gain extra training and certifications. As part of the monitoring, Instituto Natura collects information regarding the number of log-ins in the platform, the number of certifications emitted and the individual registration in the SEA practices. In Instituto Natura's last monitoring, Ecuador reached third place amongst the countries with the highest registers and certifications, ranking above countries such as Argentina, Colombia, Peru, Chile, which have had a longer process of implementation and have a higher number of institutions involved. This shows the level of commitment developed in the institutions involved as well as the teachers and staff.

Natura not only provides methodological and training support, but allows the countries implementing the model to get connected and work in a network, building up horizontal relations and partnerships. Although Instituto Natura is not responsible for the initiative in Ecuador, its alliance with Grupo FARO allows the country to participate in communication and interaction environments within the network, such as forums, social networks, videoconferences, video dialogical gatherings, among others and provides access to the virtual training platform and tool. In this sense, the network has connected local trainers with more experienced trainers working abroad, and allows for interaction between teachers, students and administrative staff, from all the countries involved.

In this way, all participants have been able to exchange their experiences, challenges and methodologies to better implement the model, providing advice and support to new members. The network has created environments for mutual contribution, exchange of strategies, bibliographies, training workshops, enabling all organizations involved to exchange experiences and know-how. The support of Instituto Natura and the connection with its network has facilitated the implementation in Ecuador and has strengthened the methodologies, allowing Grupo FARO to obtain even better results in the pilot.

Grupo FARO has consolidated a strong alliance with REDUCA, which brings together civil society organizations from 14 countries, including Ecuador. In this sense, FARO has placed the Learning Communities project in this network's agenda. Information on the progress of the project is constantly shared with the other participating countries in the network, allowing other organizations in the region implementing educational projects to gather information and evidence of a successful model. This creates important opportunities to share information and develop more countries in the region to get involved in the implementation of Learning Communities. Even though this alliance started a short time ago, it has provided an important space for disseminating and sharing knowledge and experiences. In the future,

Grupo FARO expects to create even more exchanges regarding the project in this network, with the aim to mentor organizations in other countries to implement it.

Recently, Enseña Ecuador²¹ and Grupo FARO signed a cooperation agreement in the education field. The objective of this agreement is to strengthen both initiatives, through cooperation and the exchange of experiences in the Ecuadorian context.

The support, information and tools Grupo FARO has obtained from key allies such as Instituto Natura and REDUCA show the importance of SSC when implementing education projects in the region. Such important exchanges have allowed FARO to learn from experiences developed in similar social, political and economic contexts other than Ecuador, allowing the technical team to adjust methodological features and increase the scope of the project. Organizations in the region faced similar challenges experienced by FARO when implementing the Learning Communities. This previous knowledge allowed the technical team to better understand how to face the challenges and address them in Ecuador. The alliances and networks have allowed organizations as FARO to strengthen institutional and technical capacities.

Lessons learned

The implementation of the Learning Communities project has generated important learnings, both in the implementation and adjustments required by the model when starting in new territories, and in the role and importance of regional alliances and networks to exchange knowledge, experience and know-how, strengthening the capacities of organizations and transferring important knowledge from one country to another. Working in networks and exchanging information between partners not only strengthens the organizations per se, but allows the countries to acquire evidence of what is working on education and what is not. The following section sums up these lessons, which are an important input for organizations implementing educational projects. Additionally, these lessons and good practices allow us to, further on the document, outline and define some public policy recommendations, as the lessons and good practices encapsulate the main features and the characteristics that are correctly effective in this project. Below is a summary of the lessons learned and findings.

Regarding implementation

- A systematic and frequent accompaniment of the technical teams to the education institutions strengthens the process because it ensures compliance with the model and allows the teams to advise and guide administrative staff, teacher, parents and students in how to better implement the model, which has a positive impact in the results.
- Establishing a consensus-based work schedule at the beginning of the school year with the educational institutions ensured compliance with the agreements, as it guaranteed a systematic

²¹ Enseña Ecuador is part of a global network (Teach for all) present in 48 countries, including Argentina, Chile, Brazil, Paraguay, Uruguay, Peru, Colombia, Haiti, Panama, among others.



and gradual implementation of Successful Educational Actions.

- Head Masters networks have become an excellent practice in pursuing efforts to strengthen ties between schools. In them, members have the opportunity to resolve their doubts and difficulties, based on exchanges of experiences.
- Generating induction workshops for the different members of the educational community, not only at the beginning, but throughout the school year, has reinforced and strengthened the knowledge of the model.
- It is important to keep different communication channels with each centre, which guarantees a good flow of information from both sides.
- Close coordination with the Ministry of Education is essential to enable a correct implementation of the model.

Regarding alliances and cooperation

SSC has played a crucial role in the implementation of Learning Communities in Ecuador which is elaborated in the below findings:

- The key alliance with Instituto Natura, which has led the implementation of the model in Latin America since 2012, allowed Grupo FARO's technical team to strengthen and adapt the model and its implementation in Ecuador. Holding collaborative meetings with Natura's network members, sharing and learning from experiences of other Learning Communities in other countries in the region has nurtured the development of the project, as it has created environments for dialogue and learning, not only for the technical team, but for all the members involved in the process: teachers, students, administrative staff, etc.
- Being part of an international network motivates the members of the educational community to learn more about Learning Communities and its benefits. This has impacted the participation of the educational community, as well as their engagement with the various activities proposed by the model.
- Theoretical tools, good practices, methodological tools have been shared through Natura's network, benefiting all the members and providing additional information to the technical teams and educational community. This has fortified the comprehension of the model, its scope and its benefits.
- The virtual training platform provided by Natura has allowed teachers involved in the Learning Communities project in Ecuador to gain more training and share knowledge and challenges and successes with their colleagues in other countries.
- Organizations implementing the model have faced particular challenges in each country, generating valuable experience that has served to guide the work and the way of approaching the model, as well as to anticipate possible difficulties. This has allowed Grupo FARO to obtain even

better results, as the experience of other organizations implementing the Learning Communities model in other countries in the region has allowed the organization to adjust methodological features and the approach of the team to the implementation process.

- The work generated by different organizations in the region has allowed to generate more pressure on to public agencies to scale the model into an educational public policy.
- The networks mentioned above have allowed Grupo FARO to share and disseminate the results they have obtained so far, allowing other civil society organizations to learn more about Learning Communities and its benefits. This has opened a possibility to broaden the scope and places where this model can be applied and scaled up.

Transforming the educational reality: Enseña Ecuador^{22, 23}

General Background

Enseña Ecuador is a non-profit CSO founded in 2012 and which is committed to improving the quality of education in the country. This organization is committed to reduce inequality gaps and build capacity skills of Ecuadorians through access to opportunities and development. Enseña Ecuador belongs to the *Teach for All*²⁴, a network engaged with education improvement worldwide. Teach for All was created in 2007 and is composed by 48 organizations with the main objective of “developing collective leadership to ensure that all children have the opportunity to fulfil their potential” (Teach for All, 2018). This network has been an important tool that has served to implement the Enseña²⁵ model in Ecuador and in several other countries in Latin America, including: Argentina, Brazil, Chile, Ecuador, Paraguay, Peru, and Uruguay. In each country, the *Enseña* program is adapted to the local context, taking into account the lessons learnt by other programs developed in similar contexts.

Enseña Ecuador established a model based on talent improvement and teacher training. The program aims to recruit young professionals graduating from their university and who feel a strong commitment to education. After a rigorous recruitment process and training process, the selected Enseña Ecuador Professionals (PECs) fulfil a two-year program as teachers in schools all over the country. Along with this process, Enseña Ecuador’s staff guides and supports the PECs, providing them with extra training as required. Additionally, the program encourages PECs to work closely with local communities.

22 The information presented in the case has been obtained through an analysis of key documents, interviews with executors and beneficiaries and focus groups. Main key documents are listed in the “References” section.

23 Research support for this case study was provided by María Isabel Vinuesa Rivera; and Diana Belén Coello Baquero

24 Teach for All bases its model on Teach for America, founded on 1989 in the United States and Teach First, founded in United Kingdom in 2002.

25 Teaching in Spanish.



Teach for All in Ecuador: “Enseña Ecuador”

Since its establishment in 2012, Enseña Ecuador has graduated more than 40 people, which represents two generations of PECs, young professionals who have participated in Enseña’s model and fulfilled their two-year program. The first generation finished their program in 2016 and the second in 2018. The third recruitment process has initiated in late 2018. The program has been able to continue its activities thanks to a pilot program executed in several private schools in 2012: *Young Leaders*²⁶, which results encouraged the Ministry of Education to sign an agreement with Enseña Ecuador, which has enabled this organization to continue with its program and to increase the range of coverage for applying it. Since its beginning, Enseña Ecuador has facilitated the integration of PECs in 58 educational institutions. Most of these institutions are located in peripheral areas and rural areas; however, few schools are private and are located centrally in some of the main cities of the country. For the period 2016-2018, 81 PECs are part of the program.

Enseña Ecuador is working in seven provinces of Ecuador: Imbabura, Pichincha, Tungurahua, Azuay, Manabí, Guayas and El Oro. The provinces were designated by the Ministry of Education, due to the need of additional teaching staff. Other factors that could have influenced the decision were population, for example, Pichincha, Guayas and Manabí are some of the provinces with the highest population densities; or because of their ethnicity rates, an important percentage of the population in Imbabura, Azuay and Tungurahua identify themselves as indigenous. So far, the program has impacted 11,655 students in these provinces. The Ministry of Education established these provinces to incorporate the Enseña program, due to the need for additional teaching staff.

Enseña Ecuador is focused on changing the educational paradigm, by empowering young professionals and with a methodological approach based on empirical work in the classroom. Because of its methodological approach, which is founded on Project-Based Learning (PBL) and Socio-Emotional Learning (SEL) (these methodologies will be explained further on), students of these young educators are enriched by an innovative learning process predicated on the concept that student empowerment and critical and autonomous thinking should be key features in education.

Enseña Ecuador has identified the lack of innovation as one of the main problems education faces in the country because a traditional hierarchical model of education has been kept, in which students are passive actors in the classrooms. Therefore, provided the teaching method of educational institutions is transformed, overcoming a system where the student is passive to one where he/she is active, it would be possible for the students to understand and learn more. In this regard, Enseña Ecuador proposes teacher’s training as a key factor to address this problem, generating several skills related to leadership, empowerment, collaborative work and participation in decision-making issues, which allow them to educate based on a theoretical base and also to transmit these skills to their students.

²⁶ Young Leaders is an initiative of Enseña Ecuador where its participants, after undergoing a recruitment process, are incorporated as full-time teachers in educational institutions.

By applying this model, the Enseña Ecuador strengthens education in rural, vulnerable and low-income households, by allowing people to have access to quality education. The relevance of the program lies on its methodological approach to education, as it is empirical. PBL and SEL are based on knowledge produced by taking a step forward from theoretical knowledge, re-adapting and adjusting learning tools and methodologies to specific needs and contexts. For example, PECs develop a school project with the participation of the whole community, which allows them to have a closer look to specific needs, and therefore, to propose solutions according to the context, respecting different cultural practices and diversity. Moreover, the SEL methodology is proposed to generate empathy and to build a trusting environment in the classroom, which generates stronger bonds between the PECs and students.

Methodology

Enseña Ecuador's goal is to attract young leaders and professionals who have demonstrated, throughout their academic and work life, a broad sense of collaborative work, social awareness and professional development to insert them as full-time teachers in schools around the country, for a two-year program. Before being placed in classrooms, selected fellows are trained in PBL, SEL, collaborative work, critical – thinking motivation tools, amongst others.

The overall objective is to improve the academic performance of students through the development of critical thinking skills that empower themselves as agents of social change. Students become central stakeholders in decision making, seeking to become aware of their potential; they have to generate solutions. While the PECs, have a more active role within an educational institution and a community, which allows them to propose solutions or alternatives to improve that reality. In addition, Enseña Ecuador facilitates the creation of spaces where PECs can share their experience with other PECs nationally and internationally.

Before exploring the phases of implementation of the Enseña Ecuador's model, it is important to state that most of the project's financing comes from the private sector, which has helped to maintain this project financial sustainability. Among the most important allies are: DHL, Corporación La Favorita, Ales, Confiteca and Fundación CRISFE. The contributions Enseña obtains for its activities is divided as follows: 82.1 per cent private sector partners; 8.3 per cent comes from international funds; 5.95 per cent is produced by private events; and 3.57 per cent from citizen contributions. The income received is divided into several operational activities. 36 per cent is invested in PECs' training and support; 21 per cent in Enseña's communication and advocacy; 18 per cent in strengthening the educational communities; 13 per cent in the recruitment and selection process; and 12 per cent in administration and finance mechanisms (Pérez, 2018).

Applied approaches

Enseña Ecuador's program is based on two methodological approaches as stated above: PBL and SEL. PBL is a dynamic classroom approach in which students actively explore real-world problems and challenges in order to acquire a deeper knowledge and later apply it in the classroom. When applied in the classroom, this methodology has been proven effective to empower students in their educational process, as they



are positioned as a key actor of their own learning process. In this sense, teachers play a secondary role, as they do not determine every activity that must be developed in the classroom; instead, they provide guidance and help students.

On the other hand, SEL “is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, n.d)²⁷. This methodology goes hand in hand with adaptive leadership, through the application of co-researches between the Staff²⁸ and the PECs. The methodological approaches are reviewed in depth during the Summer Institute²⁹, where the PECs and the students generate innovative practices to later apply in the classrooms. For example, visual thinking and design thinking tools were worked on in the last Summer Institute. These are methodological techniques structured to understand information through the organised visualization of its parts.

Phases of Implementation

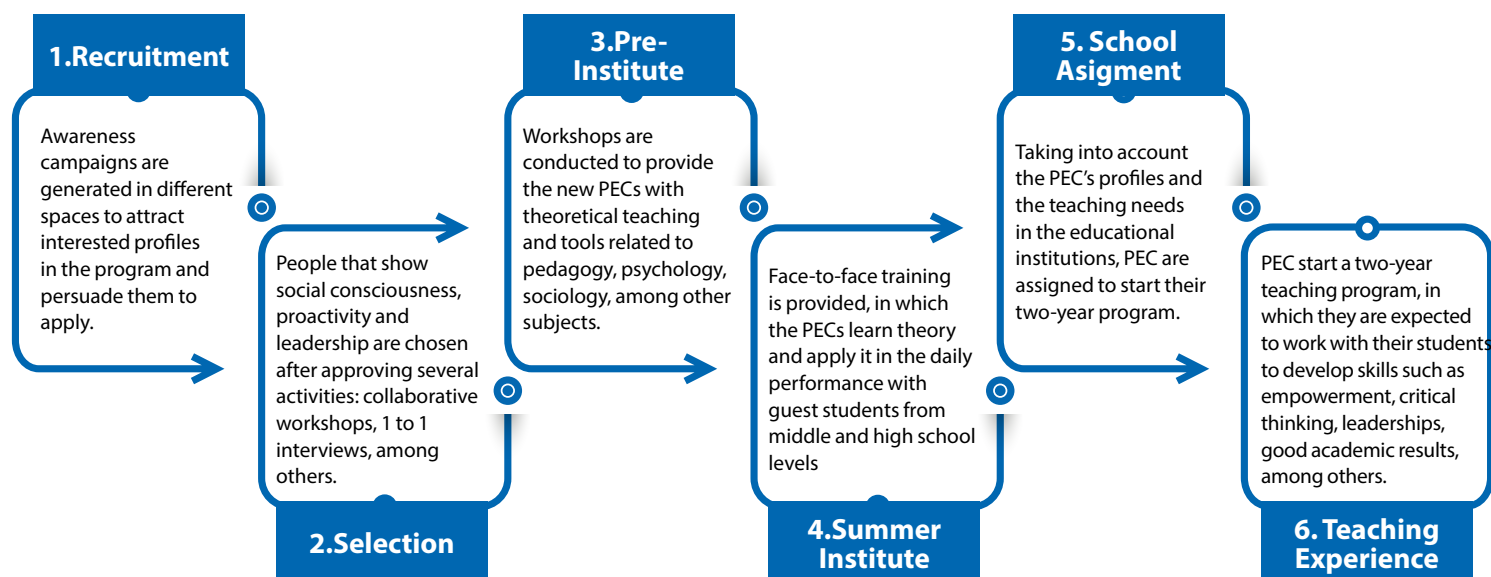
The first phase involves the recruitment and selection process. Once they are over, the formation and training phases begin. In this process, the Summer Institute is crucial to develop techniques and tools the PECs are going to later apply in the classroom. For three weeks, PECs reinforce knowledge related to several subjects, but specially in mathematics, grammar and Spanish and English. For this time to be more efficient, initial tests are taken to know the participant’s previous academic knowledge, this allows Enseña Ecuador’s staff to better direct training sessions. These sessions usually count with support of external actors, for example, *Conexión Docente*, which is an organization which provides PECs with teaching techniques and methods to better manage time in the classroom. Additionally, PECs join meetings called Nuclei, in which they reflect about their experiences and the challenges they faced during the Summer Institute, all of this with the guidance of the Experience Coordinator (COE), a PECs that has already passed through the Enseña Ecuador program and now works with the organization to accompany the new PECs during their two-years process. COEs give feedback and enrich the discussion based on their own previous experiences. See diagram below.

27 The Collaborative for Academic, Social, and Emotional Learning.

28 The Staff is made up of all the members of Enseña Ecuador who accompany the PECs within the different stages of the program.

29 Summer Institute: it is the beginning of the process of formation of the PECs within Teach Ecuador.

Enseña Ecuador: phases of implementation



Regarding the two-year teaching experience, besides developing the skills mentioned in the chart, PECs should dedicate their second year to develop at least one specific project with the community in which they are developing their teaching activities. The projects with the communities aim to reinforce bonds between the different actors involved in the students' learning process: teachers, administrators, authorities, parents and members of the community. The final aim is to solve at least one challenge the community is facing. For this, PECs are constantly in contact with the student's family members, occasionally visiting the households. This has enabled them to execute projects focused, for example, on improving waste and garbage disposals, restoring communitarian locations, creating community projects, such as urban gardens, among others.

Enseña Ecuador seeks the PECs that have completed their two years of experience within the program to continue working in the educational field. The program encourages the PECs to become Ambassadors for Education. With this aim, Enseña proposes 5 pathways PECs can follow once they finish their programs and if they decide to become Ambassadors for it: 1) Educational leadership, which is aimed at educational management among teachers and students; 2) Student leadership, which focuses on personal and professional training environments to enhance academic talent; 3) Social innovation, focused on solving social and educational problems through companies that are self-sustaining; 4) Public policy, focused on work in national and municipal government in research areas; and 5) Private sector, exclusively linked to the social responsibility of companies committed to education.



Monitoring and evaluation mechanisms

Enseña Ecuador has established different methods to monitor and evaluate its program and the PEC's performance along the process. At the beginning of the Summer Institute, a group of PECs is assigned to a Coordinator of Experience (COE), who follows up their performance until they finish their two-year program. The COE is responsible for visiting the PECs and providing support, giving feedback and monitoring how their teaching skills are developing. Moreover, COEs organize workshops once a month for PECs to share their experiences, techniques, methods and questions about teaching in their educational institution. These workshops reunite PECs working in close geographical areas and aim to strengthen their abilities and knowledge as teachers. Furthermore, surveys are conducted at least twice a year to gather quantitative and qualitative information regarding the results obtained by the PECs in the classroom, as well as the overall performance in the program. In 2015, Teach For All conducted an international monitoring survey of Enseña Ecuador focusing on the PEC's performance. Results are discussed in the next section.

Main Results

For the period 2016-2018, 81 active Enseña Ecuador Professionals (PECs) were distributed as follows: 40 active professionals in 16 educational institutions located in the provinces of Manabí, Guayas and El Oro (Coast Region); and 41 professionals have been active in 32 educational institutions in the provinces of Imbabura, Pichincha, Tungurahua and Azuay (Highlands Region). The project was carried out in 58 educational institutions, of which 52 are public and have 70 PECs; while 8 are private counting with 11 PECs. The project has involved 11,655 students in the provinces where the program is intervening.

Moreover, Enseña Ecuador is working closely with the Ministry of Education, so the initial agreement they signed to develop the pilot activities and to allow the first generations of PECs to fulfil their program, becomes a broader agreement which allows this organization to expand their range of action and cover other provinces in the country. In this aspect, regarding strategic alliances, Enseña Ecuador continues to work on building strong alliances with the Ecuadorian private and productive sectors, as their financial support enables this program to continue.

Regarding Enseña Ecuador's Alumni, of the 38 PECs that finished their two-years teaching program, 65 per cent are involved in Educational Leadership programs (training people interested in education to generate more efficient programs within this area); 11 per cent are involved in Student Leadership programs (generating projects to empower students in the classrooms); 11 per cent are working in the Public Sector (not necessary in educational subjects); 8 per cent are working in Educational Public Policy; and 5 per cent are involved in social innovation programmes.

With respect to the *Teach for All* monitoring program, Enseña Ecuador's evaluation was carried out in 2015-2016, the resulting report was divided into two evaluations focused on teaching-learning quality. Enseña Ecuador passed with an overall score of 74 per cent in the first evaluation, to a score of 76 per cent in the second evaluation. The results are summed up in the following table:

Table 2. Teaching-learning Quality Monitoring Rounds

Categories	Round 1	Round 2
Promotion in encouraging and supportive relationships	75%	81%
Engaging learning environment	77%	77%
Internalized learning	81%	84%
Learning environment and positive culture	53%	53%
Rigorous expectations	83%	85%
Ideas valued by students	81%	84%
Knowledge reviewed and secured	75%	76%

The role of South - South cooperation

Cooperation plays an important role in Enseña Ecuador's performance and achievements. By being part of *Teach for All* network, different kinds of cooperation have been identified. On one hand, North-South cooperation is present in this case because of nature of the network itself, as it was created based on successful experiences accomplished in the United States and England. *Teach for All* has enabled tools and mechanisms to be shared within all the members of the network enabling the establishment of key allies, such as DHL, who provides financial and technical assistance to all the members of the *Teach for All* network. In this sense, Ecuador has not been an exception, positioning itself as a financial supporter and strategic partner in Ecuador.³⁰

On the other hand, *Teach for All* has utilized SSC to provide important tools for Enseña Ecuador's success and continuity. Because of the network, lesson learnt from the global experience are later applied locally, adapting contents and methods to the specific needs of each country and context. In Latin America, this adaptation occurred in the several countries that belong to the network. *Teach for All* is present in Argentina, Brazil, Chile, Ecuador, Mexico, Panama, Paraguay, Peru, and Uruguay. Even though these countries present different political, economic and social contexts, achieving quality, inclusive and innovative education for all, remains an important challenge. In this sense, the network has allowed these countries to exchange experiences, that enable them to learn the one from the other. For example, the recruitment process is one of the most important features for the program to work and to achieve positive results. When Enseña started operation in Ecuador, they received important support from the Mexican chapter, which already had several years of accumulated experience. Staff from Enseña por México supported and helped Enseña Ecuador in their first stage. Even though they had to adjust and readapt some content and tools to the specific context, it was not necessary to start from zero, and this made the process more efficient.

³⁰ DHL maintains a close partnership with Enseña Ecuador. Together, they establish an annual strategic plan to organize monthly support and joint activities.



Before exploring these dynamics, it is important to point out that *Teach for All* has more than 1,500 alumni in the countries mentioned above, and the program has impacted on more than 102,000 students in the region (*Teach for All*, n.d). Cooperation between the Latin American countries in which *Teach for All* is present is based on collective action, constant communication and knowledge exchange, all established by different means. For instance, dialogue between alumni from the Enseña's program is enabled thanks to a Peer Coaching program proposed by *Teach for All* network, which has been useful to share and reflect on experiences, identify challenges and, collectively, structure solutions. Alumni can be contacted as needed through this program. In Latin America, besides achieving the above-mentioned aim, the Peer Coaching program seeks to facilitate joint research regarding educational challenges and solutions, as well as the documentation and analysis of experiences and current practices associated with the Enseña's model in the various countries of intervention in the region. For example, Enseña por México has proposed an Impact Evaluation of Enseña por México on Students' Non-Cognitive Skills. Results are disseminated through the network and the research itself represents an important asset for the region, as best practices and conclusions may guide the actions of the Enseñas in the other countries.

Another mechanism for exchange between the Enseñas in Latin America is the Regional Meeting of Alumni, called *Latido Latino* (Latin Beat), which is held once a year. Representatives of all the countries participate with the aim of sharing experiences and strategies to solve obstacles that arise in the process of educational transformation. In the region, a common identity has been created through these fora for dialogue, which has allowed for closer, more efficient collaborative work between the Enseña Chapters in various countries in the region. This identity is well-established not only because of the similar challenges and solutions, but also because of the common language. The fact that most countries in the region speak Spanish has facilitated communication, exchange and joint interaction in an effort to propose solutions, establishing a win-win relationship over the long term. The different Enseña Chapters in Latin America, aim to strengthen their regional identity so they can, collectively, influence in educational public policy in the region.

Lessons learned

Enseña Ecuador methodology shows the importance of teacher training and how it has great impact on students. Aligned with the literature review, this case exemplifies some important lessons which could help define some recommendations to public policy, particularly focused on teacher's training long term programs.

Regarding implementation

- The recruitment process enables the success of all the program, so a rigorous recruitment is needed in order to identify participants' skills and characteristics needed to fulfil the activities proposed along the program.
- PBL and SEL have been proven effective in generating skills that enable more efficient performance, empowering features such as leadership and critical thinking in the PECs, who later apply these methodologies, replicating these characteristics in students. For PECs, these methodologies have

also influenced social innovation skills within the educational environment in general.

- Enseña Ecuador within its program proposes guidelines that provide a continuous auxiliary of the PECs since they begin their process of teacher training and leadership, until they end their two years of experience. The accompaniment is presented through an Experience Coordinator (COE) who is a person who is responsible for providing feedback to the PECs in different aspects such as classroom management, interaction with students, parents and conflict resolution within the class and educational institution. The constant monitoring and the generation of collaborative practices with the PECs allow them to address issues related to their own experiences and to find common solutions, increasing the effectiveness of the program in the long term. This frequent accompaniment has helped the project to achieve better results.
- Constant training has been identified as a good practice, as it allows PECs to strengthen their abilities and adapt tools and mechanisms to specific contexts and needs, improving their skills and providing a better formation for students in their classrooms.
- A systematic and frequent accompaniment of the technical teams to the education institutions strengthens the process because it ensures compliance with the model and allows the teams to advise and guide administrative staff, teacher, parents and students in how to better implement the model, which has a positive impact in the results.
- Close coordination with the Ministry of Education is essential to enable a correct implementation of the model and to possibly influence policies related to Education.

Regarding cooperation

- Networks can enable different kinds of cooperation to take place, providing tools and assistance to all its members. In the case of *Teach for All*, global experiences can later be applied locally, subject to the necessary localization.
- Collective programs, which offer the same kind of opportunities to its members, enable a dynamic exchange of information and knowledge. In the case of Enseña Ecuador, *Teach for All* promoted all the Latin American countries that belong to the network to get in contact and establish different mechanisms of communication and cooperation. In this sense, programs such as Peer Coaching, which allows the PECs to share their challenges, experiences and solutions with other PECs at a regional and international level, improves the program's execution, as adjustments to a specific context may obtain references for similar experiences abroad, as knowledge and information is passed from one Enseña to another in a faster way.
- The network and exchange mechanisms have allowed the Latin American *Teach for All* Chapters to create a common identity, which has allowed a closer, more efficient collaborative work between different countries. A common identity generates a sense of belonging that drives member countries to support each other, work together and provide assistance to one another, in a horizontal dynamic.



CASE STUDIES FROM EL SALVADOR³¹

General Context

El Salvador is among the countries in Latin America with less resources allocated to education (3.4 per cent of GDP) below the regional average (4.8 per cent), and only above Guatemala (2.9 per cent), Guyana (3.2 per cent) and Panama (3.2 per cent), (IDB, Education Division, Note 10). However, efforts in improving the quality of education are increasing; there are key issues that contribute to that, such as participation in learning tests at the international level, educator quality and school infrastructure. Currently, there is a quality improvement project under way, thanks to a loan from the International Bank for Reconstruction and Development and another project with Millennium Challenge Corporation Funds.

The governing body of the education system in El Salvador is the Ministry of Education for all education levels. These, according to the classification established by the General Law of Education of the Republic of El Salvador, Decree No. 917 are: initial education, from birth to 4 years; pre-school education, from 4 to 6 years; basic education, 9 years of study; middle school; general high school (2 years) and technical high school (3 years) and higher education. Statistical education data for El Salvador is shown next, which has been taken from the 2017 Multi-Purpose Household Survey of the Ministry of Economics of El Salvador which has articulated the following challenges:

ILLITERACY

576,300 individuals of 10 years of age and older cannot read or write, representing an illiteracy rate of approximately 10.5 per cent at the national level. By gender, the illiteracy rate of the female population is 12.2 per cent, while for men, it is 8.5 per cent, showing a gap of 3.7 percentage points. Regarding geographic location, it is 6.7 per cent in the urban area, while it is 16.4 per cent for the rural area.

COVERAGE

School attendance rate for the population of 4 years and older for 2017 was 27.5 per cent, representing a total of 1,691,868 persons attending a formal education centre in the entire national territory. Regarding causes for non-attendance, the following aspects are mentioned: first, the population of pre-school age (4 to 6 years), 35.8 per cent do not attend school. In second place, the population of basic education age (7 to 15 years), 6.8 per cent do not attend school, with this percentage being 6.7 per cent for boys and 6.8 per cent for girls. In third place, those old enough to attend high school, 37.8 per cent do not attend at all, with this percentage being 36.4 per cent in men and 39.2 per cent in women. In fourth place, among adult population at the national level, 94.4 per cent do not attend a formal education centre.

AVERAGE YEARS OF SCHOOLING

Average schooling at the national level is 6.8 years; in the urban area, it is 7.9, while in the rural area, it is 5.1,

31 This case study was authored by Sabinela Alfaro from FUSADES

with this being below the national average. At the national level, average schooling by gender is 6.9 years for men and 6.7 for women. In the urban area, the average schooling for men is 8.0 years and for women, it is 7.7. In the rural zone, it is 5.3 years for men and of 5.0 years for women. 58.1 per cent was able to reach a high school or higher education level, but only 12.3 per cent for the group of adults older than 60 years.

To address the above challenges, the Government of El Salvador started the adoption of the 2030 Agenda after the 2015 Sustainable Development Summit. It built the National Sustainable Development Agenda for the medium term (2015-2019). El Salvador held its first National Voluntary Review (NVR) of implementation of the 2030 Sustainable Development Agenda in El Salvador. The purpose of this review was to show the political, institutional and technical actions adopted, and it was presented in the High-Level Political Forum on Sustainable Development held in July 2017.

El Salvador has an information portal about the SDGs and the progress towards their implementation³². To achieve progress in the SDGs, the Government of El Salvador has established the 5-year Development Plan “El Salvador: Productive, Educated and Safe” 2014-2019 (PQD, 2015), objectives that contribute to their achievement.

In the document of the National Voluntary Review of the Government of El Salvador, 2017, it is mentioned that middle-income countries (MIC), such as El Salvador, face serious difficulties to have access to funding processes for development; therefore, it is of utmost importance to overcome this type of obstacle to ensure the implementation of the 2030 Agenda, beyond economic growth, which implies not only improving the living standards of people, but also achieving sustainable, maintainable and inclusive growth. To achieve the SDGs in El Salvador, the support of the entire international community is essential to overcoming social inequalities, as well as in developing mechanisms to reduce the possibility that these areas may take a backward step.

To be able to determine compliance with SDGs, the Government of El Salvador diagnosed the capacities of generation of national statistics for the production of indicators, definition of a framework of global and national indicators for SDG monitoring and analysis process of public policies that contribute to the achievement of prioritized SDGs. In that sense, the National Sustainable Development Agenda for the medium term expresses universal aspirations, taking into consideration national circumstances and realities, therefore, the Government of El Salvador took the following into account: 1. Priorities linked to the 5-year Development Plan. 2. Integration into Institutional Agendas. 3. Resources and cooperation sources. 4. Statistical capabilities. 5. National priorities of the post-2015 agenda location stage (Progress in ESA 2030 Agenda).

For each SDG, El Salvador has established compliance goals for medium term and has a follow-up and monitoring system in place for the sustainable development objectives of El Salvador. For the particular case

³² The link for the portal is: <http://www.odselsalvador.gob.sv/>



of the targets established for SDG 4 on quality education, table 1 shows details of the targets established and its compliance level:

Table 1. Follow-up and Monitoring System for El Salvador SDG4³³

Target	2019 target	Progress as of 29/12/2017	Progress (%)
4.1.1.a Percentage of students completing lower school	91.58	93.12	101,68%
4.1.1.b Percentage of students completing middle school	94	94.01	100,01%
4.2.2. Participation rate in organized education (one year before the official age of entry in lower school) (%)	62	54,2	87,42%
4.2.2.a Net enrolment rate in pre-school education (%)	6.60	5.1	77,27%
4.3.1 a Net enrolment rate in high school	48	36.8	76,67%
4.3.1.c Gross enrolment rate in higher education (%)	25.70	25.61	99,65%
4.4.1 Percentage of youths and adults with skills in information and communications technologies (ICTs)	85	85	100%
4.4.1.a Percentage of students completing high school	87	85.2	97,93%
4.5.1 Parity indexes by gender by education level	1	0.75	75%
4.6.1.a Literacy rate in youths and adults	96	88.48	92.17%
4.a.1 Percentage of school centers with adequate facilities	0.60	0.5	83,33%
4.b.1.a Number of persons with scholarships in the framework of Official Assistance for Development that are channelled through the Ministry of Foreign Affairs	1,000	225	22,5%
4.c.1.a Percentage of specialized teachers in service	97	96.9	99,9%
4.c.1.b Percentage of teachers with training and formation according to the national formation plan	68.20	60	87,98%
4.c.1.c Percentage of teachers with post-degree diploma (specialization, master's degree, PhD) in higher education institutions	30.60	33.8	110,46%
4.2.2.b Net enrolment rate in pre-school education (4-6 years) (%)	62.70	56.3	89,79%

³³ The complete list of SDGs and their targets is available in the web page of the Technical Secretariat of the Presidency of El Salvador, SETEPLAN.

Sowing Values in the New Generations of Fundación Renacer

General background

Character Solutions International is an organization established in 2003 in the United States; they are the creators of the “Cultivating Character” guide, aimed at guiding teachers, parents and other adults that influence children. It contains chapters of stories, discussion questions and activities that encourage children to cultivate qualities of character of great value for them or for those that surround them. The organization offers seminars implemented by certified trainers and follow-up materials. They have developed seminars to provide training on the “Cultivating Character” guide in Bolivia, Canada, Grenada, Egypt, India, Jordan, Liberia, Lithuania, Romania, South Africa, Mexico, El Salvador and the United States. The office for Latin America is located in Bolivia, where it started and later expanded to other countries in Latin America.

In El Salvador, Character Solutions International established a strategic partnership with AVALES (Asociación Acción de Valores para El Salvador) ((Values Action Association for El Salvador)), a CSO (Civil Society Organization) that generates positive actions in favour of Salvadoran youths, with special emphasis on comprehensive attention to the family through Human Development programs focused on Values, Education, Health, Art, Sports, Culture and Social Assistance. AVALES is dedicated to the promotion of the practice of principles and ethical values in each individual to activate their personal potential, generating a positive influence in their environment. AVALES created the Sowing Values in the New Generations project, which provided training to teachers and to other institutions in the country using the “Cultivating Character” guide.

AVALES established a strategic Alliance with Fundación Renacer, FUNDARENACER, a non-profit foundation aimed at supporting different initiatives that are beneficial for different social sectors, and to promote and encourage programs of support to education, health, employment, culture and the values of society; to promote cooperation between companies and government entities, and to develop programs that improve the economic and family conditions of the society. It was based on that alliance that Fundación Renacer adopted the “Sowing Values” project as its program for permanent attention to the public education system of El Salvador. Project execution began in 2013 and it is expected to finish in 2020.

It is important to mention that in other countries in Latin America, there is no institution to finance the materials of Character Solutions International; the education centres, directly, are purchasing such materials and paying for the seminars. Therefore, this model of establishing alliances with private institutions for them to finance the implementation of the program was born in El Salvador, hoping to have it implemented in other countries.

The project objectives seek to strengthen personal responsibility and interpersonal respect between adults and children, adolescents and youths; to contribute to the formation of communities that can live in a culture of healthy coexistence and social peace; and, to establish bases for the creation of public policies for violence prevention, based on values and ethic-moral principles.



"What we want at the end of the day is to reduce violence in the country, that is our objective, that a girl can wake up, leave her home and walk two kilometres to school, without fear of being raped, and we believe that the issue of values is something that has been lost considerably in the country what we want to achieve is that youths feel that, wherever possible, they have an internal sense of belonging reduce the problem of crime and to give these youths an opportunity"

Vice-president of Fundación Renacer.

Article 55 of the Constitution of the Republic of El Salvador establishes that education has the following purposes: "to achieve the comprehensive development of personality in its spiritual, moral and social dimension; to contribute to the construction of a more prosperous, fair and human democratic society; to instil respect for human rights and the observance of the corresponding duties; to fight all spirit of intolerance and hate; to learn about national reality and to identify with the values of Salvadoran nationality".

The Sowing Values program, as stated in the guide reproduced for El Salvador and taking the Article just mentioned as a foundation, seeks to contribute by providing teachers with the technical tools to comply with the constitutional mandate, so that each student in El Salvador receives comprehensive education, addressing the spiritual side of people.

The programme is linked to SDG 4 with the objective to contribute to target 4.7 which establishes that all learners must acquire theoretical and practical knowledge for sustainable development, including the promotion of a culture of peace and non-violence, and target 4.c establishes that there must be qualified teachers.

Methodology

Coordination

A letter of understanding was signed with the Departmental Directorship of Education, who is in charge of certain number of education centres, both public and private, according to the population that exists. Then, the whole body of principals and teachers of the education centres is notified about the program. The seminar is planned, which lasts one day, with all the teaching staff of the education centres to be benefited. Finally, the seminar is held, providing training on the "Cultivating Character" guide. The teachers implement the guide with their students for 10 months.

Fundación Renacer selected the department of Sonsonate as the first pilot to execute the project based on the criteria of interest and commitment from local education authorities. Beneficiaries included 105,000 students and 3,000 teachers coming from 365 educational centres. These groups were trained from 2013 to 2014.

Implementation

The Sowing Values program starts with an 8-hour seminar that is offered to principals and teachers of each education centre for every department of the country, developed through certified personnel by Character Solutions International.

The “Cultivating Character” guide, prepared by Character Solutions International, is used during the seminar. It comprises 10 values, which must be developed one per month, for a total of 10 months (preferably), which coincides with the Salvadoran school year. It is divided into Personal Responsibility (integrity, conviction, self-discipline, diligence and wisdom) and Interpersonal Respect (loyalty, courage, humbleness, kindness and gratitude). In each value, an animal and individuals prominent at a global level are highlighted so that subjects related to nature, history and knowledge, among others, can be developed. The guide also has a “workbook” with orientation for teachers based on the following questions: What is character? Why cultivate character at school? What are the ten essential qualities of character? How can we cultivate character effectively? How to strengthen the development of character? How to implement the program?

Each one of the questions has its own development guide plus examples of activities to develop and a simple planning guide that includes: name of the activity, objective, materials and time required to carry out the activity.

To finish the workshop, the guide also comes with an exercise in the guide titled “My Scale of Values”; this exercise allows teachers to reflect on their own values. Later on, self-evaluation and reflection exercises are carried out so that they understand that values have to be lived and practiced in order to teach them.

After receiving the training, teachers plan and organize the distribution of the 10 values throughout the school period. They decide when to do it during the school day. The material is prepared so that they can address the value of the month for 5 minutes every day.

The programme also engages “volunteers” to provide support to teachers so that they are the ones that develop the methodology. They look for allies in the communities, mainly in churches of different denominations, community leaders, among others. The fact that volunteers come from churches does not imply that the focus will be a religious one. To date, it has been possible for each school to have volunteers. The teacher is always in the classroom while the volunteers are carrying out activities.

One of the aspects that allows the program to be successful is that teachers and volunteers count on printed material to guide them so that they can have methodological suggestions. This material was developed by Character Solutions International. Besides the “Cultivating Character” guide, they have a “values” roulette that has been prepared in El Salvador as an added value. This is a synthesis of the Guide itself, an instrument that facilitates learning and the memorization of values and also provides them with an orientation guide for life, and an additional guide is also provided, which is a family version.



MONITORING AND EVALUATION

At the beginning of the project implementation, an impact evaluation was not considered but, as the implementation progressed and to measure results, in 2018, a baseline was prepared with new beneficiaries. Within the framework of this evaluation, there were focus groups with teachers and students to collect qualitative information.

This will provide a rigorous evaluation and reliable data on program results because it also seeks to evaluate perceptions on values from teachers and students, self-perception on values of both groups, and perceptions between these two groups.

The Sowing Values program provides follow-up to its implementation in education centres through principals and volunteers. Given that the program is aimed at the promotion of values and that is reflected in the behavioural aspect, the results will be seen in the long term. According to testimonies collected, the experiences of teachers, students, relatives and volunteers have been very favourable to this date. Proof of that is the expansion of the program, an expansion that is completely voluntary. Given the success, education authorities from the Department Directorships of Education of MINED are requesting the implementation of the program in other centres.

Main Results

Due to the success of the first pilot in the department of Sonsonate, the project was replicated in an additional nine departments of the country during the period of 2014 to 2018, as seen in table 2:

Table 2

Department	Education Centres	Teachers	Students	Families	Execution period
Morazán	321	2012	55,749	30,000	2018
San Miguel	512	5,532	120,000	40,000	2018
La Unión	376	2,293	55,520	30,000	2018
Cuscatlán	207	1,786	50,325	30,000	2017
San Salvador	450	6,400	197,636	80,000	2016-2017-2018
Ahuachapán	283	2,592	79,000	50,000	2017-2018
Santa Ana	459	4,484	130,000	60,000	2017
La Libertad	470	4,000	164,000	50,000	2016
Usulután	484	3,614	95,000	50,000	2015-2016
Sonsonate	365	3,000	105,000	50,000	2013-2014

Such expansion was due to the alliances made with other institutions to support program development. There are currently 924 volunteers, who receive complete training and follow-up activities are implemented so that they can carry out an efficient execution. Volunteer work is a prerequisite for program development. Besides, there are strategic alliances with other institutions to benefit teachers and technical pedagogical advisors in different aspects that contribute to the improvement of education quality. Alliances include Fundación para la Educación Superior (FES) ((Foundation for Higher Education)) with training for 710 teachers from first to third grade on writing educational materials; Character Solutions International with training for 100 coordinators that teach English and POINTMAN Leadership Institute with training on inspiring leadership for 592 technical pedagogical advisors.³⁴

During 2018, as part of the follow-up of the programme, the number of principals has been increased in 100 per cent of the education centres served in the seven departments. According to the National Census of MINED, there are 5,177 education centres registered in El Salvador, with 1,505,182 students and 46,981 teachers. Fundación Renacer projects aim to reach 100 per cent of the education centres, as per the following itemized list:

Table 3

Department	Education Centres	Teachers	Students	Execution Period
San Salvador	303	6,077	122,683	2018-2019
Chalatenango	415	2,307	62,127	2019
La Paz	309	2,719	93,139	2019
Cabañas	260	1,563	50,114	2019-2020
San Vicente	238	2,101	54,557	2019-2020
San Miguel	469	4,332	121,314	2018-2019
Morazán	321	2,012	55,749	2019
La Unión	381	2,317	70,675	2018-2019
Total	2,696	23,428	630,358	

Role of South-South cooperation

Character Solutions International was founded in the United States and they are responsible for creating the “Cultivating Character” guide, aimed at guiding teachers, parents and other adults that influence children. They have developed seminars to provide training in the “Cultivating Character” guide in Bolivia, Canada,

³⁴ Technical pedagogical advisors are those providing technical pedagogical assistance to education centers; they belong to the Department Directorships of Education.



Grenada, Egypt, India, Jordan, Liberia, Lithuania, Romania, South Africa, Mexico, El Salvador and the United States. The office for Latin America is located in Bolivia, where the program began in the region and later expanded to other countries in Latin America.

In El Salvador, the programme established a strategic relationship with AVALES, a CSO that generates positive actions that benefit Salvadoran youths, with special emphasis on comprehensive attention to the family through human development programs focused on values. AVALES made a strategic alliance with Fundación Renacer, supporting different initiatives that are beneficial for different social sectors, and to promote and encourage programs of support to education and the values of society; to promote cooperation between companies and government entities, and to develop programs that improve the economic and family conditions of society. FUNDARENACER signed an Alliance with the departmental education authorities to implement the program and, given its success, it has expanded throughout the country.

It is important to mention that in other countries in Latin America, there is no institution to finance the materials of Character Solutions International; the education centres, directly, are purchasing such materials and paying for the seminars. Therefore, this model of establishing alliances with local private institutions for them to finance the implementation of the program was born in El Salvador, hoping to have it implemented in other countries. "Sowing Values" has turned into a program for paying permanent attention to the public education system of El Salvador. For that reason, the representative of Character Solutions International in Bolivia has stated that they intend to expand the model that has been implemented in El Salvador and said:

"The case of El Salvador is a unique case, a model that we are trying to export to other countries of Latin America in the sense that there is local initiative and the funding support is also local..."

FUNDARENACER, retakes the model of Character Solution International and adds the added value of financing the model through different sources and with the involvement of CSOs. The contributions of other members of CSOs are mainly with volunteers who train students in schools and their families promoting and developing values.

Involvement of the CSOs is essential in the sustainability of programs. Organizations at the local level are the ones that drive the continuity of actions. Based on progress and demands of the program, they have been innovating and demanding methodological strengthening. This is the most relevant lesson learned that El Salvador has contributed with to this model and its application in Latin America. Besides having different funding sources for the development of the program.

This methodology adds to the SSC principles where El Salvador provides knowledge transfer, innovation and complementary methodologies to an international program that triangulates: cooperation, the country offering knowledge and innovation and the knowledge provided to recipient countries.

Lessons learned

In the course of its implementation, the Sowing Values Program has been improved to the point that it is considered a model experience that could be replicated in other countries. The following is a list of lessons learned during the implementation of this program.

- Materials for teachers: the fact that teachers count on materials that guide them and orient work is essential for implementation in the classroom and for its continuity. Besides, in the case of El Salvador, they have been innovative and have created additional materials of help to teachers and students.
- Volunteer work: having volunteers formed and certified that contribute in the classroom, putting into practice the values program, facilitates the work of teachers and allows for reaching more students and families systematically and for obtaining good results.
- Involvement of the church in volunteer work: although volunteers come from a church, teachers and students indicate that there is no inclination towards a religious denomination in the teaching of values.
- The coordination and acceptance of a program with the authorities of Department Directorships of Education and teaching personnel is very essential in the acceptance and implementation of a program.
- In order to provide a thorough grounding in values and to achieve changes in the person to nourish character, it has been important to ensure, first, that teachers must be aware about it and practice it. Through self-evaluation teachers have discovered that they don't have enough knowledge or skills to teach values.
- Formation on values allow both teachers and students to have a culture of peace and tolerance and therefore, for them to improve their interpersonal development.
- Counting on an institution capable of funding and mobilizing resources, both human and material, has allowed for implementing the program so successfully that it serves as a model to be implemented in other countries.
- To be sustainable, this model must count on several elements being the most relevant: funding, volunteer work, credibility, acceptance, quality materials, and counting on a local sponsor.



Glasswing International Community Schools

General background

Glasswing International is a non-profit organization established in El Salvador in 2007. It was created as an innovative local organization that works with a global perspective and with the commitment of transforming communities, offering local and efficient solutions. Later on, it expanded to other countries and has regional offices in the United States (New York), Costa Rica, the Dominican Republic, Guatemala, Honduras, Nicaragua and Panama. The headquarters for Latin America is located in El Salvador and the office for the United States is in New York, with project offices in the rest of countries, and they are currently active in 16 countries. The programs where Glasswing works are education, health, employability and entrepreneurship, and public spaces³⁵. Glasswing designs, implements and oversees its own projects. They train and mobilize community members, empowering people to become part of the solution, connecting with all sectors of society, and they evaluate and modify existing projects to ensure success year after year.

*Escuela Comunitaria*³⁶ is one of Glasswing's programs; implemented in El Salvador since 2015 which later expanded to other countries in Latin America. It is a program that benefits the entire school community throughout the specific interventions in youth development and education, mainly with after-school activities; creation of support networks for the education centres, student leadership, revitalization and rehabilitation of school infrastructure and equipping of spaces to support learning. It focuses on the development of children, youths and the community, as well as on the strengthening of the social structure that involves both students and parents, as well as other stakeholders that join forces to improve opportunities for development and social coexistence for the students.

The program objective seeks to reduce risk behaviours and strengthen academic and socio-emotional competences in students through access to after-school activities (clubs); to strengthen local capacity to face exclusion and social violence. Also, to establish support networks for students through community actions and volunteer work; and to support the Ministry of Education in the development of the goals of the Extended Day Model and other strategic objectives related to national programs.

The program aims to benefit the entire school community throughout the following intervention: i) Youth Development and Education: After-school clubs, academic strengthening, counselling and social support, restorative practices and violence prevention; ii) Community integration and participation: creation of support networks for the education centre, community coffee shop and volunteer work; iii) Student leadership: student leaders that support the operation of clubs and guarantee greater sustainability of the program and iv) Revitalization and rehabilitation of school infrastructure: basic revitalization (basic infrastructure), basic revitalization plus basic repairs, revitalization and equipping of spaces to support learning.

35 Habitat III issue papers 11-public space, New York, May 31, 2015.

36 English translation is Community School.

By becoming community schools, education centres operate in a safe and stimulating environment, they are integrated communities (teachers, family and students), contribute to development for life and provide academic enrichment. Currently, there are 34 community schools in El Salvador that operate with all the components mentioned above. Glasswing has intervened in other education centres but not with all the components of a community school. Glasswing has designed and named the programs of extracurricular clubs for children between 8 and 12 years and youths between 13 and 17 years, mainly, according to the subjects that are developed in them. Among those are the following:

Robotics Club

Its main objective is to promote among students the capacity for logic reasoning, carrying out of tasks, team work and problem resolution through the construction and programming of robots, so that they possess sufficient strategies to face the new technological challenges. The targeted competencies are: logical mathematical thinking, scientific and critical thinking, creativity and curiosity, problem resolution making use of technology, team work, communication and leadership.

Glee Club

Its objective is to develop skills of artistic and verbal expression through singing and dancing, and expression to leverage abilities to create and strengthen self-esteem, self-knowledge and skills of singing, dancing and expression. The skills sought to be developed by the club are creative thinking, personal and cultural identity, artistic comprehension and expression, team work, communication and leadership.

Debate Club

Its objective is to encourage critical thinking through debate as the basis to identify and solve conflicts, promote the exchange of ideas and confrontation between them in a peaceful and respectful manner. Likewise, to promote interest on events of national and global relevance that motivates citizen participation.

The competencies sought by the clubs are organization and expression of ideas in public, critical thinking, critical and responsible participation in society, conflict resolution, team work and leadership.

Furthermore, Glasswing develops and implements girls' clubs in community schools and health clinics in the poorest urban and rural communities of the region. They focus on ensuring a safe space for girls to develop their social and financial skills.

All of the stated objective of the program is well aligned with SDG 4 especially target 4.5 which establishes that gender disparity must be eliminated in education; target 4.7 establishes that all learners must acquire the knowledge and skills needed to promote sustainable development, including the promotion of a culture of peace and non-violence; and target 4.a establishes that education facilities must be built and upgraded; and goal 4.c establishes that there must be qualified teachers.



The Community Schools Program contributes to the above-mentioned SDG targets since it counts on girls' clubs where they are provided with the necessary tools to reduce risk and thrive. It contributes so that students count on knowledge to increase their academic performance and have better social development; and it contributes to the improvement of physical facilities and so that teachers count on better tools for their teaching performance.

Methodology

Methodology used by Glasswing for the Community School program in El Salvador and in other countries are the following:

Coordination

Glasswing has signed an Agreement with the Ministry of Education of El Salvador and in every country where the program is implemented. This Agreement allows them to operate in selected school centres. Selection criteria for education centres are: need, willingness and long-term commitment (5 years), accessibility, leadership, initiative and safety.

Glasswing seeks partners to sponsor community schools with funding and with volunteers; they establish local and international alliances. Depending on the geographic area where they are located, partners select the education centres where they will intervene.

Once the education centre is identified, coordination is established with the school principals and teachers. The program is later presented to students and to families in order to get their acceptance; afterwards, the clubs are established, and their registration process begins.

Implementation

Glasswing trains Volunteer Educators with attractive and innovative pedagogic tools that promote significant learning. Volunteers come from the communities, some are former students or collaborators of the private institutions that sponsor the program. They receive formation on rights and restorative practices. They also receive a technical manual of operation and pedagogical guide for the club that they will implement. Volunteers are supported by coordinators that support them in the implementation of the clubs (after-school activities).

Training is divided into 2 phases, each one lasting approximately 2 hours. The first phase includes orientation about the program (how it works, support figures, etc.), mission of the volunteer educator and their main responsibilities, teaching techniques and learning styles, conflict resolution techniques (restorative practices), focus on the rights and protection of children and adolescents; the second phase is aimed at club implementation (familiarizing with the manual and carrying out of practices).

During the week, students participate in clubs at least 2 hours a week. Throughout the year, they participate in inter-school encounters: debate tournaments, GleeFest (artistic festivals), science fairs and robotics competitions, where interaction between students, team work and healthy competition are promoted.

Clubs are organized by a school coordinator and implemented by volunteer educators, who also generate a role modelling effect to be followed by the students. The program also trains, equips and mobilizes parents, community and corporate volunteers from the companies of allied partners to orient students; they serve as role models and are essential for youth development.

The education center assigns spaces for the operation of clubs; in general, clubs operate at noon or according to space availability. This is coordinated at each education centre by the coordinator and the principal. In general, morning students stay one more hour at the end of their day and afternoon students arrive one hour earlier to join the clubs. If the education centre does not have the conditions for the clubs to operate, classrooms are built and equipment is provided as part of the Community School program.

Monitoring and evaluation

Glasswing has a team responsible for the monitoring and follow-up of the programs it executes; they evaluate the relevance of clubs and materials and based on that, carry out the modifications considered necessary. They establish process, output and impact indicators that enable them to monitor progress in program implementation and to make the respective decisions. They have access to an information system that provides them with a database and timely information about beneficiaries.

In 2016 an impact evaluation of the program was carried out by the Pontificia Universidad Católica de Chile in 2016; which surveyed 1,056 students registered in 5 public schools located in highly violent communities in El Salvador. The evaluation highlighted the benefits of the program, stating that teachers in Community Schools reported improved attitudes and behaviour of their students. They consider that the program stimulates the curiosity of youths to help modify social behaviours. A description of the main findings of the evaluation is provided below:

Impact on academic results

Significant positive impact on student math, science and language as a signature achievement. Club participants report having more time for homework (20 minutes on average) and 8 per cent more of them pay more attention in class. Participating students reduce their school truancy in 1.6 days when compared with students who do not join clubs. Students reduce their crime and violence rate, the more violent children that participate in clubs experience a greater increase in their grades (approximately 0.38). Grade results are higher for children than before participating in clubs had lower grades.

Impact on behaviour

Students see the school and learning as more fun and increase their positive attitudes towards the school, students participating in clubs have better conduct grades than those not in clubs; clubs offer students the opportunity of being away from their risk environments, such as their house or community, for several hours a week, thus reducing their exposure to those environments. There is increased awareness among kids about risk in their communities, in terms of gang existence, drug traffic, etc.



Impact on emotional resilience

Club participants know how to better manage the positive stimuli they are exposed to. Clubs increase the belief of children that they can determine their destiny or control their lives (increased self-control, they are not at the mercy of external forces), compared against the control group.

Main results

Results obtained are in the following categories:

- Population served: in the particular case of El Salvador, more than 75,000 students have been benefited with the components of clubs and infrastructure improvements, and more than 25,000 volunteers have been mobilized.
- Improvements in academic and social performance and less violent behaviour; this was measured in the impact evaluation conducted.
- Improvement in physical spaces at education centres that required it; this allows them to count on physical conditions that contribute so that students have pleasant environments and, therefore, better academic and social performance.
- Involvement of families and community, private sector and international cooperation. They hold community coffee meetings to analyse the role of the community in education; besides, they analyse problems to provide a solution, such as: What are the risk points for children and youths in the community? Or What can we do as a community so that children and youths feel safer?
- Ability to build partnerships with the private sector: Glasswing's strategy to seek allies has allowed it to count on the involvement of the private sector to support community schools; this is a result that has contributed largely to the sustainability of such program. A detail of some of the companies are as follows: CITI Bank³⁷ providing support in El Salvador, Honduras, Costa Rica, Panama, Trinidad and Tobago and Guatemala, benefiting 2,679 students; SAMSUNG Electronics, who have worked in public schools in the Latin American and Caribbean region, benefiting 49,700 students; BANPAIS/Fundación Napoleón J. Larach³⁸, who have funded the schools program in Honduras, benefiting 2,000 students; TELUS³⁹ has cooperated, mainly in the revitalization (infrastructure) of education centres in El Salvador, benefiting 1,246 students; HANES⁴⁰ is another institution with which Glasswing has created alliances for the benefit of Community Schools in Honduras, El Salvador and the Dominican Republic, benefiting 6,000 students; One Link⁴¹ supports programs in Guatemala and El Salvador, benefiting 300 students; Puro Surf⁴² supports

37 Citi Bank is a division of the multinational financial services company CITIGROUP.

38 Foundation of the BANPAIS financial group of Honduras.

39 TELUS is an international corporation engaged in telecommunications.

40 World institution engaged in underclothes and sports clothing.

41 A "contact center".

42 A hotel and restaurant.

the community program in El Salvador, benefiting 250 students.

- Building partnership with international development agencies: Glasswing counts on support from international cooperation, specifically from USAID (United States Agency for International Development) and others in 60 educational centres in El Salvador, Honduras and Guatemala. The program has undergone expansion to other countries: due to the solid organization of Glasswing and to the success of the Community Schools program, it has expanded to other countries in Latin America and the Caribbean, operating with the program in an additional six countries: Guatemala, Honduras, Nicaragua, Panama, Costa Rica and the Dominican Republic. This is one of the results that highlight the program's success.
- Ability to mobilize volunteers: The model enables the collaboration of volunteers within education centres in a responsible and coordinated manner, a prerequisite that enables the program to become a good practice. Volunteers come from diverse sources; former students, workers of companies and churches, among others.
- Sustainability of the program: The program model has developed the capabilities of education centres for them to also seek other alternatives of cooperation for clubs to be sustainable; they seek alliances with other institutions such as local universities. Others have organized class schedules so that there are teachers available from the education institution to conduct the clubs. They count on integrated communities, energized and supportive teachers, committed families, dedicated volunteers and competitive and ambitious students. For 2019, it will benefit from a new sustainability strategy to be implemented in all education centres where the model of community school has been used, so that such education centres roll out the programs without direct intervention from Glasswing. A network of community schools will be created and they will receive a transfer of methodology; links will be established with funders at the community level and the volunteer program will be strengthened. Glasswing will continue organizing yearly encounters between clubs.

Role of the South-South and triangular cooperation.

Due to the success of the program, Glasswing expanded this model to six countries in Latin America and the Caribbean who face similar challenges with El Salvador in terms of levels of violence and educational conditions: Guatemala, Costa Rica, Honduras, Nicaragua, Panama and the Dominican Republic, benefiting more than 250,000 students.

This program is good practice for South-South and triangular cooperation. El Salvador provided knowledge, innovation and methodologies to every country guaranteeing that the model is implemented accurately. At the same time, the recipient countries build and innovate those methodologies based on their local context.

El Salvador also provided capacity support to each country in establishing partnerships with the Ministries of Education, guaranteeing institutional support for the development of the intervention. It also linking



them with the alliances that are established with private companies and civil society to contribute to the sustainability of the program. For example, CONVERGYS⁴³ provides support in El Salvador, Costa Rica and Nicaragua, benefiting 240 students; UNICOMER⁴⁴ supports the program in Guatemala, El Salvador, Honduras and Nicaragua, benefiting 3,000 students.

The program also utilizes triangular cooperation through the support of USAID that funds the program in three Central American countries by providing support to 60 education centres.

Lessons learned

Throughout the implementation of Community Schools, the program has been improving significantly enough to be considered a model experience that can be replicated in other countries. The following is a list of some of the lessons learned after the program implementation:

Materials for volunteers: throughout the program implementation, a manual for volunteers has been designed, and pedagogical guides for the sessions of each club have been modified and improved according to the opinions of volunteers and a follow-up exercise conducted by Glasswing; this means that such materials must be updated periodically.

Infrastructure: adequate physical space to hold club activities is definitely a factor with positive influence on the outcome; therefore, if the education centre does not have such a space, it is built as part of the program's model so that both volunteers and students work in a pleasant environment. This same space has become a place where students can discuss their personal situations with the program coordinator, and is also a space where families come to ask about their sons and daughters.

Volunteers: volunteers play an important role in program implementation; therefore, training, follow-up and motivation provided to them are very important.

Results in academic and social performance: the relationship of the participation in clubs with results in academic and social performance is definitely significant and positive. Through their participation in clubs, students believe more in themselves, that is why the quality of clubs is extremely important.

Monitoring and Evaluation: it is extremely important to count on monitoring and evaluation for the activities being implemented, seeking to improve conditions.

Counting on an institution able to mobilize resources, both human and financial, and that guarantees program sustainability, is essential to guarantee the program's success.

Alliances with civil society and private enterprise: institutions are willing to cooperate and get involved

43 Industry that provides diverse types of services.

44 A commercial union providing service in different countries.



CLOSING REMARKS: WHAT IS WORKING IN EDUCATION?

in education endeavours if they are motivated and coordinated by an institution that shows capacity to implement programs that benefit the quality of education.

Sustainability: due to the conditions of education centres with respect to resources available, it is difficult for the program to be sustainable in a short time. It is necessary to count on materials for clubs, otherwise, their operation cannot be guaranteed; that is why Glasswing feels committed to continue supporting them in the acquisition of resources, teaching them to manage them at the same time.

South-South cooperation: The South-South cooperation model has benefited the expansion of the program, therefore more countries have programs that improve the quality of education, counting with more trained teachers, more students with better skills, less violence and more academic knowledge. The model allows greater involvement of organized civil society and the cooperation of private institutions.



CLOSING REMARKS: WHAT IS WORKING IN EDUCATION?⁴⁵

Throughout this research, we have reviewed how CSOs in Ecuador and El Salvador are implementing educational projects and initiatives that complement the work of the governing educational entities of these countries. In this section, a comparison between the cases will be stated, with a particular focus on those practices and approaches that have allowed the success of the aforementioned cases. In brief, it can be established that the cases show how education conceived outside the traditional parameters (which often place students as mere recipients of their learning), has allowed to encourage the development of innovation, critical thinking and leadership skills in students. Besides, it is important to emphasize that, in the processes developed by each of the organizations reviewed, South-South Cooperation has played an important role in the execution of educational projects and initiatives, providing networks that have facilitated the exchange of knowledge, experiences and tools, which has allowed collective reflections, identification of joint challenges and proposing solutions adapted to the regional context.

Ecuador and El Salvador have similar advances and challenges related to education. The National Development Plan of El Salvador (2014-2019), and Ecuador's National Development Plan of Ecuador (2013-2017⁴⁶; 2017 -2021⁴⁷), have established education as priority and strategic area, positioning it as a right to which all people should have access. This has entailed several initiatives and incentives from the central governments of both countries to improve education in terms of infrastructure, access, quality, and innovation.

Furthermore, this has allowed both countries to present important advances in the educational field, increasing coverage and access to education. However, in both contexts there were important challenges related to educational quality and educational innovation. In this sense, civil society organizations have played an important role in Ecuador and El Salvador, by implementing initiatives and educational projects that have a greater range of action to experiment with alternative models and methodologies, since they are not under the guidelines of the governing bodies in its entirety. The four cases presented in this research are successful examples of how civil society reinforces the activities of the public sector, filling those gaps that are left aside, either due to lack of budget allocation, lack of capacities or because education was not considered a priority at that time.

Although the cases presented are executed by civil society organizations, a key element for their execution and success has been a close coordination with the educational governing entities. Grupo FARO, Enseña Ecuador, Fundación Renacer and Glasswing, all have agreements of understanding or cooperation with the

45 This section was authored by Paula Castells Carrión

46 Plan Nacional para el Buen Vivir (National Plan for Good Living).

47 Plan Nacional Toda una Vida (National Plan for a Lifetime).



CLOSING REMARKS: WHAT IS WORKING IN EDUCATION?

Ministries of Education of their respective countries, which has facilitated the coordination of activities and implementation. Consequently, this close coordination has opened an opportunity to increase the scope of the projects implemented, given the positive execution of the projects and the obtained results of the initial and pilot phases, the benefit of implementing them on a larger scale has been perceived. This is the case, for example, with the Learning Communities project, executed by Grupo FARO and the Glasswing project: Community Schools. At the same time, the closeness with the educational governing entities has generated an opportunity to influence in public policies and to position certain topics as priority, for example, the urgent need of long-term teacher's training programs and educational research agendas. In the middle term, the goal is to influence the formulation of further policies based on the results of the projects and the positive mechanisms and tools in them.

Regarding the projects executed, there are several common parameters that have been identified among them and which reflect thematic areas which are crucial for educational transformation. On one hand, all the cases have showed the importance of empowering young people and students in their learning process. Through different methods and approaches, each of the cases show methodological and pedagogical tools that allow teachers to develop skills related to critical thinking, leadership, among others. For example, the *Dialogical Gathering for Success in Education Action* proposed by Learning Communities, encourages students to read and reflect, generating environments in which to share these insights and discuss them with their colleagues. Similar settings are generated by Glasswing through their Debate Club, for example, in which students are encouraged to research different topics and establish organized discussions. Debating has a direct influence on critical thinking and summarizing skills.

Another factor of interest is related to the sense of community developed under the models proposed by the cases. In the execution of each one of the projects, the approach in which education is perceived as a relationship that only includes students and teachers, to one in which to be effective, it is necessary to integrate all the stakeholders involved with the learning process, both, those that belong to the educational institutions, as those that are outside, and belong to the communities. Learning Communities, Enseña Ecuador, Soving Values and Communitarian Schools contemplate mechanisms and tools to generate this integration, establishing codes of coexistence among all educational stakeholders, generating settings for community volunteering, projecting joint actions between educational institutions and the community, among others.

This approach goes hand in hand with two changes in perception that have been established in traditional educational models. On the one hand, it rejects the notion that education is limited to the classroom, thus making it possible to incorporate other factors of importance, such as incentives within the home. On the other hand, social co-responsibility related to the education of girls and boys increases, since integrating the community in the learning processes generates common codes of belonging and community.

In all the cases, one additional common element is their focus on teacher training. Teacher training has



been identified as one of the key elements to improve the quality of education⁴⁸. In this regard, each one of the cases has developed mechanisms and tools so that there is a constant formation of the teachers, who have to comprehend the integral models proposed by each project, so that the execution is effective. For example, Enseña Ecuador's main focus is training young professionals to be integrated as teachers for a period of two years, implementing methodologies based on project development and socio-emotional behaviour. In the case of Sowing Values, one of the main lines of action of the project focuses on the training of teachers in the methodology, so that they can implement it throughout the school year, working on one value each month. Both for Learning Communities and for Communitarian Schools, teacher training is a key prerequisite for the model to be successful and to ensure that educational practices can be applied in the classroom.

Teacher training goes hand in hand with constant processes of monitoring and evaluation, as they allow the executors of the projects to identify which areas or methodologies need to be strengthened and which ones are being successfully implemented. Monitoring and evaluation mechanisms also allow the executing entities to identify the extent to which the project, integrally, is fulfilling its goals. In the middle and long term, monitoring also allows to identify which parameters need to be adjusted and adapted to the specific contexts for them to be more effective. The benefits associated with the development of monitoring mechanisms and processes have been clear for all the projects, consequently, they have all implemented these mechanisms. Additionally, some of the projects have proposed impact evaluations, which will allow them to certainly identify which has been the real influence of the projects in implementing the models and changing the educational ecosystem.

Alliances with the private sector have been crucial for the financial sustainability of the cases presented. Sustainability is one of the main challenges that CSOs face when executing projects. When it comes to education, this is not an exception. Most of the cases counted with initial financing coming from international cooperation agencies, which allowed them to execute the initial and pilot phase of their projects. For example, Tinker Foundation has financed Learning Communities pilot project, which will end on 2019. These financing mechanisms have been a great support for the organizations executing the projects, however, this kind of aid is usually not proposed for further phases proposed with the projects. In this aspect, alliances with the private sector have been a key factor to allow these project's sustainability in the long term. For example, more than 80 per cent of Enseña Ecuador's financing comes from private corporations and business in Ecuador, whereas Communitarian Schools count with key alliances with private corporations and organizations which have been able to support them financially.

Furthermore, South-South cooperation has enabled the exchange of educational methodologies and practices that are adapted and have generated positive results in the Latin America context, facilitating implementation and increasing the efficiency of several processes.

48 Duran and Miquel, 2003; Darling-Hammond, 2006.



CLOSING REMARKS: WHAT IS WORKING IN EDUCATION?

South-South cooperation is understood as a process in which one or more countries of the Global South exchange knowledge, skills, resources and technical know-how through regional and interregional collective actions and networks (United Nations, 2016), which allow them to identify effective solutions in their particular contexts. This kind of cooperation has allowed the cases presented in this research to strengthen and to efficiently execute its models and methodology in Ecuador's and El Salvador's contexts, thanks to continuous communication and methodological exchange.

For instance, all the cases can point to international cooperation which has provided access to networks working in similar projects in the region. Learning Communities belongs to Instituto Natura's network, Enseña Ecuador to Teach for All's network, Soving Values maintains a communication channels with Character Solutions International, particularly with the Bolivian headquarter, and Glasswing is part of an international network present in 6 countries in Latin America. These macro organizations have a vast experience applying their models and educational methodologies, so they are implemented locally with a backing of the lessons learned globally.

This is especially visible at a regional level, and when faced with similar challenges, Latin American countries tend to create networks to exchange knowledge related to educational issues, which has allowed them to share lessons about the implementation of projects in their contexts, thus facilitating the development of initiatives similar educational activities in other countries. By belonging to these international networks and learning from the experiences of their regional partners, the executing organizations have obtained a vast amount of information and know-how techniques that have facilitated the implementation in their particular contexts. South-South cooperation is thus exemplified, as these exchanges has been generated between countries in Latin America, in a horizontal way and in order to obtain solutions to common and shared challenges.

POLICY RECOMMENDATIONS

Undoubtedly, the projects reviewed in this document are positively impacting on the improvement of the educational quality in Ecuador and in El Salvador, since their main axes of action lie on student's empowerment, teacher training, and social transformation. The cases have relied on common experiences and learned lessons shared by their regional partners, applying the educational models and methodologies successfully in their contexts. Their obtained results have provided with important information and evidence of what is working in the educational field and which parameters of education must be given more attention and focus. In this phase, we present here several policy recommendations that enclose the learned lessons and the evidence generated from the case studies reviewed in Ecuador and in El Salvador. These recommendations are proposed at a governmental level and for educational governing entities.

- It is recommended to promote the connection between different civil society organizations that



implement educational initiatives and projects in the country, which will facilitate the exchange of methodologies, tools and knowledge, thus increasing the impact and effectiveness in the implementation of different programs and projects.

- It is necessary to design policies, programs and mechanisms that enable civil society organizations to implement educational projects and initiatives. The benefits shown by the cases reviewed in this document show the important role of civil society to complement the work of government governing bodies in educational issues, as these have a greater field of action in terms of innovative methodologies and their application. In this sense, it is important to create an enabling environment for CSOs to develop educational projects, as these contribute to the knowledge and evidence available to the governing entities to determine their lines of action.
- Based on the results obtained by CSOs in their execution of educational projects thanks to mechanisms of South-South Cooperation, it is recommended to encourage and promote these channels of cooperation among the governments of the region, which will allow the promotion of work network, particularly in national and regional networks, as they allow access to knowledge, tools and know-how of interest in educational issues.
- Design policies and incentives that facilitate the private and productive sector to generate financial support mechanisms for initiatives and projects focused on social development, particularly for those aimed at education.
- Increase investment and policies focused on constant teacher training. This education axis has been established as one of the most effective in seeking to increase educational quality (Duran and Miquel, 2003, Darling-Hammond, 2006). The cases analysed in this document, aside from the effectiveness in their execution, fall largely into the category of teacher training. Thanks to the different training mechanisms proposed in the projects reviewed, better results were achieved.
- Include parameters related to co-responsibility that allow community inclusion within the educational models promoted by the governing agencies. By changing the interrelationships between the participants involved in the educational system and encouraging the continuous and active participation of the community in the educational field, a comprehensive social conception of the importance of education is generated.
- Establish clear and specific monitoring and evaluation mechanisms for each initiative and established educational projects will allow to adjust methodologies and models and direct funds to those initiatives that have an effective impact in the educational field and its practices.
- Public institutions should take advantage of the knowledge and experience of CSOs to strengthen the design of programs and expand coverage. Also, take advantage of the potential of the private sector to finance social actions that complement public financing.
- Encourage the participation of the CSOs in the generation of public policies that solve problems in the medium and long term. This will allow them to be sustainable and integral, especially in quality.

REFERENCES

- Alonso, R. F. (2009). *Otra escuela es posible*. Siglo XXI de España Editores.
- Álvarez Cifuentes, P. (2015). Comunidades de aprendizaje en Latinoamérica. Transferibilidad de las actuaciones educativas de éxito.
- Ainscow, M. (2017). Haciendo que las escuelas sean más inclusivas: lecciones a partir del análisis de la investigación internacional. *Revista de Educación inclusiva*, 5(1).
- Arias Ortiz, E; & Martínez, V. (2017). 5 avances clave de la educación en América Latina y el Caribe. IDB Blog. Recovered from <https://blogs.iadb.org/educacion/2017/03/16/cima-5-avances-clave-de-la-educacion-en-america-latina-y-el-caribe/>
- Bidegain, N. (2017). La Agenda 2030 y la Agenda Regional de Género Sinergias para la igualdad en América Latina y el Caribe. Naciones Unidas. Retrieved from: [de https://www.cepal.org/es/publicaciones/41016-la-agenda-2030-la-agenda-regional-genero-sinergias-la-igualdad-america-latina](https://www.cepal.org/es/publicaciones/41016-la-agenda-2030-la-agenda-regional-genero-sinergias-la-igualdad-america-latina)
- Brunner, J. (2017). La educación en América Latina: problemas y desafíos. In Rivera-Vargas, P., Sánchez, E., Morales-Olivares, R., Sáez-Rosenkranz, I., Yévenes, C. y Butendieck, S. (2016).
- Cevallos Estarellas, P., & Bramwell, D. (2015). Ecuador, 2007-2014: Attempting a radical educational transformation. In S. Schwartzman (ed.), *Education in South America* (pp. 329-361). London: Bloomsbury Academic.
- CEPAL. (n.d) Acerca de la Agenda 2030 para el Desarrollo Sostenible. Retrieved from: <https://www.cepal.org/es/temas/agenda-2030-desarrollo-sostenible/acerca-la-agenda-2030-desarrollo-sostenible>
- Chaves, A. (2004). Hacia una educación infantil de calidad. *Revista Educación*, 28 (1), 55-69. Retrieved from: <http://www.redalyc.org/articulo.oa?id=44028105>
- Cobo, C., y Moravec, J. (2011). *Aprendizaje invisible. Hacia una nueva ecología de la educación*. Barcelona: UBE.
- Collaborative for Academic, Social, and Emotional Learning. (n.d). What is SEL?
Retrieved from: www.casel.org/what-is-sel/
- Creamer, M. (13 de Diciembre de 2017). Grupo FARO: El éxito de las Comunidades de Aprendizaje es la inclusión y participación de todos. (L. Dávila, Entrevistador)
- Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, 57 (XX, XXX), 1-15. Retrieved from: <https://chalkboardproject.org/sites/default/files/Constructing-21st-Century-Tchr-Ed.pdf>
- Duran, D. y Miquel, E. (2003). Cooperar para enseñar y aprender. *Cuadernos de Pedagogía*, 331, pp. 73-76. Retrieved from: https://www.researchgate.net/publication/39206681_Cooperar_para_ensenar_y_aprender

- Echeita, G., Ainscow, M., Alonso, P., Durán, D., Font, J., Marín, N., & Soler, M. (2004). Educar sin excluir. Cuadernos de Pedagogía, (331), 0050-53.
- Edwards, V. (1991) El concepto de calidad de la educación. Publicado por la Oficina Regional de Educación de la UNESCO para América Latina y el Caribe (OREALC). Retrieved from: https://www.researchgate.net/publication/44816801_El_Concepto_de_calidad_de_la_educacion
- Flecha, A., Puigvert, L., & Redondo, G. (2005). Socialización preventiva de la Violencia. . Retrieved from: https://rua.ua.es/dspace/bitstream/10045/3184/1/Feminismos_6_08.pdf
- Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. The Main Idea. Retrieved from: <https://www.egfl.org.uk/sites/default/files/SUMMARY%20OF%20VISIBLE%20LEARNING.pdf>
- High-level Committee on South-South Cooperation. (2016). Framework of operational guidelines on United Nations support to South-South and triangular cooperation. United Nations. Notes by the Secretary General. New York. Retrieved from: <https://drive.google.com/file/d/0B-buqyoV0jpSUC1PZ25xekFQaVk/view>
- INEVAL. (2016). Informe Anual de Rendición de Cuentas. Quito. Retrieved from: https://issuu.com/ineval/docs/dics_in17..-informerendiciondecuent
- Jerí Rodríguez, D. (2008). Buenas prácticas en el ámbito educativo y su orientación a la gestión del conocimiento. Educación Vol. XVII, N° 33, 2008 / ISSN 1019-9403
- Pujolas, P. (2005). El cómo, el por qué y para qué del aprendizaje colaborativo. Cuadernos de Pedagogía, 345, pp. 50-54. Retrieved from: https://www.researchgate.net/publication/39214281_Grupos_cooperativos_el_como_el_porque_y_el_para_que_del_aprendizaje_cooperativo
- Ramírez, R. (2013). Tercera Ola de la Educación Superior en el Ecuador: Hacia la Constitucionalización de la Sociedad del Buen Vivir, Quito: SENESCYT. Recuperado de: http://www.sciencespo.fr/opalc/sites/sciencespo.fr.opalc/files/Tercera_ola_de_transformacion_de_la_educacion_superior_en_Ecuador3.pdf
- REDUCA & Fundación SURA. (2018). Aprender es más. Hacer realidad el derecho a la educación en América Latina. Bogotá.
- Ruiz, A. B. M. Número 79 (28.1). TIC en Educación Superior. Revista Electrónica Interuniversitaria de Formación del Profesorado.
- Selwyn, N. (2016). Digital inclusion: can we transform education through technology. In
- Cobo, C., y Moravec, J. (2011). Aprendizaje invisible. Hacia una nueva ecología de la educación. Barcelona: UBE.
- SENESCYT. (2017a). Ciencia, Educación Superior, Tecnología e Innovación 2016. Informe de Rendición de Cuentas. Quito.
- Toranzos, L. (1996). El problema de la calidad en el primer plano de la agenda educativa. Revista iberoamericana de educación, (10). Retrieved from: <https://www.oei.es/historico/oeivirt/fp/>

cuad1a05.htm

United Nations. (2015). Objetivos de Desarrollo del Milenio Informe de 2015. Retrieved from: http://www.un.org/es/millenniumgoals/pdf/2015/mdg-report-2015_spanish.pdf

Valls-Carol, R., Prados-Gallardo, M., & Aguilera-Jiménez, A. (2014). El proyecto INCLUD-ED: estrategias para la inclusión y la cohesión social en Europa desde la educación. Retrieved from: <http://www.investigacionenlaescuela.es/articulos/R82/R-82.3.pdf>



United Nations
Office for South-South Cooperation



*Empowered lives.
Resilient nations.*