

Latin America & the Caribbean COVID-19 Education Response

[14 April 2020]

I. SITUATION ANALYSIS

As COVID-19 has grown in the **Latin America & the Caribbean (LAC) region**, Ministries of Education (MoEs) have started to close schools progressively at preschool, primary and secondary levels. As of April 14th, **schools are closed in 23 countries and 12 independent states in the region. As a result, it is estimated that over 159 million children^[1] have been affected in LAC, representing more than 95% of enrolled learners in LAC.**

While the length of school closures is still uncertain, an extended interruption of education can have serious consequences: children risk to fall far behind in their learning and those who were already vulnerable may never return to school. Moreover, closure of schools also entails the interruption of access to other important basic services provided by schools such as school feeding, health, water, sanitation, hygiene, recreational programs, extracurricular activities, as well as pedagogical and psychosocial support.

Therefore, the rapid planning and implementation of mitigation measures is of paramount importance. While educational services must be made available to all children and adolescents, vulnerable groups such as migrants, ethnic minorities, children with disabilities and children and adolescents at risk of dropping out and out-of-school children (OOSC) are of concern and call for special measures.

Table: COVID-19 Impact on Education in the Latin America & the Caribbean Region (LAC)

Note: The estimated data below has been collated from information either from UIS database or from UNICEF Country Office sources, with the exception of El Salvador and Haiti. The data will be updated once a standardized method is agreed upon.

Country	Boys Pre-Primary to Upper Secondary	Girls Pre-Primary to Upper Secondary	Tertiary Enrollment	TOTAL ALL LEARNERS	School closure	Duration
Anguilla					Country-wide	
Antigua and Barbuda	10,173	9,856		20,029	Country-wide	Until further notice
Argentina	5,577,794	5,483,392	3,140,963	14,202,149	Country-wide	Until further notice
Barbados	22,986	22,120		45,109	Country-wide	Until 31 March
Belize	50,097	48,369	9,425	107,891	Country-wide	Until April 20
Bolivia (Plurinational State of)	1,523,119	1,443,616		2,612,837	Country-wide	Until April 4
Brazil	22,619,062	21,707,864		44,326,926	Localized	Until April 15
British Virgin Islands	3,232	3,124		6,356	Country-wide	Until 31 March
Chile	1,870,285	1,781,815	1,238,992	4,891,092	Country-wide	Until April 17
Colombia	4,632,225	4,492,637	2,408,041	11,532,903	Country-wide	Until May 31
Costa Rica	553,076	547,706	216,700	1,317,482	Country-wide	Until 31 March

[1] UNESCO Institute of Statistics <http://data.uis.unesco.org/#>

Cuba	984,728	922,066	296,028	2,202,822	Country-wide	Until April 20
Dominica	7,494	7,161		14,655	Country-wide	Until April 17
Dominican Republic	1,244,212	1,206,065	556,523	3,006,800	Country-wide	Until April 13
Ecuador	2,249,223	2,213,237	669,437	5,131,897	Country-wide	Until further notice
El Salvador	612,135	581,679		1,195,834	Country-wide	Until April 28
Grenada	13,280	12,748	9,260	35,288	Country-wide	Until April 17
Guatemala	2,168,257	2,024,687	366,674	4,559,618	Country-wide	Until April 7
Guyana				204,600	Country-wide	Until April 3 TBC
Haiti				2,210,221	Country-wide	Until further notice
Honduras	1,009,182	1,014,863	266,908	2,285,222	Country-wide	Until April 3 TBC
Jamaica	281,608	270,941	74,537	627,156	Country-wide	Until April 17
Mexico	16,586,806	16,572,557	4,430,248	37,589,611	Country-wide	Until April 20
Nicaragua					No closure	
Panama	424,400	416,846	161,102	998,348	Country-wide	Until further notice
Paraguay	772,499	747,179	225,211	1,744,889	Country-wide	Until further notice
Peru	4,081,362	3,932,244	1,895,907	9,911,513	Country-wide	Until April 20
Saint Kitts and Nevis	5,498	5,404	3,508	14,410	Country-wide	Until April 17
Saint Lucia	15,494	15,431	2,237	33,162	Country-wide	Until April 17
Saint Vincent and the Grenadines	12,934	12,586	2,180	27,700	Country-wide	Until April 17
Suriname	69,119	70,793		144,248	Country-wide	Until further notice
Trinidad and Tobago				265,883	Country-wide	Until April 17
Uruguay	397,309	396,534	162,463	956,304	Country-wide	Until further notice
Venezuela (Bolivarian Republic of)	3,477,934	3,388,888		6,866,822	Country-wide	Until further notice
TOTAL 24 countries and independent states with school closures (23 country-wide and 1 localized)	71,275,523	69,352,408	16,136,344	159,089,777		

(*) The office in Barbados serves the Eastern Caribbean Area (Anguilla, Antigua y Barbuda, Barbados, Virgin Islands (UK), Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad y Tobago and the Turks and Caicos Islands).

(**) Figures for Haiti were based on data reported from the Haiti Reference Website, as data for this country was missing in the UIS database:

<https://www.haiti-reference.com/pages/plan/education/education-chiffres-et-faits/>

(***) Figures for El Salvador were based on data reported from SIGES 2020: <https://siges.sv/inicio>

(****) Blank cells show the unavailability of data in the UIS database.

Currently, MoEs are adopting innovative approaches and developing partnerships to ensure remote continuity of learning to all children. The main options to maintain educational services through distance learning initiatives include educational online platforms, but also mass communication means that do not require the access to internet such as radio and TV. While most countries in LAC are now implementing distance learning modalities through digital platforms, these modalities are not guaranteed throughout the region, nor do all families have access to them, especially the most vulnerable. Therefore, ensuring continuity of learning for all children, including the most vulnerable, is being the main challenge for national governments. In addition, MoEs are also looking into ways to ensure that other relevant school services (school feeding, WASH, health, hygiene, psychosocial support) are available to all children.

UNICEF Country Offices and Regional Office in the LAC region are providing provide technical support to MoEs to ensure safe and continued learning for all children, as well as coordinate their actions and efforts with other program sectors such as nutrition, protection, C4D, ECD, WASH, inter alia.

II. GOVERNMENT COVID-19 EDUCATION PRIORITIES

Governments in the LAC region are at different stages in education planning and response to COVID-19. Currently several countries in the region are ensuring the continuity of education through remote learning programs during school closures. **Argentina, Colombia, Costa Rica, ECA, Guyana, El Salvador, Panama, Paraguay, Peru, Uruguay** are offering various educational proposals through online MoE platforms. Other countries in the region such as **Cuba, Dominican Republic, Haiti, Honduras, Panama and Venezuela** have designed virtual education proposals to integrate families with less resources without access to technological equipment or the Internet, using voice memos via WhatsApp, Social Networks, television and radio programs. Some countries such as **Argentina, Colombia, Costa Rica, Dominican Republic, Uruguay and Venezuela** are exploring alternative options to continue their school feeding, subsidies and WASH programs in schools.

Remote learning strategies vary according to the country, but almost all governments in the region are exploring different channels for education delivery, mainly through television, radio and internet platforms. In some cases, MoEs are distributing home learning kits (exercises, books) for families with less resources. Across the LACRO region, a key challenge is ensuring equity in learning: reaching children in rural, migrants, refugees and returnees, indigenous and remote areas through various alternative options. In addition to school closure, some governments are also adjusting the academic year and extending school breaks with the purpose of planning.

To date, the education response to COVID-19 in the region primarily addresses the following areas:

1. Continuity of education through remote learning programs during school closures by:

- Establishing education taskforces, committees or groups at national levels for school continuity;
- MoE coordination with radio and television institutions to define the education sector current needs and design education programs for children, adolescents and their families;
- Putting national curriculum online and/or designing and launching national MoE online programs for remote school continuity;
- Providing educational guidelines through open television channels and radio stations with national reach, emphasizing issues related to COVID 19; and
- Maintaining school feeding services, subsidies, WASH, hygiene, and other basic services during school closures.

2. Messaging to promote learning and recreational activities, infection prevention and control, and to promote psychosocial wellbeing of students, teachers, parents/caregivers by:

- Developing informative apps on coronavirus prevention and management; and
- Preparing instructional videos on handwashing and then disseminating them to schools via WhatsApp, social networks and TV.

3. Flexibilization of the academic year with the purpose of planning and developing risk reduction strategies on continuous learning and safe school operations by:

- Assessing the needs for planning continuity of education based on duration of school closure;
- Assessing the needs for psychosocial support for children, parents and teachers during school closures;
- Developing “ministerial instructions” that include pedagogical guidelines for the execution of activities at all education and school circuits levels;
- Providing open access virtual training to teachers at various educational levels;
- Carrying out pedagogical planning so that schools can refer the relevant academic material to its students, and they can continue studying remotely; and
- Supporting plans and preparations for the safe reopening of schools.

Additionally, as part of their learning continuity response, LAC Governments are implementing learning distance strategies through online (internet, mobile connections, social media platforms, etc.) and offline (mainly TV, radio and podcasts) modes. The below table shows the penetration of these online and offline distance learning options in the LAC Region:

Country	Internet penetration %	Social media penetration %	Mobile connections (% of total population)	MoE online platform	Online platform	Offline platform
Argentina	78%	76%	129%	Yes	Website	Radio, TV
Belize	61%	61%	102%	N/A	N/A	N/A
Bolivia	65%	65%	99%	N/A	N/A	N/A
Brazil	71%	66%	97%	Yes		Podcasts, TV, Radio
Chile	82%	79%	138%	N/A	N/A	N/A
Colombia	69%	69%	119%	Yes	Website	
Costa Rica	74%	73%	178%	N/A	N/A	N/A
Cuba	63%	55%	51%	Yes		Radio TV
Dominican Republic	75%	59%	80%	Yes	Website	
Eastern Caribbean Area (ECA)*						
Anguilla	82%	74%	173%	N/A	N/A	N/A
Antigua & Barbuda	76%	66%	195%	N/A	N/A	N/A
Barbados	82%	66%	117%	N/A	N/A	N/A
British Virgin Islands	83%	83%	178%	N/A	N/A	N/A
Dominica	70%	54%	117%	N/A	N/A	N/A
Grenada	63%	63%	114%	N/A	N/A	N/A
Montserrat	60%	60%	183%	N/A	N/A	N/A
St. Kitts and Nevis	81%	72%	144%	N/A	N/A	N/A
St. Vincent and the Grenadines	60%	60%	128%	N/A	N/A	N/A
Trinidad y Tobago	77%	62%	136%	Yes	Website	
Turks and Caicos	81%	81%	114%	N/A	N/A	N/A

Ecuador	69%	69%	89%	Yes	Website	
El Salvador	59%	59%	145%	Yes	Website	TV, Radio
Guatemala	65%	45%	119%	Yes	Website	TV, Radio
Guyana	55%	55%	82%	Yes	Website	TV, Radio
Haiti	33%	18%	63%	Yes	Website	TV, Radio
Honduras	42%	42%	83%	Yes		TV
Jamaica	55%	44%	111%	N/A	N/A	N/A
Mexico	N/A	N/A	N/A	N/A	N/A	N/A
Nicaragua	47%	47%	151%	Yes	Website	
Panama	62%	56%	114%	Yes	Website	TV, Radio
Paraguay	65%	56%	102%	Yes	Website	
Peru	73%	73%	116%	Yes	Website	TV, Radio
Suriname	62%	62%	174%	N/A	N/A	N/A
Uruguay	78%	78%	156%	Yes	Website	
Venezuela	72%	42%	81%	Yes		TV, Radio

(*) The office in Barbados serves the Eastern Caribbean Area (Anguilla, Antigua y Barbuda, Barbados, Virgin Islands (UK), Dominica, Grenada, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad y Tobago and the Turks and Caicos Islands).

Source: <https://datereportal.com/reports/digital-2020>

Color Coding:

0% to 50%	50% to 80%	80% to 100%
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III. UNICEF COUNTRY OFFICE & GOVERNMENT COVID-19 EDUCATION ACTIONS

Since the start of the outbreak in the Latin America & the Caribbean region, the **twenty-four UNICEF national offices in the region** have supported the MoEs in their response to COVID-19. Below are the main actions taken so far by each MoE and UNICEF CO in the LAC region:

COUNTRY	GOVERNMENT RESPONSE	UNICEF EDUCATION RESPONSE	COORDINATION MECHANISMS	Challenges
ARGENTINA	<ul style="list-style-type: none"> Launch of the national program "Seguimos Educando", a multimedia strategy that offers pedagogical resources for educational continuity for every school level through Website, TV, Radio and printed booklets. Special production of content for radio and television for the initial, primary and secondary levels, and nine booklets have been produced to accompany a daily 14-hour program in the public media (TV and radio), arranged in a grid of content by grade from the initial to secondary level An agreement was established with the National Communications Entity (ENACOM) so that access to the platform's resources does not consume Internet or telephone data. Progress is being made in the production of printed materials for the intercultural bilingual education modality, confinement and disability contexts. Contents for social networks on the prevention of Coronavirus and guidelines to guarantee educational continuity were developed. 	<ol style="list-style-type: none"> Foster and support development of international forums and strategic alliances for the exchange of good practices and lessons learned in the education response to the COVID-19 emergency. <ul style="list-style-type: none"> The first meeting was organized on March 27 by the Ministry of Education of Argentina with the support of UNICEF and UNESCO and the participation of the Ministries of Education of Peru, Mexico, Colombia, El Salvador, Uruguay, Paraguay, Ecuador and Spain. At the end, a suggestion was made to set up two working groups – one on pedagogical approaches and another one on socio-educational support. GEN U BOARD meeting with national and provincial Authorities to contribute with innovative solutions to address rural adolescents' education bottlenecks during and after COVID19 Support to the national program "Seguimos Educando". Support to develop and produce printed educational booklets to assure educational continuity in most vulnerable context and rural 	<ul style="list-style-type: none"> A committee has been established with the participation of UNICEF, UNESCO, WHO and the Resident Coordinator to define the main lines of support and the mechanisms to make to be effective. 	<ul style="list-style-type: none"> Guarantee educational continuity in all contexts and for all students. Need to strengthen teachers' digital skills. Monitoring and accompaniment of students and their families. The return to face-to-face classes.

	<p>Federal Government education authorities agree on decisions taking towards COVID19 through the Federal Education Council. The national program articulates with provincial initiatives.</p> <ul style="list-style-type: none"> • Coordination with the National Government and the Ministry of Social Development was established to ensure the continuity of school feeding. Meals for pick up at schools will be prioritized. 	<p>settings. Aim to reach more than 4 million children and adolescent. Support to TV and Radio content production addressing children, adolescents at home.</p> <p>Design of strategies targeted to accompany more than 57,000 management teams and teachers, in the following areas: scenario planning, monitoring of families and the situation of children, feedback to teachers and families in the process/evaluation of learning outcomes, emotional support for teachers, families and children, and use of ICT tools for communication and information.</p> <p>3. Support and strengthening the information and communication component to assure dissemination of quality information to mitigate risks.</p>		
BELIZE	<ul style="list-style-type: none"> • The Ministry of Education, Youth, Sports and Culture and UNICEF, in collaboration with the Ministry of Health and the Belize Red Cross, have focused their response on preparing for the school's closure and facilitating the continuity of learning, including the implementation of UNICEF school operational guidance. 	<ul style="list-style-type: none"> • For the medium-term response to COVID-19, schools, together with the assistance of the Government and UNICEF, will develop appropriate strategies to facilitate continuity of learning to enable children, teachers and schools to have flexible and distance learning materials available, such as reading materials, TV and/or radio content, online educational content. 	No available data	
BOLIVIA	<ul style="list-style-type: none"> • As of 12 March, the Ministry of Education, through the Instruction IT/DM No. 0014/2020, declared the total suspension of educational activities country wide. As a result, 2,870,794 students have remained at home, and 154,238 teachers are waiting for instructions and tools to continue the learning process with their students. • The Ministry of Education have developed an information application regarding the coronavirus, available on the MOE website. 	<ul style="list-style-type: none"> • UNICEF and the Ministry of Education are working on an education response plan that includes Dissemination of COVID-19 guidance for parents provided by UNICEF LACRO. • "Guide for parents: What to do so that our children continue learning at home" UNICEF Bolivia. • A package of Classroom Plans for the Initial Level. • A package of Classroom Plans for the Primary Level. • A package of Classroom Plans for Secondary Level. • A system for monitoring and following up on the progress of the curriculum at different levels of education. • Adjustment of administrative aspects to validate and make official these educational processes online. 	<ul style="list-style-type: none"> • The Education Sectorial Table exists; however, it has not been activated yet. UNICEF is exploring the possibility of activating it in order to increase the efforts around the education response plan. 	
BRAZIL	<ul style="list-style-type: none"> • Preparation of educational materials that can be posted on various digital platforms (such as podcasts), radio, TV, using particularly radio and Spotify in the most remote areas. 	<ul style="list-style-type: none"> • UNICEF is supporting the creation and distribution of the educational materials, including communication for development materials. • Adaptation of interventions in the TLS and CFS temporary learning spaces for Venezuelan migrant children to identify leaders in the communities who can assist in the sustainability of educational 	<ul style="list-style-type: none"> • The Ministry of Education, together with staff from Brazilian states and municipalities, members of the private sector and civil organizations, has created an education group to respond to COVID-19 	

		<p>activities. In these spaces UNICEF intends to focus on providing access to educational materials through radio and podcasts.</p> <ul style="list-style-type: none"> • UNICEF is adapting the strategy of active search for out of school children, since it is expected that a large part of them will not return to school once the confinement is over. 	in the country.	
CHILE	<ul style="list-style-type: none"> • Classes have been suspended for two more weeks, until April 17th. Winter holidays will be from April 20th to May 1st. • The school year will be extended until the end of December 2020. For the return to school, which is not yet defined, the Ministry of Education will implement a school catch-up program. 	<ul style="list-style-type: none"> • Regarding to UNICEF's support to the Ministry of Education, the areas of work are still being evaluated. 	No available data	
COLOMBIA	<ul style="list-style-type: none"> • From March 25 to April 13, the government has decreed a mandatory national quarantine: • Public and private schools have been closed from Monday, March 16th. • A pedagogical week has been decreed in all schools in the country so that each school can send its students the necessary material to continue their studies on a remote basis. • The MEN decreed the school break until April 20th, after this date they will decide whether to open the schools or begin distance learning. • The MEN has made available its Colombia Portal: https://www.mineducacion.gov.co/portal/salaprensa/Noticias/394002 with more than 80,000 educational contents for teachers to use according to their pedagogical planning. • The MEN is organizing how to maintain the school feeding services and subsidies to families. 	<ul style="list-style-type: none"> • UNICEF has suspended all activities in public schools. • UNICEF has suspended face-to-face classes from learning circle services and provided all families with copies of teaching materials so that children can work at home. • Food deliveries have been made where possible, until 24.03.20, i.e. before the beginning of the compulsory national quarantine. 	<p>The Education Cluster is active. The Cluster's response plan is still in process. The MEN has indicated that the action of the education cluster could be focused on:</p> <ul style="list-style-type: none"> • School feeding including all transport and distribution and cash transfer services. • Provision of school kits, and electronic devices and contents. • For the rural areas is necessary to find additional non-virtual options to guarantee the continuity of learning and the right to education. 	
COSTA RICA	<ul style="list-style-type: none"> • The Ministry of Public Education (MEP) suspended school activities Nationwide from March 17 to April 4. It is expected that classes will resume on April 13. • The school calendar is extended until December 23th. • Cash transfers from "Avancemos y Crecemos" economic aid program from the INA, and food services for students are maintained. • Food services are being provided in educational centers, however, the MEP is preparing special food 	<ul style="list-style-type: none"> • UNICEF and various UN agencies have received different requests from the Ministry of Public Education (MEP) in the areas of WASH, education, violence and gender. • UNICEF and UNESCO will support the immediate strengthening of MEP's remote learning system as a priority, but with the intention of maintaining their support beyond the current emergency response phase in 	<ul style="list-style-type: none"> • The Education coordination mechanism have been activated with the Ministry of Public Education and related agencies to coordinate their support in response to COVID19. 	

	<p>packages to reach these families, to prevent NNA from reaching educational centers.</p> <ul style="list-style-type: none"> • The MEP is coordinating the generation of educational materials for the different educational levels as well as to support teachers. 	<p>order to make the system ready and available for subsequent emergencies.</p>		
CUBA	<ul style="list-style-type: none"> • The Cuban Ministry of Education has ordered the closure of all schools in the country, effective from March 24, until April 20, if the situation allows it to be restarted later. Only school circles have been kept open. • On March 30th, a joint television program was organized with the Cuban Institute of Radio and Television (ICRT) and CINESOFT, with a guide by educational levels, grade and subjects. • Schedules of the television classes were disclosed by the media. • the provincial governors and directors of Education take immediate measures for the return of internal students to their homes. • Teachers of all educational levels will strengthen their preparation individually and in small groups. • The ministry of Communications has released free educational materials from the CubaEduca Portal (www.cubaeduca.cu) and the teaching activities that are broadcasted on television. • The 12th grade students will take the extraordinary exams for the end of this school year so that their school records can be completed. • Education recap programs are kept on television for those who want to enter higher education institutions. For more than 25 years, Cuba has had two educational channels where educational activities are systematically carried out. • MINED is coordinating with the Institute of Radio and Television to design programs that guide families and students on the objectives to be achieved at this stage by the different levels of education. • The educational centers will be cleaned up and placed under guard at this stage to preserve all the schools' assets. • Teachers will have a self-preparation phase and will be monitored by the methodologists to ensure the curricular adjustment will be in place once the school year resumes. • The Ministry of Labor and Social Security will compensate with 100% of the salary to mothers or fathers of children of primary and special education to allow them to stay at home and take care of their 	<ul style="list-style-type: none"> • UNICEF has socialized the guidance and materials produced at the global and regional level for the education response to COVID-19. • 22,000 10-liter tanks will be delivered to support the sanitation of schools with hypochlorite, CO is awaiting government approval. • Promotion of Campaign <i>Aprendo en Casa</i> (I learn at home) through social media, as well as actions to prevent COVID-19. 	No available data	

	<p>children in this first month. From then on, if necessary, they will be taxed at 60% of their wages.</p> <ul style="list-style-type: none"> • Internal enrolment centers are already returning to their homes. • Children living in foster homes will remain in their homes their recreational activities outdoors will be suspended. 			
DOMINICAN REPUBLIC	<ul style="list-style-type: none"> • Printing of COVID-19 prevention materials before school closures. • Website for school continuity with educational guides and materials for all levels, including disabilities. • Food distributions at national level (bread, milk, HEBs to families with enrolled children). 	<ul style="list-style-type: none"> • Adapting and design of posters for COVID-19 prevention. • Handwashing video distributed by MINERD through WhatsApp, social media and UNICEF website. • Virtual education proposal with 17 working sessions in language and Math. • Protocol for distribution of raw food with UNICEF support. 	No available data	
BARBADOS	No available data	<ul style="list-style-type: none"> • The Barbados country office has met with the Ministries of Education of the 12 countries that make up the Eastern Caribbean (ECA) to discuss educational continuity for boys and girls. • Other topics discussed were Psychosocial support for children and safe reopening of educational centers. 	No available data	
ECUADOR	<ul style="list-style-type: none"> • Development of digital portal Plan Educativo COVID-19, that includes modules and activities for students that correspond with the textbooks. This material also includes content on psychosocial support and violence prevention, which will be available on online platform, but also in the radio and TV. • Development of open access learning resources (Recursos Educativos Digitales Abiertos, REDA, in Spanish), that include 840 learning resources with games, readings, links to museums, "the teacher youtuber" (el profe youtuber in Spanish) for secondary school, and a variety of applications. • Design of a virtual class for students in their last year of secondary education with tutorials for over 75.086 students and 6.354 teachers. • TV learning content includes family activities to do at home, material to promote mental health at home, English content and material on physical activity. 	<ul style="list-style-type: none"> • CO is supporting the MoE in the rapid adaptation and implementation of the Education in Emergency Curriculum. The process includes the construction of teacher guidelines for inclusive education for the COVID-19 emergency context. These guidelines are based on the revised and adapted education in emergencies guidelines for teaches that were developed in 2016-2017 as a response to the 16th of April 2016 earthquake in Ecuador. The work includes adaptation of the following 6 emergency guides: <ol style="list-style-type: none"> 1. Psych emotional support 2. National Program adapted to the emergency 3. National Program adapted to play-based learning 4. Special Education – Community care and social-emotional strengthening 5. Support staff guidelines 6. Education leaders' guidelines • CO is providing support in preparing for the safe reopening of schools. 	The coordination mechanism has been activated.	
EL SALVADOR	The Ministry of Education established three stages for continues learning:	<ul style="list-style-type: none"> • Support to the MoE for the identification and selection of materials for virtual platforms, 	The cluster has not been activated.	

	<p>Stage1- Containment of the emergency (March 14 to April 14).</p> <ul style="list-style-type: none"> • Deployment of initiatives and planning processes for schools to address educational continuity. • Opening of the emergency microsite https://www.mined.gob.sv/emergenciacovid19/ • Dissemination of learning guidelines for educational continuity of children with the support of their families (digital and printed). • Identification and dissemination of good practices (educational and socio-emotional). • 24/7 Call center activation and e-mail address to receive COVID-19 requests <p>Stage 2 - Integration of digital platforms (April 14 to May 15)</p> <ul style="list-style-type: none"> • Preparation of new educational platforms (radio, educational, TV, telephone apps). • Production and dissemination of materials for non-academic activities (physical and socio-emotional development) for teachers and families. • Specific portal focused on early childhood targeting families and school counselors • Distribution of printed educational material in quarantine centers and for students that do not have access through the web. • Design and implementation of a national reading and writing strategy for students and families. • Teacher training prioritizing the strengthening of technological skills. <p>Stage 3 - Digitalization of education. (from May 15 to the end of the school year)</p> <ul style="list-style-type: none"> • Adaptation of the curriculum to an emergency curriculum prioritizing learning contents, competencies and monitoring strategies to guarantee learning continuity, return to school and school year culmination • Provision of technological equipment and connectivity for students with less access and for teachers. • Digitalization of education through the Google Classroom platform. • Redefinition of evaluation processes with adequate tools according to the curricular 	<p>radio, TV and social media platforms. Topics include, but are not limited to psychosocial support, recreational activities and life skills.</p> <ul style="list-style-type: none"> • Printing materials for children and adolescents that did not have access to internet and other forms of technology in their school centers when schools were still opened (approximately 52% of school centers in the country). • Supplies and technological equipment for the development of virtual lessons, including support in classes content and design (illustration, animation, etc.). • Technical assistance for the development of virtual lessons, and socio-emotional materials. 		
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	prioritization and strengthening teaching skills in evaluation			
GUATEMALA	<p><u>Prevention Response:</u></p> <ul style="list-style-type: none"> • Production of videos, audios, gifs, text messages, audiovisual material for students with visual and hearing disabilities, informative material for teachers and parents to avoid the risk of contagion. • Psychosocial support and emotional containment for students, teachers and families through different media and modalities that include videos, audios, gifs as well as suggestions for the mediation and resolution of intra-family conflicts. <p><u>Educational Continuity Response:</u></p> <ul style="list-style-type: none"> • Design of the #AprendoEnCasa (#IlearnAtHome) strategy. • Learning Sessions: Pre-primary and primary students, for broadcast on television, radio, television and print media with mass circulation, with an inclusive approach, cultural and linguistic relevance. • Radio programs. Government Radio, community radio, TGW-national radio. • Technological solutions. Updating of two virtual platforms with the pedagogical materials for students of the elementary and middle school level aligned to the curriculum: TestT.org, PRONEA, WhatsApp. • Distance pedagogical support. Consultation with MoE staff. • School digital library and new technological resources: Platform available to students at the pre-primary, primary and middle education level. • Educational blog with academic experts. • Digital Magazine for Teachers: Innovation with knowledge. • Printing and distribution of self-study guides for the primary and intermediate level of education. • School feeding: Distribution of individual unprepared food rations to all pre-primary and elementary students. 	<ul style="list-style-type: none"> • The CO has supported the government with the design of the #AprendoEnCasa (#IlearnAtHome) strategy. • The CO has also contributed to the design and development of an education blog, in which education experts provide educational and psychosocial support to students and parents. 	The coordination mechanism has been activated.	
GUYANA	<p>During the week of March 18th, the MoE established remote learning programs, including:</p> <ul style="list-style-type: none"> • Online books for early childhood, primary and secondary, as well as educational tips for teachers; • Educational resources for parents with educational advice for parents. • Curricular guides for all levels. • Radio programs on natural sciences, social sciences, etc., 	<ul style="list-style-type: none"> • CO has shared with MoE additional educational material for their online programs. 	The coordination mechanism has been activated.	

	<p>including a national radio mathematics program.</p> <p>Three-hour educational television programs for all school levels. Educational films have also been made available to children.</p>			
HAITI	<ul style="list-style-type: none"> • Creation of a National Working Group to address the challenges of COVID-19. • Response plan for COVID-19 that allows more than 4 million boys and girls to have access to the educational system. Different options are being studied: the use of online platforms, radio and television. • MoE, MoH and UNICEF, launched a COVID-19 prevention campaign that included key messages to prevent the spread of the virus. • The campaign continues during the closing of the schools and will continue during its reopening. 	<ul style="list-style-type: none"> • CO has confirmed its support to the Ministry of Health regarding its response to COVID-19. • CO will focus on supporting the Ministry in developing a comprehensive and coordinated plan in its response to COVID-19, developing prevention messages, as well as designing educational materials to support home study during school closings. 	<ul style="list-style-type: none"> • The Education cluster has been activated to support the Ministry of Education in coordinating its interventions, sharing experiences and proposing alternatives for the most vulnerable children who do not have access to technology. 	
HONDURAS	<ul style="list-style-type: none"> • All sectors are giving prevention messages (hand washing, social distance, etc.). • Education Secretariat (ES) is recording and broadcasting "classes" on open TV by levels and subjects. • MoE starts classes online • ES is preparing the strategy for distributing the School Snack to mothers and fathers. 	<ul style="list-style-type: none"> • CO is preparing communication materials for children and adolescents, and prevention and care materials to avoid the spread of COVID-19. • CO supports the development and dissemination of SEDUC messages on distance learning. Support to MoE in filming classes. • CO supports the provision of psychosocial support, flexible modalities, as well as the monitoring process of the COVID-19 response. 	<ul style="list-style-type: none"> • The cluster has not been activated, although some "working groups" have already been called. 	
JAMAICA	<ul style="list-style-type: none"> • Schools have been closed in the country until after Easter. • The National Commission for Early Childhood has been supporting teachers on WhatsApp and on an online basis. • The Government is providing food and cash assistance to all those families who received it previously and to others whose jobs are now under threat. • Educational lessons at all levels through national public television, as well as radio and online platforms, as well as WhatsApp. 	<ul style="list-style-type: none"> • CO activated U Report information and advocated for a Prime Minister's digital townhall that included surveying U reporters. • CO has shared early childhood development material with two newspapers. • CO has created videos for parents on how to approach COVID-19 with children, sharing key messages and posting them on all UNICEF social media. • CO is in the process of creating a specific guide for pregnant women. • CO has delivered early childhood development learning kits for the approximately 800 children 6 and under and their families in quarantined areas. • CO has supported the establishment of a parenting helpline. • CO is working to support the development of an online training program for school leaders in the running of online schools. 	<ul style="list-style-type: none"> • The coordination mechanism has been activated. And the education in emergencies working group is supporting the Ministry of Education, Youth and Information in coordinating its interventions, sharing experiences and proposing alternatives for the most vulnerable children who do not have access to technology and CwD. 	

MEXICO	<ul style="list-style-type: none"> The holiday period will be extended to April 20th. The reopening of schools will be assessed by then. The Secretary of Public Education has announced the implementation of distance learning strategies through online and digital modes to ensure learning during COVID-19. 	<ul style="list-style-type: none"> Support the development of an emergency curriculum and identification of minimum learning requirements to pass the school year. Currently, UNICEF, with the support of LACRO, is mobilizing an international curricula expert to support this process. Support the development of communication materials on topics such as positive parenting, activities at home and socio-emotional work. Support the development of short videos with Sesame Street and other partners that can assist with the creation of an Education in Emergencies curriculum. Work with the school community (teachers, parents, caregivers, directors, etc.) the component of mental health, including psychosocial support during the emergency. 	<ul style="list-style-type: none"> As requested by the government, in Mexico there is no cluster system, however, the Education in Emergencies Working Group has been activated. 	
NICARAGUA	<ul style="list-style-type: none"> Schools remain opened in the country. Inter-institutional coordination has been activated and the Ministry of Health (MINSa) is leading the COVID-19 response. Development of material on education, hygiene and prevention to be disseminated. 	<ul style="list-style-type: none"> The office has offered its support to the MoE in the case of the temporary closure of schools, as well as to improve the available materials and resources for distance education. It is expected that the MoE requests support with the dissemination of hygiene measures and with the purchase of hygiene kits for schools. 	No available data	
PANAMA	<ul style="list-style-type: none"> Development of modules for distance learning to all students in the country. Implementation of a model of virtual learning with the support of an NGO, <i>Ayudinga</i>, through its YouTube channel, where math, chemistry and other type of learning content is being offered. This initiative mainly focused on secondary level students. SENACYT is developing guidelines for parents to promote math learning at home. This initiative is focused on primary and secondary grade students. 	<ul style="list-style-type: none"> Contribute to limit the risk of COVID-19 contagion and its prevention. Use of social media platform, TV and radio to disseminate materials developed. Development of a guide for parents on routine, habits, emotional management, hygiene and prevention, reading, games, and storytelling. Creation of videos and radio content on routine habits for up to 7-year old children in partnership with MEDCOM and MEDUCA. Development of a document with key messages and advocacy so that the government can focus on key areas such as violence prevention, and social protection. 	<ul style="list-style-type: none"> The coordination mechanism has been activated. 	
PARAGUAY	<ul style="list-style-type: none"> On March 10th the MoE (MEC) suspended classes in the country, including the suspension of school feeding. Application of the Protocol of Preventive Actions called "We practice healthy habits to prevent diseases" in Spanish "Practicamos hábitos saludables para prevenir enfermedades" on March 9th. On March 19th MEC made available the online platform "Your School at Home" through a 	<ul style="list-style-type: none"> Development of a guide for families on stimulation in early childhood with an inclusive approach. Development of short videos and audios to promote reading at home for children from 0 to 6 years old and videos and audios of math and STEAM activities aimed at students from 1st to 6th grade. This material is all available to MEC. Advocacy to reactivate the 	<ul style="list-style-type: none"> The education cluster has not yet been activated but the CO has brought together civil society organizations that work in the education sector to share actions and plan future actions in the emergency response. 	

	<p>partnership with Microsoft: https://www.mec.gov.py/cms/?ref=299550-mec-y-microsoft-paraguay-srl--presentaron--plataforma-virtual-tu-escuela-en-casa</p> <ul style="list-style-type: none"> On March 24th MEC made available the use of the Microsoft Office 365 platform to facilitate online classes: https://twitter.com/MECpy/status/1240776904443117569?s=20 MEC has partnered with the state telecommunications company, COPACO and VOX to give access to all state online resources without consuming any data. 	<p>distribution of school feeding through distribution mechanisms in the region. To this end, the office has made available a repository with information about school feeding, as well as guides for the stimulation and development of early childhood, COVID-19 prevention and free access online resources.</p> <ul style="list-style-type: none"> Technical support to develop a back to school plan to ensure proper pedagogical responses and the continuity of prevention practices in education institutions. Technical support to develop a distribution strategy to print materials and resources for those regions where internet access is limited, as well as the adaptation of resources to radio content. 		
PERU	<ul style="list-style-type: none"> USD 44,000,000 were allocated to the purchase of items that facilitate COVID-19 prevention. Preparation of brochures with key messages and a strategy to disseminate online prevention messages. Development of a distance learning strategy (I learn at home, in Spanish 'Aprendo en Casa') that includes educational sessions in an online platform, as well as educational programs in the TV and radio for regions with lower connectivity capacity. 	<ul style="list-style-type: none"> Development of information cards and a brief online course for teachers. Preparation of information booklets for managers and parents after the school closure. Support the review of educational sessions for rural secondary education and explore additional support for educational radio and television sessions. 	<ul style="list-style-type: none"> The Roundtable on Disaster Risk Management part of the education sector and the Subgroup for Education, Migration and Refugee, part of the Working Group for Refugees and Migrants have been sharing information. 	
SURINAME	<ul style="list-style-type: none"> Classes have been suspended from March 16th. Initially until April 14th, but this has been prolonged until further notice. Development of the National Education response plan Developing and implementing distance learning pathways: broadcasting of 18 lessons in area of STREAM for the last 2 grades in primary will start in the week of April 14th on 2 TV channels. Scale-up opportunities being discussed with partners. Planning for WASH needs (supplies, WASH hardware and hygiene promotion) in anticipation of re-opening of schools. 	<ul style="list-style-type: none"> Technical support in developing the National Education Response plan taking global guidance and best practices into consideration. Reviewing, compiling and sharing of resources. Supporting MoE to scale-up distance learning. Fund mobilization to support MoE. Support in developing IEC material for hygiene promotion aimed at students. 	<ul style="list-style-type: none"> The coordination mechanism has been activated. 	<ul style="list-style-type: none"> Development and implementation of e-lessons: identifying suitable online teachers, producing content suitable for different platforms (internet, TV, etc.) for a national reach) Examination / assessment and progression policy given the loss of learning and current grading system.
URUGUAY	<ul style="list-style-type: none"> Classes have been suspended from March 16th. All students from 6 to 15 years old as well as their teachers have received a laptop thanks to the Plan CEIBAL¹. CEIBAL users can access to a wide range of learning 	<ul style="list-style-type: none"> Collaboration with the authorities in order to support education at home through an open-access online repository to prevent the spread of COVID-19, games and story books (https://www.unicef.org/uruguay/c 	<ul style="list-style-type: none"> The coordination mechanism has been activated. 	

¹ Plan Ceibal was created in 2007 as a plan for inclusion and equal opportunities with the aim of supporting Uruguayan educational policies with technology. Plan Ceibal provides programs, educational resources and teacher training courses that transform the ways of teaching and learning. For further information kindly check the official website: <https://www.ceibal.edu.uy/en/institucional>

	<p>platforms (CREA, Plataforma Adaptativa de Matemáticas, Biblioteca País, etc.).</p> <ul style="list-style-type: none"> • Free access online initiatives are being made available to teachers and students. At the primary level, national inspections hold meetings weekly to provide guidelines to teachers on how to teach virtually. • Partnership between Plan CEIBAL and the telecommunications company ANTEL has given access to all government learning content (edu.uy) without any data consumption. ANTEL has also given 5 GB of data to all families. • CEIBAL has given free access to all its content to all private educational institutions in the country. • School feeding is still available, and food is being distributed to 40.622 children in the country. 	<p>oronavirus), as well as a targeted psycho-emotional support guide for mothers and fathers to facilitate living together and manage time at home. All materials available in the website will be available in the press and the TV.</p> <ul style="list-style-type: none"> • In coordination with the Plan CEIBAL, organization of a webinar with specialists to provide psycho-emotional support to mothers and fathers. • Instagram Live sessions are being organized with specialists in health, education and psychology so that parents can ask questions live. • Short videos for children explaining simple measures to prevent COVID-19. • Development of kits to promote better use of time during the quarantine for children that are in 24-hour protection centers. • Technical support to the government to disseminate national campaigns. • Monitoring of the education sector to identify challenges. • Organization of meetings with technical education teams from international cooperation agencies operating in the country to coordinate actions that support the government response to COVID-19 and ensure learning continuity. 		
<p>VENEZUELA</p>	<ul style="list-style-type: none"> • Classes has been suspended from March 16th to April 13th. • The MoE in Venezuela is implementing since March 16th the Pedagogical Plan of Protection and Prevention COVID-19 named <i>Each Family One School (Cada Familia una Escuela</i> in Spanish) to ensure learning continuity through online learning. • Through <i>Each Family One School</i> educational guidelines focused on COVID-19 are disseminated through radio and TV every day. • Development of weekly Ministerial Instructions with pedagogical orientations to support the implementation of educational activities. • In collaboration with other governments, development of a national campaign to prevent COVID-19 through radio, social media and TV. • Adaptation of school feeding programs to home delivery food for children. 	<ul style="list-style-type: none"> • Support the implementation of the ministerial program <i>Each Family One School (Cada Familia una Escuela</i> in Spanish) through the development of appropriate content for distance education modalities, including audio and video micros for broadcasting on radio and TV, as well as files for broadcasting by telephone, social media and printed material. • Financial support through its implementing partners so that most vulnerable families have also the necessary resources to have access the program. • Technical support to monitor the program execution. 	<ul style="list-style-type: none"> • The education cluster is still active and has developed a contingency plan to face COVID-19. • The cluster is also contributing to the standardization of good practices on distance learning that are being developed by the education cluster partners. 	

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IV. REGIONAL OFFICE SUPPORT STRATEGY

Over the last couple of weeks, the Regional Office Education Team has been in constant communication with LAC Country Offices to assist with technical support, share information, and facilitate knowledge-sharing. The below are the main action points that UNICEF LACRO is focusing on:

- Support the development of regional and national education response plans for all countries in the region to respond to the COVID-19 crisis within the education sector as a mean to provide support to governments in its actions and strategies. This includes the transition back to school, the flexibilization of the school year and exams, as well as the development and establishment of bridge programs.
- Support the implementation of safe school operations guidance with government and local partners while schools were still opened, including guidance on handwashing and sanitation in schools, revision of protocols, and training and support for school staff.
- Provide technical support to assist the identification and development of context-appropriate strategies to ensure educational continuity through flexible and distance home-based learning methods delivered through on-line platforms, but also through, mobile phone, radio and TV depending on available resources. This, in turn, involves (1) the adaptation of educational content, (2) orientation to parents and caregivers on how to support children studying at home, and (3) orientation on psychosocial support to children, teachers, parents and other caregivers.
- Support the identification and/or development and implementation of simple monitoring and evaluation systems of learning to guide teachers and educators and this way ensure effectiveness of pedagogical strategies and continuity of learning.
- Support the development of guidance and content for parents and caregivers to assist children studying at home, including psycho-social support and the development of special measures to ensure access to distance learning for most vulnerable children: migrants, refugees, children with disabilities, children out-of-school, and indigenous children.
- Support the identification of learning opportunities based on stimulation and games, as well as facilitating positive environments protected from violence, abuse and discrimination.
- Support research, collection, organization and dissemination of materials developed by Ministries and partners from this region and others in the four official languages of the region (Spanish, English, French and Brazilian Portuguese), such as good practices, recommendations for children, parent and teachers, key prevention actions, online learning content, and digital tools inter alia. The Regional Office is also working on the development of an online database available to all governments and other external partners of the education sector.

V. REGIONAL RESOURCES

- [LACRO COVID-19 Education SharePoint](#) (for UNICEF Staff)

- COVID-19 Education Section Platform in UNESCO: An open access resource that provides a wide range of
 - ✓ [Thematic resources from UNICEF & other members of the Regional Education Group](#)
 - ✓ Data on the [national education responses from all MoEs in the LAC region](#)

VI. BUDGET AND FUNDING OPPORTUNITIES

To date, the Regional Office has secured USD 240,000 for the COVID-19 response. The below table shows the budget received by COs in the LAC region. However, please note that COs are still in the process of adjusting their work plans and financial resources for their COVID-19 response at the national level.

Country	Budget	Donor/Grant
Argentina	70,000	GTF
Belize	70,000	GTF
Bolivia	70,000	
Brazil	70,000	GTF
Chile	70,000	GTF
Colombia	70,000	GTF
Costa Rica	70,000	GTF
Cuba	70,000	GTF
Dominican Republic	70,000	GTF
Eastern Caribbean Area (ECA)*	350,000	GTF (70,000) + GPE (280,000)
Ecuador	70,000	GTF
El Salvador	70,000	GPE
Guatemala	70,000	GPE
Guyana	70,000	GPE
Haiti**	70,000	GPE
Honduras	70,000	GPE
Jamaica	70,000	GTF
Mexico	70,000	GTF
Nicaragua	70,000	GPE
Panama	70,000	GTF
Paraguay	70,000	GTF
Peru	70,000	GTF
Uruguay	70,000	GTF
Venezuela	70,000	GTF