

Latin America & the Caribbean COVID-19 Education Response

[5 May 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 May 5th, 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.

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, except for El Salvador, Guyana, Haiti, Anguilla, Montserrat, Trinidad & Tobago and Turks & Caicos Islands. 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	1,544	1,562		3,106	Country-wide	Until further notice, except for kindergartens, which have been opened since April 22
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 further notice
Belize	50,097	48,369	9,425	107,891	Country-wide	Until further notice
Bolivia (Plurinational State of)	1,523,119	1,443,616		2,612,837	Country-wide	Until Further notice
Brazil	22,619,062	21,707,864		44,326,926	Localized	Until further notice
British Virgin Islands	3,232	3,124		6,356	Country-wide	Until further notice
Chile	1,870,285	1,781,815	1,238,992	4,891,092	Country-wide	Until further notice
Colombia	4,632,225	4,492,637	2,408,041	11,532,903	Country-wide	Until further notice
Costa Rica	553,076	547,706	216,700	1,317,482	Country-wide	Until further notice
Cuba	984,728	922,066	296,028	2,202,822	Country-wide	Until further notice
Dominica	7,494	7,161		14,655	Country-wide	Until further notice
Dominican Republic	1,244,212	1,206,065	556,523	3,006,800	Country-wide	Until further notice
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-	Until further notice

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

					wide	
Grenada	13,280	12,748	9,260	35,288	Country-wide	Until further notice
Guatemala	2,168,257	2,024,687	366,674	4,559,618	Country-wide	Until further notice
Guyana	88,391	85,575		173,966	Country-wide	Until further notice
Haiti				2,210,221	Country-wide	Until further notice
Honduras	1,009,182	1,014,863	266,908	2,285,222	Country-wide	Until further notice
Jamaica	281,608	270,941	74,537	627,156	Country-wide	Until May 31
Mexico	16,586,806	16,572,557	4,430,248	37,589,611	Country-wide	Until May 31
Montserrat	499	487		986	Country-wide	Until further notice
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 December
Peru	4,081,362	3,932,244	1,895,907	9,911,513	Country-wide	Until further notice
Saint Kitts and Nevis	5,498	5,404	3,508	14,410	Country-wide	Until further notice
Saint Lucia	15,494	15,431	2,237	33,162	Country-wide	Until further notice
Saint Vincent and the Grenadines	12,934	12,586	2,180	27,700	Country-wide	Until further notice
Suriname	69,119	70,793		144,248	Country-wide	Until further notice
Trinidad and Tobago	153,806	149,640		303,446	Country-wide	Until further notice
Turks and Caicos Islands	3,701	3,700		7,401	Country-wide	Until further notice
Uruguay	397,309	396,534	162,463	956,304	Country-wide	Until further notice, except for some rural schools that have been opened since April 22
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)	71,523,464	69,593,372	16,136,344	159,108,199		

(*) 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>

(****) Figures for Guyana were based on most recent data reported in Guyana's Ministry of Education website:

<https://education.gov.gy/web2/index.php/digest-of-education-statistics>

(*****) Figures for Anguilla, Montserrat, Trinidad & Tobago and Turks & Caicos Islands were based on the data provided by the Barbados CO.

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

While the length of school closures is still uncertain, it is known school closures have serious consequences: children risk to fall far behind in their learning and those who were already vulnerable may never return to school. Moreover, school closures have also entailed 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.

Over the last weeks, LAC national governments have put in place multiple educational responses to ensure the continuity of learning by (a) putting national curriculums online and making available to students, teachers and parents various flexible and distance home-based learning resources (on-line platforms, mobile phones, radio and TV learning content, broadcasts, learning content through social media, podcasts, etc.); (b) providing open access to teachers at various educational levels and carrying out pedagogical planning; and (c) by distributing printed learning kits (exercises, books, etc.) for families with less resources.

Nevertheless, these home-based modalities are not guaranteed throughout the region, nor do all families have access to them, especially the most vulnerable ones. In addition to the lack of access to remote learning modalities, the adaptation of the content to specific needs such as the adaptation to local languages and to disability-accessible formats is being another pressing challenge during school closures.

UNICEF Country Offices and Regional Office in the LAC region are providing provide technical support to MoEs to ensure safe, quality and continued learning for all children, with particular focus on most vulnerable children, as well as coordinate their actions and efforts with other program sectors such as nutrition, protection, C4D, ECD and 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 as reflected in the country examples below:

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

- Since the 6th of April, **Peru** launched the platform “Aprendo en Casa” or “I learn at Home” through web based, Radio and TV modalities. In the web-based modality, the platform had more 3.8M users registered. In total, more than 12.2M visits of the platform have been recorded since the launch. In addition, Peru has more than 1,000 radio stations at national level, transmitting learning lessons for primary and secondary students. In 44 regional stations, lessons are being transmitted in 9 local languages. Finally, more than 4.3M people were reached through the TV emission. “Aprendo en Casa”, leading in ratings in their respective morning schedules.

The Ministry of Education has allocated 600 million soles (180 million USD) for the purchase of 840,000 tablets with mobile internet for school children in rural and remote urban areas, and some 100,000 tablets with the same characteristics for teachers. This investment will ensure not only the continuity of education for students from the most vulnerable groups, but also closing learning gaps and the use of digital resources. It is also planned that in areas where there is no electricity supply, the equipment will be distributed with solar chargers.

- **In Guatemala** the Ministry of Education of Guatemala has used print, radio and television media to reach students of public schools and ensure the continuity of learning at home during the duration of the quarantine. For rural areas where access to printed materials, television and radio is limited (and as part of the AprendoEnCasa Strategy) special teaching units have been prepared in native languages. The first package was delivered to the Education Departmental Directions to be distributed to educational centers.
- **In Uruguay** the provision of online education is functioning well due to the Plan Ceibal which was created in 2007 as a plan for inclusion and equal opportunities with the aim of supporting Uruguayan educational policies with technology. Thanks to this plan, while schools are closed, free-access online initiatives are being made available to teachers and students. All students from 6 to 15 years old as well as their teachers have received a laptop thanks to the Plan CEIBAL. CEIBAL users can access to a wide range of learning platforms (CREA, Plataforma Adaptativa de Matemáticas, Biblioteca País, etc.).

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

- **In Bolivia** the Ministry of Education and UNICEF have released the [“Guide for parents. What to do so our children continue learning when they can’t attend school due to the outbreak of coronavirus disease \(COVID-19\)?”](#) . The guide was developed so parents or caregivers can continue with the educational routine of their daughters and sons during the current quarantine period in the country. The guide has information on how to prevent the spread of the coronavirus and how to stay healthy during the global health emergency. The guidelines to continue learning are aimed at girls and boys of initial education in a school community family, for girls and boys of vocational community primary education and for productive community secondary school teens. It also includes public access digital tools and resources.
- **In Cuba:** [“Show them the way”](#), is a guide intended to support learning and communication in this period of isolation by COVID-19. In a simple way and with supporting materials, the text provides families with ideas on how to stimulate children

with autism in this period. In turn, it offers games and rhymes with visual aids to share at home.

- **El Salvador:** In the framework of a regional alliance, TIGO and the United Nations Children's Fund (UNICEF) join forces to support girls and boys in El Salvador by providing information to protect them from the COVID-19 pandemic, as well as to support them in the continuity of their education from home. The collaboration of TIGO El Salvador will consist of disseminating UNICEF contents aimed at girls, boys, adolescents, parents, and caregivers that promote healthy practices, prevent violence and promote harmonious coexistence in families. TIGO will share this information with its clients through text messages and emails, as well as disseminate these contents on their social networks.

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

- **Chile:** 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. When the schools reopen, the students will be diagnosed, the content will be leveled and the fundamental learning content for this year will be prioritized.
- **Paraguay:** The face-to-face classes are suspended until December 2020, with a school recess for 10 days from the start of the "Smart Quarantine" in May 4th for students of the initial level, basic school and intermediate levels. The 2020 school calendar will be much more flexible. The MoE will make the corresponding adjustments in it and exceptions will be considered according to the requirements of the different areas, such as the case for secondary education students who need to carry out their practices in person and be supported by the tools available for the continued development of classes in order not to miss the school year.

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://datareportal.com/reports/digital-2020>

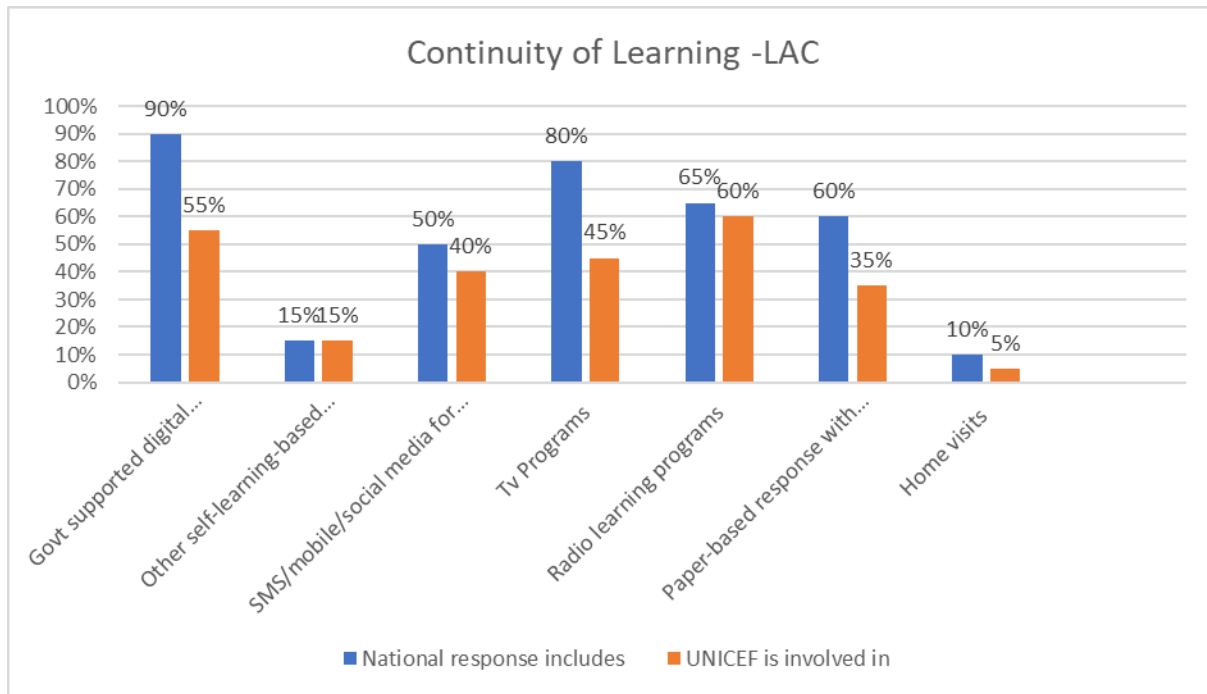
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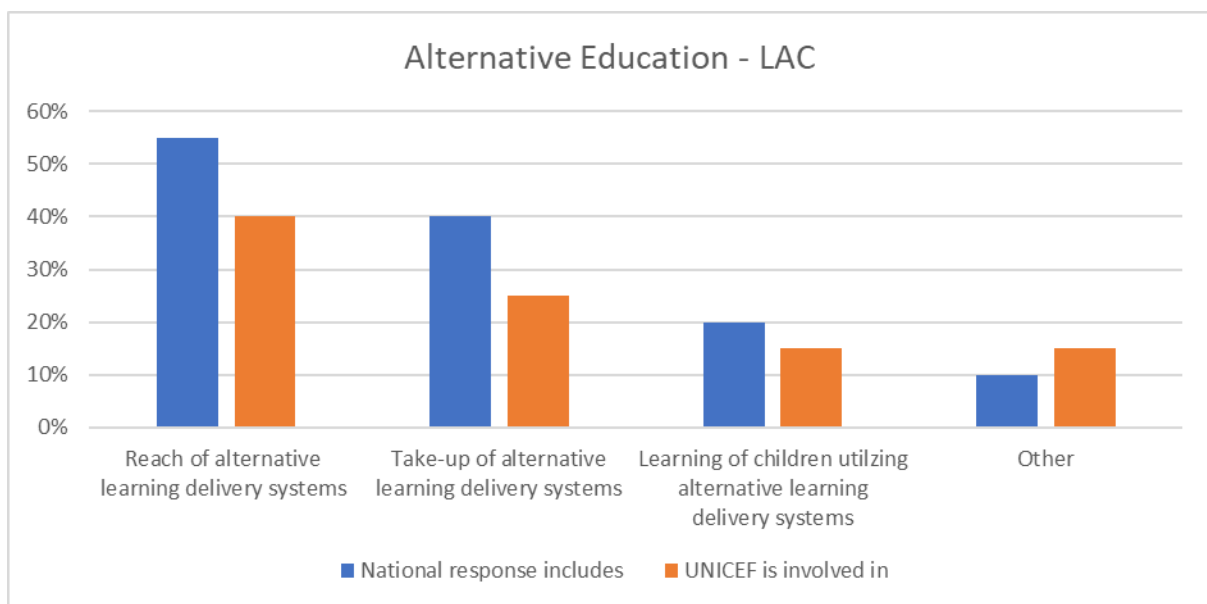
III. UNICEF LAC CURRENT DATA:

The below information is based on the response of 20 Cos on the global education tracker.

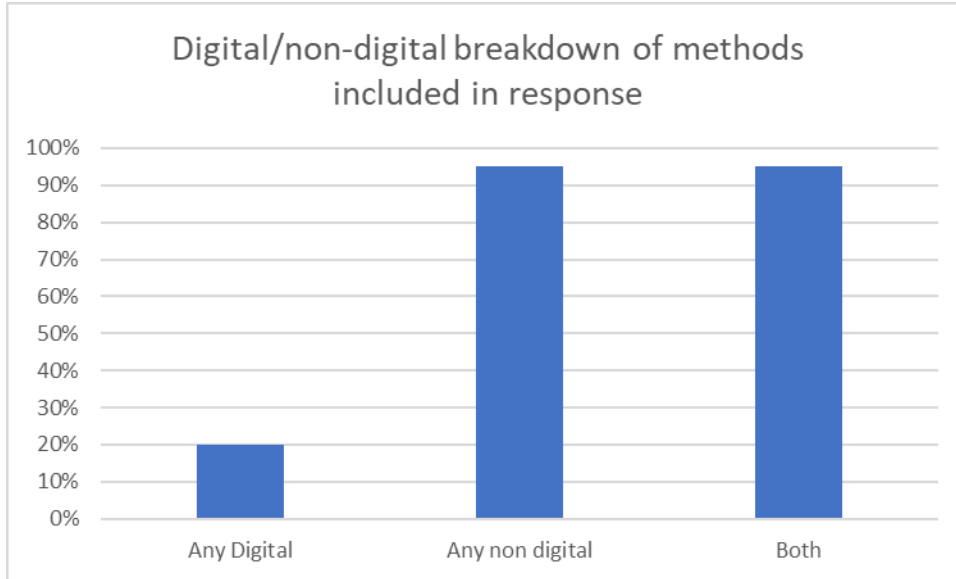
Continuity of Learning:



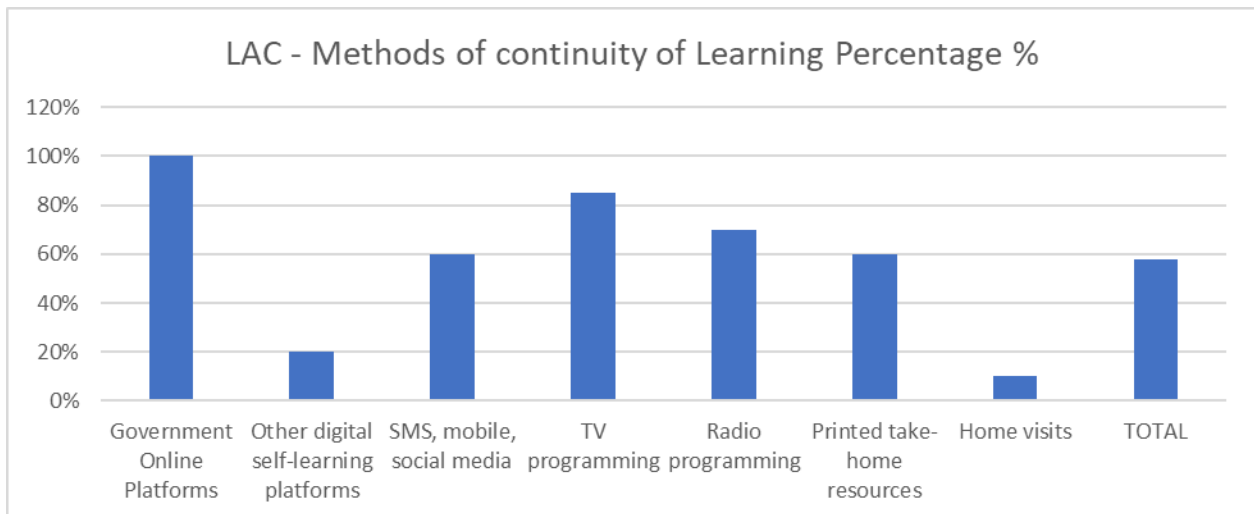
Alternative Education:



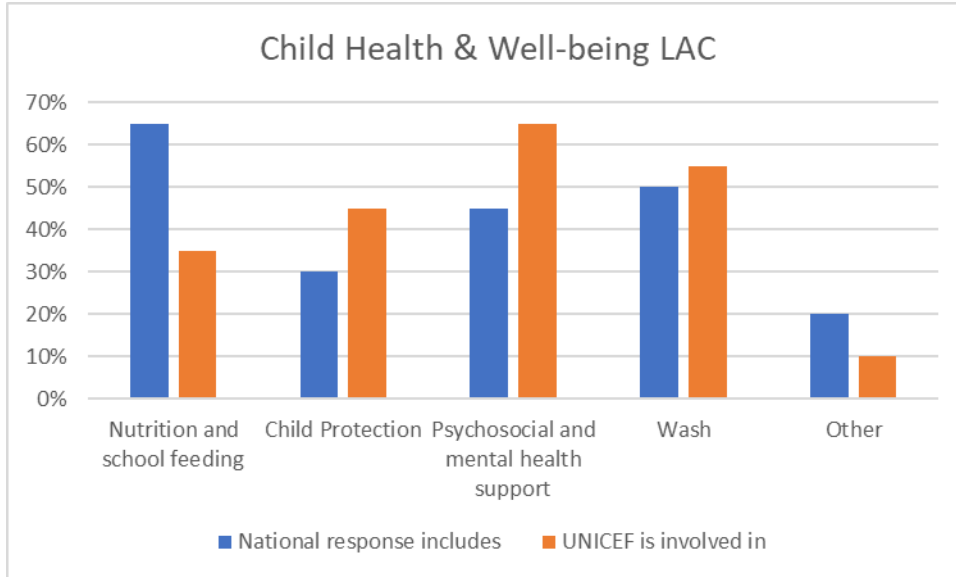
Digital/non-digital methods of continuity of learning (percentage of Cos)



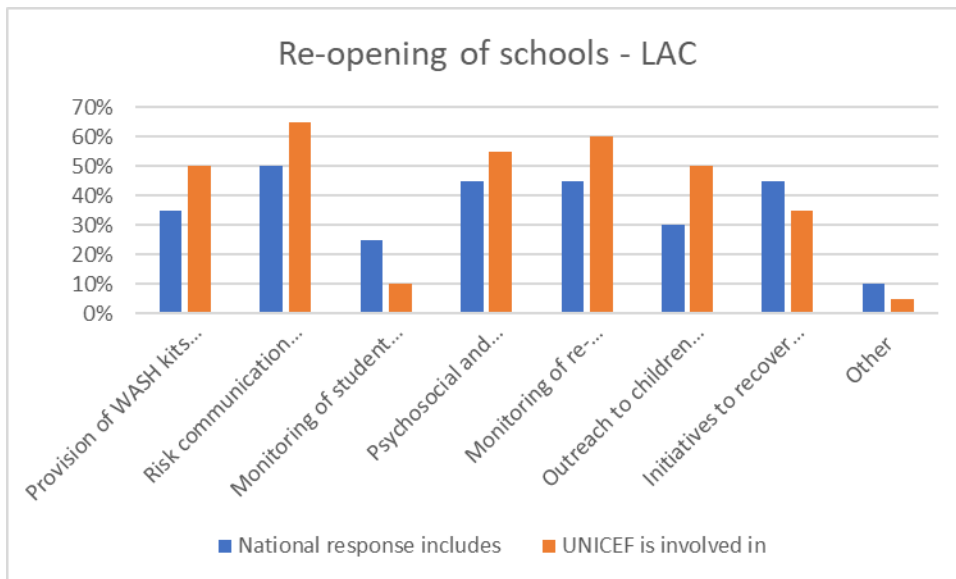
LAC Methods of continuity of learning



Child health & well-being:



Re-opening of schools:



IV. 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 the 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. <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>1. 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.</p> <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 <p>2. Support to the national program "Seguimos Educando".</p> <ul style="list-style-type: none"> • Support to develop and produce printed educational booklets to assure educational continuity in most vulnerable context and rural settings. Aim to reach more than 4 million children and adolescents. The 2nd stage of the booklets for all educational levels -with UNICEF logo- has been uploaded to the "Seguimos Educando" website and the distribution of printed copies has started. https://www.educ.ar/recursos/151358/seguimos-educando-cuadernos?from=150936 • Support to TV and Radio content production addressing children, adolescents at home. • 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. 	<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>3. Support and strengthening the information and communication component to assure dissemination of quality information to mitigate risks.</p> <p>4. In response to the pandemic, Argentina CO developed and started implementing a COVID-19 Response Plan to support the government to address the negative impacts of the COVID on children in the country. One key objective of the plan is to ensure that appropriate, reliable and timely information on the impact of the situation on children is produced and disseminated to ensure that the concerns for and of children are heard and taken into consideration. The CO developed a nationwide representative Rapid Assessment, aiming at providing timely and reliable data on the multidimensional impacts COVID-19 is having on children. The survey was applied to a sample of 2,678 urban households with national and regional significance, and representative of 6.1 million households and 26.8 million people. These are the main findings of the survey.</p>		
BARBADOS	<p>Governments are moving towards online response. Country level national plans are under process. Some countries have initiated online delivery on a limited scale.</p>	<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. Some countries are using online platforms to share information with parents and teachers and in the process of developing Web based contents. 	<p>Under the umbrella of OECS, education coordination takes place in which Ministries of Education and development partners are in discussion for COVID-19 response while schools are closed as well as planning the safe opening of schools.</p>	<ul style="list-style-type: none"> Teachers limited capacity for use of online platforms and delivery of online education. Students lack access due to non-availability of internet and devices. Overall coordination among schools and parents.
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 	<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 	<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 	

	<p>application regarding the coronavirus, available on the MOE website.</p>	<ul style="list-style-type: none"> 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. 	<p>plan.</p>	
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 activities. In these spaces UNICEF intends to focus on providing access to educational materials through radio and podcasts. 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. 	<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 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. <p>For the return to school, which is not yet defined, the Ministry of Education will implement a school catch-up program.</p>	<p>Regarding to UNICEF's support to the Ministry of Education, the areas of work are still being evaluated.</p>	<p>No available data</p>	
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 	<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.</p> <p>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 	

	<p>with more than 80,000 educational contents for teachers to use according to their pedagogical planning.</p> <ul style="list-style-type: none"> The MEN is organizing how to maintain the school feeding services and subsidies to families. 		<p>options to guarantee the continuity of learning and the right to education.</p>	
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 packages to reach these families, to prevent NNA from reaching educational centers. The MEP is coordinating the generation of educational materials for the different educational levels as well as to support teachers. 	<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 order to make the system ready and available for subsequent emergencies. 	<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. 	
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 further notice. Only 444 children’s circles out of 1085 have been kept open throughout the country. On April 17th the MoE reported a new phase in the design of the education service from home that started on April 20th and will be broadcasted in several channels of the Cuban television. 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. 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 	<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. CO is acquiring hygiene items for the 444 children’s circles open, 50 care homes for children and 29 teachers’ residence for teachers that provide services in provinces different from their own. CO is jointly working with UNESCO on materials for teachers and families on psychosocial support during epidemics. MoE has requested support to assist CINESOFT (MINED’s audiovisual enterprise) with the filming and recording process of remote classes in order to improve the use of CubaEduca. CO is now looking for financial support in order to achieve this aim. CO has worked on the development of COVID-19 guidelines, storytelling and hygiene materials for children with 	No available data	

	<p>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. TV classes are being recorded and then sent to each municipality so they can use these classes afterwards.</p> <ul style="list-style-type: none"> • 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 curriculum adaptation is being carried out by the MINED, the Central Institute for Pedagogical Sciences (ICCP) and professors from Enrique José Varona University. • 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 children in this first month. From then on, if necessary, they will be taxed at 60% of their wages. • Children living in foster homes will remain in their homes their recreational activities outdoors will be suspended. • Development of a telematic network (Rimed) that ensures connection, infrastructure and educational services to schools in the country. To date, over 4000 schools (a little less than 50%) are connected to the network. • The MINED counts with a Directorate of Educational Technology that coordinates the methodology of the Educational Channel of the National TV, as well as the development of distance education program (EAD, for its Spanish acronym) and the training of teachers so they can use the Rimed platforms. 	autism.		
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	
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. 	<ul style="list-style-type: none"> • CO is supporting the MoE in the rapid adaptation and implementation of the Education in Emergency Curriculum. 	The coordination mechanism has been activated.	

	<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>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 teachers 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:</p> <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 <ul style="list-style-type: none"> • CO is providing support in preparing for the safe reopening of schools. 		
<p>EL SALVADOR</p>	<p>The Ministry of Education established three stages for continues learning:</p> <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. 	<ul style="list-style-type: none"> • Support to the MoE for the identification and selection of materials for virtual platforms, radio, TV and social media platforms. Topics include, but are not limited to psychosocial support, recreational activities and life skills. • 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. 	<p>The cluster has not been activated.</p>	

	<ul style="list-style-type: none"> • 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 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. 	<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. 	<p>The coordination mechanism has been activated.</p>	

	<ul style="list-style-type: none"> • 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. 			
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., including a national radio mathematics program. • Three-hour educational television programs for all school levels. Educational films have also been made available to children. • The MoE is in discussions with the Caribbean Examinations Council (the body that marks the papers) to discuss best pathways for assessments to entry secondary school. 	<ul style="list-style-type: none"> • CO has shared with MoE additional educational material for their online programs. 	<ul style="list-style-type: none"> • The coordination mechanism has been activated. 	
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 	<ul style="list-style-type: none"> • CO is preparing communication materials for children and adolescents, and prevention and care materials to avoid the spread 	<ul style="list-style-type: none"> • The cluster has not been activated, although some "working groups" 	

	<ul style="list-style-type: none"> 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"> 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"> 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 Executive indicated that estimated dates to go back to school are between 17 and 30 May. In this light, a definition of new curricular priorities and content selection is currently taking place in the MoE. The MoE strategy in Mexico is "Aprende en Casa" (learn at home) http://aprendizajeencasa.sep.gob.mx/ directed to impact 27,675,167 children and adolescents from preschool to lower secondary; led by the Under Ministry of Basic Education. The Aprende en Casa strategy is an alternative long-distance education offer through national television, radio and digital channels. Broadcast is based on the national curricula. The Slim Foundation Platform PUEBA-T is part of the governmental offer Aprende en Casa. They are providing free of charge access to contents directed for lower and upper secondary; 	<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. 	

	<p>mainly in math, language, physics, biology and chemistry.</p> <ul style="list-style-type: none"> Up to date the MoE has expressed to UNICEF that they will not prioritize student assessments, but they are analyzing how to address transition from lower to upper secondary and to university; also, they must define the new school year calendar. 			
NICARAGUA	<ul style="list-style-type: none"> Schools reopened on April 20th after a 2-week vacation. Attendance is low, officially unreported. The MoE is emphasizing prevention measures as the covid19 situation is at stage 2. However, the MoE is preparing for an eventual escalation to phase 3, to move to a distance learning modality. The MoE plan to respond to the crisis considers 4 stages: <ul style="list-style-type: none"> Prevention (current) Non-classroom education (in case the crisis goes up to stage 3) Mitigating the effects: once the crisis is over Resilience: lessons learned and based on this, prepare itself better for future crisis. 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 is disseminated. The MoE is organizing webinars with education staff at the department and municipal levels, to discuss issues related to the crisis and how government officers could respond to the crisis more effectively. 	<ul style="list-style-type: none"> The country office has provided hygiene kits for at least 1,650 schools. More hygiene kits and technological kits (laptops and other related devices) as requested by MoE will be delivered in the next weeks. The assistance reaches now nearly some US\$130k. UNICEF and the MoE put together a proposal for GPE funds which has been approved by the Education Local group (LEG), and through this, UNICEF is acquiring kits for teachers containing hygiene items as well as office supplies (paper and pens) to be used during an eventual distance learning modality. UNICEF is participating in this week's MINED webinar, covering the area of Education in Emergencies: a continuity plan. A multi-partner trust fund project has been developed with the participation of MINED, WFP and UNICEF, for a US\$1million. If approved, funds would be available in May. The proposal includes curriculum adaptation, socioemotional support, technological support for distance learning, access to potable water in schools, and school hot meal hygiene in handling and delivery. 	<ul style="list-style-type: none"> UN agencies (WFP, IOM and UNICEF) are responding in a collaborative manner to the demands placed by the MoE in a first response to the pandemic. UNICEF is also coordinating with the international organizations that make up the Global Movement for Children-Nicaragua Chapter (Save the Children, World Vision, EDUCO, Plan International, Terre des Hommes Italy, SOS Villages, Children Believe) to support distance learning, which is already in place unofficially, as a good percentage of children are not attending school. 	<p>Official data is not available regarding the lack of attendance to the school. However, civil society organizations working in community schools report that unattendance may go as high as more than 50%.</p> <p>GPE has promised US\$10-million to the MoE, to help with a response and recovery plan. This Plan represents a challenge as the plan should be agreed by the Local Education Group (LEG), where there are members that demand more transparency and data that could support any proposal. UNICEF has been asked to express interest in becoming the grant agent.</p>
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, 	<ul style="list-style-type: none"> Development of a guide for families on stimulation in early 	<ul style="list-style-type: none"> The education cluster has not yet been 	

	<p>including the suspension of school feeding.</p> <ul style="list-style-type: none"> • 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 partnership with Microsoft: https://www.mec.gov.py/cms/?ref=299550-mec-y-microsoft-paraguay-srl--presentaron--plataforma-virtual-tu-escuela-en-casa • 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. • MEC has partnered with the private sector to ensure the continuity of education, both in terms of pedagogical and financial support. • Food distribution started on March 31st. MEC distributed packages of non-perishable foods in the most vulnerable schools in Asuncion. • MEC has started to broadcast contents on TV (two channels – Paraguay TV and ABC TV. (April 13) • MEC has announced the school break from May 4th until May 15th except for private and state-funded schools and the suspension of face-to-face classes until December 2020. 	<p>childhood with an inclusive approach.</p> <ul style="list-style-type: none"> • 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 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. • 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. • UNICEF and the Red Cross have helped organize the distribution of food packages. They developed a guide based on the <i>Interim recommendations for adjusting food distribution</i> developed by the Inter-Agency Standing Committee. Additionally, this experience has led to the development of training modules for principals and teachers involved in the distribution as well as safe school operations for the return to school. • UNICEF is providing technical support to MEC to develop audio lessons to be transmitted through national and community radios targeting children without internet connection. Audio lessons will be translated in different indigenous languages as well. 	<p>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>	
<p>PERU</p>	<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. 	<p>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.</p>	

<p>SURINAME</p>	<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 (Science, Technology, Reading, Engineering, Arts and Math) for the last 2 grades in primary will start in the week of April 14th on 3 TV channels (https://www.facebook.com/Ministerie-van-Onderwijs-Wetenschap-en-Cultuur-Minowc-690318941019001/) • 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.
<p>URUGUAY</p>	<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 platforms (CREA, Plataforma Adaptativa de Matemáticas, Biblioteca País, etc.). • 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. 	<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/coronavirus), 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. • 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 	<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>

		the government response to COVID-19 and ensure learning continuity.		
VENEZUELA	<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</i> (<i>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</i> (<i>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. 	

V. REGIONAL OFFICE SUPPORT STRATEGY

Over the last 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 activities that UNICEF LACRO is focused on:

EiE:

- Compilation, translation, adaptation, design and dissemination of several key documents developed at the global level so that relevant information (recommendations on COVID-19 prevention, school guidance, Education COVID-19 contingency planning and response, etc.) can be shared with all COs in the four official languages of the region and in a visual and user-friendly manner;
- Collation, organization, analysis and dissemination of relevant information (UNICEF reports, MoEs and COs updates, best practices, recommendations, and guidelines, etc.) with HQ, ROs and COs. All information has been stored and organized per categories in the regional share-point for information and knowledge sharing developed [SharePoint's COVID-19 Education section](#) ;
- In cooperation with the members of the LAC Regional Education Group² (REWG), development of an open-access and online COVID-19 education repository available in UNESCO's education section, including the identification, compilation and organization of educational resources:
<https://es.unesco.org/fieldoffice/santiago/covid-19-education-alc/recursos>
<https://es.unesco.org/fieldoffice/santiago/covid-19-education-alc/respuestas>

Secondary Education:

- The campaign #Plan12, a spin-off of the #LearningAtHome campaign, targeted at adolescents and it is expected to be launches next week. The campaign aims at supporting the development of transferable skills, particularly the 12 core skills included in UNICEF's framework, and it's aimed to provide informal learning opportunities (both form experts and adolescents themselves) online and offline during the COVID-19 pandemic through weekly "challenges and actions" to be performed at home. It will be particularly focused on the most vulnerable groups, addressing and reaching those who do not have access to technology and internet connection.
- Under the MoU signed between UNICEF and OEI, it has been agreed to collaborate in 3 main areas in response to the COVID-19 pandemic: the dissemination of the #LearningAtHome campaign in both UNICEF and OEI communication channels, the sharing of information and knowledge regarding the education response through UNICEF and OEI's online repository, and co-author articles on education in response to COVID-19 at the regional level.
- In collaboration with PFP, and leveraging on the existing partnership with TELCO Millicom, a regional cooperation framework to provide students and families with free-of charge access to

² The REWG was established in 2011 under the framework of REDLAC (Risk Emergency Disaster Working group for Latin America and the Caribbean) to support Ministries of Education in their education in emergencies response (including risk management, disaster and migration), based on the Sendai Framework, the World Initiative for Safe Schools (WISS) and the Global Education Cluster, to ensure the right to education to all children in the LAC region. The Group is co-led by UNICEF and Save the Children and comprises the following members: AECID, ECHO, IFRC, INEE, IOM, NRC, OCHA, PLAN International, RET, UNAIDS, UNDRR, UNESCO, UNHCR, and UN WOMEN.

the online educational resources was established for Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Colombia, Bolivia Paraguay.

Disabilities (CWD)

- After the constitution of a Regional Task Force Team to support and guide a disability inclusive COVID-19 response, recommendations and resources were provided to CO's. Several CO's have included these orientations in their communication messages and made them available in a digitally disability-accessible format;
- In collaboration with ECD and COMM, the #LearningAtHome ("Aprendo en Casa" in Spanish) campaign was adapted to [digitally disability-accessible format](#);
- Assistance in the development of online material available on UNICEF regional webpage within the COVID-19 context, including a page dedicated to family orientation on "learning-at-home" activities for families with CWD and the recommended resources: [Aprendemos juntos en casa. Actividades divertidas para niños y niñas con discapacidades](#) (*Learning together at home. Fun activities for children with disabilities in English*);
- Support in the adaptation of the guide [Hablando sobre el Coronavirus-19 con los niños y niñas más pequeños](#) (*Talking about Coronavirus-19 with young children. A guide to speak about the Coronavirus in a simple, clear and reassuring way in English*) to digitally disability-accessible format;
- Assistance to CO colleagues that are working on the COVID-19 response and taking this challenge as an opportunity to make education responses more disability and diversity inclusive-oriented;
- Collaborating with the World Bank on rapid assessment on situation of persons with disabilities (PwD) in LAC;
- Collaborating with Special Olympics Latin American office on resource gathering/sharing;
- Participating in regional webinars organized by other organizations.

ECD:

- Organization of a mapping of Country offices' ECD response to COVID19, to be used as a basis to accelerate share of experiences within the region (and with other regions);
- Launch of two newsletters ([English](#) and [Spanish](#)) to support share of information and experiences between countries;
- Finalization and dissemination of a [guide to help parents combine teleworking with care of young children](#) (available in Spanish – English, Portuguese and French versions to be available very soon);
- Animation of a Facebook live session to support parents of young children and participation in a Business talk about teleworking in time of COVID19 (organized by PFP)
- Support ECDAN and other regional partners on the webinar about LAC countries responses on ECD and COVID19
- First installment of 2020 Kimberley Clark funds announced for 16 COs. Funds can be used for ECD-COVID19 response provided that CO meet the initial commitments made in terms of beneficiaries to be reached (per year and in total) and that the funds are used for ECD related activities/interventions.
- LACRO ECD Team is exploring partnership options for support young children and families from populations on the move in context of COVID19.

VI. 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](#)

VII. OTHER RESOURCES

- [Global Education Cluster](#)
- [Sesame Street Materials COVID-19](#)

VIII. 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	GTF
Brazil	320,000	GTF (70,000) + ECW (250,000)
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	620,000	GTF (70,000) + ECW (550,000)
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	1,070,000	GTF (70,000) + ECW (1M).