

Latin America & the Caribbean COVID-19 Education Response

[12th of 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 12th, schools are closed in **23 countries and 12 independent states in the region**. As a result, it is estimated that **over 141 million children^[1] from pre-primary to upper secondary and around 12 million out-of-school children have been affected in LAC, representing more than 95% of enrolled learners in LAC.**

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

Note¹: The estimated data below has been collated from information either from UIS database, 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	TOTAL ALL LEARNERS
Anguilla	1,544	1,562	3,106
Antigua and Barbuda	10,173	9,856	20,029
Argentina	5,577,794	5,483,392	11,061,186
Barbados	22,986	22,120	45,106
Belize	50,097	48,369	98,466
Bolivia (Plurinational State of)	1,523,119	1,443,616	2,966,735
Brazil	22,619,062	21,707,864	44,326,926
British Virgin Islands	3,232	3,124	6,356
Chile	1,870,285	1,781,815	3,652,100
Colombia	4,632,225	4,492,637	9,124,862
Costa Rica	553,076	547,706	1,100,782
Cuba	984,728	922,066	1,906,794
Dominica	7,494	7,161	14,655
Dominican Republic	1,244,212	1,206,065	2,450,277
Ecuador	2,249,223	2,213,237	4,462,460
El Salvador	612,135	581,679	1,193,814

1

-UNESCO Institute of Statistics <http://data.uis.unesco.org/#>

-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.

Grenada	13,280	12,748	26,028
Guatemala	2,168,257	2,024,687	4,192,944
Guyana		85,575	85,575
Haiti			0
Honduras	1,009,182	1,014,863	2,024,045
Jamaica	281,608	270,941	552,549
Mexico	16,586,806	16,572,557	33,159,363
Montserrat	499	487	986
Nicaragua			0
Panama	424,400	416,846	841,246
Paraguay	772,499	747,179	1,519,678
Peru	4,081,362	3,932,244	8,013,606
Saint Kitts and Nevis	5,498	5,404	10,902
Saint Lucia	15,494	15,431	30,925
Saint Vincent and the Grenadines	12,934	12,586	25,520
Suriname	69,119	70,793	139,912
Trinidad and Tobago	153,806	149,640	303,446
Turks and Caicos Islands	3,701	3,700	7,401
Uruguay	397,309	396,534	793,843
Venezuela (Bolivarian Republic of)	3,477,934	3,388,888	6,866,822
TOTAL	71,435,073	69,593,372	141,028,445

Total:

Boys - Pre-Primary to Upper Secondary	Girls - Pre-Primary to Upper Secondary
71,435,073	69,593,372

All countries in LAC have closed schools until further notice, with the following exceptions:

- Anguilla** –Kindergartens have been opened since April 22
- Costa Rica** –Until July 13
- Nicaragua** –No closure
- Jamaica** –Until May 31
- Mexico** –Until May 17 with a phased return to schools to be finalized by June 1
- Paraguay** –Until December
- Uruguay** –Some rural schools have been opened since April 22

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:

- **Colombia:** La Aldea strategy is a flexible, distance-based strategy based on the curriculum grid of basic and socio-emotional skills in Colombia. It is for the grades from 3rd of primary to 2nd secondary. It works both through printed material (reaches the most vulnerable children), in virtual format (smartphones, tablets, computers), through audios and eventually a TV series. Its main objective is to ensure that children are not disconnected from their educational process. The material is made up of 4 stories. Currently, the strategy is for 7 weeks of class. For more information, please contact Ana María Rodríguez at amrodriguez@unicef.org

- **Ecuador:** Since May 4, children and adolescents have been able to watch “A-prender la Tele”, a new educational program that is broadcasted on Ecuador's television channels as part of “Educa Contigo” program from 3 p.m. to 4 p.m.

Through A-prender la Tele, with the help of fun characters children will receive content on Language and Literature, Mathematics, Social Sciences and Natural Sciences.

This programming is the result of a collection of national and international educational materials and local production carried out by UNICEF together with the Ibero-American Institute of Natural and Cultural Heritage (IPANC), with the contribution of Diners Club and the Edupasión initiative, in support of the emergency educational response of the Ministry of Education.

For more information, please contact Anna Vohlonen at avohlonen@unicef.org

- **Jamaica:** UNICEF Jamaica is supporting the development of “Virtual Instructional Leadership Course”, an online course to build the capacity of principals of public, private and Early Childhood Institutions nationwide as they cope with the current shifts in the learning and teaching process. The course is also designed to provide quality professional development opportunities that will enable school administrators to ensure that teachers effectively integrate information and communication technologies (ICT) in the curriculum. The National College for Education Leadership (NCEL) will be working with UNICEF, and members of the DSS team will be providing videos on lesson planning, delivery and implementation. The course will be piloted, and feedback will be sought for refinement before the online launch. The National College will also promote the course via its social media platforms in order to maximize uptake.

For more information, please contact Rebecca Tortello at rtortello@unicef.org

- **Peru** has launched on the 6th of April 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.

For more information please contact Daniel Contreras at dcontreras@unicef.org

- 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.

For more information please contact Ileana Cofiño at icofino@unicef.org

- 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.). For more information please contact Julia Pérez Zorrilla at juperez@unicef.org
- In **Guyana** the MoE is supporting the continuity of education by providing three-hour educational television programs via the Guyana Learning Channel, in the four core subjects – science, social studies, Math and English for all school levels. Spanish at introductory and intermediate levels is also offered via this medium. Complementing this method, children, parents and teachers can access e-books in the core subjects; parenting tips and other resources from the MoE’s website. Radio programs ranging from natural sciences to civic education are conducting via the Broadcasts to Schools program. There is an interactive national radio mathematics program for Grades 1 to 3. Furthermore, teachers use WhatsApp groups to give guidance to parents and children to engage in work provided in the home-based packages. For more information please contact Audrey Michele Rodrigues at amrodrigues@unicef.org
- In **Suriname** the provision of distance learning includes the broadcasting of 18 lessons in the area of STREAM (Science, Technology, Reading, Engineering, Arts and Math) for the last two grades of primary school on three TV channels. Broadcasts are daily on weekdays and teachers use their WhatsApp group to submit lessons. For most vulnerable children that cannot be reached through WhatsApp, home-based packages are prepared. Information is also posted on the YouTube Channel of the Ministry of Education, Science and Culture or the Facebook of the Ministry. For more information please contact Ernest Faisel Tjon-a-loi at etjonaloi@unicef.org
- In **Mexico** the MOE distance learning efforts focus on the “Aprende en Casa” strategy. The strategy aims at impacting 27,675,167 children and adolescents from preschool to lower secondary through national television, radio and digital channels, and the broadcast is based on the national curricula, which in turn includes two curriculums, the one corresponding to 2011 and one of 2017. This alternative education offer focuses on three areas: Spanish, Math and Sciences. The TV strategy was reinforced addressing the content of national textbooks that are provided for free at the beginning of the school year and all the educational content is offered through the Public system of Radio, the General Direction of Television and Canal Once (a public channel). Furthermore, the strategy includes the Slim Foundation Platform PUEBA-T, which is providing free of charge access to contents targeting lower and upper secondary students -mainly in math, language, physics, biology and chemistry.

For more information please contact Paola Gomez at pgomez@unicef.org

- **Venezuela:** UNICEF Venezuela reaches its 5th week supporting the MPPE (Ministry of People's Power for Education) in the CAMPAIGN on "EMOTIONAL WELL-BEING DURING QUARANTINE", which so far has reached 4 million people on TV and Radio, and more than 2 million people on social networks. Ten microprograms have been prepared for radio, social networks and TV, in Spanish and in sign language (for TV). Among the issues addressed are how to positively face the quarantine, keys to maintain emotional balance, values, harmony among others.

Also in coordination with the Education Cluster and the MPPE, three virtual seminars with the participation of Ministries of Education, UN, NGO and other education partners have been developed: 1) education continuity, 2) mental health, psychosocial support and social-emotional learning, and 3) television and education in times of COVID-19.

For more information, please contact Dario Moreno at dmoreno@unicef.org

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.

For more information, please contact Adan Pari at apari@unicef.org

- 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.

For more information, please contact Aimee Betancourt at abetancourt@unicef.org

- In **El Salvador** 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.

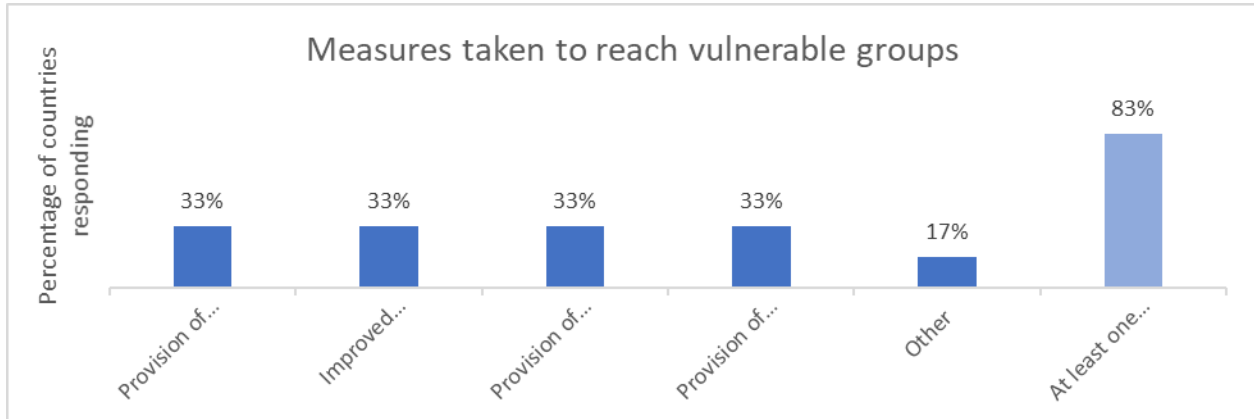
For more information, please contact Marina Morales at mmorales@unicef.org

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

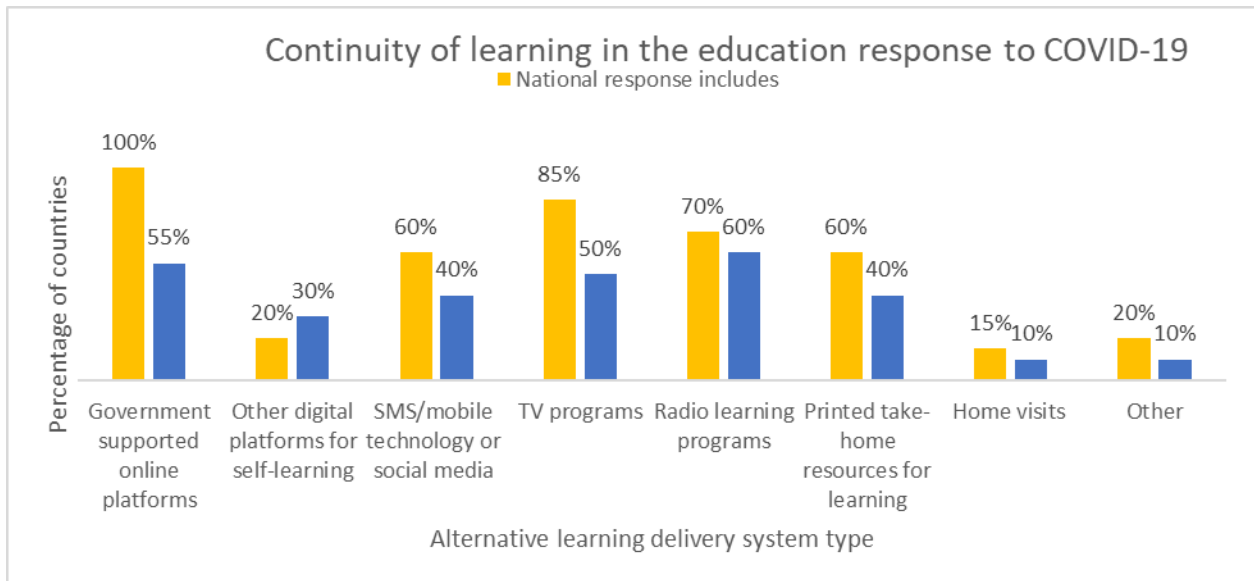
- **Argentina:** With the aim to support and foster international forums and strategic alliances for the exchange of good practices and lessons learned in the education response to COVID-19, the Ministry of Education of Argentina has organized on May 4th a second meeting focused on the reopening of schools theme with the participation of the Ministries of Education of fourteen countries.
For more information, please contact Cora Steinberg at csteinberg@unicef.org
- **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.
For more information, please contact Paula Pacheco at ppacheco@unicef.org
- **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.
For more information, please contact Maria Fe Dos Santos Sakoda mdossantos@unicef.org

III. UNICEF LAC CURRENT DATA: The below information is based on the response of 20 Cos on the global education tracker.

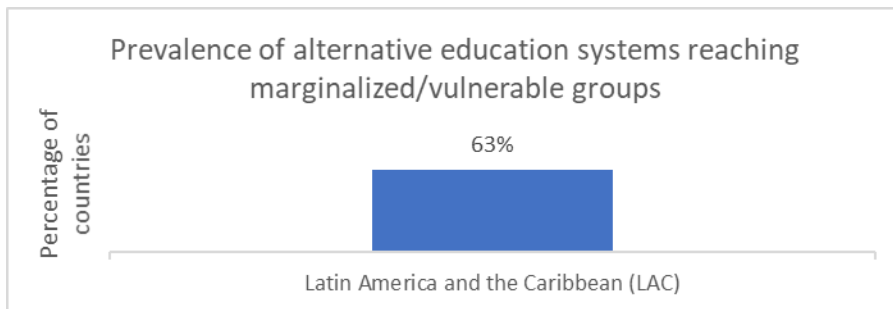
Measures to reach vulnerable groups in LAC



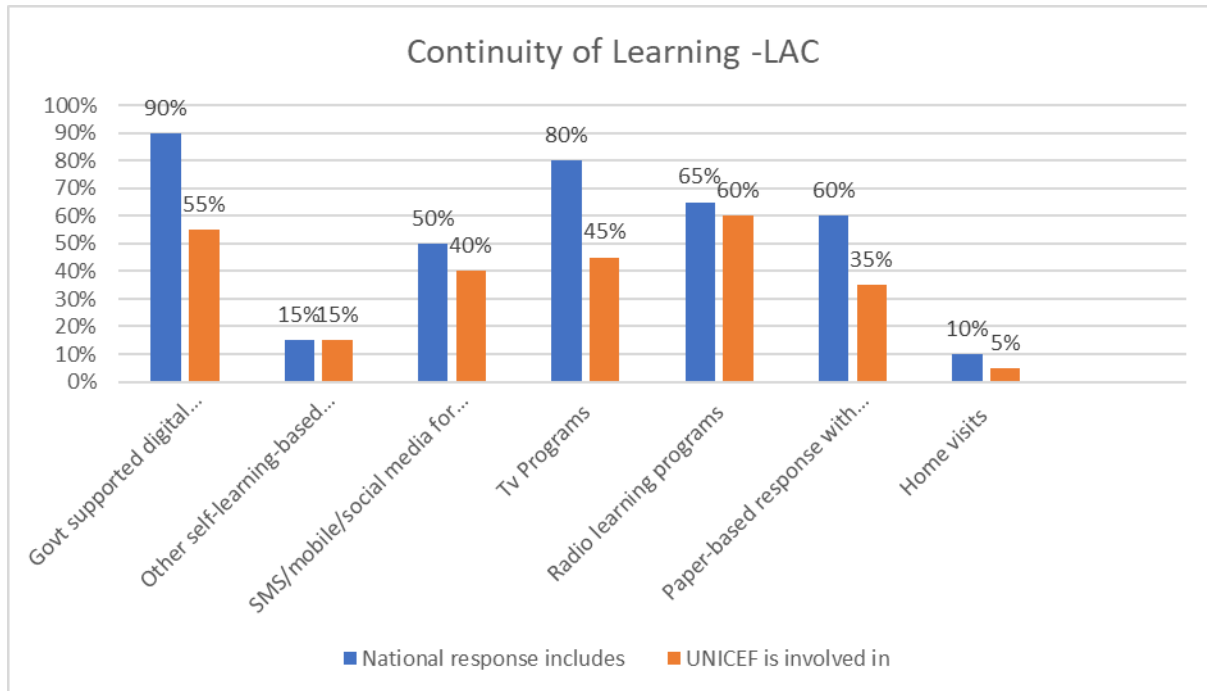
Monitoring alternative education delivery systems in LAC



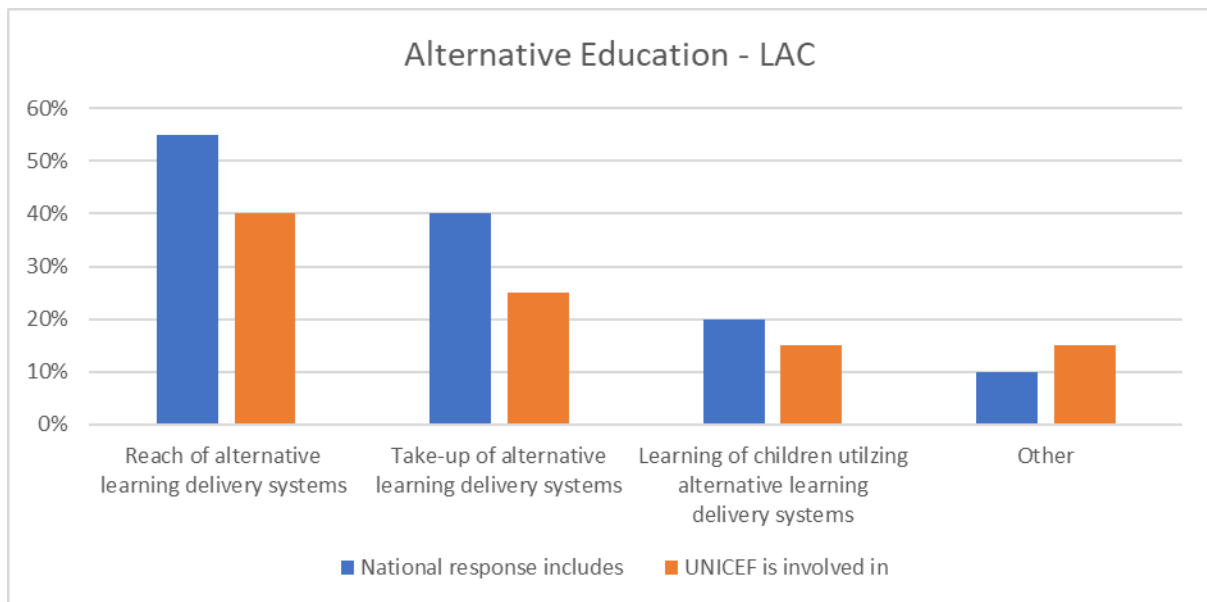
Reach of Vulnerable/Marginalized Groups



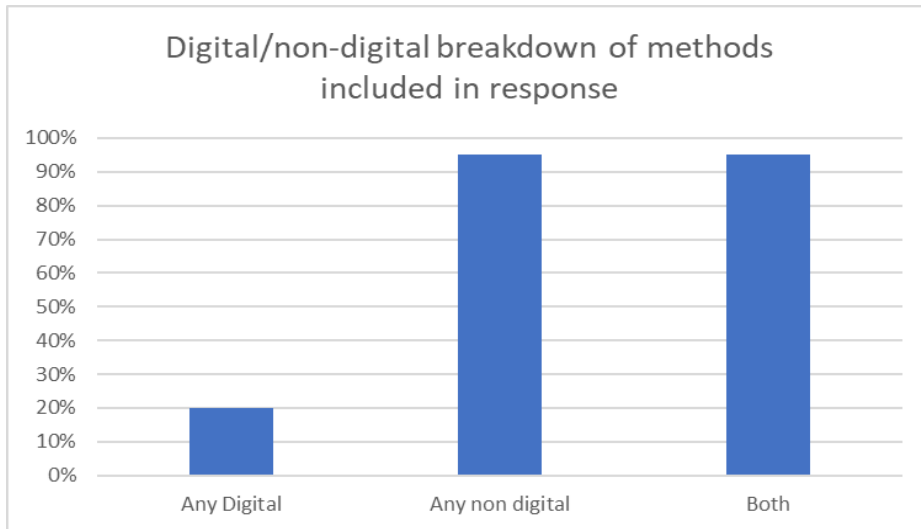
Continuity of Learning:



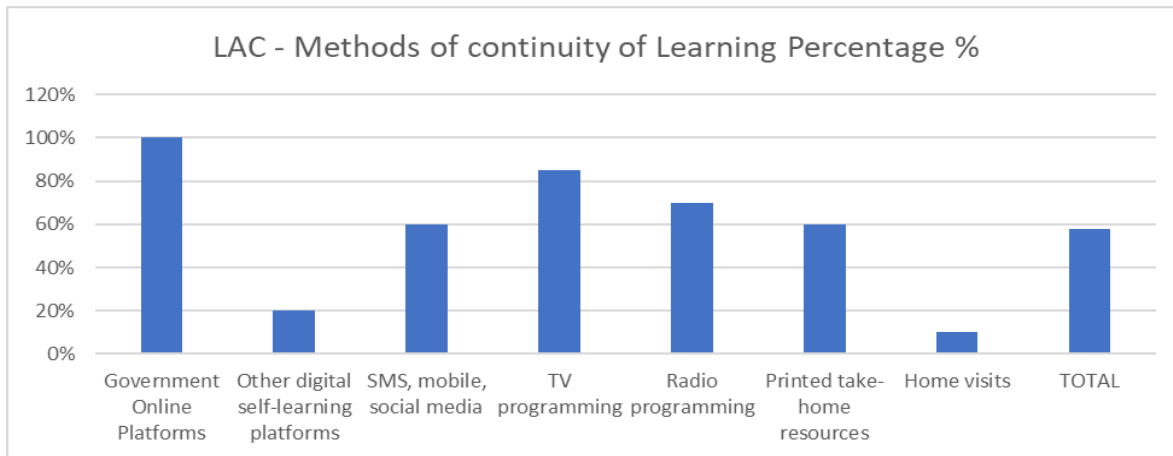
Alternative Education:



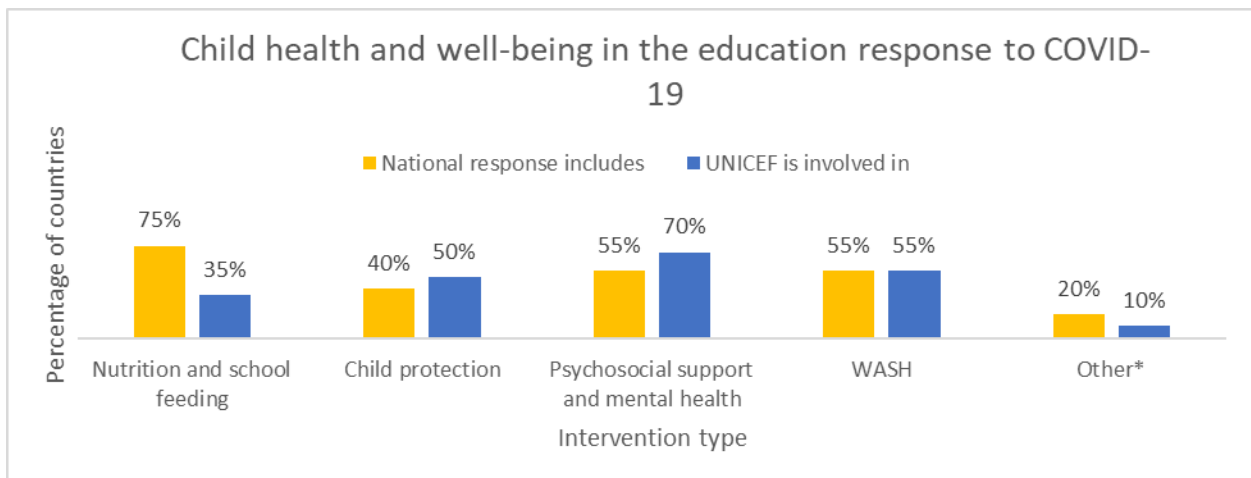
Digital/non-digital methods of continuity of learning (percentage of Cos)



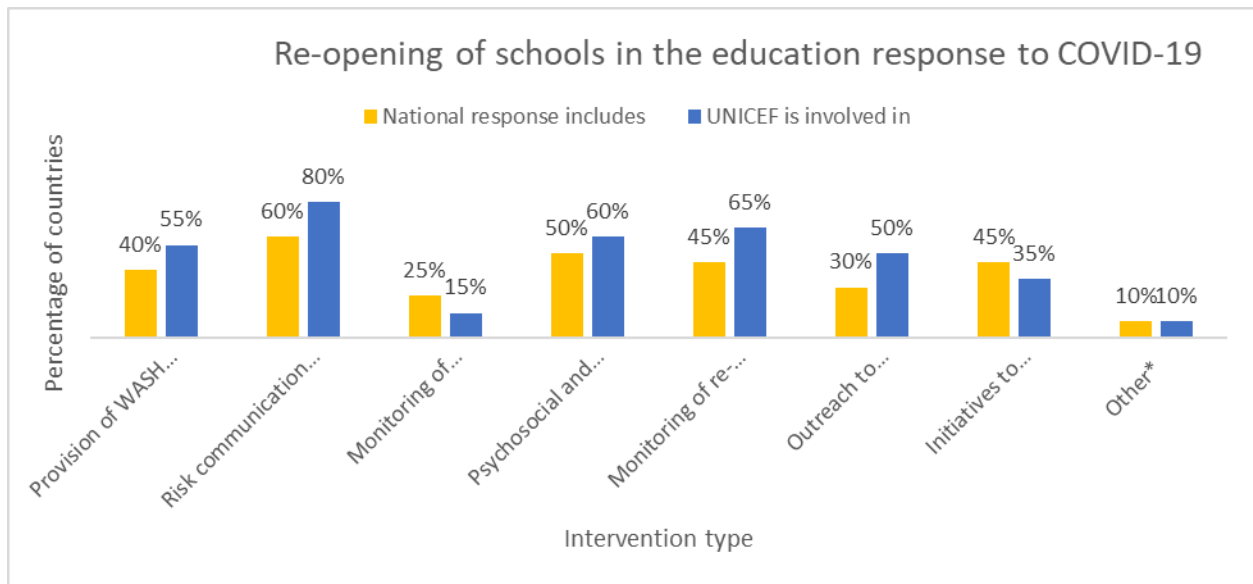
LAC Methods of continuity of learning



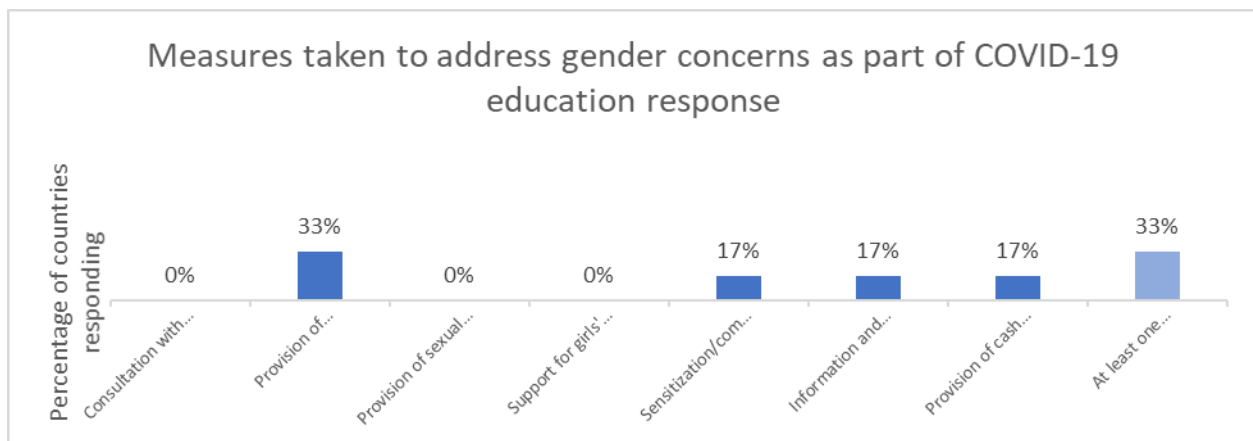
Child health & well-being:



Re-opening of schools:



Gender concerns:



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.

To see the country updates (including the COs and MOEs education actions) please access the following link updated on a weekly basis: https://docs.google.com/document/d/1Xk4IleJbon7Pf_FITqtZIZMNPeh-KTyHvr4pQ0xirNQ/edit?usp=sharing

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 languages of the region in a visual and user-friendly manner. These packages of documents include the main guidance documents to support the Ministries of Education in their COVID-19 education preparedness and response, nine supplementary documents with useful resources, a catalogue in English and Spanish with a brief presentation of all the key documents, and the recently launched school reopening framework. The Spanish and English packages can be found in the [SharePoint's LACRO COVID-19 Education section](#), and the packages with the French and Portuguese versions will be soon added here.
- 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 LACRO 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>
- In the process of developing a checklist for the reopening of schools in the LAC region to be used by MOEs with the aim to assess their readiness for the safe reopening of schools, as well as support the reopening process in their respective countries. The checklist will be available in the four main languages of the region, and it will be distributed to COs representatives as soon as it is finalized.

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.

Secondary Education:

- The campaign #Plan12, a spin-off of the #LearningAtHome campaign, aiming to support adolescents in the region to develop transferable skills in the context of the COVID-19 pandemic, was launched this week.
#Plan 12, an initiative between UNICEF, America Solidaria, Caserta Foundation and the CONCAUSA Youth Network, is fully based on the 12 skills included in our Global Framework on Transferable Skills. Every week a podcast, a video and a challenge will be launched focused on one specific skill. The podcasts are led by adolescents where they interview experts and share with other adolescents their experiences and recommendation regarding the “Skill of the Week”. A video version of the podcast will also be produced and be available with English, Creole and Portuguese subtitles. Moreover, a challenge will be launched through social media, where adolescents will be able to participate, reflect and put into practice the “Skill of the Week” from their home. The “Skills of the Week” and the very first skill of #Plan12 is **CREATIVITY**, the next one will be CRITICAL THINKING.
- 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 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);
- Second edition of the ECD newsletters (in English and Spanish) to support share of information and experiences between countries;
- 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);
- 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.
- On-going discussions with Afinidata, Peru CO and its government counterparts to explore the piloting of Afinidata's technology solution. The objective would be to establish an SSFA with Afinidata and LACRO to pilot Afinidata in 2 countries.

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).