

## Latin America & the Caribbean COVID-19 Education Response

[July 22<sup>nd</sup>, 2020]

### COVID-19 Impact on Education in the Latin America & the Caribbean Region (LAC)<sup>1</sup>

#### I. SITUATION ANALYSIS

## CURRENT SITUATION OF SCHOOLS IN LATIN AMERICA AND THE CARIBBEAN



See source of data in note 1.

<sup>1</sup> Note: The estimated data from this section has been collated from information either from the UIS database, UNICEF, and other sources:

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

- <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>

As of July 21<sup>st</sup>, many countries still have their schools closed, however, some countries like Uruguay, and some countries and territories from the Eastern Caribbean Area, have started to open their schools.

UNICEF Country Offices and Regional Office in the LAC region are still providing technical support to MoEs to ensure safe, quality and continued learning for all children, as well with the elaboration of protocols to ensure the safe reopening of schools.

## II. PROGRESS TOWARDS THE REOPENING OF SCHOOLS

Ministries of Education continue to support distance learning through 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.). However, most countries in the LAC region have already started to prepare for the reopening of schools -some countries are in the planning stages, whereas other have already initiated the reopening process in stages. Here are the last updates on schools' closures and reopening plans:

- **Argentina:** Argentina has released their official protocol for reopening schools. UNICEF was part of the Commission which elaborated the document. Argentina is now in the process of finalizing the Survey of families together with the MoE which will be ready in two weeks. [The protocol can be accessed in the following link.](#)
- **Anguilla:** Primary Schools: Grades K to 4 will continue with E-Learning until further notice. Grades 5 and 6 will return to the classroom half day from 8:25am to 12 noon. There will be no afternoon sessions Students in Special Education Needs (SEN) Units will continue remote learning with their teachers until further notice. For more information check [here](#).
- **Antigua y Barbuda:** Schools have opened at the fifth form level further to the completion of a sanitization programme. All schools have been outfitted with hand sanitizing stations and hand washing facilities have been installed at the entrance of each classroom.
- **Barbados:** Class Four students (around 3300) will return to the classrooms from Monday, June 15, in order to prepare for the 2020 Barbados Secondary Schools' Entrance Examination to be held on Tuesday, July 14. [The MoE has developed guidelines for the safe reopening of schools.](#)
- **NEW Brazil:** Education authorities are debating the reopening of schools in August. Some States have planned the reopening including safety measures such as shifts, staggering the beginning and end of the school days and physical distancing protocols.
- **NEW British Virgin Islands:** [School reopening guidance](#) was released and partial reopening commenced early June for senior secondary students.
- **Bolivia:** A few days after the Ministry of Education issued decree 4260 which legalizes virtual education, the Minister of Education announced that given the dire situation of COVID-19 in Bolivia, education will continue to be virtual until December. Nevertheless, autonomous governments at decentralized level have requested UNICEF support to work on the reopening protocols.
- **Chile:** Starting on July 1<sup>st</sup>, the schools of Easter Island began the return plan to school, starting with the last grade of secondary school and progressively the other levels will be reintegrated. For the rest of the country there is no defined date. The Ministry of Education is preparing a Protocol for schools.
- **Colombia:** The MoE has released the directive [011](#), giving guidance on the provision of education services in the framework of the health emergency of COVID-19, and the directive [012](#), which provides additional guidance for

the provision of educational services for initial, pre-primary, basic and middle levels. You can also find the directives towards reopening schools in the following [link](#).

- **NEW Costa Rica:** The Ministry of Public Education is finalizing the generation of protocols for return to presential classes. This return was proposed for the month of September, now uncertain, given that the second wave of COVID has happened. The MEP has established communication and coordination channels with its Regional Directorates in order to weigh the state of the pandemic in each of them, in order to comply with the Ministry of Health instructions. The MEP has also developed a communication strategy that includes, direct communication with the educational community through external and internal channels.
- **Cuba:** Since June 18th, Cuba has begun de-escalation in all provinces except Havana and Matanzas. The Ministry of Education has planned to carry out this process in 3 phases: **Phase 1:** (For all provinces except Havana and Matanzas): Guarantee conditions in educational institutions and the preparation of directors, teachers, students, families and the community for the completion of the school year, resuming in September. **Phase 2:** Restart and completion of the 2019-2020 school year, which runs until October 31st. **Phase 3:** The new school year will begin on Monday, November 2. In this phase the new forms of work experienced in the III Improvement of the educational system will be generalized. The official communication from the MoE can be found in this [link](#).
- **NEW Dominica:** The MoE issued protocols to guide the partial reopening of schools for senior primary and senior secondary students from mid-May.
- **Dominican Republic:** The High-Level Commission created by the National Council of Education has launched the protocol to follow during the academic school year 2020-2021, which is planned to start on August 24. Such protocol includes measures on personal protection, use of transport, arrival conditions, measures for students, teachers and other education staff, etc.
- **UPDATED Ecuador:** Ministry of Education of Ecuador continued to detail and define its education plan in the context of COVID-19. The plan is oriented towards continuity, retention and progressive use of school infrastructure. It is divided to three phases: Learning at home (in current implementation), We learn and take care of each other (date for implementation to be redefined) and Again at school (projection for early 2021). Intersectoral coordination between the Ministry of Education, the Ministry of Health and the National Emergency Coordination is in place.
- **El Salvador:** The Ministry of Education has developed a response plan in 3 phases: 1) facing the closure of schools, 2) recovery and educational continuity (Plan: "La alegría de regresar a la escuela") and 3) transformation towards multimodal education.

The Ministry of Education presented to the Education cluster the plan "The joy of returning to school", for the future safe reopening of schools. The plan includes technical-administrative guidelines to manage the safe return to school and to ensure educational continuity before this time arrives, and also includes protocols on sanitation and hygiene of schools, health security and guidelines for the psychosocial care of students.

The plan is accompanied by a communication campaign to motivate parents to send their children back to school. Additionally, it is foreseen the dissemination of protocols for physical distance, personal hygiene, disinfection, safe practices of handling and distribution of food, and measures to manage cases of COVID-19 in the educational community.

The plan emphasizes the need of teacher training to ensure they have capacity to implement the plan and the protocols, at the same time they develop socio-affective skills. The Plan has four stages: 1) diagnosis and basic sanitation (no students or teachers in the school), 2) educational management and planning for psychosocial and pedagogical intervention (no students in the school, only teachers), 3) psychosocial support (students gradually attend school) and 4) educational continuity (the teacher is accountable for each classroom to ensure proper management of the situation).

- **NEW Grenada:** The Ministry of Education, Human Resource Development, Religious Affairs and Information has developed [guidelines for the reopening of schools](#).
- **NEW Guatemala:** The MoE launched Mineduc Digital, a technologic resource with material for primary and secondary students for remote learning continuity that adds up to the tools in Aprendo en Casa as part of the approach of online platforms and print materials to reach out also to the most marginalized children in rural areas. MoE continued distributing school meals for over 2.4 million students. A specific module on psychosocial support and wellbeing has been designed for teachers and parents. Protocols for school reopening have been developed.
- **Guyana:** Schools re- opened for a specified period **June 14 through to August 15** to facilitate face to face revisions and sitting of the National Grade 6 Assessment and Caribbean examinations. All schools were sanitized during the week of June 8 and followed the protocols for the re-opening, and administration of the I Examinations gazette “as COVID -19 Special Measures”. UNICEF Guyana as Grant Agent, for the GPE C19 Accelerated Funding received (US\$ 3.745 million) for continuity of learning; wellbeing/psychosocial support; WASH and safe schools. Implementation is in progress with the MoE focusing on a hybrid approach on and offline platforms and print based and manipulatives targeting the most marginalized in the hinterland, riverine areas and including children with disabilities.
- **UPDATED Honduras:** [The Secretary of Education has presented the protocol for the reopening of schools](#). Strategy for the Safe Return to Government and Non-Government Education Centers in the face of COVID-19 crisis. 6 working groups have been established in coordination with SEDUC and Donors’ Round Table (MERECE); the group of Biosecurity is leaded by UNICEF. Working groups have had meetings, and advances in Curriculum, Connectivity and Learning monitoring will be presented this week.
- **Jamaica:** The MoE has issued new protocols established for students returning to the classroom. Jamaican students will sit the Caribbean Secondary Education Certificate (CSEC), and Caribbean Advanced Proficiency Examination (CAPE) tests starting July 27 and to that end welcomed back these external exam students in 5<sup>th</sup> and 6<sup>th</sup> form on June 8<sup>th</sup>. Students and teachers with underlying health conditions are encouraged to remain home. All public health and safety [protocols](#) are being observed system wide to ensure the safety of students and teachers.
- **NEW Jamaica:** CSEC and CAPE exams have begun and are proceeding using all COVID 19 protocols. Day care centers are to be reopened as of July 21 for an initial 2-week period.
- **Mexico:** The Public Secretary of Education has established that in order to take care of the health of children, adolescents and professors, public and private schools, the return to school has been postponed to 10 August and will depend on the indications defined by the health authority according to the health risk. Also, some States have already indicated that they will open schools later. The formal distance learning strategy “Aprendo en Casa” has ended with the end of the formal school year and is replaced by a summer programme “Verano Divertido”, using the same platforms (internet, TV, radio).

- **Panama:** [Has presented its action plan of the MEDUCA strategy to address COVID-19.](#) The strategy will align the efforts of the education sector, both public and private actors, to respond effectively to the challenges posed by the COVID-19 crisis.

The Ministry of Education has presented its prioritized curriculum for the remote reopening of schools on July 20<sup>th</sup>. On July 3<sup>rd</sup>, the Ministry has approved this modified curriculum with a governmental decree that rules the alignments for a remote schooling. MEDUCA has launched the self-learning website 'Esther' for all educational actors.

- **Paraguay:** In a meeting of the Educational council and the Health authorities a preliminary plan designed for a possible gradual return to classes was analyzed. The Ministry of Education and Science (MEC) of Paraguay proposes four possible scenarios for the gradual return of schools. For more information check [here](#).

Consensus was reached on how to carry out evaluations during the school year. Each school should decide how to best evaluate progress through qualitative assessments since this is the first time that students in Paraguay take tests in a virtual manner. The minimum percentage to pass the school year will be 60% for primary and 70% for secondary.

- **Peru:** The government has established a first regulation that guides the reopening of schools only for certain rural areas, without connectivity and contexts without COVID-19 cases (RM 229-2020-MINEDU). The protocol to be observed for the start of the face-to-face educational service for the 2020 school year has also been presented ([RVM 116-2020-MINEDU](#)).

**NEW Peru:** Several roundtables with mayors have been promoted with Regional governments, MoE, and UNICEF, to analyze conditions and key steps for reopening schools in their districts.

- **NEW St Lucia:** Plan and protocols developed for Safe Reopening of schools and phased reopening of schools commenced 2 June 2020 for Grade 6 Primary and senior secondary.
- **Saint Vincent and the Grenadines:** Schools for fifth and sixth form students reopened on May 25<sup>th</sup>. The hours will be reduced to 9am–2pm.
- **Suriname:** Schools reopened on July 6<sup>th</sup> until the first week of August for the exam grades in primary and secondary reopened with adjusted opening hour. Revised [school reopening protocols](#) have been issued.
- **NEW Trinidad and Tobago:** Schools scheduled to reopen 1 September 2020 however some schools in Tobago opened from mid-May for selected grade levels.
- **NEW Turks and Caicos Islands:** Reopening date still to be confirmed however currently tentatively scheduled for September 2020.
- **UPDATED Uruguay:** It is the only case that has reopened primary and secondary schools all over the country. It was a progressive reopening, which started with rural schools in April and ended with schools in the capital city Montevideo in June. Uruguay has developed the [protocol](#) of implementation for the return of students to schools. The country has also some [recommendations](#) for the return to school.
- **Venezuela:** Venezuela has moved from the phase of external imported infections to community cases, which represents the beginning of a critical phase of the COVID.19. Although the vacation period (July 1 to September 15) is beginning, which would later give way to the new school year 2020-2021, the most likely scenario is to continue with the distance education modality. However, the Ministry of Education is analyzing the possibility of continuing with this modality from September or modifying the school calendar to start in January 2021. For the time being, work has been done on the Global Framework for the Reopening of Schools and the plan for the start of the school year at a distance and the plan for the safe return to schools are being drawn up.

**NEW Venezuela:** The Ministry of Education has announced that the return to classes will be carried out by distance learning as of September 16, maintaining social distance until further notice as a strategy of prevention and protection, in view of the increase in cases and infections in the country. During the school vacation period of July and August, working sessions will be held between regional and national teams of the Ministry of Education to evaluate the pedagogical actions developed and plan the next period under the modality of distance education mediated by different technologies and teaching resources, as well as the design of evaluation strategies for distance learning.

UNICEF continues to provide technical support, both for the evaluation and improvement of distance education processes, and for the definition of regional and national protocols that favor the safe reopening of schools with the Ministry of Education. In this regard, risk maps are being proposed to identify high, moderate and low risk areas, along with educational alternatives for each sector (face-to-face education, b-learning and distance education).

# REOPENING OF SCHOOLS IN LATIN AMERICA & THE CARIBBEAN

## CARIBBEAN

**Anguilla:** Grades 5 and 6 will return to the classroom half day from 8:25am to 12 noon. For more information [check here](#).

**Barbados:** The MoE has developed [guidelines](#) for the safe reopening of schools.

**British Virgin Islands:** The MoE has released the [School reopening guidance](#).

**Jamaica:** The MoE has issued new schools [protocols](#).

**Cuba:** The MoE has released the official communication about the measures to be implemented in the school reopening process [link](#).

**Grenada:** The Ministry of Education, Human Resource Development, Religious Affairs and Information has developed [guidelines for the reopening of schools](#).

**St Lucia:** Schools commenced 2 June 2020 for Grade 6 Primary and senior secondary.

**Saint Vincent and the Grenadines:** Schools for fifth and sixth form students reopened on May 25th, from 9am–2pm.

**Trinidad and Tobago:** Schools scheduled to reopen 1 September 2020 however some schools in Tobago opened from mid-May for selected grade levels.

**Turks and Caicos Islands:** Reopening tentatively scheduled for September 2020.

## CENTRAL AMERICA

**Honduras:** The Secretary of Education has presented the [protocol](#) for the reopening of schools.

**Panama:** Has presented its [action plan](#) of the MEDUCA strategy to address COVID-19.

## SOUTH AMERICA

**Argentina:** Argentina has released their official [protocol for reopening schools](#).

**Colombia:** The MoE has released guidance [011, 012](#), for the provision of educational services [link](#).

**Ecuador:** The Ministry of Education has launched the optional progressive return to schools of rural educational institutions of the Costa-Galapagos zones. [here](#).

**Paraguay:** The Ministry of Education and Science (MEC) of Paraguay proposes four possible scenarios for the gradual return of schools. [here](#).

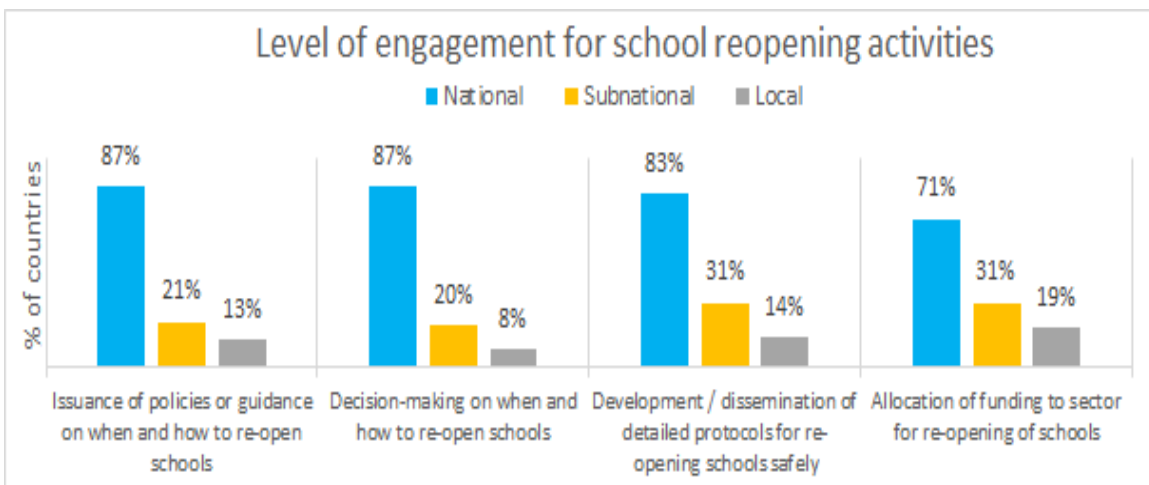
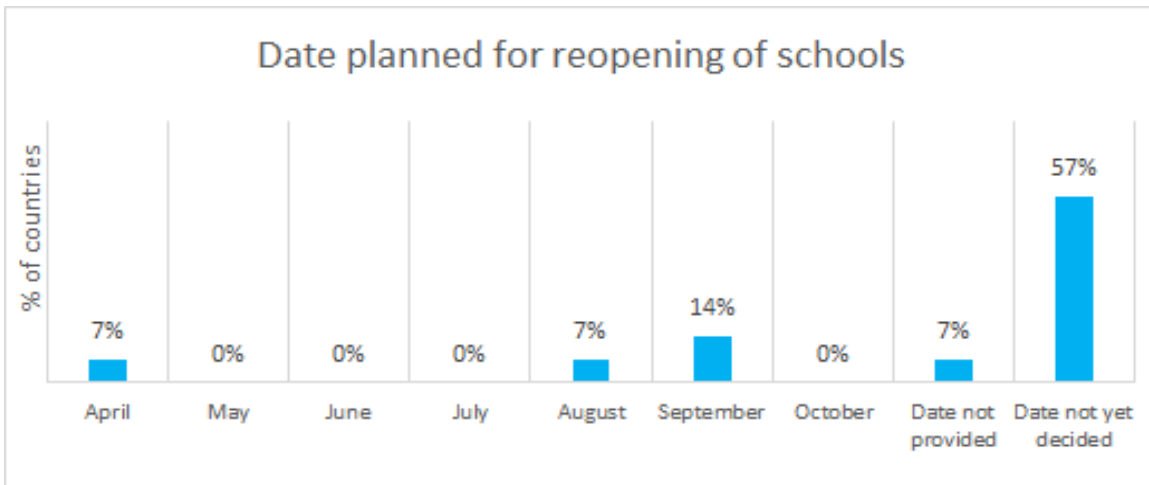
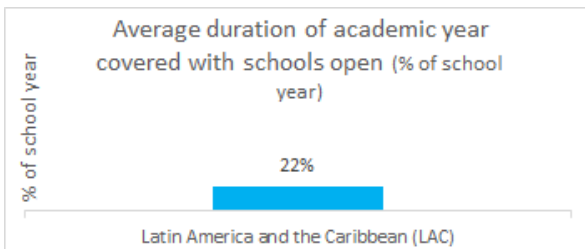
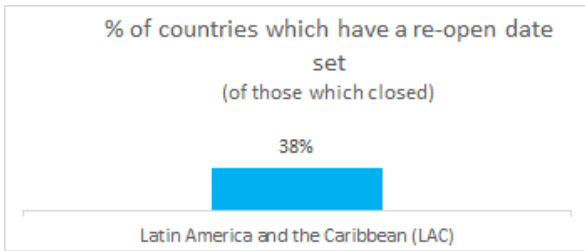
**Peru:** The MoE presented the protocol for the face-to-face educational service ([RVM 116-2020-MINEDU](#)).

**Uruguay:** Uruguay has developed the [protocol](#) of implementation for the return of students to schools. The country has also some [recommendations](#) for the return to school.

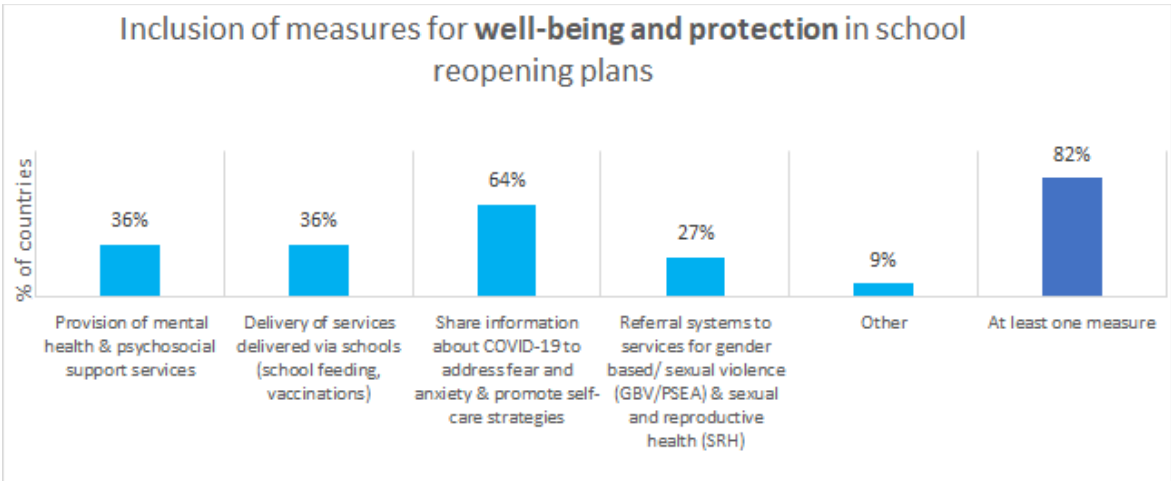
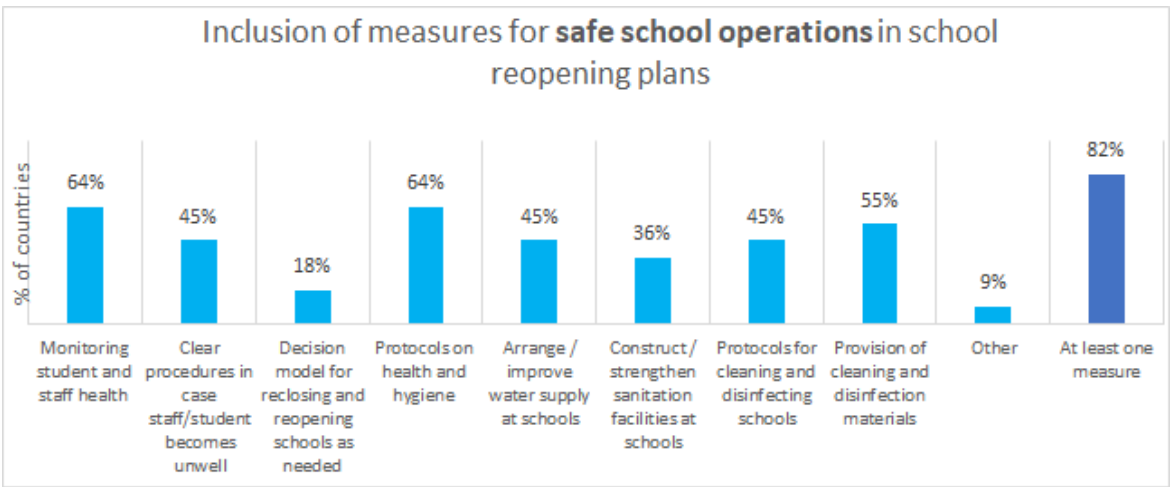
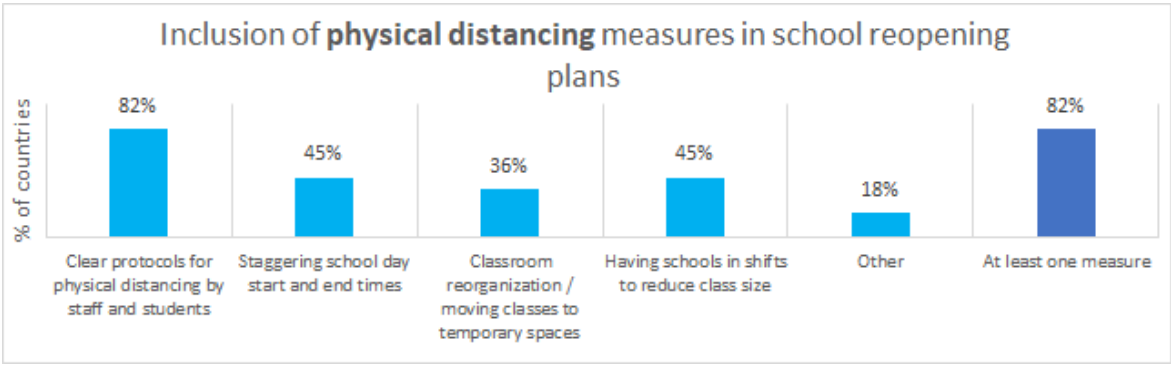


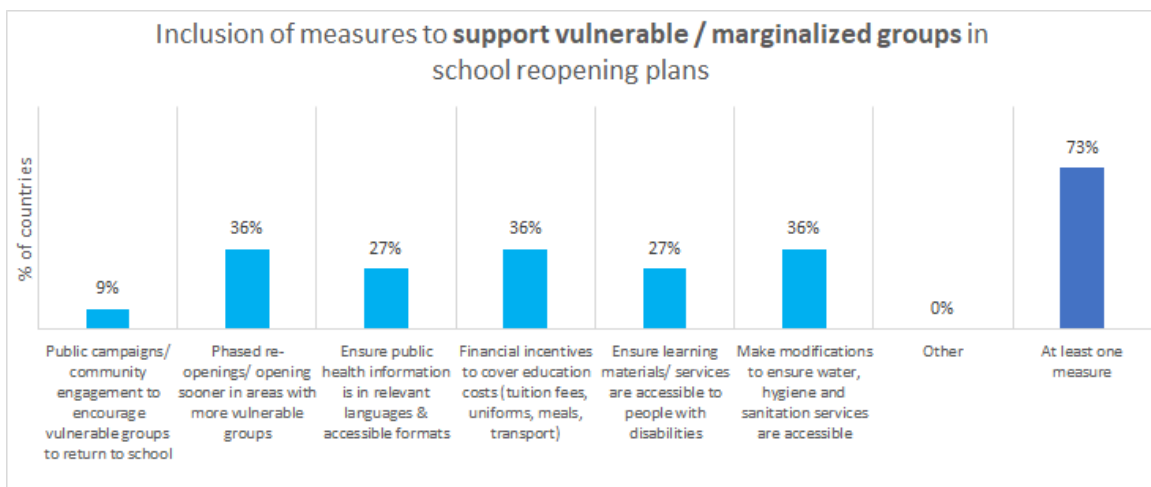
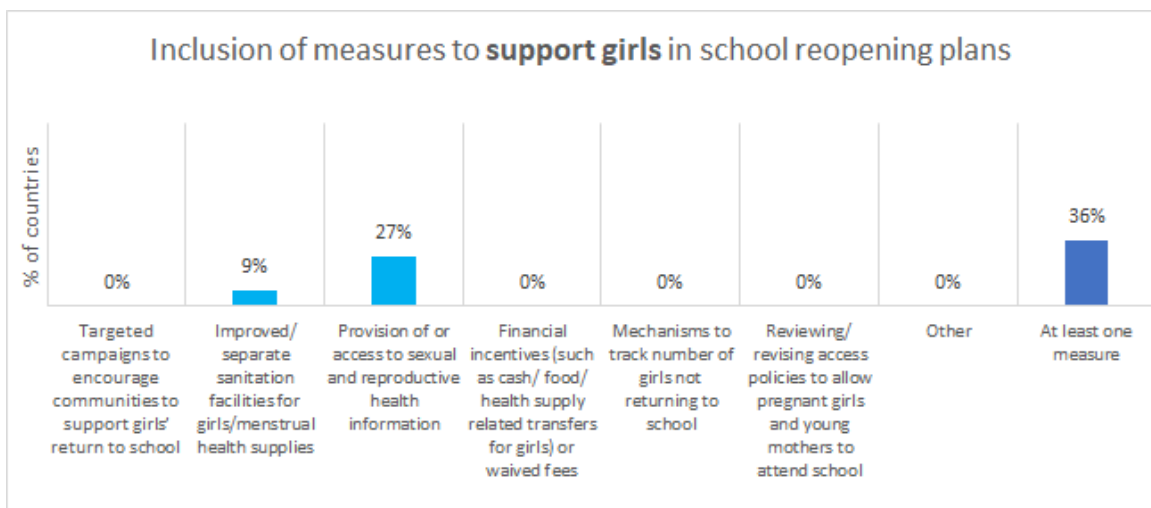
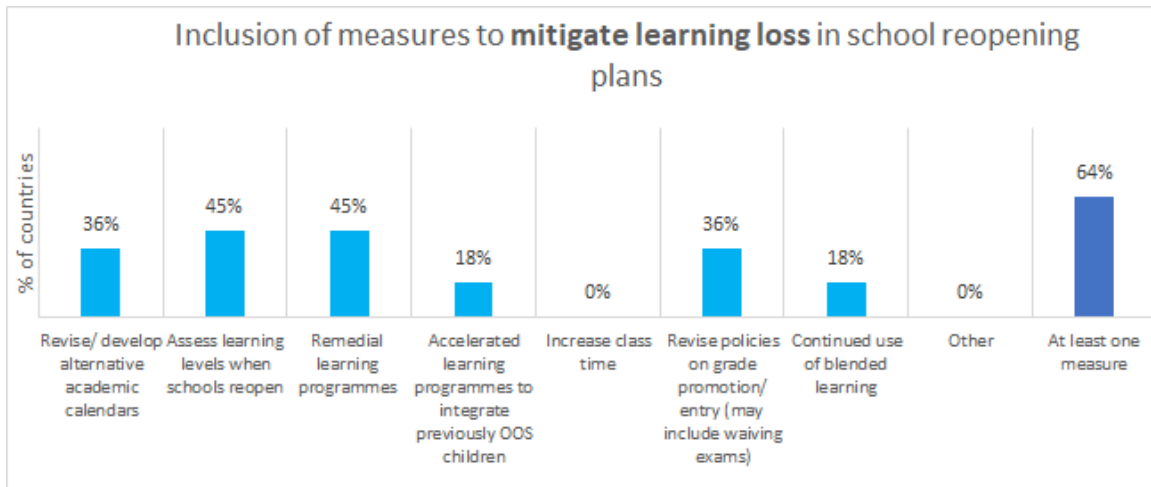
### III. UNICEF LAC CURRENT DATA

The information below is based on responses from 11 COs in the region on the global tracker (Bolivia (Pluri-national State of), Colombia, Cuba, El Salvador, Honduras, Jamaica, Nicaragua, Paraguay, Peru, Suriname, Uruguay).

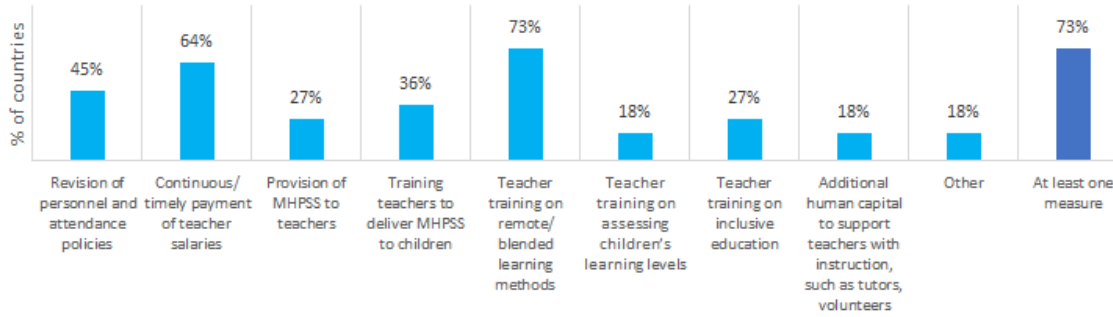




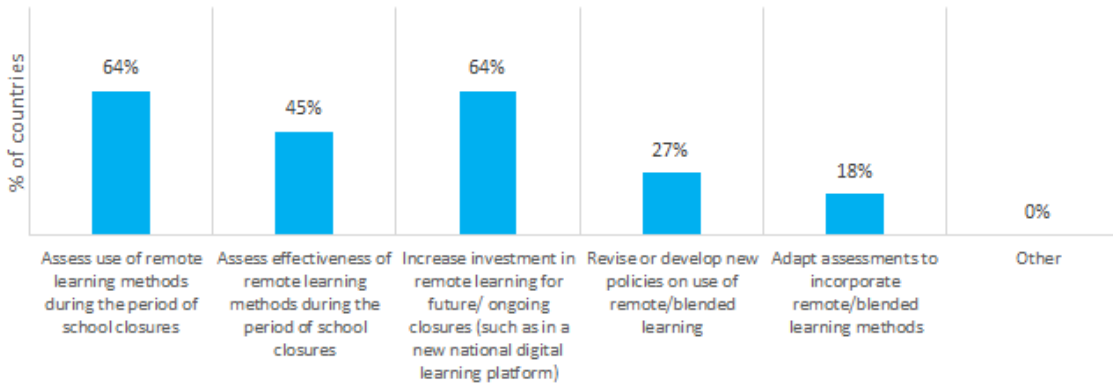




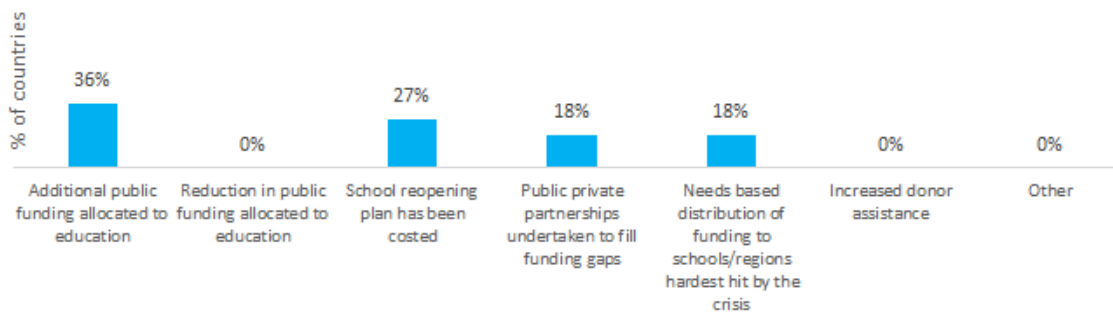
### Inclusion of measures to **support teachers** in school reopening plans



### Inclusion of measures to **prepare remote/blended learning programs for the future**



### How **education financing** has been addressed or affected by COVID-19





Multipurpose CBI is a multi-sector initiative, included for visualization purposes only. Please see the RRRP 2020 for details. \*\*NFI and target figures in the RRRP do not include people in transit; in this tool they are included to show the overall people reached.  
 \*\*Where the disaggregation was provided by the reporting organization, the sum does not amount to the total. \*\*\* Figures subject to Food Security Sector system.  
 Source: Data collected by national and sub-regional partners corresponding to the reporting period of 1 January to 15 May; last updated on 1 May.

For more information on R4V, please access the following [link](#):

#### IV. UNICEF COUNTRY OFFICE & GOVERNMENT COVID-19 EDUCATION ACTIONS<sup>2</sup>

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.

**Argentina:** Evaluation program fieldwork began on 18th of June and was completed on 2nd of July. Pedagogical and management resources to strengthen capacities on COVID19 context.

**ECE: "The stories of Oscarcito":** A handbook aimed for preprimary children and their families, a compilation for the older children (mothers, fathers, uncles, great aunts, grandmothers, older brothers and sisters) to read stories to the younger children and share with them sensations, feelings, learning and games. This edition also includes guidelines aimed at families with the aim of supporting and accompanying them in reading the stories, to promote exchanges, learning and shared games at home.

**School Management Toolkit:** School management teams in front of the COVID-19: Guidance for teachers, families and students in emergency contexts. The series is organized into six brochures that address institutional management bottlenecks and offer different resources for ordering reflection as well as key guidelines for the role of management. Each handbook presents five challenges and five proposals and is complemented by an audiovisual capsule and a podcast to share on different supports. It was presented to provincial education teams on 18th of June.

**Bolivia:** UNICEF has reached over 4,000 teachers through virtual training webinars providing them with the contents of e-rights and how to reach every child. This content is being delivered within the framework of a partnership with Tigo. The partnership aims to support the Ministry on its request for all teachers to upgrade their skills through these free online trainings. The next round of trainings will include some of UNICEF’s flagship topics such as psychosocial support and prevention of violence in schools and among students.

The booklets for parents, developed in partnership with the Ministry of Education have been complemented with four rounds of webinars bringing experts on four different age groups targeting, early childhood education, primary education and two more webinars targeting parents of junior and higher secondary students respectively. These

<sup>2</sup> For any corrections or updates, kindly send your inputs to Tania G. Veiga ([tgonzalez@unicef.org](mailto:tgonzalez@unicef.org)), with Ruth Custode and Juan Pinzón in copy. The next update will be on July 22<sup>nd</sup> and we will be accepting COs updates until July 20<sup>th</sup> 12pm.

webinars have been viewed by thousands of parents who were able to interact and make questions to these experts on specific concerns.

One of UNICEF's latest U-report has shown that even children with internet connection are not necessarily receiving lessons. Some others are struggling with the costs and 92% claim to be learning, nothing, almost nothing or very little. As expected, connectivity has proved to be a significant gap for which UNICEF's efforts are now geared towards supporting education through community radios.

**Belize:** MoE in Belize is using learning platforms to provide continuing education to children in Belize. Technology - Printed lessons via Special Edition Newsprint to be published every two weeks students from primary school to secondary schools. Radio broadcasted lessons utilizing FM Radio Stations (Monday to Friday). Television broadcasted, 2 - 3 times per week to provide support for psychosocial and life skills to children and parents. Internet based via MoE website -lessons posted daily for children from the class of standard one to six.

UNICEF ECD/Education sector has supported the implementation of safe school operations guidance with government and local partners while schools were still open, including guidance on handwashing and sanitation in schools, revision of protocols, and training and support for school staff. This guidance will also be implemented once school reopen. In addition, technical support to assist the identification and development of context-appropriate strategies to ensure educational continuity through flexible and distance home-based learning methods delivered through on-line platforms. UNICEF is supporting the development of guidance and content for parents and caregivers to assist children including psycho-social support and distance learning for most vulnerable children: migrants, refugees, children with disabilities, children out-of-school, and indigenous children, including support to ongoing school-feeding.

UNICEF is also supporting the ministry with a television programme to support children and families in psychosocial support and learning sessions. UNICEF has reached 387,000 parents, teachers and children with health and hygiene education messages.

**NEW:** The Ministry of Education, Youth, Sports and Culture has presented a comprehensive set of guidelines for the safe reopening of schools for August 10, 2020. The guidelines were developed with the technical guidance of UNICEF CO and PAHO/WHO and cover safe procedures for preschools to secondary schools, in all domains such as physical preparedness, procedural and pedagogical preparedness and affective and community preparedness. There have been presentations on various media channels since the beginning of July, for schools and administrations to prepare and take necessary measures. UNICEF CO is further supporting the Ministry of Education with 1,200 school packages of hygiene/sanitation supplies for handwashing and the prevention of COVID-19, to reach approximately 50,000 school children and 2400 classrooms in the most vulnerable communities.

**UPDATED Brazil:** Brazil CO has supported local governments to develop and implement guidelines for continued learning strategies, since school closures during the COVID-19 outbreak. UNICEF has also supported local governments (sub-national level) to develop and make available learning materials for children and adolescents and implemented school active search strategy to reach out the students that eventually don't go back to school.

The support given by Brazil Country Office are being materialized by the following actions take to date:

[Educational Podcasts](#) - UNICEF has launched a podcast series to provide children aged 4 to 10 years and their families with educational opportunities in the context of the school closure. *Deixa que eu conto-*

Mobilization Educational Podcasts - UNICEF launched a series of educational podcasts focused on the culture of the people who live in the Amazon region.

[National broadcast](#) viewed by 78,000 people & a [regional broadcast](#) More than 4,000people have already been reached with this content.

[Successful School Paths](#) - UNICEF hosted the 6<sup>th</sup> webinar to engage state governments from Sergipe, Roraima, Distrito Federal, Amapá, Pará, Maranhão, Rio Grande do Norte, Espirito Santo and Acre on the implementation of their own

strategies, aiming at the development of public policies to reduce age-grade distortion of school age children and adolescents. More than 140 municipal administrators and employees from different education state secretariats participated and engaged on the revision of responses considering the coronavirus pandemic. The webinar shared Onda project's experiences on the introduction of human rights and the public budget in public schools, through educational and cultural actions. More information - <https://trajetoriaescolar.org.br/>

**Out-of-School-Children** - UNICEF is engaging more than 3.000 municipalities use the opportunity of the school closure to train local staff on the School Active Search strategy that aims to identify and re-enroll out-of-school children to the public-school system. The strategy is being implemented even in this moment of the pandemic. The number of out-of-school children identified and (re)enrolled is increasing and has reached more than 60 thousand children and adolescents. This webinar which was organized by the Sergipe State Government in partnership with UNICEF.

**Inclusion** - UNICEF is disseminating to municipalities contents produced in partnership with Sesame Street on inclusion of children with disability. You can see the material [here](#).

**Always learning** – UNICEF and partners launched a digital platform to support educational managers, teachers and family's secure the right to learn of children and adolescents in the context of the coronavirus pandemic.

**Mobilization** – UNICEF is participating in different [live sessions YouTube](#) and [live sessions in Facebook](#) to mobilize municipal managers of education, technicians and teachers about the challenges of education during the coronavirus pandemic and how to reduce its impact.

**NEW:** Pedagogical Day – Webinar aimed at training possibilities for schools and students during the pandemic targeting teachers, managers and employees from Rio Grande do Norte State, reached up to 1700 people.

Series "Rights of Being and Rights of Having: the challenges of indigenous peoples in the pandemic and post-pandemic scenario" – *2<sup>nd</sup> Webinar: Territoriality, Health and Indigenous Education*

Carried out on UNICEF Brasil YouTube channel, with the participations of representatives from Shanenawa, Kaingang peoples, Ywy Porã land and Pupykary Institute.

With the foreseen openings on August, UNICEF is now developing an online assessment WASH in school's tool to support the implementation of the necessary strategies

**Radio Super Panas** – Educational audio contents, produced in three languages (Portuguese, Spanish and Warao) focused on migrant and refugee children and adolescents, for the dissemination on local AM/FM radios of Boa Vista, Manaus and Belém, cities with high presence of Venezuelan migrants.

**Costa Rica:** UNICEF Costa Rica has supported the development of "Autonomous Learning Guides" of the remote learning program, "learn at home". UNICEF has also assessed the impact on the student population as a result of the Covid-19 pandemic and supported the MoE in the development of a return strategy to the educational process at the worktables. In addition, UNICEF has also developed audiovisual and written systematization of good practices and life stories on educational innovations, access to services and prevention of educational exclusion in the context of the pandemic, with a social communication campaign to promote the safe return to the educational process, hygiene measures and the prevention of exclusion in the context of COVID-19.

The MoE of Costa Rica has established three levels of care for students: **Universal:** reaching the entire educational system. **Focused:** Recovers the contexts of the populations, i.e. the indigenous sub-systems, migrant population, population with disabilities, populations in conditions of poverty and greater vulnerability social, economic, emotional **Indicated:** Identification and prioritization of those populations, educational levels, regions, circuits considered to require specific indicated actions.

Five strategic premises for the work have been established: Status of the pandemic situation in the 27 Regional directorates of education, evolution of the distance educational process, scenarios for the restart of face-to-face classes, preparation of the general action protocol, prioritization of learning expected and strengthening distance educational

support. Five working groups were established for the generation of protocols for returning to face-to-face classes. Training in digital media for education was provided to 66,000 teachers (99% of the total).

**Chile:** UNICEF - UNESCO -MoE collaboration in a series of Webinars, the first one on Socio-emotional learning in the context of a pandemic. UNICEF has collaborated with technical teams on the reopening of schools and statistics regarding adolescent concerns in the context of a pandemic.

MoE has launched the remote learning platform “Aprendo en Línea” to support continuity of the educational processes. A free downloadable software “Learning to read with Bartolo” was available to support the learning of reading for students from 1st to 3rd grade.

In addition, TVChannel #TVEducaChile, transmits cultural and curricular entertainment of the courses from 1 to 4 basic. MoE has also released graphic and audiovisual resources for socio-emotional support for teachers, students and families. Furthermore, curricular prioritization for all educational levels in response to the educational needs. MoE has launched a public announcement from the educational authority regarding the need to prepare schools for reopening.

**NEW:** UNICEF has started talks with community authorities to support school readiness for reopening.

**Colombia:** UNICEF Colombia has reached 12,000 children with the home learning strategy La Aldea in la Guajira, Norte de Santander and Barranquilla. UNICEF Colombia, as leader of the EiE cluster, has aligned the humanitarian response with the MoE and the local Secretariats, and has supported the Education Needs Assessment done by the Education Secretariats in Norte de Santander and Nariño. Additionally, as a joint action between IRC, NRC and UNICEF, pedagogical material was delivered for the education continuity of 195 children (pendulares) living in Venezuela but studying in Colombia. The MoE of Colombia launched a series of guidelines and protocols for the partial reopening of schools as of August 1st, 2020.

**Cuba:** UNICEF Cuba has contributed to the purchase of essential school supplies and sanitation process for the reopening of schools. UNICEF has also supported families in socio-emotional support, dealing with confinement situations with WhatsApp groups for the care of children with autism. UNICEF has also streamed two Facebook live with counseling to families of children with autism and materials with activations from social networks for early childhood, among other communication actions.

Since June 18<sup>th</sup>, Cuba has begun de-escalation in all provinces except Havana and Matanzas. The Ministry of Education has planned to carry out this process in **3 phases:**

**Phase 1:** (For all provinces except Havana and Matanzas): Guarantee conditions in educational institutions and the preparation of directors, teachers, students, families and the community for the completion of the school year, resuming in September. This phase will run from June 18 to July 18.

**Phase 2:** Restart and completion of the 2019-2020 school year, which runs until October 31<sup>st</sup>. In the last week of August, teachers will finish their preparations and families will be contacted on the restarting the school and ending the school year, sessions of teaching activities, schedules, calendar of final evaluations and continuity of studies. The teaching activities will start on September 1<sup>st</sup>.

**Phase 3:** The new school year will begin on Monday, November 2, and the curricular adaptations prepared by teams of specialists from the Central Institute of Pedagogical Sciences, the University of Pedagogical Sciences Enrique José Varona and the MoE will be applied, which do not imply reduction of frequencies of the subjects, nor removal of content. In this phase the new forms of work experienced in the III Improvement of the educational system will be generalized. Cuba’s MoE has released resolution #97/2020 with details of the evaluation process for the completion of the 2019-2020 school year, once classes have restarted in September 2020. Document can be once it has restarted next September. Resolution #97/2020 can be accessed in the following [link](#).



**Dominican Republic:** The Ministry of Education has developed a website for school continuity with educational guides and materials for all levels, including disabilities, and has supported food distribution at national level (bread, milk, HEBs to families with enrolled children). The CO has worked on the adaptation and design of posters for COVID-19 prevention and has supported the virtual educational proposal with 10 short story videos for children ages 5 to 12 with translation in sign language, which will reach families through educational TV and social networks.

The CO is also providing technical support for the adaptation to COVID-19 of the program on psycho-emotional recovery called *Retorno de la Alegría*, which the MoE will implement with UNICEF's support over the first four weeks of the school year when schools reopen on August 24. Lastly, the CO is also supporting the revision of the protocol for the reopening of schools and supporting the MoE with the design of the learning strengthening phase at the primary level.

**Ecuador:** The school year in the Coast regime started 1<sup>st</sup> of June. UNICEF supports development and implementation of multiplatform learning for the emergency context and beyond. As the pressure to reopen the schools increased and the numbers of persons infected with coronavirus continued to increase in various territories, the need for a prolonged emergency education plan became evident. UNICEF provided technical support to the Ministry of Education in the design of the school reopening strategy and management model and advocated for prioritization of saving lives and the best interest of the children and adolescents in the process.

As of June 2020, the support to multiplatform learning included support to educational television, education programs in community radios, distribution of printed material in Spanish and indigenous languages, distribution of mobile equipment and connectivity to education staff, pedagogical and psychosocial orientation and support to teachers and student councilors.

UNICEF supported educational television started its second phase which now includes special programs for early childhood development and involves participation of teachers as actors. Two-minute animations on hygiene, health, nutrition, protection and emotional support are being produced by UNICEF and broadcasted in every program. All together 252 programs of 30 minutes each are being broadcasted in 160 national, local and regional channels.

30-minute educational programs are produced and transmitted with UNICEF's support daily in 25 community radios reaching 2.473.177 listeners. The capacities of community radios in production of educational programs are being strengthened simultaneously as most of them did not have experience or capacities in this area. Both the productions as the training process are being published through national media to raise awareness of the importance and the role of community radios in this emergency.

UNICEF continued distribution of educational materials and hygiene kits to students in rural and hard to reach communities of the Northern Border, accompany teachers to conduct levelling and adapt education to multi-grade school reality in the emergency context. Intercultural bilingual material was printed for 240,000 indigenous students and distributed through the Ministry of Education to the territories.

**ECA:** UNICEF ECA supported around 130 schools with provision of hygiene kits to support the safe reopening of schools including 7 in Anguilla, 60 Barbados, 30 in Saint Lucia, 25 in Tobago and 8 in British Virgin Islands directly impacting over 16,000 students in the Phase 1 of the reopening of schools. Support was also provided for posters to guide proper handwashing, social distancing and correct use of masks. Support has also been provided to ensure that teachers are sensitized and trained to provide psycho-social supports to students in addressing any issues that may have arisen as a direct or indirect impact of COVID-19 on the students and their families. Provision has also been made for teachers to access online tele-med services to assist them in coping with the current situation.

An estimated UNICEF provided support to Ministry of Education St. Lucia for provision of distant learning for 13,000 primary school children through TV and Radio programmes. UNICEF ECA provided 660 digital devices for the most

vulnerable children with devices to ensure their access to online education in the 6 island countries which include 43 in Anguilla, 120 in Barbados, 100 in Dominica, 96 in St. Lucia, 50 in Tobago, 200 in Turks and Caicos and 51 in Virgin Islands.

In Trinidad, more than 600 migrant children have been provided with online distant education and during the month of May additional 277 migrant children received tablets and 240 received student kits. Sixteen Facilitators have been assigned to work directly with the Notes Master team to complete outstanding online content and to receive targeted technical support with the platform to better assist migrant children in accessing on-line education.

**UPDATED El Salvador:** On June 5, the Education Cluster was activated with more than 90 participants. The cluster is led by UNICEF and co-led by Save the Children; the World Bank is a strategic partner. The participation of the World Bank is strategic in the framework of the Initiative of the Global Partnership for Education (GPE). As a long-term perspective, the objective is to reinvent education in El Salvador. The Ministry of Education actively participates in the cluster and the Minister of Education participated in the first meeting and explained the situation of the sector and the expectations of the ministry.

The education cluster has been organized into four subcommittees:

1. Policies, management and financing - coordinated by the World Bank
2. Continuous learning - coordinated by Save the Children
3. Safe operation- coordinated by Save the Children
4. Well-being and protection - coordinated by UNICEF

The commissions are elaborating their action plans, defining priorities and lines of action to support the Ministry of Education.

**Guatemala:** MoE established a work group with representatives of the teachers' union in order to socialize with them the plan to reopen schools. The engagement of the teachers' union has demonstrated to be a good strategy for a local and close follow-up of the distant learning modalities and trainings. ASH has become a priority in the reopening plan since an important percentage of schools lack these services. CO has done advocacy to support the MoE in requesting IDB the option to use part of the education sector budget to do minor repairs in 5000 schools, in the most vulnerable settings. Another important issue that the MoE has strengthen is parental care for children 0-5 years old through short videos sent to community volunteers by mobile technology.

**NEW:** The High-Level Commission was created by the Ministry of Education in which representatives of the teachers' union participate, is working on a reopening school plan not earlier that October. The plan has prioritized action that include 1) easy to understand protocols on safety and hygiene and physical distancing measures, use of protective equipment and cleaning procedures, 2) progressive opening from rural to urban and prioritizing low transmission territories and also staged, where attendance in only some days a week, restricted schedule and flexible school year, 3) teacher preparedness for psychosocial support, accelerated learning/play, remedial mechanisms and assessment and 4) implementation of a communication and coordination strategy to engage with communities, parents and teachers so all are well informed and involved in the safe reopening of schools.

**Guyana:** The MoE opened schools on June 14 through to August 15, to facilitate face to face learning sessions for students preparing to write the National Grade Six Assessment (NGSA), and the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) examinations. All schools were sanitized during the week of June 8 and protocols for the re-opening, and administrations of the national Examinations were gazette "as COVID -19 Special Measures". The MoE is currently finalizing its protocols for the return to school. UNICEF Guyana as Grant Agent is in receipt of GPE C19 Accelerated Funding (US\$ 3.745 million) and

has agreed with the MoE to focus on boosting distance learning, wellbeing/psychosocial support and WASH and safe schools.

**NEW:** Utilizing the gazetted COVID-19 Special Measures for the return to school, schools across Guyana witnessed a 95% attendance at the National Grade 6 Assessment thus giving a good indicator and encouragement for sustained preparation and communication to parents, teachers and students for active participation. In keeping with the agreed MOE-UNICEF-GPE Accelerated Fund Programme UNICEF handed over to the MoE, 1,944 face shields for use by teachers and have released USD 1.8 million USD for hybrid approach on and offline platforms and print based and manipulatives targeting the most marginalized in the hinterland, riverine areas.

**Haiti:** Last month, MoE launched its digital platform (<http://pratic.menfp.gouv.ht/>) with available learning resources for teachers and students and now a monitoring system is being put in place by the EiE local group to gather data on actual use of online platforms. Additionally, the MoE submitted a funding proposal to the GPE and is awaiting approval. As of today, the education sector is underfinanced to ensure learning continuity for all students. Regarding the reopening of schools, the MoE has announced 2 potential dates for reopening schools: 1- August 3rd to Sept 30th or 2- September 3rd to October 30th, depending on the COVID19 situation in the country. These 3 months will serve to catch-up the 2019-2020 academic school year. Furthermore, a working group is set up to develop school reopening guidelines.

The CO supported the MoE in the development of the GPE \$ 10 million funding proposal as Grant Agent and has also provided technological devices such as laptops, WIFI modems, smartphones, printers etc. to MoE's personnel to facilitate working from home modalities during confinement period. In addition, UNICEF is working with a local newspaper to produce a children's magazine to give more than 25,000 children access to free reading and learning materials for 6 months and is also working with the MoE to set-up and support a working group for the development of home learning paper-based materials for children (Preschool and basic Education levels).

School reopening has been set for 10 August. MoE has announced the reopening of schools. Officially schools will open on August 10 until October 9 to recover 50 days of the 2019-20 academic year. From 12 to 14 October, national exams for 9th grade and non-formal education centers will take place. Then from 19 to 22 October, the baccalaureate exams will be rolled-out.

GPE approved a 7 million grant for Haiti to support education sector response in the context of the Covid-19 pandemic. The initial amount was 10 million and was revised.

**UPDATE Honduras:** UNICEF CO has supported the design and dissemination of the communication strategy to strengthen the support for parents in home activities and is providing technical assistance to the Education Secretary for the revision of reopening schools strategy. SEDUC has presented the reopening schools strategy but has not yet announced the date for the reopening.

The Honduran Secretary of Education continues to disseminate educational content through TV programs and throughout the SEDUC platform. In addition, with the support of UNICEF, the Ministry of Education is preparing printed material to be distributed in the most dispersed areas, reaching more than 10,000 in the first phase (July), and continues training teachers in the use of ICTs. UNICEF CO continues providing TA to SEDUC communication strategy; has reviewed textbooks that will be printed soon, in 4 different languages to students that have not yet been reached by internet or TV activities. 120 teachers of prioritized municipalities are being trained in how to include in the curriculum and daily plans, contents and activities of WASH resilient to climate change with gender approach (first phase).

**Jamaica:** The Ministry of Education, Youth and Information (MOEYI) has secured 200,000 tablets for the return to school in September and will be prioritizing supplying children on conditional cash transfer programmes in the ensuing dissemination. The Ministry is also ensuring all teachers have access to technology which had been planned prior to COVID-19 and accelerated thereafter and has embarked upon teacher training over the summer. The first round of 500 school leaders have completed the virtual instructional leadership course and the second round of some 500 participants began in July 16.

**NEW:** The Jamaica Country Office/MOEYI COVID-19 Distance Learning poll has closed, and results can be found at <https://jamaica.ureport.in/opinion/1762/>. The UNICEF JCO handed over 210 tablets for public special needs school students on July 16 as well as 50 phones for use island-wide in a teletherapy referral partnership with the Ministry of Health and Wellness. 300 additional play and learn kits were also distributed to children under 6 in a former quarantined zone bringing to 1100 the total number of ECD play and learn kits distributed island-wide through a partnership between the UNICEF JCO, the Early Childhood Commission and the humanitarian NGO *Food for the Poor* since the beginning of the COVID-19 pandemic.

**Mexico:** The webinar on Education in Emergencies, Preparedness and Recovery on school life, in collaboration with UNESCO and education authorities was launched in June 30 with over 2000 participants on zoom and Facebook live. The first session had Ruth Custode from UNICEF LACRO; the session was on the importance of education in emergencies. This week the session will be on development effect on early childhood due to confinement. On July 2<sup>nd</sup> Mexico had a 7.5 earthquake, first reports indicate that 524 schools of basic education and 90 of upper secondary education have damages, mainly in Oaxaca where the epicenter was. This might hinder the school reopening strategy in the state. UNICEF is preparing a needs assessment evaluation with the support of local authorities to provide humanitarian assistance in the areas of education and nutrition.

**NEW:** 133 water tanks were delivered to the Federal Education Authority of the City of Mexico. They will be used for the installation of handwashing stations in schools, to be ready once schools open. UNICEF Mexico, together with the MoE and UNESCO, is organizing a series of webinars “Hacia la reapertura de escuelas más resilientes, seguras y Protectoras”. The second session was organized with a focus on the effects of the confinement on early childhood development “ Los efectos del confinamiento en el desarrollo de la primera infancia.” More than 2300 persons participated via zoom and Facebook live. The third session focussed on “rebuilding emotional wellbeing” “Reconstruir el bienestar emocional”. 220 persons participated via zoom and the webinar was also transmitted via the facebook live of UNICEF and UNESCO, with 22,944 views.

In July 20, UNICEF Mexico presented the dashboard for the monitoring of the return to school to the Under-Secretary of Education for final inputs.

**Nicaragua:** Until May, UNICEF has delivered a total of 6,150 cleaning kits to the Ministry of Education for the same number of schools, covering about 65 per cent of the schools in the country. Twenty-five technology kits have also been delivered to the same number of basic schools, which serve as teacher training centers at municipal level, supporting the online management and training, given the impossibility of carrying out face-to-face training.

UNICEF, in coordination with the World Movement for Children (MMI Nicaragua chapter), has provided MINED with 19 videoconferences prepared by 15 specialists, on issues of education in emergencies, psycho emotional support, health and hygiene, educational strategies, which are to be used for the half-school year training of teachers from the preschool, primary and secondary levels (approximately 57,500 teachers). The videoconferences cover about 15 class hours. Within this same platform, UNICEF is promoting support to MINED in the areas of remote learning, by financing the printing and distribution of study guides for students, and SMS packages for teachers and students to be in contact.

In preparation for receiving students back to school after mid-break, UNICEF is preparing the distribution of Recreational Kits to be used for socioemotional related activities to be conducted by the Education Community Counseling Program nationwide. UNICEF will be contributing with 150 kits for selected schools based on their level of vulnerability due to emergencies such as the one caused by covid19.

UNICEF, in association with WFP, were granted a Multi-partner Trust Fund (MPTF) project in the amount of US \$ 1 million (US \$ 600,000 allocated to UNICEF and US \$ 400,000 assigned to WFP), for the rapid response to the crisis for the covid19. This project is under development and covers the following areas: curricular adaptation, psycho-emotional care, technological infrastructure, drinking water infrastructure, hygiene in school snack management.

MINED has developed an educational plan in response to COVID-19, which considers the eventual closure of schools and non-face to face education, if the context requires. Until today, there is no official closure of schools. All MINED activities at the national level are being worked online.

Schools are, at this moment, in their mid-year break (from June 26 to July 20 – a one more week has been added this year), and MINED has instructed schools to prepare study guidelines for students, so that those who have attended schools regularly can reinforce their learnings, and those who have been absent can catch up before the beginning of the school second semester (second semester goes from July to November).

MINED has applied to the special funds of the Global Partnership for Education (GPE). US \$ 7.5 million are to be confirmed in the immediate future.

#### EL SALVADOR

**NEW:** Second semester of the school year will start this Tuesday July 21. There is no indication that schools will ever close, especially now that other countries are planning on reopening. Efforts will concentrate on readapting to the new reality in schools, where health and security measures will have to be observed; providing socioemotional support to all members of the school community; reinforcing subject matters and helping children who abandoned school for a long period to catch up. It is expected that most children will return to school, but this remains to be seeing. Some families are reluctant to send their children to school. MINED continues strengthening teachers' capacities to perform during these difficult times. For this, MINED is organizing webinars con local and international experts in different areas such as socioemotional care, distance learning monitoring and evaluations, etc.

**Peru:** UNICEF continues to support MoE two main processes: i) develop pedagogical framework to the massive tablet plan (oriented to reach almost half million of students in rural areas without connectivity) ii) provide expertise to several webinars for teachers, parents and students in 'Aprendo en Casa' platform.

UNICEF is involved in MoE's special plan to ensure learning, socioemotional support and promotion in 5th secondary (the final year for compulsory education).

**NEW:** The MoE reports that 94% of families indicate that their children access the program learned at home, however, these figures are much lower in the Rural Zones, so the implementation of the tablet program is accelerating. UNICEF continues to provide technical assistance in the pedagogical component of the rural strategy. In addition, the strategic plan for reopening schools, prepared by UNICEF, UNESCO, WB and IADB, will be presented to the minister in the following days.

**Panama:** The Ministry of Education (MEDUCA) has approved a prioritized curriculum for a remote reopening of schools dated on July 20<sup>th</sup>. It has promoted the endorsement of this curriculum with a governmental decree that defines the alignments of the curriculum with the requirements of a high-quality remote education for primary and secondary schools (public and private systems). This decree fosters the setup of support networks among the different educational actors, as well as mechanisms and pedagogical mediation's means to promote different learning modalities among students depending on the use of virtual technology and other educational materials for self-learning. MEDUCA has

launched the self-learning website, 'Esther', adapted to the national curriculum that enables the unification and integration of all educational alternatives that has emerged as a response of the current situation. This website offers online and offline versions and contents can be distributed either physically or digitally.

UNICEF Panama Country Office has supported the prioritization of the national curriculum with the review and set of recommendations to enrich it. In addition, UNICEF has enhanced the psycho-emotional component as a response of the emergency (in coordination with the Ministry of Health), with a focus on suicide preventions of students, as well as the focus and prioritization of the most vulnerable clusters of students. Besides, UNICEF has provided a set of recommendations and suggestions to deepen the alignments of the prioritized curriculum, with emphasis on how to overcome school dropouts.

**NEW:** On Monday July 20th regularized distance education resumes, i.e., the Ministry of Education will assess the compulsory learning process taking place moving forward in all educational institutions throughout the country. To this end, the Ministry will continue to support the distance learning process with the platform Ester and with the other online learning platforms, radio and TV resources that it already had. For the time being, Ester platform and the remaining online platforms will only be available for students from last grade of secondary. The Ministry is working to make all these resources available to more students.

Here is some of the progress made by UNICEF Panama in its support to the Ministry of Education:

- The Ministry of Education has been able to make progress in 6 out of 9 result areas of its operational plan.
- The inclusion of the vision and discourse of the prioritization of the curriculum. The Ministry of Education has understood that in the face of an emergency, the curriculum must be adapted.
- The dissemination of psychosocial support strategies in the emergency response. The Ministry has been successful in putting forward a roadmap of attention and coordinating with different institutions such as the Ministry of Health.
- The Ministry has made progress on visualizing most vulnerable groups on its response plan to the crisis.

**Paraguay:** The CO with TIGO (Millicom), the MoE, and *Enseña por Paraguay* (a member of the Teach for All network) and AYHU, both as implementing partners, will carry out virtual teacher training courses. The first course, with *Enseña por Paraguay*, is a one on one tutoring with 1,000 teachers on how to apply technological resources in classroom planning as well as to enhance teachers' socioemotional skills. The second course, with AYHU, is an online massive course targeted at approximately 30,000 teachers from public and private schools on how to use technological tools for distance learning.

**Suriname:** For all non-exam grades advancement to the next grade will be based on the test results students achieved throughout the first 2 semester (2 out of 3). Exam grades in Primary and Secondary (lower and Upper) started on July 6th with adapted school hours based on the reopening protocol. Students will be prepared for the exams in face to face sessions for 3-4 week and exams will take place between the 3rd week of July and 1st week of August. Examination (core subjects only) will take place in the first week of August for primary and lower secondary and during the last week July - 1st week August for Upper Secondary. The progression and exam norms have been adjusted accordingly (one-time measure). The vacation for non-exam grades will be from 1st August to 31st August 2020. A decision on the school cycle was reached. The new schoolyear will commence 1 month earlier than usual on September 1<sup>st</sup>, 2020 and will end on July 31<sup>st</sup>, 2021. This will allow for remedial support of learning loss and align the schoolyear in Suriname to that of the Caribbean.



**NEW:** The MoE selected the UNICEF Learning Passport to be implemented as a learning platform. The preparations for its implementation will start this week between UNICEF and MoE.

**Uruguay UPDATED:** On June 15 elementary and middle schools reopened in the country, except for Montevideo, and on June 29 schools reopened in Montevideo too. Furthermore, the national government has designed a [protocol](#) for the schools reopening process and elaborated guidelines for teachers during the reopening process. It has also elaborated guidelines for distance learning. Learning support via Ceibal at Home (<https://oecdeditoday.com/wp-content/uploads/2020/07/Uruguay-Ceibal-en-casa.pdf>) continues as well as the TV programming. The MoE (ANEP) has also developed a [key document](#) on the challenges of distance education, including strategies and tools for teachers and education communities. The MoE (ANEP) decided winter vacations will be from 20<sup>th</sup> July to 2<sup>nd</sup> August 2020.

UNICEF Uruguay has organized a cycle of conferences with international speakers to promote educational continuity among teachers between 18<sup>th</sup> June and 2<sup>nd</sup> July. It is also supporting the National TV program organized by the Plan CEIBAL and the National Administration of Public Education (ANEP) to promote educational continuity ([https://www.youtube.com/playlist?list=PLA\\_SjgCHKBoGrYroblUMX58lxtWcqpl6j](https://www.youtube.com/playlist?list=PLA_SjgCHKBoGrYroblUMX58lxtWcqpl6j)). In collaboration with the National Administration of Public Education (ANEP), the CO is also developing a scholarship program to promote the return to schools among vulnerable adolescents affected by the economic crisis during the COVID-19 outbreak.

Lastly, the office is providing key support in the systematization of the reopening process throughout the country and the best teacher practices using virtual learning methods. The CO is also designing a teacher training course on virtual learning with the collaboration of the National Administration of Public Education (ANEP) and the Plan CEIBAL.

**Venezuela:** School feeding programs have continued within the framework of the quarantine, benefiting more than 45,000 in the states of Miranda, Capital District, Táchira, Zulia, Delta Amacuro and Bolívar, through daily preparation of hot meals from schools and delivery to children in their homes and distribution of bags of non-perishable food to the children's families, with hygiene and prevention protocols.

School materials have been distributed in the states of Táchira, Zulia, Delta Amacuro, Bolívar and Miranda, through individual kits with notebooks, pencils, erasers, crayons, pencil sharpeners, among other resources, to encourage the realization of school activities in their homes. Educational guides have also been given to children outside school and at high risk of dropping out.

Teachers have been trained in distance learning strategies, mental health and socio-emotional support in the states of the Capital District, Bolívar, Apure, Miranda, La Guaira, Zulia and Táchira.

Teenagers are being served in distance learning job and life skills training programs in the states of Bolívar, Zulia, Capital District, Miranda and Delta Amacuro.

UNICEF has provided technical and operational assistance to the Ministry of Education for the design and production of 96 audiovisual capsules aimed at providing comprehensive care for children during the holiday period, which begins on 1 July, through the "Every Family, a School on Holiday" plan.

The Education Cluster and the Ministry of Education, with the support of UNICEF and other organizations, launched a virtual course in emergency education called "The right to education in times of crisis: alternatives for educational continuity", aimed at educators and education technicians in the country. The National Pedagogical Congress was held to present the various distance education practices carried out during the pandemic in the 24 states of the country; 25 pedagogical strategies were identified in various community platforms and dynamics to serve the most vulnerable populations, and the challenge was to move on to the phase of evaluating the quality of learning generated through these strategies. In addition, an inclusive education seminar was held with the participation of the Ministry of Education and civil society organizations to present experiences in the care of children with disabilities at a distance during the pandemic.



Here are some [relevant resources](#) developed by the Cluster of Education in Venezuela with the support of the MoE and the CO.

**NEW:** UNICEF continues to implement educational programs in vulnerable communities together with implementing partners to provide comprehensive educational care to children and their families, with actions of school feeding, educational care for out-of-school children, training of adolescents and youth in life skills, socio-emotional support, training and incentives for teachers. The school vacation period begins in July; therefore, the implementing partners are preparing distance recreational activities for children from vulnerable communities with integration of key messages in education, protection, psychosocial support, hygiene and health. The education section is promoting that implementing partners have resources and systems to operate safely. Tools and strategies have also been designed to provide continuity in the monitoring of remote implementations.

With the Ministry of Education, UNICEF is providing technical and operational support for the "Every Family a School on Holiday " plan, which involves TV programming for educational, recreational and social-emotional purposes that began to be broadcast last week on several national open TV channels.

## 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:

### Education in Emergencies:

#### UPDATED:

- 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 the process of developing an intersectoral guidance note for national authorities and another one for schools to ensure the safe opening of schools in the LAC region. Each guidance note will include a checklist to support the reopening process. These guidance notes will be ready in English and Spanish by last week of July.
- Development of four videos with key information on the reopening of schools. These videos will be inclusive and will include captioning and sign language to make sure they are available to all children. They will be ready last week of July.
- Regional systematization of the Education in Emergencies (EiE) interventions to support strategies for continuous learning in 24 countries of Latin America.
- Development of recommendations of the Education in Emergencies (EiE) interventions to support the most vulnerable communities for continuous learning in Latin America and the Caribbean.
- Four working groups have been established and led by COs (with LACRO support), to support the COVID-19 response. The working groups are Intercultural education, psychosocial support, curricular adaptation and violence.
- Support in the development and translation of the Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (GADRRRES) newsletter for the month of July. Links ifor the newsletter in three different languages can be found below:

- In English: <https://mailchi.mp/8029b27ea36d/gadrrres-newsletter-july2020>
- In Spanish: <https://mailchi.mp/ba36b36d7283/boletin-gadrrres-julio2020>
- In French: <https://mailchi.mp/1c9f8e965d21/bulletindinformations-gadrrres-juillet2020>

## Disabilities:

### UPDATED:

- As a result of integrated ECD-Communication and Education work with the guidance of the TASK-FROCE-TEAM for inclusion we have begun a rollout of the initiative "A House with Many Windows", consisting of a series of inclusive workshops, where children with and without disabilities and their families, will be participating and expressing through art, music and dance. The first workshops were inclusive drawing workshops with Gusti ([www.gustiart.com](http://www.gustiart.com); [www.windown.org](http://www.windown.org)--a plastic artist and disability rights activist). Workshops with families and frontline workers in Colombia, Peru and Bolivia were held and transmitted to regional live platforms: [https://www.facebook.com/UnicefLac/videos/601104560826861/?epa=SEARCH\\_BOX](https://www.facebook.com/UnicefLac/videos/601104560826861/?epa=SEARCH_BOX).
- UNICEF and Special Olympics are sharing resources for families and frontline workers. Also, in [NNyA con discapacidad](#) (resources) and [COVID-19](#). Both organizations prepared and delivered a technical webinar for SO frontline workers, UNICEF's CO ECD and Education specialists on disability-inclusion ECD.
- UNICEF, UNESCO and SAVE THE CHILDREN prepared and delivered the webinar No9 of the COVID-19 responses series, organized by the Regional Education Group. The webinar was on Inclusion of Children with Disabilities in Distance Learning responses (3.377 people signed up, there were 500 in the ZOOM meeting room and over 4,500 reproduction in [YouTube](#)) ([the first one to have accessibility features: ISL and closed captioning](#)).
- Together with the Regional Disability Inclusive Task Force Team, we have technically supported the group of organizations in Venezuela. The group lead by the Child Protection AdR Group in association with the Education Cluster, RIADIS, UNICEF, Fe y Alegría, Superatec and Fundación Vanessa. This group is currently delivering a series of webinar on issues of inclusion: child protection, inclusive education and adolescent participation.
- Jamaica's CO collaborated closely with the Jamaica Council for Persons with Disabilities (JCPD) to develop a set of infographics re: COVID-19, based on feedback from the disabilities sector about the need for disability-specific content for persons with disabilities and families who have children with disabilities. Please use link below to access all the infographics (12) as well as one video of all the infographics together.

## Secondary-age Education and Skills Development:

### UPDATED:

- Together with America Solidaria, Caserta Foundation and the CONCAUSA Youth Network, LACRO continues to support adolescents in the region to develop transferable skills in the context of the COVID-19 pandemic through the "Plan12 - Learn to transform" initiative. Based on the 12 skills, every week a podcast, a video and a challenge are being launched focused on one specific skill. The skill for this week is RESILIENCE. You can visit the Plan12 webpage (in [English](#) and [Spanish](#)) to learn more about this skill, as well as the previous skills on Creativity, Critical Thinking, Empathy, Problem-solving, Cooperation, Decision-making, Self-management, Negotiation and Respect for diversity. The raw materials are also available in the [SharePoint](#).
- Currently, LACRO is conducting a systematization of successful experiences and tools on formative learning assessment and developing guidelines to assess and monitor students' learning outcomes in contexts of distance education provision. The systematization will draw both from literature-based and past experiences, as well as from the current COVID-related experiences in the LAC and other regions.

## Early Child Development (ECD):

### UPDATED:

- Dissemination of the [advanced draft of the reopening guidance for ECE/ECD services](#). Two webinars with UNICEF COs were organized to present the guidelines (English and Spanish).
- ECD LAC team is developing an introductory virtual course on Care for Child Development. The course will be ready to be piloted in August 2020.
- Dissemination of [ECD LAC Strategic Orientation](#) for response and recovery to COVID-19.
- Dissemination of the document “Ten recommendations for mothers, fathers and other caregivers during COVID-19” (available in [Spanish](#), [English](#), [Portuguese](#) and [French](#)).
- ECD LAC team, with the support of Gender and Child Protection sections, is working on the development of operational tools to support violence prevention, detection, and referral via telephone calls. Uruguay and Chile COs will be piloting during July and August 2020.
- Dissemination of a document with concrete recommendation for caregivers to prevent the use of violence during early childhood ([Spanish](#) only for the moment).
- Afinadata’s pilot in Peru was approved by the CO senior management and Peru Gvt. The pilot will target three regions of the country and will provide remote support through health service providers to young children and their families.
- Dissemination of a guide to help parents combine teleworking with care of young children (available in [Spanish](#), [English](#), [Portuguese](#) and [French](#)).

## VI. GLOBAL RESOURCES

At the headquarters level, several key documents have been developed to support the education response to COVID-19, all available [here](#):

- ✓ The COVID-19 Education: Contingency planning, risk reduction, preparedness and response framework;
- ✓ The guide with key Messages and Actions for COVID-19 Prevention and Control in Schools;
- ✓ Several supplementary documents on key topics such as cleaning and supply, mental health and psychosocial support, child protection and accelerated education, to name a few and;
- ✓ The Framework for Reopening of Schools.

### Other global resources:

- ✓ [Global Education Cluster](#)
- ✓ [Safe back to School: A Practitioner’s Guide](#)
- ✓ [Sesame Street Materials COVID-19](#)
- ✓ [INEE COVID-19 Resources](#)

## VII. REGIONAL RESOURCES

At the regional level, the LACRO Education Section has translated and adapted to the region the key documents developed at the global level mentioned above. Here you can find the translation into Spanish, French and Portuguese

of the documents, as well as a catalogue in English and Spanish with a brief overview of the documents' content. This material is available for UNICEF staff at [LACRO COVID-19 Education Section in SharePoint](#)

**UNICEF LACRO Education repository:** The LACRO Education team has also launched a **public access [repository of documents](#)** with materials available to support the educational response to COVID-19. This space will be updated frequently to include new resources. [The categories are:](#)

1. Continuity of learning.
2. School reopening.
3. Education and learning (ECE).
4. Education and learning for adolescents.
5. Mental health and psychosocial support.
6. Inclusive education.



**Regional Coordination:** The regional Education Group (REWG)<sup>3</sup> has been actively working to respond to the COVID-19 crisis. The group is advancing towards the development of several regional activities, aimed to support regional actors in reestablishing the education services in LAC. These activities are done in conjunction of most members of the REWG.

- ✓ A guidance to adapt the curriculum to the current COVID-19 crisis.
- ✓ Creation of the REWG website in OCHA's *Humanitarian Response* site.
- ✓ Development of regional webinars on the COVID-19 crisis response.
  - Check out [here](#) the launching of the Spanish version of the Safe Back to School Guide, developed by the Global Education Cluster and the Child Protection (Global Protection Cluster).
  - **NEW** Register [here](#) for the next webinar (#13) this coming Thursday, July 23<sup>rd</sup> at 11 h Santiago, Chile (-4 GMT) on How to guarantee the continuity of educational paths during and after COVID-19 in Latin America and the Caribbean.
- ✓ An online teachers' course to respond to the educational needs that emerge during and after the emergency of COVID-19.
- ✓ A regional repository of COVID-19 related documents, [hosted by UNESCO with all resources and tools by the REWG.](#)
- ✓ Data on the [national education responses from all MoEs in the LAC region.](#)
- ✓ Register [here](#) for the digital and open-access course organized by the *Universidad Abierta de Recoleta* and the Cluster of Education in Venezuela, among others, focused on the capacity strengthening of public and private actors from education sector to ensure equitable responses to education continuity.

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<sup>3</sup> 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, IsraAid, NRC, OCHA, PLAN International, RET, UNAIDS, UNDRR, UNESCO, UNHCR, and UN WOMEN and World Vision.

- ✓ Check out [here](#) *El derecho a la educación en tiempos de crisis: alternativas para la continuidad educativa* by Henry Renna, in which the author analyses the national strategies and responses promoted by MoEs in the Latin America and Caribbean region to ensure the right to education in the context of school closures due to COVID-19.
- ✓ 9 Webinars in Spanish and 4 in English on the COVID-19 Education response have been held until June 16<sup>th</sup> benefiting **40,867** participants.



For detail information, please click [here](#)

## VIII. NATIONAL RESOURCES

At the national level, Ministries of Education have developed and/or started using their online learning platforms. You can access the list of MoEs remote learning platforms [here](#)

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