



## Education in Emergencies Recommendations to Support the Most Vulnerable Communities for Continuous Learning in Latin America & the Caribbean during COVID-19

As part of the Regional Response to the Venezuelan crisis, with the support of Education Cannot Wait



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## Education in Emergencies Recommendations to Support the Most Vulnerable Communities for Continuous Learning in Latin America & the Caribbean during COVID-19

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# 1. Executive Summary

This report summarizes and analyzes the findings from conducting secondary (desk review) and primary (survey) research May-August 2020 on education in emergencies (EiE) for the most vulnerable girls, boys, and adolescents (i.e., girls, learners from indigenous communities, migrants/refugees, learners without Internet, rural/remote learners, and learners with special needs) in Latin America and the Caribbean (UNICEF LACRO region) in response to the COVID-19 pandemic (**See Findings and Analysis sections**). This secondary and primary data were organized into a sortable Excel database. A total of 38 of the secondary sources consulted provided data for 34 countries; the 35 survey responses generated 220 data entries providing additional information for 8 countries (**See Methods section and Appendices A and B**). Data analysis resulted in the identification of innovative strategies and approaches being used in several countries and that could be modeled by others (**See Analysis section**). The report also offers 5 overall recommendations applicable to the research process for identifying and recommending EiE for vulnerable groups in the LACRO region, as well as top recommendations specific to each of the vulnerable groups (**See Recommendations section and Appendix C: Summary of Recommendations**).

Overall, it may come as no surprise that evidence suggests the use of multiple, simultaneous methods (via in-person, printed, television, radio, Internet, mobile phone, and other—particularly low-tech) and context-appropriate, population-specific approaches

to ensuring EiE for the most vulnerable girls, boys, and adolescents at the national level and from region-to-region within the same country.<sup>1</sup> This aligns with findings published by CEPAL that countries have focused on measures including “the deployment of remote learning modalities, through the use of a variety of formats and platforms (with or without the use of technology); support and mobilization of staff and educational communities, and care for health and comprehensive well-being of students...affecting 165 million students”<sup>2</sup> Specifically, the provision of learning leveraging existing features of families’ mobile phones, such as basic text messaging, a telephone hotline, and use of WhatsApp may be underutilized but is gaining popularity as effectiveness of access, learning, and cost becomes demonstrated and documented. Similarly, low-tech and already established and accepted channels of traditional community communication such as broadcasting by megaphone from a vehicle, small in-person learning circles, and phone trees to relay information may provide more access than challenge-ridden efforts to broaden access to online learning currently available only to the privileged few who can benefit from it. Finally, it is hoped that the expertise coming from the LACRO region in terms of finding low-tech, creative, and effective ways to not just continue providing EiE, but also provide the appropriate kind of education specifically needed by each population, during COVID-19 could be shared with other countries much in need of ideas and best practices for supporting their own vulnerable populations of learners.

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<sup>1</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/EI%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>2</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

## 2. Introduction

The current COVID-19 pandemic has caused serious disruptions in learning across the Latin American and Caribbean Region affecting more than 150 million learners. Governments have mandated that schools be closed to stem the spread of the virus, but for the most vulnerable children, this can have serious negative consequences. The longer they remain out of the school, the greater the risk that they will not return to school once they reopen. However, despite the great efforts, one of the biggest challenges has been to ensure access to education for children from families with fewer resources, from rural areas, migrants, refugees and returnees, indigenous people and those with disabilities. Children from the poorest households are already almost five times more likely to be out of primary school than those from wealthier families. Being out of schools puts children, especially girls, at an increased risk of teenage pregnancy, sexual abuse, child marriage, and other dangers. These negative impacts will be significantly higher for children living in the poorest countries and those affected by conflict.<sup>3</sup> For example, before COVID-19, the access of indigenous communities to education was already limited and their educational achievements significantly lower, which translates into economic inequity but also into a constraint on access to information related to COVID-19 and its preventive measures.

In this context, it is essential to understand and document the current responses taking place as well as the challenges being faced, best practices, and support needs in the UNICEF country offices of the Latin America and Caribbean (LAC) Region as they relate to supporting the most vulnerable populations- **Rural/remote learners; learners without Internet; Indigenous learners; Migrants/Refugees; Girls, and learners with Special Needs**<sup>4</sup>. Due to the impact of coronavirus in the region, and the continuance of school closures in the majority of LACRO countries,



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it remains urgent to be able to provide COs with the tools and resources required to ensure programming can reach the most vulnerable as their countries go through related phases of educational closure, continuance via alternative formats, and eventual reopening. In doing so, it is hoped that the possible negative impacts of educational disruptions are minimized.

This consultancy documented and analyzed existing strategies and practices, categorized/systematized them and developed recommendations on how to ensure educational continuity of most vulnerable groups, **rural/remote learners; learners without Internet; Indigenous learners; Migrants/Refugees; Girls, and learners with Special Needs.**

While implementing partners and government counterparts may benefit from the products of this consultancy, the main target audiences are the education staff members in UNICEF LACRO country and regional offices.

<sup>3</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>4</sup> UNICEF's Education Specialist for Diversity and Inclusion and Children with Disabilities (Cynthia Brizuela) uses CRPD-based terminology to refer to those with special needs as "persons with disabilities" and advises that their inclusion should be mainstreamed in all programs.

## 3. Methods

To achieve the objective outlined above, it was necessary to take the following steps: document country responses and implementation; track progress; identify drivers of change; identify challenges; identify potential ways to move forward and to scale up education in emergencies (EiE) through a variety of services that support children and their families to ensure continuity of learning. The consultancy completed this during a 2-step process, first collecting existing secondary data as a desk review and then collecting primary data by creating and disseminating an online survey sent to indicated UNICEF LACRO partners and the consultant's personal network. This final report includes the analysis of the current strategies and interventions being implemented, the identified challenges to scaling up that might exist, and the recommendations. While the database itself was the primary tool used for the analysis, it was designed in a user-friendly manner with color-coding and slicer filters in order to serve Country and Regional Office.

### Secondary Data Collection: Desk Review

To begin, a detailed desk review was conducted by analyzing the current EiE strategies and responses being implemented by the countries of the LACRO region for the most vulnerable populations. The documents reviewed included UNICEF LACRO weekly update briefs, overviews of education response reports, internal Sharepoint data, MOE websites, partner resources such as those from UNHCR, and other relevant materials. Many of these documents had already been collected and compiled by the Regional Office and were shared with the consultant for the desk review. Where further information and documentation was required, the consultant communicated these needs with LACRO staff who provided additional data or access to information.

The desk review analysis consisted of organizing and reviewing pre-existing and available relevant documentation and then tagging and coding key information into Version 1 of the database using Excel (**See Appendix A: List of Secondary Data Sources from Desk Review**). After initial submission in August 2020, this report was then revised at the request of UNICEF LACRO leadership to include additional updated desk review data provided by UNICEF specialists on disability, gender, and migrants/refugees in October 2020.

### Primary Data Collection: Survey

Using the coding and analysis of existing secondary data from the desk review, the consultant determined additional data was needed, to be collected via a survey, and UNICEF LACRO provided a list of four of the most appropriate partners and contacts to reach in order to gather that data via survey; LACRO decided not to send the survey to COs or Ministries of Education as another consultant was preparing a separate report on CO responses. The consultant developed and conducted an online survey for the key identified partners and contacts who were thought to be able to provide the data needed to complete the database. Additionally, with LACRO permission, the consultant sent the survey to personal contacts at universities and organizations for dissemination to their networks in the region. It was hoped that the survey would reach partners who could provide data where no existing data could be found related to EiE for the identified vulnerable populations, or where data was incomplete/insufficient for one or more of the identified populations. All survey findings were logged and coded to complete the database which was then analyzed to determine main challenges and types of support for EiE for the most vulnerable (**See Appendix B: List of Primary Data Sources from Survey**). This report contains relevant quotes from survey respondents "in their own words" in each section.

## Database

The Excel database (Version 1 or v.1) contains information collected 19 May 2020-15 June 2020 from pre-existing, available, UNICEF-recommended secondary sources on education in emergencies (EiE) due to COVID-19 for identified vulnerable populations in the LACRO region. The Excel database (Version 2 or v.2)--which is the final version of the database--contains information collected 19 May 2020-23 July 2020 from both pre-existing, available, UNICEF-recommended sources on education in emergencies (EiE) due to COVID-19 for identified vulnerable populations in the LACRO region (known as "secondary" data) and survey data collected from recommended UNICEF partners and the consultant's contacts in the region (known as "primary" data). The addition of primary (survey) data and some new secondary data (such as data from the most recent UNICEF LACRO Updates) differentiates Version 2 from Version 1. The 35 survey responses generated 220 new data entries to the database providing additional information for 8 countries. The consultant used the final, complete database (Version 2) to perform the analysis to inform the final report.

A total of 38 of the secondary sources consulted provided data for 34 countries in the LACRO region during the desk review. At least 1 data point was found for all countries except Montserrat and St. Kitts & Nevis (**See Appendix A: List of Secondary Data Sources from Desk Review**). A total of 35 representatives from 32 entities responded to the survey. Note that 3 representatives from SEP and 2 from UNICEF Colombia responded. The majority (24) of responses came from Mexico with 2 each from Brazil, Colombia, and El Salvador, and 1 each from Panama and Peru. Note that Plan International Brazil Headquarters also provided data on Ecuador and Peru, and RET Panama Headquarters also provided data on Colombia, Ecuador, Mexico, and Venezuela. Overall, the 35 survey responses generated 220 new data entries to the database providing additional information for 8 countries (Brazil, Colombia, Ecuador, El Salvador, Mexico, Panama, Peru, and Venezuela) (**See Appendix B List of Primary Data Sources from Survey**).



## Limitations

All research and researchers have limitations and this study proves no different. Being transparent about and recognizing limitations is important to determine the validity of the data and recommendations (See **Appendix A: List of Secondary Data Sources from Desk Review** and **Appendix B: List of Primary Data Sources from Survey**). There exist many possible reasons why no data was found or entered into the database, including the following.

- The country does not have one or more of the identified vulnerable populations (such as no indigenous population).
- The country is not making efforts for EiE for the identified vulnerable populations.
- The country is making efforts, but those efforts are not documented (such as a lack of record keeping or systematic data collection).
- The country is making efforts, but those efforts are not public (such as behind a password-protected portal).
- The country is making efforts, but those efforts are not publicized (such as not known to many people other than locals).
- The country is making efforts, but information about those efforts is not available in a language understood by the consultant (such as in Creole or Portuguese).
- The consultant did not locate the information (such as accessing a broken website or link, or not finding the information through searches).
- The consultant was not provided with access to internal UNICEF data and/or the people who could have supplied it.
- The consultant did not consider the information specifically related to EiE for the identified vulnerable populations (such as mention of efforts that already existed prior to COVID-19 or efforts that benefit a population in general).
- The consultant's project timeline for gathering data ended before the data became available.



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- UNICEF elected not to send the survey to all UNICEF COs, Ministries of Education, and partners; UNICEF LACRO only wanted an original 4 contacts and later 2 more contacts to receive an invitation to complete the survey.
- UNICEF elected not to have internal specialists provide their data to the consultant until after the report was submitted; three UNICEF specialists on disability, gender, and migrants/refugees were asked to provide updated data on those groups after all other data had already been collected/reviewed and analyzed.
- The consultant also disseminated the survey to personal and professional contacts in the region.
- The survey respondents represent people who had regular/stable Internet access to check email and complete the online survey by the deadline.
- Just because country approaches are being used does not mean they are successful.
- What works for one vulnerable population or in one country may very well not work for another.
- The consultant may have a bias based on research and app development specializing in teacher training via mobile phones without Internet, as well as personal and professional experience primarily in Ecuador.

## 4. Findings, Analysis and Recommendations

UNICEF lists the following as the main educational challenges in the LACRO region during the COVID-19 crisis<sup>5</sup>. The primary and secondary data collected for this report support these findings.

- Limited access of most vulnerable children to online learning platforms.
- Some countries do not have an online national curriculum, nor content adapted to children and adolescents with disabilities, indigenous children, migrants and refugees.
- Limited knowledge and capacity of teachers to use online platforms and distance learning resources.
- Limited offline initiatives to respond to educational needs of most vulnerable children without internet access.
- Lack of educational materials culturally sensitive and adapted to all languages spoken in the region.
- Lack of tools to monitor and evaluate progress of learning outcomes.

Some LACRO countries' efforts to provide education in emergencies to the most vulnerable populations stand out due to the availability of their documented specificity of details, unique or innovative approaches, and/or complexity of multiple strategies applied. While it is possible that efforts are taking place in all countries in the region for all the identified vulnerable populations, the stand-out efforts are analyzed below for each vulnerable population.



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<sup>5</sup> <https://www.unicef.org/lac/en/covid-19-education-preparedness-and-response>



# 4.1 GIRLS



## 4.1 GIRLS

### Findings

“ *It is about campaigning against gender violence, but that occurs with or without an emergency, since girls are always victims of violence in everyday life.* ”  
 --Survey respondent from Mexico

The focus on education in emergencies for **girls** appears to prioritize support for gender violence and abuse, mental health, and no stated difference between—or efforts to distinguish—opportunities for boys and girls. Since very little information specific to education in emergencies for girls was encountered in the data specific to this report, it was necessary to also consult the UNICEF gender specialists. UN and UNICEF gender specialists note that the educational situation for girls has only worsened due to COVID-19 and any failure to mention this in the data may be due to the need for countries to better collect and analyze data disaggregated by sex, gender, and age.<sup>6</sup> For example, they note in their FLACSO executive summary (unpublished and not yet public at the time of this report) “...cultural patterns that reproduce traditional gender roles place young women in greater violation of their rights by assigning responsibilities for domestic and care tasks, while associating males with the productive and provider role and thus attributes related to the exercise of power.”<sup>7</sup>

The COVID-19 pandemic has had a disproportionately negative impact on reinforcing these traditional gender roles and further affecting girls and women from economic independence, to health, to safety at home.<sup>8</sup>

This results in school-aged girls missing school during COVID-19 because they are busy doing the majority of the house and care-taking work coupled with a lack of access to Internet and devices. This can be seen from testimony from women and girls collected by UNICEF gender specialists<sup>9</sup> such as the following from a woman in Bolivia (unpublished and not yet public at the time of this report): “In the COVID context one of the problems is access to an education, as girls have to stay at home, they help more in house work because of the patriarchal system. This is leading to an abandonment of academic training spaces as well as leadership schools. It’s a challenge to continue education.” A woman NGO worker adds that: “With COVID-19 girls have difficulty accessing distance education due to lack of internet and equipment and being in charge of household chores or helping the family generate income. I worry that school dropout will increase considerably during and after the pandemic.” Statistics show that girls who are out of school are more likely to be obligated to marry or take up with a man, creating what is called “a vicious circle”, and during the confinement caused by COVID-19, domestic violence against women and girls has increased to the point where it is estimated that every 3 months more of pandemic-related confinement will result in 15 million additional cases of gender-based violence.<sup>10</sup>

- Overall, the majority of data points collected on girls from both primary and secondary sources provided vague information classified as “Not specified”; while approaches may be recommended or recognized, there are no specific strategies, plans, or efforts such as noted for **El Salvador** and **Peru**.

<sup>6</sup> ONU Mujeres Education, Gender and COVID-19: Consequences for Girls and Adolescents and UNICEF gender specialists (Ivonne Urriola Perez and June Pomposo)

<sup>7</sup> FLACSO Executive Summary

<sup>8</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>9</sup> “Citas Educación y COVID” collected and provided by UNICEF gender specialists

<sup>10</sup> ONU Mujeres Education, Gender and COVID-19: Consequences for Girls and Adolescents

- a. Almost all the data points on girls came from primary sources (survey responses).
  - From primary data, survey respondents in **Mexico** report psychologists and social workers visit families in person to encourage girls' education and check in and teachers provide hotlines via WhatsApp and email.
- b. Only 2 data points were found pertaining to girls in secondary sources.
  - In **Costa Rica** UNICEF and various UN agencies have received different requests from the Ministry of Public Education (MEP) in the areas of WASH, education, violence and gender.
  - In **Uruguay** there are Plan Ceibal programs to encourage girls in ICT.

not value education or anything related to girls and relegates them to the background, assigning them, for example, care tasks and housework.”<sup>11</sup> If respondents do not view girls' education or needs as different from those of boys, another reason for this could be confusion over the difference between equity and equality. Sometimes in attempts to reflect beliefs in support of gender equality, respondents may feel that providing efforts unique to girls would seem counter to ensuring equality when what is actually needed is attention to equity not equality, or, according to the UNICEF gender specialists, respondents may “think that there are actions that are gender neutral and therefore do not affect boys and girls in a different way.”<sup>12</sup>

- According to Mensajes FLACSO (unpublished and not yet public at the time of this report), “Although the educational and gender policies of Latin America and the Caribbean value gender equity as a fundamental principle, their meaning, scope and lines of action they take to achieve it vary greatly between countries...The current approach to educational and gender plans places more emphasis on individual or group conditions capable of influencing the educational trajectory of women and boys than on the factors generated by school institutions and cultures.”<sup>13</sup>
- According to the FLACSO executive summary (unpublished and not yet public at the time of this report), the classic or common responses to education access for girls often include: “... the increase in budgets allocated to education and greater equity in their distribution; deepening of direct support programmes, such as scholarships, grants and incentives; development of specific programmes for ethnic and linguistic minorities; creation or implementation of sex and reproductive education programmes; protocols against gender-based violence; transformation of processing plans; and greater accompaniment of parents, among others.”<sup>14</sup>

## Analysis

“ *Development of a specific training module to work with teachers, boys, girls and their families on strategies for preventing domestic violence and GBV. This module is developed within the framework of the Schools in Peace strategy and is supported by materials prepared by UNICEF 'Equal Opportunities in the Framework of the Pandemic by COVID-19*  
--Survey respondent from Colombia ”

The information provided for this report from primary and secondary data is too general to get a sense of specific actions taking place to support education in emergencies specifically for girls; as a result, the UNICEF gender specialists were consulted to provide additional information and data specific to girls' EIE during COVID-19. They note that a lack of attention to girls in the data specific to this report could be a result of many factors: “The lack of data is linked rather to the social and cultural construction of norms that does

<sup>11</sup> UNICEF Gender Specialist (June Pomposo)

<sup>12</sup> UNICEF Gender Specialist (Ivonne Urriola Perez)

<sup>13</sup> Mensajes FLACSO

<sup>14</sup> FLACSO Executive Summary



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Furthermore, the participation and leadership of girls and women is critical to the effective implementation of any recommendations. However, they are at greater risk of a loss of independence and increased violence when they remain at home and with their potential abusers.<sup>15</sup>

- UNICEF gender specialists note that **Peru** and **Bolivia** stand out for the Skills 4 Girls program on life skills, STEM skills, new technologies, and social entrepreneurship for girls 10-18, pregnant girls, and adolescent mothers.
- **Colombia** stands out for developing a school curriculum (training module) on preventing gender-based violence; however, the details of when this will be ready and how it will be implemented are not specified.<sup>16</sup>
- **Uruguay** stands out for focusing on skills-related training with its plan for encouraging girls in ICT, though details of the plan are vague.
- **Suriname** stands out for trying to leverage existing community organization structures such as women's groups.<sup>17</sup>

- **Honduras** stands out for creating a platform where students themselves can take leadership roles and discuss issues important to and affecting them and present them to school authorities; while the issues of gender-based violence and women's equality are not explicitly mentioned, they could be discussed.<sup>18</sup>

## Recommendations

“Consideration of the specific needs of girls and adolescents; Identification of risks and implementation of community protection strategies; Visibility of the risks to which girls and young women are exposed in conflict zones; Incorporation of the gender perspective and gender education; Menstrual hygiene education”  
 --Survey respondent from Panama”

<sup>15</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>16</sup> UNICEF Gender Specialist (June Pomposo)

<sup>17</sup> <https://www.unicef.org/guyanasuriname/press-releases/unicef-and-amazon-conservation-team-act-partnering-support-indigenous-communities>

<sup>18</sup> <https://www.unicef.org/honduras/comunicados-prensa/promoviendo-el-liderazgo-estudiantil-en-tiempos-de-crisis>

In addition to the overall recommendations which apply to girls, specific ones are as follows; however, since disaggregated evidence is limited it proves difficult to assume recommendations<sup>19</sup> without consistently working together with gender and other specialists.

1. Continue to consult UNICEF's **gender, disability, and ECW specialists as well as girls themselves** as they continue efforts to collect and analyze more information (data disaggregated by sex and gender) specific to girls, girls with special needs, and girls who are migrants/refugees on which further recommendations could be based, particularly for the unique needs and rights of girls at different ages.
2. Employ a combination of approaches recommended for other vulnerable populations due to the **intersectionality** of being a girl. For example, consider girls who are also rural and indigenous or with special needs. In the case of rural girls, they may not be able to use the provided mechanisms such as a telephone hotline to report gender-based violence occurring while they are home and out of school during COVID-19 due to lack of phone access or signal.
3. **Educate boys as well as girls** about the difference between gender equality and equity and gender violence as part of the school curriculum for which teachers have also been trained. Education on this subject, given to boys from an early age, is important because only in this way can discrimination, abuse, harm to women and their potential femicide be mitigated<sup>20</sup>. Also, educating boys on how to participate in the equal distribution of work in the home will allow more and equal time for girls to focus on school. Education could happen in student leadership groups also called student governments<sup>21</sup>.
4. Focus on **other aspects of girls' representation, participation, empowerment and their learning** beyond the biological functions and protection of their own bodies<sup>22</sup>. To accomplish this, it may be necessary to fund feminine hygiene products so that families who have lost income due to COVID-19 do not have to choose between paying for school materials and paying for sanitary supplies.
  - a. Teach girls relevant **job, digital, and financial skills** as women are particularly affected by the economic impact of COVID-19<sup>23</sup> and their financial dependency creates vulnerability, leading to increased violence against, discrimination, and exclusion of women.<sup>24</sup> Provide in school lessons/ materials examples of women heroes and leaders who possess these skills working in various professions.<sup>25</sup>
  - b. Work with social and political structures in need of modification (political parties, social organizations, community organizations) **to ensure participation quotas for women and girls** and strategies for changing attitudes and behaviors in favor of Gender equality to shift the focus from the skills that girls supposedly do not have, to the beliefs and behaviors of those who make decisions about participation, so that they are allowed to participate.
  - c. Provide this by supporting existing community organization structures such as **women's groups**, which may be particularly effective in indigenous communities.<sup>26</sup>

<sup>19</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/El%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>20</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>21</sup> <https://www.unicef.org/honduras/comunicados-prensa/promoviendo-el-liderazgo-estudiantil-en-tiempos-de-crisis>

<sup>22</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>23</sup> <https://insight.wfp.org/covid-19-puts-14-million-people-at-risk-of-missing-meals-in-latin-america-and-the-caribbean-a54e42789153>

<sup>24</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>25</sup> UNICEF Gender Specialist (Ivonne Urriola Perez)

<sup>26</sup> <https://www.unicef.org/guyanasuriname/press-releases/unicef-and-amazon-conservation-team-act-partnering-support-indigenous-communities>



# 4.2 INDIGENOUS





## 4.2 INDIGENOUS

### Findings

“*[Those from indigenous communities] are always relegated with or without emergencies because education for these social groups is not valued.*”  
--Survey respondent from Mexico”

The COVID-19 pandemic has not only had a severe impact on the learning achievements of most indigenous boys, girls, and adolescents, but it has also made clear the existing inequalities in terms of access and quality of educational services available to them. On the one hand, most of the distance education services offered in the region are only available in the predominant languages (Spanish and Portuguese), such as is the case in Peru, where distance education programmes in the country are only available in 9 indigenous languages out of 47, and in Mexico, where distance educational radio materials have only been translated into 12 out of the 68 recognized indigenous languages<sup>27</sup>. On the other hand, indigenous children and adolescents often have no access to connectivity nor to the equipment required to implement distance learning, making visible the digital gap for indigenous children. Furthermore, the inadequate and insufficient training of teachers on intercultural education along with the socio-economic conditions of the households to what these children and adolescents belong, only exacerbates the vulnerability of indigenous communities, which in turn may lead to an increase in school dropouts<sup>28</sup>.

The focus on education in emergencies for those in **indigenous** communities appears to be with providing multilingual materials in indigenous languages, especially printed materials such as distributed in **Ecuador, Guatemala, Mexico, and Peru**, followed by

in-person visits with teachers, and radio broadcasts. Those in indigenous communities that also are rural/remote have been some of the first to return to school already with governments believing it safer to do so in less populated rural/remote areas. Currently, UNICEF’s IBE working group and another consultant/specialist are preparing a report specific to indigenous communities during COVID-19; it is recommended their data be incorporated once it is available.

- Primary (survey) data indicated the need to add a new category to the database because indigenous learners, particularly in **Mexico**, seem to be reached “in person” with a variety of strategies such as at-school tutoring and pedagogical visits by teachers and community authorities bringing materials.
- **Brazil, Guatemala, Mexico, Paraguay, and Peru** report using radio/audio programming.
- **Guatemala, Haiti, and Mexico** report using TV.
- In **Colombia** and **Mexico**, educational activities and follow up with parents also happen through WhatsApp on mobile phones.
- Within a single country like **Mexico**, it is possible for respondents to report they don’t have any students who are indigenous while others report they do.

### Analysis

“*With the Village Strategy for the continuity of learning in enclosure, progress has been made in translating this material into indigenous languages so that it can be implemented in these communities; The training and accompaniment of teachers and parents is important.*”  
--Survey respondent from Colombia”

<sup>27</sup> <https://www.unicef.org/lac/media/14566/file/UNICEF%20Call%20to%20Action.pdf>

<sup>28</sup> Ibid.



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While the most common approach for education in emergencies for indigenous learners appears to be translating materials into multiple languages, it is not certain that indigenous learners or their families possess the literacy skills needed to make best use of those materials. Only a few countries mention efforts to include indigenous people in decision-making efforts regarding planning for their education in emergencies. Currently, UNICEF's IBE working group and another consultant/specialist are preparing a report specific to indigenous communities during COVID-19; it is recommended their data be analyzed as well once it is available.

- **Colombia**, stand out for coordination with the technical group of the MEN responsible for indigenous peoples and the 4 secretaries of education of the department of La Guajira (department that has 4 indigenous peoples), by which the "Ethno-educational Learning Backpack" was designed and implemented for children from the department's ethnic schools and primary grades;

The materials include the mother tongue of two of the populations and are delivered by the teachers in the children's houses; A pedagogical and technical team was created from the secretariats that designs the material and monitors its use and advances in learning; With the MEN, a technical meeting was organized in which 15 secretariats of education with indigenous populations participated to transfer the experience of UNICEF of technical accompaniment in La Guajira; Technical support to the aforementioned education secretaries begins to implement the guidelines for returning to school with alternation for indigenous peoples, arranged between the MEN and indigenous organizations; A call to action is currently being made on the situation of indigenous peoples in the region and a network of technicians is being promoted in the country to put the issue on the agenda with more force; get resources from donors and study the possibility of holding a high-level meeting of the governments of the area.<sup>29</sup>

<sup>29</sup> Orientaciones para la atención educativa presencial bajo esquema de alternancia para los pueblos indígenas: [https://www.mineducacion.gov.co/1759/articles-399094\\_recurso\\_1.pdf](https://www.mineducacion.gov.co/1759/articles-399094_recurso_1.pdf)

- **Guatemala, Mexico, and Peru** stand out for creating and disseminating indigenous-specific resources in multiple languages using multiple means of dissemination (printed, in-person, Internet, TV, radio, mobile phone, providing tablets, etc.) often building on robust, existing resources in place before COVID. However, **Mexico** also mentioned the need for literacy campaigns.
- **Panama** stands out for intercultural and ethnic focus on interventions mentioning the consideration of worldview, uses, and customs as well as the hiring of indigenous personnel who can assist with identification of risks to their survival as a community and prevention of risk factors in young people based on the assessment of the community and personal life plan.
- In **Argentina**, in the diaguita calchaqui community from Amaicha del Valle, in the Tucuman province, radio classes are given through the community radio (Radio Comunitaria in Spanish) in coordination with the cacique and the indigenous community<sup>30</sup>.
- In **Brazil**, indigenous communities, quilombolas and popular health educators work alongside the government of Rio Grande del Norte on education and communication interventions within the health sector in order to face COVID-19, which in turn has strengthened the dialogue within diverse populations.<sup>31</sup>
- In the face of school closures, in Oaxaca, Mexico, indigenous Zapotec women work on alternative education through a knitting and embroidery workshop for children. The workshop is run in their indigenous languages, which has made it possible to preserve their culture and the embroidery local knowledge.<sup>32</sup>

## Recommendations

“Education in COVID times must provide easy and free Internet in indigenous and afro communities.”  
--Survey respondent from Mexico”

In addition to the overall recommendations which apply to those from indigenous communities, specific ones are as follows.

1. Consult the UN Declaration on the Rights of Indigenous Peoples to guarantee whether offering education or health support in emergencies represents appropriate intervention into their **sovereignty**<sup>33</sup> to balance the “do no harm” principle; part of this includes asking indigenous people themselves to lead with regards to co-planning what they believe they need<sup>34</sup>.
2. Consider the need to **provide literacy skills before distributing materials in indigenous languages** as 32% of indigenous people in the region have never had any schooling and may not be literate in Spanish or their indigenous language(s).<sup>35</sup> It’s possible oral learning via TV or radio in indigenous languages may be more effective as UNESCO indicates education outcomes of speakers of indigenous languages are often worse than Spanish-speakers and school attendance can be up to 20% lower for indigenous speakers<sup>36</sup>.
3. Include **images of indigenous people as heroes and in positions of authority** and various professions in school learning materials.<sup>37</sup>

<sup>30</sup> [https://indigenascovid19.red/wp-content/uploads/2020/06/FILAC\\_FIAY\\_segundo-informe-PI\\_COVID19.pdf](https://indigenascovid19.red/wp-content/uploads/2020/06/FILAC_FIAY_segundo-informe-PI_COVID19.pdf)

<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

<sup>33</sup> <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

<sup>34</sup> <https://www.unicef.org/guyanasuriname/press-releases/unicef-and-amazon-conservation-team-act-partnering-support-indigenous-communities>

<sup>35</sup> [https://www.ilo.org/americas/sala-de-prensa/WCMS\\_746960/lang--es/index.html](https://www.ilo.org/americas/sala-de-prensa/WCMS_746960/lang--es/index.html)

<sup>36</sup> [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_7f053edb-de47-40f5-8f69-5f500df1e977%3F\\_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p280](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_7f053edb-de47-40f5-8f69-5f500df1e977%3F_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p280)

<sup>37</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>



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4. Refer to the results of the forthcoming **UNICEF consultancy specific to indigenous populations as well as consulting indigenous students themselves** which may provide more information on which to make recommendations including their intersectionality such as data about indigenous girls and indigenous learners with special needs.<sup>38</sup>
5. Include the **participation of families, communities** and traditional authorities in the measures of protection and prevention of COVID-19 and relate it to the indigenous thinking through clear messages in the corresponding indigenous language.
6. Promote the **dissemination of messages** and educational content in mother tongue and by means of orality.
7. Include as many **face-to-face and outdoors activities** as possible in the school schedule once schools reopen, bearing in mind spaces in the community as learning environments. Reinforce information, monitoring and supervision systems that reflect the real situation and needs of indigenous populations in order to adequately address them.
8. Strengthen the **training of teachers** who speak indigenous languages, as well as the intercultural primary and secondary education services, including services for people with disabilities.

<sup>38</sup> Contact Elena Burga



## 4.3 MIGRANTS/REFUGEES



## 4.3 MIGRANTS/REFUGEES

### Findings

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“Deficiency of electricity and Internet services, difficult living conditions for teachers, and the return of the population, migration and collapse of educational systems [affects efforts].”  
--Survey respondent from Venezuela

”

The focus on education in emergencies for **migrants/refugees** appears to prioritize health and safety first with educational materials also provided in person such as at temporary learning spaces, via radio, and online with equipment/access provided. It is surprising that educational support for migrants/refugees focuses on these traditional subjects given that they depend on informal employment<sup>39</sup> and that would require skills or trade-based learning.

Since there were so few data points found or provided directly to this consultancy on education in emergencies for migrants/refugees, what data that is available is documented below in greater detail. Due to this, it is also necessary to include additional data from UNICEF specialists on migrants/refugees from the Education Cannot Wait (ECW) reports on action taken in **Colombia, Brazil, Ecuador and Peru for migrants/refugees**. The additional ECW data<sup>40</sup> from **Colombia, Ecuador, and Peru**, as it relates to the purpose of this report which focuses on EiE during COVID-19 specifically, is highlighted below. It should be noted that COVID-19 has only exacerbated an already dire situation facing migrants/refugees in the region that extends beyond their educational needs. Additionally, COVID-19 has further disadvantaged already vulnerable and marginalized intersectional populations of migrants/refugees who are girls, rural, and with special needs.

In **Colombia**, “the number of Venezuelan children enrolled in the Colombian education system has increased from 34,000 in 2018 to over 334,000 (50.1% female and 49.9% male) in April 2020 [during COVID-19], an increase of over 850% in less than two years.”

- “Despite national legislation allowing all Venezuelan children, regardless of migratory status, to enroll in formal education, a large number of refugee and migrant children are still unable to access education opportunities, with barriers including insufficient infrastructure and absorption capacity of schools, financial constraints from hidden and opportunity costs, inadequate documentation and information, as well as discriminatory and xenophobic access barriers...Children are facing risks travelling to and from school, risks of attacks on education, recruitment into criminal activities, bullying, sexual and gender-based violence, malnutrition, psychological trauma and more...This situation has only worsened during COVID-19 when accessing remote/virtual learning that requires parental support and engagement as well as technology may not be possible and lead to an increased risk of falling behind and not returning to schools once they reopen. Furthermore, these disruptions are further exacerbating the protection risks outlined above as they are no longer able to access the protective environments and the psychosocial and well-being opportunities they afford.”
- “Border closures, which have been imposed strictly during the COVID-19 crisis, are causing children to use footpaths to cross which can significantly increase the likelihood of contact with and recruitment into criminal gangs (especially for boys) as well as sexual and gender-based violence (especially for girls).”

<sup>39</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>40</sup> ECW MYRP CO Needs Analysis

- “Child labor is a very common phenomenon, especially amongst the out-of-school Venezuelan migrant and refugee children as well as their Colombian host community counterparts. These financial barriers are being exacerbated due to the socio-economic impact that the restricted movements from COVID-19 are having, especially for migrants and refugees who depend largely upon informal employment.”

In **Ecuador**, “...immigration reports also show that out of the total number of Venezuelans in Ecuador from 2015 until June 2020 [during COVID-19], approximately 348.956 were children and adolescents under 18 years’ old. Of these, 84.063 allegedly stayed in Ecuador...Though enrollment has increased among migrants and refugees in Ecuador, approximately 33.611 Venezuelan children and adolescents remain outside the education system and currently do not attend school”

- “For 94.3% of Venezuelan families living in Ecuador, access to food remains the single most urgent concern followed by 43.2% who worry about housing.”
- “In the context of the [COVID-19] pandemic, education has continued through various social media channels as well as radio and television broadcasts. However, such technologies tend to be unavailable for vulnerable migrant and refugee families. Preliminary results of the Rapid Needs Assessment–COVID 19, conducted in April by the GTRM (2020), show that most migrant and refugee children are not attending virtual classes and only receive one-on-one tutorials from teachers who telephone students directly on their mobile phones or contact them via WhatsApp.”
- “The rise of gender-based violence (GBV) during the COVID related confinement is another threat to women’s access to education and well-being...The extent of violence (including sexual violence) has been registered in telephone calls made by students to the Ministry of Education.

Additionally, respondents said that female adolescents of Venezuelan origin have experienced different forms of harassment at school, either by teachers or peers, thus risks of school absenteeism are likely to increase.”

In **Peru**, “According to the IOM and UNICEF, the affected population surveyed who have been admitted to the Peruvian territory demand a set of needs where food (68%), transportation (40%), security (30%) and legal assistance (29%) take precedence leaving education as the last priority for the Venezuelan population.”

- “The Peruvian Government, with the support of international cooperation, has promoted since 2019 the *Lima Aprende Programme* (Learning Lima), led by the Regional Direction of Education of Metropolitan Lima (DRELM) as part of its efforts to incorporate migrant and refugee children and adolescents into the education system. This Programme has been able to promote the expansion of vacancies in public schools, support teaching processes and promote healthy, respectful and intercultural coexistence in schools...Nevertheless, according to MoE’s Statistics Unit data, the average school dropout rate of Venezuelan migrant and refugee children and adolescents is 20%, which is significantly high compared with Peruvian student rate (2-5%)” and has been estimated to have increased during COVID-19.

Furthermore, while most migrants/refugees in the region are the 6 million Venezuelans attempting to resettle in other countries in the region which represents the second largest migratory crisis in the world after Syria, there is another vulnerable population of internally displaced people (currently 8.1 million in the region) within their own countries that experts predict will only grow due to COVID-19 and the resulting need to migrate for survival to find work and food in other locations.<sup>41</sup>

- Primary survey data indicates respondents from Mexico state they do not have students who are migrants/refugees or do not know of any efforts being made for them.

<sup>41</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)



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- Secondary data indicates the most specific and detailed actions taking place to support migrants/refugees appear to be in **Colombia** and **Trinidad and Tobago**.
  - a. In **Colombia** UNHCR's partner "Opción Legal" adapted its existing programme, "Pedagogía y Protección de la Niñez y la Juventud Migrante y Refugiada Venezolana" to provide virtual orientation and psychosocial support to students and their families during the COVID-19 crisis. This initiative is implemented in coordination with government and educational institutions and supports refugee children, adolescents and families in Medellín and Bogotá. A virtual platform has been set up to equip approximately 100 teachers in Cartagena with tools and strategies to foster social inclusion and prevent xenophobia. This initiative is implemented in coordination with local authorities and 20 prioritized educational institutions and assists Venezuelan refugee children and adolescents and their families, as well as host communities.
    - 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.
    - 5,595 units of educational material and recreation kits, and 5,383 school kits in Riohacha, Maicao, Uribia and Fonseca; 3 educational classrooms in Maicao.
    - Venezuelan students work in one of Save the Children's recently established Temporary Learning Center (TLCs) in Maicao's informal settlements.
    - UNICEF is working with the Significarte Foundation, ICBF, UNHCR and IOM, to protect [migrant] children and adolescents in Riohacha, La Guajira. In the Significarte care and shelter house they have recreational, psychosocial,

- training, recreational and care activities [like “quarantine stories/los intocables”] that incorporate key messages of protection, violence prevention, emotional support and promotion of prevention measures against COVID-19
- b. In **Trinidad and Tobago** as with all the countries of the sub-region physical learning centers were closed due to Covid-19.
- R4V partners ensured that Venezuelan children continue to have access to education through the Equal Place Programme, which has shifted from a blended format to being fully online and whose eLearning platform will be upgraded with additional content and functionalities in order to improve interaction between facilitators and students; Before the onset of COVID-19 measures, approximately 540 students were attending classes at physical spaces provided by partners. During the lockdown, with Equal Place switching to a fully online modality, R4V partners worked to ease the digital gap and distributed approximately 1100 tablets for use at home, so learners could participate in online classes.
  - More than 600 migrant children have been provided with online distance 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.
- c. Existing education services for Venezuelan migrant/refugee populations are also being affected by emergency school closures in **Aruba, Curacao, Dominican Republic and Guyana**; while they tried to go online, limited access to technology presented barriers.

## Analysis

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*“The current challenge is to be able to guarantee the continuity of learning when most families do not have the means to guarantee it, but the most important challenge is to prevent the dropout of boys and girls from the school system; Being able to guarantee the bond of boys and girls with their learning is the way to prevent them from dropping out of education”*

**--Survey respondent from Colombia**

”

The available data that inform this report points to migrant/refugees’ limited access to technology during the pandemic since existing in-person support has moved online, and the need to prioritize work over school are presenting barriers to education.

According to the ECW reports on action taken in **Colombia, Ecuador and Peru** for supporting migrants/refugees, “As school closures due to COVID-19 are delaying learning and educational advancement even more, especially for the most vulnerable without access to distance education initiatives, it is important to explore alternative education pathways that could be implemented to help accelerate learning for children to catch up and better integrate into the education system.”<sup>42</sup> With the closure of schools due to COVID-19—even though schools were not fully accessed by nor entirely safe environments for migrants/refugees before the pandemic—their closure leaves this population with a lack of protection that results in the need “to rethink the education system and its role in providing protection for vulnerable groups.”<sup>43</sup>

Barriers that existed to education access before the pandemic have only increased during COVID-19. For example, in **Colombia**, “The CRA assessment found that 69% of caregivers stated they had not received information on their rights to access education,

<sup>42</sup> ECW MYRP CO Needs Analysis

<sup>43</sup> ECW MYRP CO Needs Analysis

only 50% reported that they had received information on school enrolment procedures, and 22% cited 'lack of necessary documentation' and 'lack of knowledge about how to enroll' their child as the two issues they experienced most when attempting to enroll their children. Moreover, many parents report not enrolling their children because during the enrolment process, they were asked for information regarding their families and they feared this would unveil irregularities on their immigration status."<sup>44</sup> Furthermore, of those who did achieve school enrollment, problems persisted with schooling itself. For example, "There have been no national curricular or pedagogical guidelines on how to best ensure the integration of Venezuelan children and the quality of their learning... In focus group discussions held with Venezuelan primary school children, 90% of girls and 88% of boys report the curricular content in Colombia to be very different from what they learned in Venezuela and that it is proving to be a significant limitation in their learning."<sup>45</sup>

While **Brazil**, **Colombia**, **Ecuador**, and **Peru** have the largest populations of migrants/refugees, most non-ECW data points were available for **Colombia** and **Trinidad and Tobago** who have detailed, multi-tiered approaches, while **Panama** seeks to address the issue at a cultural inclusion and awareness level. Only **Brazil** and **Panama** mention including migrants/refugees themselves as leaders in the process of determining what's needed for their education in emergencies. **Panama** and **Peru** mention the need to train teachers.

- **Colombia** and **Trinidad and Tobago** stand out for the aforementioned number and type of efforts directly and specifically planned and supporting Venezuelan migrants/refugees, particularly **Colombia** providing literacy, numeracy, and social-emotional learning (SEL) with close follow up with parents through WhatsApp and online classes focusing on programming and video gaming via an unspecified platform.

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<sup>44</sup> ECW MYRP CO Needs Analysis

<sup>45</sup> ECW MYRP CO Needs Analysis



- **Brazil** stands out for its adaptation of interventions in the TLS and CFS temporary learning spaces for Venezuelan migrant children to identify leaders in the communities who can assist in the sustainability of educational activities. In these spaces UNICEF intends to focus on providing access to educational materials through radio and podcasts with specific content for two age brackets and in three languages (Portuguese, Spanish and Warao).
- **Panama** stand out for orientation and sensitization to families on the access and operation of the educational system in the host community, offering follow-up of the case not only to guarantee access to the educational system, but also during the integration process, identifying and addressing risk factors such as bullying, economic problems, that risk the permanence of boys and girls in the educational system; Leveling classes in subjects such as history and geography and school reinforcement in other areas; Implementation of the intercultural integration program; Awareness campaigns aimed at peaceful coexistence and the construction of citizenship (addressing the problem of xenophobia);  
Training for teachers and administrators; Identifying the capacities of people in mobility so that they assume leading roles in the process with peers; Financial support to families for subsistence and for educational materials; Advocacy with secretaries and ministries of education to include among the public education policy discussions the specific needs and capacities of the mobile population; The Ester virtual education program platform for the start of classes does not receive immigration documents and the access process is complex and time consuming.
- **Peru** stands out with its support to out of school children to enroll in the formal education system (partnership with the local education secretary in Lima, Peru) in Covid-19 context; Delivery of activities in communities with a reduced number of children participating, following the biosecurity protocols in the open space area in Covid-19 context; Establishment of Temporary Learning Space for migrant children or children in mobility; Establishment of non-formal education spaces within the schools to support the levelling process, and training for teachers on themes that helps them to have a more inclusive learning environment.



## Recommendations

“An emerging issue and for which specific policies and resources are still lacking is the issue of school dropout, which will affect vulnerable groups (adolescents, migrants, etc.). It is necessary to improve information systems to magnify the problem, characterize the various factors that have to do with dropout (teenagers who work, lack of connectivity for distance education, etc.) and define attractive actions to return to school, communicational or C4D strategies, accelerated programs or school reinforcement, among others.”  
 --Survey respondent from Peru

In addition to the overall recommendations which apply to migrants/refugees, specific ones are as follows.

1. **Continue to consult the ECW reports as well as migrant/refugee students** themselves on action taken to support migrants/refugees in **Colombia, Brazil, Ecuador and Peru** which may provide additional information on which to base further recommendations including **intersectional** data from UNICEF specialists on girls and those with special needs, and data on internal migrants/refugees (within the same country).
2. Align recommendations to the norms, **international and inter-American standards** on the human rights of migrants/refugees and displaced persons.<sup>46</sup>
3. Maintain **school feeding and other food programs** open as a majority of migrants/refugees report their priority concern is food not education.<sup>47</sup>
4. Provide education to both students and parents/families focused on **practical skills**-- immigration paperwork, job skills, information about the host country school system and anti-human trafficking. They will likely need to enter the informal economy as “necessity entrepreneurs” and require related skills.<sup>48</sup>
  - a. As suggested by CEPAL, “**prioritize the skills and values that have been revealed as priorities at the current juncture:** solidarity, self-learning, self-care and others, socio-emotional competences, health and resilience, among others.”<sup>49</sup>
  - b. Engage migrant/refugee communities through **WhatsApp Trees** as recommended by UNHCR.<sup>50</sup>
  - c. Use **text message-based micro learning** via mobile phone as recommended by the consultant in a previous report prepared for UNICEF LACRO.
5. **Update school system databases** to be able to receive immigrant student documents to enroll in school and be eligible for emergency education resources provided by the government, such as needed in Panama.
6. For non-migrants/refugees, **educate students against xenophobia**, particularly any associations between COVID-19 and migrants/refugees, in hopes to reduce discrimination and violence towards this population.<sup>51</sup>

<sup>46</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

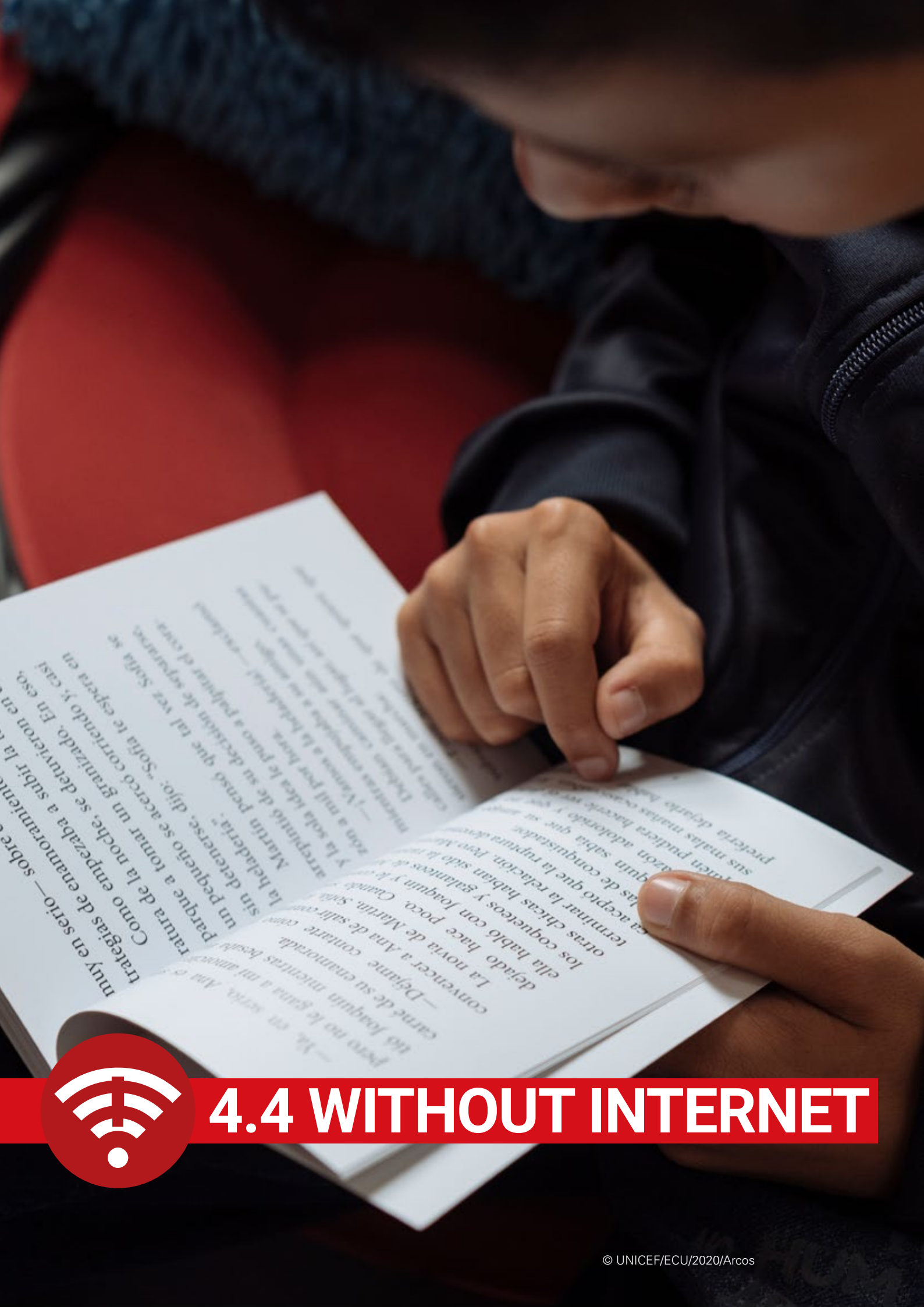
<sup>47</sup> ECW MYRP CO Needs Analysis

<sup>48</sup> [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_7f053edb-de47-40f5-8f69-5f500df1e977%3F\\_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p270](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_7f053edb-de47-40f5-8f69-5f500df1e977%3F_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p270)

<sup>49</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>50</sup> <https://data2.unhcr.org/en/documents/details/77836>

<sup>51</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)



pero no le gana a mi amor?  
—Me, en serio, Ana de  
tío Joaquín mientras besaba  
carne de su enamorada.  
—Déjame contarle  
La novia de Martín, sabe  
dejado hace poco. Cuando  
ella habló con Joaquín y le  
los coquetos y galantes de  
terminar la relación. Pero  
tas de conquistas.  
quien sabía que se  
sus malas maneras haciendo  
prefería durante todo  
mientras decían había  
caldo para hacer el  
—¡Yamón a la heladería!  
Eduardo caminaba a su  
mientras caminaba a su  
zón a mil por hora.  
Y la sala lea le puso a  
arrepimiento de su decisión  
Martín pensó que tal vez  
sin detenerse, dijo: “Sofía  
la heladería.”  
un pequeño se acercó corriendo  
parque a tomar un granizado.  
Como empezaba a subir la  
trategias de enamoramiento  
muy en serio— sobre la



# 4.4 WITHOUT INTERNET



## 4.4 WITHOUT INTERNET

### Findings

“Places where there is no internet usually have cell phone service; WhatsApp has become a fundamental tool for teachers to be in contact with students in order to share information and assign tasks; Some students who lack cell phone service usually work with students who can share the information with them”  
 --Survey respondent from Mexico”

The focus on education in emergencies for those **without Internet** appears to require short-term dissemination via multiple means (TV, radio, printed, in person, etc.) not just one single method, and longer-term efforts to expand infrastructure and work with telecommunications to provide devices and free data. In particular, WhatsApp is being used on mobile phones. Some rural schools with limited connectivity will be prioritized for reopening such as in **Ecuador**. CEPAL notes that even where connectivity does exist, it remains limited and unfair due to the quality of connection and type of device: “...it is important to strengthen the real access of less-favoured populations, as mobile Internet access often occurs through prepaid plans that provide very few minutes available to navigate or use the learning platforms and other channels that are being used for continuity of studies.” For example, UNESCO found only 47% of households in developing countries have Internet access at home, and just 12% in the least developed countries, and bandwidth is much lower than in developed countries. Often, not even low-tech solutions will work, as evidenced in countries like **Guatemala** where only 13% of the poorest households have a television<sup>52</sup> and **Peru** where they need to hand-deliver educational materials.

- **Argentina, Belize, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Mexico, Panama, Paraguay, Peru, St. Lucia, Suriname, Uruguay, and Venezuela** are using TV in attempts to reach learners without Internet.
- **Argentina, Belize, Bolivia, Colombia, Chile, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Jamaica, Mexico, Panama, Paraguay, Peru, Suriname, and Venezuela** are using printed materials.
- **Argentina, Belize, Bolivia, Colombia, Cuba, Ecuador, Dominican Republic, Guatemala, Guyana, Jamaica, Mexico, Panama, Paraguay, Peru, St. Lucia, and Venezuela** are using radio/ audio programming.
- **Grenada** and **Mexico** are using mobile phones as well.
  - a. In particular, WhatsApp is being used in **Colombia, Guyana, Mexico, St. Lucia, Suriname, and Uruguay**.
- More primary data (survey responses) mention in-person learning than was mentioned in secondary sources, which necessitated adding the category “in person” to the database. For example, in **Mexico**, teachers are holding classes with small groups in their own homes as well as sending assignments home through classmates and via neighbors who do have Internet, and in **Colombia**, UNICEF has reached around 1,700 girls and boys accompanied by their tutors from home learning circles.
- **Jamaica** and **Paraguay** have partnered with telecommunications to provide zero-data plans while **Chile** distributed laptops with free Internet for a year and **Peru** is providing a million tablets for areas without connectivity.

<sup>52</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

- UNICEF ECA provided 639 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**, 50 in **Tobago**, 200 in **Turks and Caicos** and 51 in **Virgin Islands**.

## Analysis

“Connectivity is an important problem in Mexico and the educational level of the parents is also important because many of the parents do not reach secondary school in order to help their children carry out school activities.”  
--Survey respondent from Mexico

CEPAL explains that: “...unequal access to Internet connections, which results in unequal distribution of resources and strategies, mainly affecting lower-income or more vulnerable sectors...requires... prioritizing efforts to maintain the contact and educational continuity of those populations that have the greatest connection difficulties and are in more unfavourable social and economic conditions to maintain educational processes...[and] to project processes of recovery and educational continuity for the time of reopening of schools, which consider the differences and inequalities that will deepen in this period.”<sup>53</sup> While providing education in emergencies to learners without Internet requires multiple approaches to dissemination (in person, printed, TV, radio/audio, mobile phones, etc.), several countries issued warnings with their concern for the failure of these existing measures.

- In **Bolivia**, a warning that 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.

- From **Mexico**, a warning that in a marginal area where the children are extremely poor they [cannot] pay for the internet and fewer tablets; sometimes some children [report] that their parents [could not] put a balance on their phones and that was why they did not send their English homework.
- From **Peru**, another warning, recognizing that not even low technology solutions will work, a few countries have tried to deliver education materials to students’ homes; the Ministry of Education instructed local government authorities to coordinate delivery of textbooks to schools, homes or other points.
- **Venezuela** stands out in its plea for support in transportation and food for teachers, to encourage their stay in the communities in order to provide education to learners without Internet and learners in general.

Other countries highlighted below have thought creatively about other ways to disseminate education in emergencies to learners without Internet.

- **Antigua and Barbuda** stands out for creating a buddy system where a parent (student) with internet and other capabilities is attached to a student who is unable to access that learning platform in order to create an environment for sharing (e.g. telephone) for building community learning, and developing worksheets that could be disseminated to students when schools are closed.
- **Grenada, Mexico, and Panama** stand out for their efforts to leverage mobile phone learning, particularly through text messages, WhatsApp, using families’ or neighbors’ existing phones and by providing data plans as one of the multiple strategies for dissemination.
- **Belize, Dominican Republic, Haiti, and Venezuela** stand out for printing a series in the newspaper. In **Haiti**, 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

<sup>53</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

working group for the development of home learning paper-based materials for children (Preschool and basic Education levels).

- **Peru** stands out for efforts to disseminate large volumes of hardware (tablets) even with solar chargers for those without electricity and provide a call center (hotline to reach a facilitator). It has also partnered to deliver mobile phone recharges as part of 10,000 home learning kits.<sup>54</sup>
- **Uruguay** stands out thanks to the 2007 Plan Ceibal, 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 a wide range of learning platforms, some offline. CEPAL also highlights Uruguay and Chile as exceptions offering a higher level of access thanks to public programs that provide mobile devices.<sup>55</sup>

“Many rural areas in Mexico have access to internet and cell phone services; Students who don’t have internet at home go to the main closer town to internet cafes for downloading or uploading tasks previously assigned by teachers, hence students are mainly working similar to a project based learning since real time classes are not feasible in many places far from big cities.”  
**--Survey respondent from Mexico**”

In addition to the overall recommendations which apply to those without Internet, specific ones are as follows.

1. Considering only 42% have smart phones<sup>56</sup> better utilize families’ existing features of their non-connected phones (often called feature phones), such as **basic text messaging** campaigns with telecommunications providing free texts, and the use of **WhatsApp** as already documented effective in at least 6 countries.
2. **Use UNESCO’s recommended distance learning solutions**, many of which feature systems built for use on basic mobile phones and ones with strong offline functionality.<sup>57</sup>
3. Remember that low-tech may reach many more for less cost whereas high-tech online learning platforms may be more expensive yet reach very few, and only the most privileged; Instead, establish a **toll-free telephone service** or hotline such as in **Peru**.<sup>58</sup>
4. **Teach students, teachers, and families digital literacy skills** that are required to take advantage of any new technology or connectivity that may be provided, with attention to primary school-aged children who may be even less familiar with the Internet if it is introduced.

## Recommendations

“The only way to have contact with students without Internet is through the WhatsApp application; Plans should be designed that reach every student taking into account that only a small percentage of students have internet at home.”  
**--Survey respondent from Mexico**”

“[The respondent recommends] data or phone plans with data so that children can use cell phones so that they can access remedial programs and access information”  
**--Survey respondent from Mexico**”

<sup>54</sup> <https://www.unicef.org/peru/comunicados-prensa/unicef-entrega-diez-mil-kits-escolares-estudiantes-en-pobreza-lima-norte>

<sup>55</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>56</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/EI%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>57</sup> <https://en.unesco.org/covid19/educationresponse/solutions>

<sup>58</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>



## 4.5 RURAL/REMOTE



## 4.5 RURAL/REMOTE

### Findings

“Students who live in the rural areas and attend the institution have had problems connecting because of the lack of owning a computer; They use their cell phones and to connect to one out of three sessions and they do not deliver assignments on time; Consequently, after the term has finished they tutor the students three times a week but they have to work, so they are permitted to attend sessions as they have time.”  
 --Survey respondent from Mexico

The focus on education in emergencies for those who are **rural/remote** appears to also require dissemination via multiple means (printed materials of many types, in person distribution of materials via representatives and social networks and as well as in-person education with teachers, local radio programming, TV, mobile phones, etc.) because one single method does not appear possible to reach all in need; additionally, sharing of resources appears necessary, such as students sharing a phone or a TV.

It proves challenging to separate the efforts being carried out for learners without Internet from efforts specifically addressing rural/remote learners because rural/remote learners often also lack Internet. Therefore, included below are countries specifically mentioning rural/remote learners. It is also common to find indigenous learners and those without Internet in rural/remote areas; some countries are prioritizing the reopening of schools believing it safer to do so in these areas with less dense populations.

- **Ecuador, Guatemala,** and Peru are prioritizing rural/remote areas for the progressive reopening of schools.
- **Mexico** gets creative with rural radios,

community chiefs and car voice [megaphones broadcasting information from moving cars] to get the information and materials to the students not located through social networks or the media.

- In **Peru** UNICEF supports the MoE’s 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 LACRO Update 12). The MoE has allocated 600 million soles (180 million USD) for the purchase of 840,000 tablets with mobile internet for school children in rural and remote urban areas, and some 100,000 tablets with the same characteristics for teachers. This investment will ensure not only the continuity of education for students from the most vulnerable groups, but also closing learning gaps and the use of digital resources. It is also planned that in areas where there is no electricity supply, the equipment will be distributed with solar chargers.
- In **Venezuela**, among the main efforts to reach the areas are: Building trust with communities, as a key factor to promote access to communities and protection against risks to the team; Provision of a complete logistics and security system; The strategic alliance with local authorities and community leaders; Weekly field missions, where the team can carry out various activities; Building and/or strengthening capacities with teachers and administrators; Strengthening of family livelihoods and awareness of the importance of education; Delivery of educational material to boys and girls and educational baskets to teachers in educational centers; Agency process with youth to reduce the risk of recruitment, abuse and exploitation by armed groups.

## Analysis

“*In Colombia (Catatumbo) and in Venezuela (Bolívar, Táchira and Mérida) RET also works in remote rural areas that are difficult to access due to the state of the roads and the presence of armed actors in Colombia and the limitations of mobility and access.*”  
--Survey respondent from Colombia

The poorest, often living in rural/remote areas, are more likely to spend time on work or household chores than education as seen in **Ecuador**, particularly with rural girls.<sup>59</sup> Furthermore, while urban access to the Internet remains low, rural access to a connected device is even lower at about 14% and there is a need for several household members to access or share the same device for their work and study.<sup>60</sup> While for most countries in the region, the lack of both hardware and software infrastructure to provide education in emergencies to rural/remote learners may be obvious or assumed, there are also other barriers such as security risks by armed groups and the threat of exploitation such as human trafficking in areas of countries like **Colombia** and **Venezuela**.

- **Ecuador, Guatemala, Peru, and Uruguay** stand out for progressive reopening of schools in rural/remote areas with governments believing it safer to do so in less populated areas.
- **Mexico** stands out for mentioning the use of megaphone broadcasting information from vehicles that drive through rural/remote areas.
- As previously mentioned under support for those without Internet and also applicable for those who are rural/remote, **Peru** stands out for efforts to disseminate large volumes of hardware (tablets) even with solar charges for those without electricity and provide a call center (hotline to reach a facilitator).

- **Venezuela** stands out for security measures to help reduce the risk of recruitment, abuse and exploitation by armed groups while also trying to protect those attempting to provide education and educational resources in rural/remote areas.

## Recommendations

“*Real tools need to be acknowledged to design real activities that can be reached by them in those areas where children might have to work to help their family.*”  
--Survey respondent from Mexico

“*Television programs have been created and in rural communities children must move to places to listen to radio broadcasts of classes; The Ministry of Public Education must budget a greater amount for education in rural communities; It must have emerging programs where the least favored are not the ones that always lose; provide breakfasts and ensure that they have access to educational programs in a dignified manner; Barriers to learning and participation should be minimized; think about an inclusive and democratic education; provide connectivity and technological tools to teachers and students; Train parents and the general community on sanitary measures and the prevention of the virus and acquisition of Covid-19; Apply free tests; If the community is educated, the results can be very favorable.*”  
--Survey respondent from Mexico

<sup>59</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>60</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020



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In addition to the overall recommendations which apply to those who are rural/remote, specific ones are as follows.

1. **Prioritize hygiene education** (aka WASH) before other traditional school subjects, particularly non-traditional methods for maintaining hygiene to protect against COVID-19 when there is no running water or electricity as common in rural/remote areas, as well as because some governments are choosing to first reopen schools in rural/remote areas.<sup>61</sup>
2. **Employ traditional community communication practices** as the natural, accepted, and most-effective channels of information, including educational information, as in the example of **Panama** and the buddy system of telephone tree in **Antigua and Barbuda**; contact community representatives who do have phone or other access to help spread the information via social bonds and networks<sup>62</sup>.
3. Prepare this population in particular for being on the frontlines of combating the coming widespread malnutrition<sup>63</sup> by focusing on **relevant educational topics based on the agriculture economy and how to scale up food production**, as well as leadership and business training for teaching others how to grow and sell food.<sup>64</sup>

<sup>61</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/El%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>62</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/El%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>63</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/lac\\_advantage\\_e.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/lac_advantage_e.pdf)

<sup>64</sup> <https://www.un.org/en/chronicle/article/forecast-2020-financial-meltdown-and-malnutrition>



## 4.6 SPECIAL NEEDS



## 4.6 SPECIAL NEEDS

### Findings

“

*“There are no special efforts in this regard, other than special needs students who attended universities previously now have to access information through internet or cell phone; Elementary and mid-levels may be having a worse situation since [there are] more and they have [much fewer] resources”*

**--Survey respondent from Mexico**

”



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- Note that UNICEF’s Education Specialist for Diversity and Inclusion and Children with Disabilities uses CRPD-based terminology to refer to those with special needs as “person with disabilities” and that their inclusion should be mainstreamed in all programs despite this consultancy’s findings that they are not being mainstreamed.<sup>65</sup>
- The focus on education in emergencies for those with special needs appears to be with parental support mostly through provision of Internet resources and printed guides for families to ensure continuity of learning.
  - a. Overall, the majority of specific information collected on learners with special needs came from secondary sources while primary sources (survey data) indicated many respondents feel they do not have any students with special needs or they don’t know of any efforts being taken such as in **Mexico**.
    - From secondary data, the majority of information indicates resources are provided via the Internet such as education portals or websites, some already in existence prior to COVID-19, and videos with sign language such as in **Brazil; Dominican Republic; Panama; St. Vincent and the Grenadines, and Trinidad and Tobago**.
    - **Colombia, Peru, and Venezuela** have held one-off events such as a seminar or a workshop for parents and families.
  - b. Only 2 data points from primary sources (survey) contained specific information on concrete actions for education in emergencies for learners with special needs.
    - **Panama** is implementing programs with sign language and considerations for children with visual disabilities and has strategic alliances with psycho-pedagogical offices, hospitals and clinics for diagnoses, and support for curricular adaptations.
    - In **Peru**, the MINEDU has included some content and strategies within “I learn at home” using Universal Learning Design (DUA) strategies, videos with Peruvian sign language translation, and some resources for families with children with disabilities.

<sup>65</sup> Contact Cynthia Brizuela

## Analysis

“*There are no protocols [for special needs] that teachers have been told in school*”  
--Survey respondent from Mexico”

Unlike for other vulnerable populations where the educational materials/content might come from the school, teachers, or be based on standardized government school curriculum, for learners with special needs the delivery, and in most cases, also the design of their education in emergencies appears to be the responsibility of parents and families. Only **Peru** and **Uruguay** mentioned training for teachers. Note that UNICEF’s Education Specialist for Diversity and Inclusion and Children with Disabilities uses CRPD-based terminology to refer to those with special needs as “person with disabilities” and advises mainstream inclusion for this population.

- **Brazil** stands out for using Sesame Street inclusive programming and distance monitoring with follow up for families.
- **Cuba** stands out for parental/family support for children with autism including parent support groups, salary and tax benefits. The “Show Them the Way” guide offers parents ideas on how to stimulate children with autism in this period with games, rhymes, and visual aids to share at home.
- **Guatemala** stands out for The Meritorious Committee for the Blind and Deaf of Guatemala, in compliance with the right to education of students with visual disabilities, through the bibliographic production unit, contributes with the MoE in donating hearing materials (learning guides) for academic content for the level of primary education. Auditory materials (learning guides) are recordings in digital formats that allow access to reading for students who are blind, low vision or have limited access to printed text, which facilitate students with this disability to access through the Auditory channel for stories, stories or news on various topics and content via Aprendo en Casa.

- **Jamaica** stands out for providing 210 tablets targeting public schools for children with special needs.
- **Peru** stands out for offering training for educators in principles of Accessibility and Universal Design for Learning and Diversity in Distance Education, and courses for using software for students with disabilities.
- **Uruguay** stands out for offering courses and tech support for teachers and families with children with disabilities regarding technological tools, inclusive teaching, sign language, etc.

## Recommendations

“*If previously it was deficient now with the health emergency situation they have forgotten to attend to this part [special needs], or at least it has not been disclosed if it has been done.*”  
--Survey respondent from Mexico”

In addition to the overall recommendations which apply to those with special needs, specific ones are as follows. Note that UNICEF’s Education Specialist for Diversity and Inclusion and Children with Disabilities uses CRPD-based terminology to refer to those with special needs as “person with disabilities”<sup>67</sup>.

1. Continue to consult **UNICEF’s Education Specialist for Diversity and Inclusion and Children with Disabilities as well as the children and their families themselves regarding their mainstreamed inclusion in all programs**, particularly as follows:
  - a. School systems feed their data about families and children into the response system meant to serve them, particularly for the unique needs and rights of girls and children and youth at different ages/developmental stages.

<sup>67</sup> Contact Cynthia Brizuela



- b. Engage families of children with special needs in advisory mechanisms for the production of educational TV and radio programs that are inclusive and affirmative of special needs.
  - c. Prioritize early learning when preparing and supporting families with at-home child development.
2. Consult the **Convention on the Rights of the Child (CRC)** and the **Convention on the Rights of Persons with Disabilities (CRPD)** as key planning guides.
3. Employ a combination of approaches recommended for other vulnerable populations due to the **intersectionality** of special needs; for example, this population intersects with other vulnerable populations such as girls, migrants/refugees, people of African descent, indigenous, and those in conditions of extreme poverty such as in rural areas.<sup>68</sup>
4. **Train educators in Universal Design for Learning<sup>69</sup>** or the principle that designing lessons for those “in the margins” also work for the benefit of all students; also include images of students with special needs (visible and invisible) in school materials and as heroes and in positions of leadership.<sup>70</sup> Of course this will require the preparation of decision makers and support staff as well as the involvement of families and those with special needs in the process.
5. When making or selecting educational resources and online learning platforms, make sure they are in **accessible formats** such as videos are captioned or have transcripts, and document files are formatted properly<sup>71</sup>; again making information in larger print that’s easy to read benefits everyone.

<sup>68</sup> [https://www.oas.org/es/sadye/publicaciones/GUIA\\_SPA.pdf](https://www.oas.org/es/sadye/publicaciones/GUIA_SPA.pdf)

<sup>69</sup> <http://udlguidelines.cast.org/>

<sup>70</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>71</sup> [https://www.unicef.org/disabilities/files/COVID-19\\_response\\_considerations\\_for\\_people\\_with\\_disabilities\\_190320.pdf](https://www.unicef.org/disabilities/files/COVID-19_response_considerations_for_people_with_disabilities_190320.pdf)

## 5. Overall Recommendations

“Develop urban garden resources and agro-ecological kits to promote awareness and knowledge about the importance of local and family food production; disseminate information through impressions on how to maintain and produce agro-ecological gardens of a family or community nature; promote the creation of spaces for local entrepreneurs so that they can demand better conditions for training people in savings, the local economy and entrepreneurship...[The government] should coordinate decentralized and local actions in the different municipalities and departments of the country to face the challenges that the emergency is deepening with the most vulnerable populations; Schools are in a state of poverty and of profound methodological and pedagogical limitations; The bringing together of the school population from educational programs that encourage life skills may be relevant right now as mechanisms to adapt and build resilience to the multiple crisis that Central American countries are experiencing.”

--Survey respondent from El Salvador

may be useful for guiding upcoming consultancy research for Venezuelan migrants/refugees and their host communities.

### 1. Check Mindset/Biases/Assumptions

- a. Approach research about and support for vulnerable populations from an **abundance mindset to look for opportunities in a population rather than negativity and deficiencies**; for example, someone who is rural/remote may have an abundance of traditional social networks that can be utilized to disseminate information and a girl may have an abundance of influence on younger siblings in her care that can be used to shape their perceptions of gender roles.
- b. **Employ human/user-centered design** to plan interventions that involve representatives of the vulnerable populations themselves<sup>72</sup>; only when representatives of **vulnerable populations themselves are involved in decision making** will solutions be most effective. Otherwise, assumptions made about what people need without actually asking them--the type of education and type of dissemination of it--will be incorrect and ineffective, if not damaging. This echoes INEE's Handbook on Minimum Standards for Education in an Emergency<sup>73</sup>. For example, why translate school resources into indigenous languages if the target population is not literate in the first place or provide traditional school subjects to learners who prefer or need agricultural skills or job training. Indigenous people are leading in **Suriname**<sup>74</sup> and students themselves are leading in **Honduras**<sup>75</sup>.

The consultant offers both overall recommendations that apply to UNICEF's process of guiding consultancies that are researching vulnerable populations and also apply to all of the vulnerable populations that are the focus of this report. Additionally, the consultant offers population-specific recommendations with examples from survey respondents themselves in their own words. In particular, the overall recommendations that follow

<sup>72</sup> <https://www.ideo.com/post/design-kit>

<sup>73</sup> [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

<sup>74</sup> <https://www.unicef.org/guyanasuriname/press-releases/unicef-and-amazon-conservation-team-act-partnering-support-indigenous-communities>

<sup>75</sup> <https://www.unicef.org/honduras/comunicados-prensa/promoviendo-el-liderazgo-estudiantil-en-tiempos-de-crisis>

c. **Promote effective practices in the LACRO region so that other countries learn from their experiences** and implement their best practices and recommendations. It is important to recognize the LACRO region as experts and international leaders in this area; By doing so, it may represent a change in the traditional flow of information that more frequently runs from the most “developed” countries to those considered “less developed” and not the other way around. For example, the United States is losing the fight to provide emergency education to its most vulnerable populations of students who lack Internet and remote / rural indigenous students who suffer disproportionately high COVID infection rates like the Navajo Nation<sup>76</sup>. Also, in the city of Los Angeles, which has millions of immigrants, a third of the 50 million students were out of reach to continue learning because they lacked access to a device and/or Internet<sup>77</sup>. What could the United States learn from the effective practices used by the countries of the LACRO region? Another example of promoting the LACRO experience is the consultant’s mobile application, Mobile Teacher<sup>78</sup>, which works without Internet for teachers in most developing countries to contribute videos of their effective teaching practices for other teachers around the world to see someone who looks like them, teaching in a context like theirs, and value their expertise; Mobile Teacher users are primarily teachers from the LACRO region who are diverse people, including indigenous and women. CEPAL also recommends the collaborative exchange of information: “it should be

remembered that there is no one-time recipe for all countries. The pandemic is affecting each country differently—and with different intensity—and the way the crisis evolves requires rapid, innovative and appropriate responses to local needs. To this end, it is essential to have experiences from other countries and to consult teaching staff and experts from academia and other sectors.”<sup>79</sup>

## 2. Improve Data Collection and Analysis

- a. **Adhere to new data collection methods** recommended by the JIPS reference guide for choosing and planning a sampling approach for research with displaced populations<sup>80</sup>, and collecting data amidst a global pandemic<sup>81</sup>; data collection is being redefined to help **ensure collection methods reach vulnerable populations**. For example, could a survey be sent by text message, could paper copies of a survey be dropped and collected by drone? Since identifying and including indigenous people in surveys and census data presents a challenge in Latin America<sup>82</sup>, use a combination of self-selection and language to identify them such as done in **Bolivia, Ecuador, Guatemala, Mexico, Paraguay, and Peru**. Thus, the categories used to label “vulnerable populations” should be defined at the start and based on labels used by the people themselves. **Suriname** is making progress in this area with its survey efforts to reach and include indigenous people.<sup>83</sup>
- b. **Review media/major newspaper stories** in each country between March 2020-present to find data in published stories about efforts for education in emergencies for the most vulnerable.

<sup>76</sup> <https://www.theverge.com/2020/7/6/21311211/navajo-nation-covid-19-running-water-access>

<sup>77</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>78</sup> <http://www.mobileteacher.org/>

<sup>79</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>80</sup> <https://www.jips.org/>

<sup>81</sup> <https://www.jips.org/news/the-new-normal-collecting-data-amidst-a-global-pandemic-covid19/>

<sup>82</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>83</sup> <https://www.unicef.org/guyanasuriname/press-releases/unicef-and-amazon-conservation-team-act-partnering-support-indigenous-communities>



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- For example, in a quick scan of Ecuadorian publications<sup>84</sup> just in the city of Guayaquil in July, more than 10 stories discussed such efforts, many of them featuring teachers' innovative strategies to reach their students.
- c. **Perform additional desk reviews, surveys, and/or interviews to involve COs, MoEs, internal UNICEF specialists, and representatives of the vulnerable populations** in collecting needed data; begin surveying/interviewing in those countries where not a single data point was available via initial desk review or survey. In future, **be sure to allow/facilitate any consultants to send surveys to all COs, MoEs, and UNICEF specialists rather than a limited set of partners.** For example, a different consultancy that focused on reviewing CO response plans noted "Of the 25 Response Plans, 48% are conducting activities targeting children with disabilities. Indigenous (28%), girls (24%), and rural (24%) children are mentioned in the Response Plans as vulnerable population types that are receiving targeted support as well."<sup>85</sup> However, this consultancy was not provided access to COs. Access to UNICEF specialists' data was only provided to make updates after the final report had been submitted instead of during the data-collection and analysis process.
- d. **Follow up with the countries listed in the Analysis section for their assessment data on learning success** as they appear to have creative, innovative strategies; find out whether these novel approaches are having success and whether other countries are using them too. For example, it's quite possible other countries are using megaphone broadcasting with loudspeakers in cars driving through remote areas to spread information or deliver education. CEPAL advises that: "The responsibility that countries currently have in defining the strategy to be followed with regard to their evaluative processes is not a minor issue within all the decisions they are making. While there are no universal solutions, it is relevant to take into account some minimal considerations. First, it is necessary to weigh the opportunity and usefulness of the evaluation to provide feedback to students, and to monitor their learnings and the effects of the strategies deployed in the current context, with a view to reopening schools. Second, mechanisms should be sought to ensure the fairness of the evaluation process, considering that the current crisis is affecting various aspects of students' readiness for...exams, including progress in learning, infrastructure availability and even the state and development of socio-emotional skills."

<sup>84</sup> <https://www.w3newspapers.com/ecuador/>

<sup>85</sup> See consultancy report on COVID-19 Related Education in Emergencies Interventions

### 3. Support Inclusion

- a. Expand the definition of what constitutes a “vulnerable population” to **include those of African descent/the African diaspora and those of mixed races** in the region who traditionally face higher levels of poverty due to a history of systematic racism and discrimination. CEPAL highlights this fact: “In the region, gaps by ethnic and racial status in access and educational achievement are also very relevant and are associated with historical and structural exclusion and discrimination towards the Afro-descendant and indigenous population...[and] the combination of these axes of social inequality reinforces the circles of exclusion and vulnerability.”<sup>86</sup> For example, a 2017 report from Mexico analyzed inequality and skin tone across the Americas and “found clear evidence of social inequality and discrimination on the basis of skin tone.”<sup>87</sup> Those of African descent are mentioned, among others, in the Guide to Inclusive Responses in the Americas with a Focus on Rights During COVID-19 in the Americas<sup>88</sup>. **Brazil, Mexico, and Peru** all found persistent inequality by skin color.<sup>89</sup> Foster youth could be yet another vulnerable population to include.<sup>90</sup>
- b. Consider the **intersectionality** of members of vulnerable populations when **they belong to more than one vulnerable population**. For example, analyze which risk factors and types of support affect someone who is not only a girl with special needs but also a refugee without Internet.

- c. Consider potential differences and/or intersectionality among the **ages and life stages of children and youth**, including their characteristics and rights, for example children 0-6, primary level 6–12 and adolescents 12-18 who each require specific recommendations tailored to them.

### 4. Choose familiar and low-tech resources

- a. Many countries lack the infrastructure to even be able to focus on the challenges of online teaching and learning; it’s simply not an option.<sup>91</sup> According to the consultant’s own 2015 doctoral research<sup>92</sup>, the majority of the time, a person’s existing and lower-tech resources are preferred ways of dissemination and receiving information over imposed, gifted, donated, new, higher-tech devices. Finding ways to **utilize existing resources already part of the lives of vulnerable populations (such as their mobile phones)** means they already have them, probably know how to use them, and feel more comfortable with them. Often, **imposed devices require users to be trained** not only on how to use the device but also on how to repair or manage it, such as with charging or updates. Many times imposed devices aren’t accepted for use at all. For example, UNESCO posted jobs<sup>93</sup> in May 2020 looking for nationals who could transfer scholastic content to WhatsApp lessons in Peru and Ecuador. Choosing familiar and low-tech educational resources usually also proves to be more cost-effective than providing higher tech solutions, and cost-effectiveness

<sup>86</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>87</sup> <https://www.vanderbilt.edu/lapop/insights/ITB031en.pdf>

<sup>88</sup> [https://inee.org/system/files/resources/INEE\\_Minimum\\_Standards\\_Handbook\\_2010%28HSP%29\\_EN.pdf](https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf)

<sup>89</sup> [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_7f053edb-de47-40f5-8f69-5f500dfe977%3F\\_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p280](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_7f053edb-de47-40f5-8f69-5f500dfe977%3F_%3D373718eng.pdf&updateUrl=updateUrl7783&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23&fullScreen=true&locale=en#p280)

<sup>90</sup> <https://www.unicef.org/peru/notas-de-prensa/covid19-148-ninas-ninos-adolescentes-durante-pandemia-quedaron-en-acogimiento-familiar-canastas-alimentos-cuidado-nutricional>

<sup>91</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>92</sup> <http://digitallibrary.usc.edu/cdm/ref/collection/p15799coll3/id/613047>

<sup>93</sup> <https://careers.unesco.org/go/All-jobs-openings/782502/>

will become even more important given predicted education budget cuts. As CEPAL notes: "...were it not for the pandemic, educational expenditure would have increased by 3.6% from 2019 to 2020 (from \$514 billion to \$532 billion). However, given the projected contraction in GDP in the region, the amount of resources available for education could decrease by more than 9% by 2020 alone."<sup>94</sup>

- b. Training on how to use a resource, especially if the resource requires or is technology, is essential for all parties; **parents and families as well as teachers need often just as much educational support and training** about their roles in providing education in emergencies to the most vulnerable as the most vulnerable do themselves. For example, teachers require training in how to teach boys and girls about gender-based violence, how to teach students who are migrants/refugees and students with special needs<sup>95</sup>. **Trauma-informed teaching and learning<sup>96</sup> as well as Universal Design for Learning<sup>97</sup> are two fundamental teacher training topics** affecting girls, migrants/refugees, and those with special needs. These recommendations support the ones provided in UNICEF's Learning Must Go On report<sup>98</sup> and the Gallano report<sup>99</sup> with the underlying theme that **wellbeing and psycho-emotional support are integral**. CEPAL suggests the following topics be prioritized in learning objectives and content: "aspects related to care and health, critical and thoughtful thinking around information and news, understanding

of social and economic dynamics, and strengthening behaviors of empathy, tolerance and non-discrimination."<sup>100</sup> Teachers have "assumed tasks they were not sufficiently prepared for, such as: online classes, use of digital platforms or assisting families who were experiencing many problems during confinement. A teacher survey conducted by UNICEF (2020) found that 12.8% are having difficulties to differentiate between their professional and personal lives, 18.1% were sleep deprived, 9.8% felt overwhelmed by the dimension of cases that they have to attend and 21.9% reported having mood swings."<sup>101</sup> Teachers require what CEPAL calls "priority support" in technical training aligned to the UNESCO ICT Teacher Competence Framework, methodological training, socio-emotional support for themselves and training in how to provide it for students and families, protected working conditions, and local teacher support networks.<sup>102</sup>

5. **Expect widespread hunger and malnutrition**
  - a. The World Food Programme (WFP) has issued an urgent call for food assistance funding by the end of the year citing the number of acutely hungry people has increased 82% since pre-pandemic levels and warning the biggest increase has been seen in Latin America due to the additional factors of climate shock, economic pressures, conflict, and migration, leading to multiple WFP response efforts in the region<sup>103</sup>. UN agencies predict the global economic downturn resulting from

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<sup>94</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>95</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>96</sup> <https://wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf>

<sup>97</sup> <http://udlguidelines.cast.org/>

<sup>98</sup> <https://www.unicef.org/lac/media/11796/file/LEarning-must-go-on.pdf.pdf>

<sup>99</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/El%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>100</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>101</sup> ECW MYRP CO Needs Analysis

<sup>102</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>103</sup> <https://insight.wfp.org/coronavirus-and-hunger-wfp-ready-to-assist-largest-number-of-people-ever-23aea919e87d>



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COVID-19 will spark massive malnutrition and migration<sup>104</sup>; **emergency efforts to help the most vulnerable populations just stay alive may very well overtake any need to keep them learning**<sup>105</sup>. CEPAL notes that “In addition to disrupting educational trajectories, the closure of schools affects the food and nutrition of the student population, especially in the most vulnerable sectors” and has led to the majority of countries in the region maintaining a **school feeding program**<sup>106</sup>. For example, in **Argentina** and **Honduras**, schools were kept open just so teacher and parent committees could keep providing food. In **Guatemala**, 41% of people were already “necessity entrepreneurs” before the pandemic.<sup>107</sup> The contraction of the regional economy will hit hardest those who rely on the informal sector for jobs, with women and migrants/refugees particularly affected<sup>108</sup>.

b. Those considered poor, rural farmers could be the key leaders to success in the fight against food insecurity and malnutrition and should prepare to increase production<sup>109</sup>. Consider efforts to include agricultural education topics such as blending ancestral knowledge with modern science and technology as part of education in emergencies particularly for those in rural/remote areas who may be called upon to increase production of their family farms to sustain inventory of local markets. Also consider increased partnerships with international organizations like Heifer International<sup>110</sup> that **educate people about raising food** using a sustainable, communal approach. Expect increases in the need for microfinancing in urban areas to assist those who have lost jobs with purchasing food.

<sup>104</sup> <https://www.un.org/en/chronicle/article/forecast-2020-financial-meltdown-and-malnutrition>

<sup>105</sup> <https://reliefweb.int/sites/reliefweb.int/files/resources/EI%20derecho%20a%20la%20educaci%C3%B3n%20en%20tiempos%20de%20crisis%20-%20alternativas%20para%20la%20continuidad%20educativa.pdf>

<sup>106</sup> Informe COVID-19 CEPAL-UNESCO Agosto 2020

<sup>107</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000373718/PDF/373718eng.pdf.multi.page=23>

<sup>108</sup> <https://insight.wfp.org/covid-19-puts-14-million-people-at-risk-of-missing-meals-in-latin-america-and-the-caribbean-a54e42789153>

<sup>109</sup> [https://reliefweb.int/sites/reliefweb.int/files/resources/lac\\_advantage\\_e.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/lac_advantage_e.pdf)

<sup>110</sup> <https://www.heifer.org/>

## 6. Appendix A: List of Secondary Data Sources from Desk Review

A total of 38 of the secondary sources consulted provided data for 34 countries in the LACRO region during the desk review. At least 1 data point was found for all countries except Montserrat and St. Kitts & Nevis.

| Secondary Data Source                           | Country for which the source provided data   |
|---|--|
| Aprendo en Casa                                 | Guatemala  |
| Educa Contigo                                   | Ecuador  |
| Educa Panama                                    | Panama   |
| Gallano Report                                  | Argentina; Belize; Chile; Colombia; Costa Rica; Cuba; Dominican Republic; Ecuador; El Salvador; Guatemala; Guyana; Honduras; Jamaica; Mexico; Panama; Paraguay; Peru; Venezuela (Bolivarian Republic of) |
| Government of St. Lucia                         | Saint Lucia  |
| IDDC Repository                                 | Brazil; Dominican Republic   |
| INALI   | Mexico   |
| MoE Antigua                                     | Antigua and Barbuda  |
| MoE Belize                                      | Belize   |
| MoE Bolivia                                     | Bolivia  |
| MoE El Salvador                                 | El Salvador  |
| MoE Guyana                                      | Guyana   |
| MoE Haiti                                       | Haiti  |
| MoE MRD   | Barbados   |
| MoE Nicaragua                                   | Nicaragua  |
| MoE Trinidad & Tobago                           | Trinidad and Tobago  |
| Now Grenada                                     | Grenada  |
| Overview of Ed Responses in LAC                 | Colombia; Cuba; Ecuador; Guatemala; Guyana; Mexico; Peru; Suriname; Uruguay; Venezuela (Bolivarian Republic of)  |
| Peru Educa                                      | Peru   |
| Plan Ceibal                                     | Uruguay  |
| Plan Ceibal Biblioteca                          | Uruguay  |
| R4V Caribbean Education Sector Background Notes | Dominican Republic; Guyana; Trinidad and Tobago  |
| R4V GIFMM Colombia La Guajira                   | Colombia   |
| SITEAL  | Argentina; Brazil; Chile; Colombia; Costa Rica; Cuba; Ecuador; El Salvador; Guatemala; Honduras; Mexico; Panama; Paraguay; Venezuela (Bolivarian Republic of)  |
| SVG Education Alive                             | Saint Vincent and the Grenadines   |
| UN Uruguay                                      | Uruguay  |

|   |  |
|---|--|
| UNESCO GEM Report Inclusion & Education                 | Colombia; Peru   |
| UNHCR Access to Education: Emerging Promising Practices | Colombia   |
| UNICEF CO & GOVT Actions                                | Argentina; Brazil; Colombia; Costa Rica; Cuba; Dominican Republic; Ecuador; El Salvador; Guatemala; Haiti; Paraguay; Peru  |
| UNICEF Colombia   | Colombia   |
| UNICEF Ecuador  | Ecuador  |
| UNICEF LACRO Update 10                                  | Anguilla; Barbados; Bolivia; Brazil; British Virgin Islands; Chile; Colombia; Cuba; Dominica; Dominican Republic; Ecuador; Guatemala; Haiti; Honduras; Jamaica Panama; Paraguay; Peru; Saint Lucia; Suriname; Trinidad and Tobago; Turks and Caicos Islands; Uruguay; Venezuela (Bolivarian Republic of) |
| UNICEF LACRO Update 11                                  | Belize; Colombia; Costa Rica; Cuba; Jamaica; Paraguay; Venezuela (Bolivarian Republic of)  |
| UNICEF LACRO Update 12                                  | Bolivia; Ecuador; Guatemala; Paraguay; Peru; Venezuela (Bolivarian Republic of)  |
| UNICEF LACRO Update 8                                   | Uruguay  |
| UNICEF Peru   | Peru   |
| Wikiguate   | Guatemala  |
| WujApp  | Guatemala  |



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## 7. Appendix B: List of Primary Data Sources from Survey

A total of 35 representatives from the following 32 entities responded to the survey. Note that 3 representatives from SEP and 2 from UNICEF Colombia responded. The majority (24) of responses came from Mexico with 2 each from Brazil, Colombia, and El Salvador, and 1 each from Panama and Peru. Note that Plan International Brazil Headquarters also provided data on Ecuador and Peru, and RET Panama Headquarters also provided data on Colombia, Ecuador, Mexico, and Venezuela. Overall, the 35 survey responses generated 220 new data entries to the database providing additional information for 8 countries (Brazil, Colombia, Ecuador, El Salvador, Mexico, Panama, Peru, and Venezuela).

| Entity from which survey response received           | Country             |
|--|---------------------|
| 1. BUAP  | Mexico              |
| 2. CBTIS 178   | Mexico              |
| 3. Centro de Estudios Tecnológicos del Mar Numero 05 | Mexico              |
| 4. Centro Educativo Diego Rivera “Apapachos”         | Mexico              |
| 5. Cobacam Seybaplaya                                | Mexico              |
| 6. Edomex  | Mexico              |
| 7. ENSM  | Mexico              |
| 8. Escuela General Miguel De Cervantes Saavedra      | Mexico              |
| 9. Escuela Inglés Loaiza                             | Mexico              |
| 10. Febres Cordero La Salle                          | Mexico              |
| 11. Instituto Politecnico Nacional                   | Mexico              |
| 12. Jehovah’s Witnesses                              | Mexico              |
| 13. Minsal   | El Salvador         |
| 14. Peace Corps Mexico                               | Mexico              |
| 15. Plan International (Brazil HQ)                   | Brazil Headquarters |
| 16. Plataforma Global El Salvador de ActionAid       | El Salvador         |
| 17. Primaria Federal                                 | Mexico              |
| 18. RET (Panama HQ)                                  | Panama Headquarters |
| 19. Save the Children                                | Colombia            |
| 20. Secretary of Education                           | Mexico              |
| 21. SEP (3 responses)                                | Mexico              |
| 22. Tec de Monterrey                                 | Mexico              |
| 23. Uemstis  | Mexico              |
| 24. UNICEF Brazil                                    | Brazil              |
| 25. UNICEF Colombia (2 responses)                    | Colombia            |
| 26. UNICEF Peru                                      | Peru                |

|  |        |
|--|--------|
| 27. Universidad Autonoma de Tlaxcala                       | Mexico |
| 28. Universidad de Guanajuato                              | Mexico |
| 29. Universidad Politecnica de Altamira BIS                | Mexico |
| 30. Universidad Tecnológica del Mar del Estado de Guerrero | Mexico |
| 31. Universidad Tecnológica Gral. Mariano Escobedo         | Mexico |
| 32. UTT  | Mexico |



# 8. Appendix C: Summary of Recommendations

## Overall Recommendations

### 1. Check Mindset/Biases/Assumptions

- a. Abundance mindset that prioritizes opportunity over negativity and deficiency.
- b. Human-centered design that involves focus populations in decision-making.
- c. Promote effective practices from the LACRO region for other countries to learn from and implement.

### 2. Improve Data Collection and Analysis

- a. New methods for displaced and indigenous.
- b. Country news report monitoring.
- c. Additional desk reviews with participation from COs, MoEs, UNICEF specialists, and representatives of vulnerable populations.
- d. Follow-up on novel approaches, particularly their assessment data on learning success.

### 3. Support Inclusion

- a. African descent/African diaspora as vulnerable population.
- b. Intersectionality of vulnerable populations.
- c. Differences between ages and life stage of children and youth.

### 4. Choose familiar and low-tech resources

- a. Existing resources such as non-Internet connected mobile phones.
- b. Training for teachers and parents/families on digital literacy and especially in Universal Design for Learning and Trauma-Informed Teaching.

### 5. Expect widespread hunger and malnutrition

- a. Survival over education as a priority with schools maintaining food programs.
- b. Need for increased rural family farm food production, necessity entrepreneurship, and micro-finance.

## Girls

1. Continue to consult UNICEF's gender, disability, and ECW specialists as well as girls themselves.
2. Employ a combination of approaches due to intersectionality.
3. Educate boys as well as girls and teachers about the difference between gender equality and equity, equality of work in the home, and gender-based violence, particularly using student leadership groups as a mechanism.
4. Focus on other aspects of girls' representation, participation, empowerment and learning beyond their bodies such as job, digital, and financial skills; inclusion into political parties, social, and community organizations, and positive examples of women in school lessons and materials.

## Indigenous

1. Do no harm when protecting sovereignty.
2. Provide literacy skills in indigenous languages before distributing materials in those same indigenous languages.
3. Include images of indigenous people as heroes and leaders in various professions.
4. Consult UNICEF's forthcoming consultancy on indigenous populations, and continue to consult UNICEF's gender and disability specialists, as well as indigenous learners themselves.

## Migrants/Refugees

1. Continue to consult ECW reports on Colombia, Ecuador, Brazil, and Peru and UNICEF's gender and disability specialists, as well as migrants/refugees themselves.

2. Align recommendations to international standards on human rights for migrants/refugees.
3. Maintain school feeding and other food programs.
4. Provide education on practical skills to be used as necessity entrepreneurs and navigating new country systems and deliver it via WhatsApp and micro-learning through text messages on mobile phones.
5. Update school system databases to process migrant/refugee student documents/records.
6. Educate against xenophobia.

## Without Internet

1. Leverage basic features of families' existing phones like text messaging campaigns and WhatsApp.
2. Use UNESCO's recommended distance learning solutions many of which feature systems built for use on basic mobile phones and ones with strong offline functionality.
3. Establish a toll-free telephone service or hotline because lower-tech solutions reach more people than higher-tech solutions that serve the privileged few.
4. Teach students, teachers, and families digital literacy skills required for using any newly introduced technology or connectivity.

## Rural/Remote

1. Prioritize hygiene education (aka WASH) particularly because these communities are reopening schools first.
2. Employ traditional community communication practices such as telephone trees and family buddy systems to pass educational information.
3. Prepare this population for becoming leaders in the fight against malnutrition by including relevant educational topics related to the agricultural economy, scaling up food production, and business leadership.

## Special Needs

1. Continue to consult UNICEF's Education Specialist for Diversity and Inclusion and Children with Disabilities, as well as gender and ECW specialists, and the children with special needs and their families themselves to advocate for mainstreamed inclusion.
2. Consult the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD).
3. Employ a combination of approaches due to intersectionality.
4. Train educators in Universal Design for Learning.
5. Make sure learning platforms and resources are in accessible formats and include images of those with special needs as heroes and leaders in various professions.

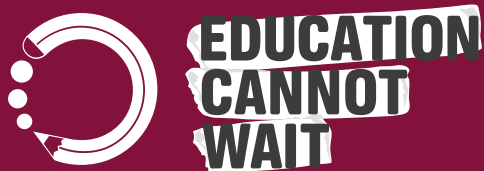


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