

LACRO COVID-19 EDUCATION RESPONSE: UPDATE 23

STATUS OF SCHOOL'S REOPENING

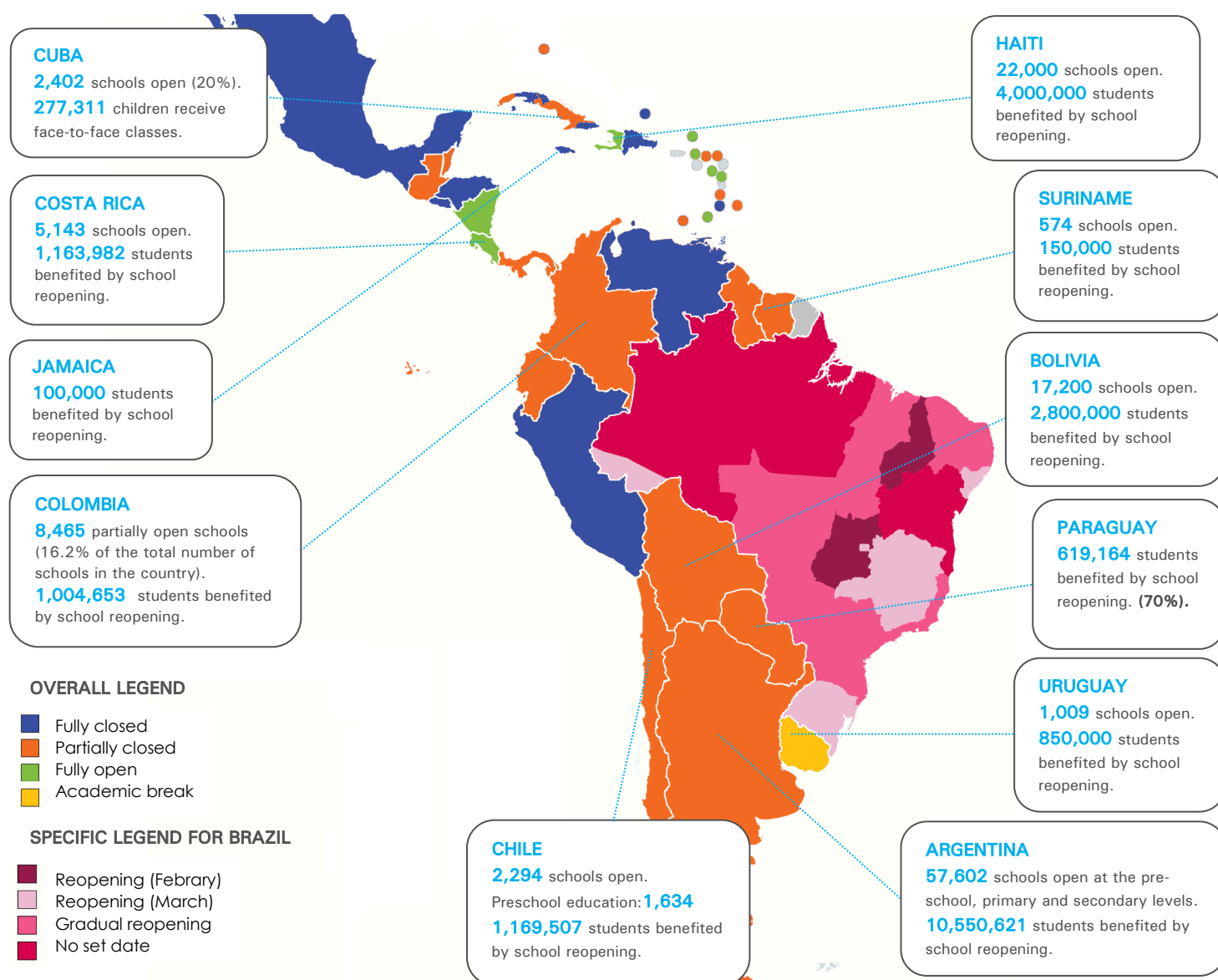
[Released on April 5, 2021]

1. INTRODUCTION

During the month of March, several events were held to highlight the impact of school closures on children and adolescents and to advocate for the urgent reopening of schools. One significant event was the [meeting of the CECC/SICA Council of Ministers of Education](#) (Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama y Dominican Republic), in which the Ministers committed to initiating a gradual and controlled return to face-to-face education through the opening of educational centers at different levels and modalities, and to ensure that this is done in the safest possible manner. This event included, as special guests, UNICEF, UNESCO and the CDC (Center for Disease Control and Prevention), who presented the situation in the region and the impacts of prolonged school closures. UNICEF recognized the efforts of governments and education authorities in the region and reiterated its commitment to continue supporting countries in their reopening processes to minimize the risks of school closures and their impact on the education of children and adolescents.

As part of the support to the reopening process, UNICEF launched its #SchoolsFirst campaign, which seeks to reflect through empty chairs the millions of children and adolescents who have not yet been able to return to school.

This report includes updates on the reopening status sent by UNICEF country offices until March 31st, 2021. As of this date, only 8 countries and territories have all their schools fully open, 10 countries and territories have schools fully closed, and 18 countries and territories in the region have their schools partially closed. An estimated 102 million children and adolescents are still affected by the full and partial closure of schools (50.6 million partially closed, and for the total 51.4 million). In this update we will review the progress of school reopening, the existence of learning assessments, recovery programs and monitoring mechanisms at country level. This report also contains relevant information on the prioritization of vaccines for teachers in the different countries of the region, inter-sectoral actions, and other actions supported by UNICEF.



¹ Covid-19 and school closures: One year of education disruption, March 2021.

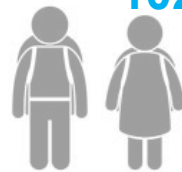
Note for the map: Please note that we have only included information about the countries for which we have received the data on number of schools open and number of children benefited by the reopening of schools. Information received and updated through March 31, 2021.

2. SITUATION OVERVIEW



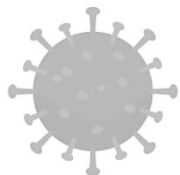
10

countries and territories in the región (Belize, Dominican Republic, El Salvador, Honduras, Jamaica, Mexico, Peru, St. Lucia, Turks and Caicos Islands and Venezuela) with schools **fully closed**.



102M

children children affected by school fully and partially closed. (This include the number of children in countries with schools fully and partially closed).⁴



An average of **163** school days without **face-to-face classes** between March 2020 and March 2021.²



8

countries and territories in the region (Anguilla, Costa Rica, Dominica, Grenada, Haiti, Montserrat, Nicaragua and St. Vincent and the Granadines) have all their schools **fully open**.



18

countries and territories in the region (Antigua and Barbuda, Argentina, Barbados, Bahamas, Bolivia, Brazil, BVI, Chile, Colombia, Cuba, Ecuador, Guatemala, Guyana, Panama, Paraguay, St Kitts & Nevis, Suriname and Trinidad and Tobago) have their schools **partially closed**.



26

countries and territories in the region have developed **protocols** for the safe reopening of schools.



85%

of countries and territories have engaged in **advocacy or communications** for school reopening.³



89%

of countries in the LAC region have decided on a **date for school reopening**.⁵



11.9M

has supported by UNICEF through **Risk Communication and Community engagement (RCCE)** actions.



29

countries and territories in the region continue school lessons through **remote learning** via online or television, radio, WhatsApp, printed materials and/or **hybrid models**.

Sources of information

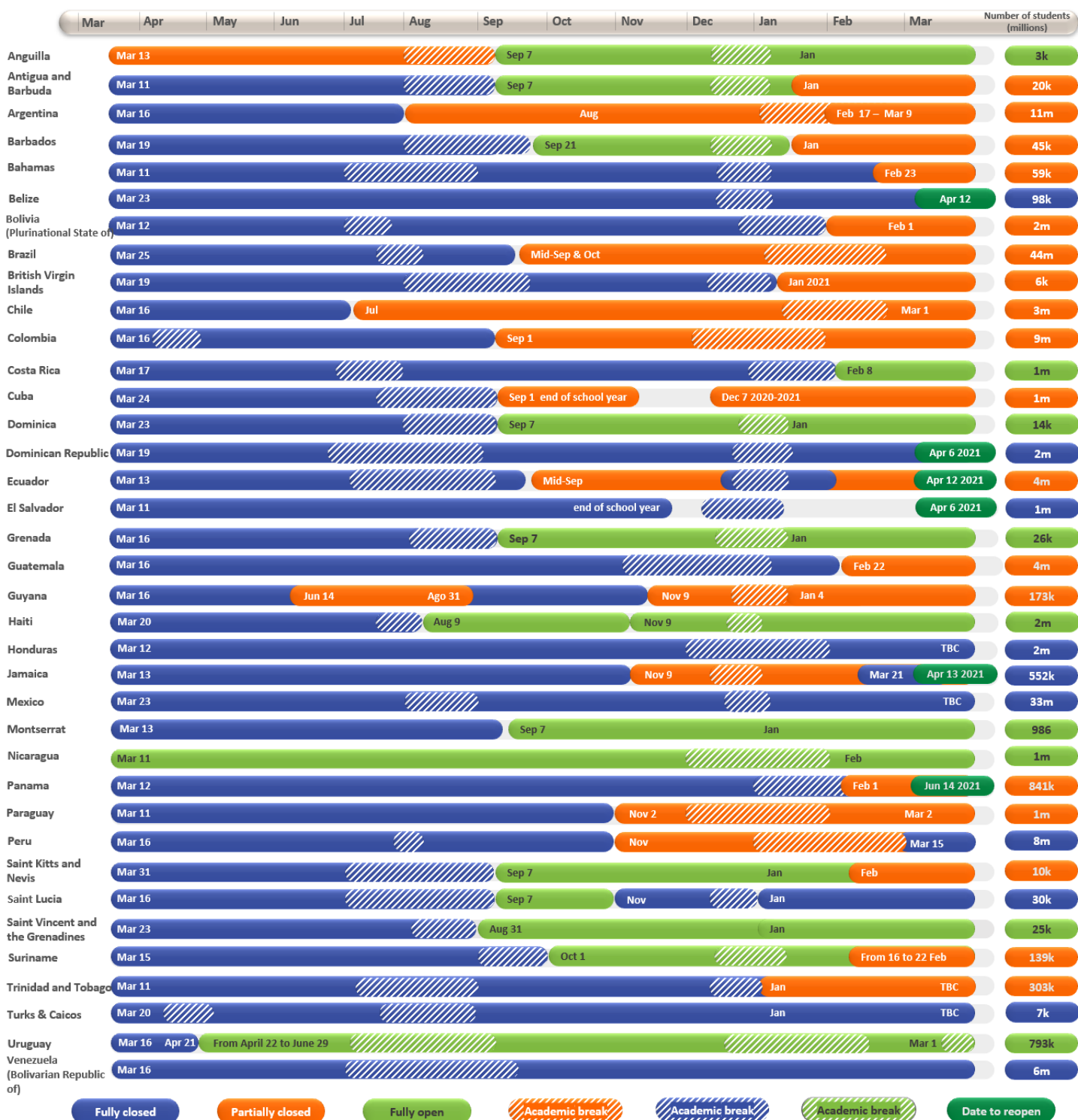
² Data from [Covid-19 and school closures: One year of education disruption](#), March 2021 and information provided by Unicef COs.

³ [Global Education Cluster, Tracker analysis Advocacy, 14 August 2020.](#)

⁴ Data extracted from United Nations Educational, Scientific and Cultural Organization, Institute of Statistics, 'Welcome to UIS.Stat', <http://data.uis.unesco.org/#>>, and information provided by Unicef Cos until March 31, 2021.

⁵ [Global Education Cluster, Tracker analysis Advocacy, 14 August 2020.](#)

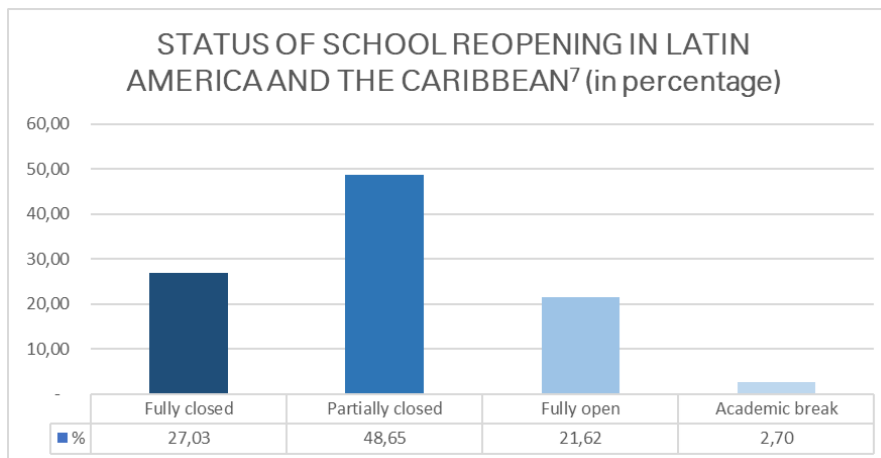
FACE-TO-FACE CLASSES TIMELINE⁶



Sources of information

⁶ Data reported by COs. Information consulted from December 7, 2020 to March 31, 2021.

3. STATUS OF SCHOOLS REOPENING IN LAC



ARGENTINA

Currently, schools in Argentina are partially closed, following a hybrid education model (face-to-face and distance education). School reopening was done by jurisdiction, starting on February 17, 2021 in CABA and Jujuy. There are 57,602 educational establishments open at the pre-school, primary and secondary levels.

BAHAMAS

On February 20, 2021, a press release was published informing that the schools New Providence, Abaco, Eleuthera and Exuma have been given permission to resume face-to-face instruction, using the hybrid or blended model, beginning on Tuesday, February 23, 2021.

While many schools will open on Tuesday, some schools will begin at a later date. Each school will inform parents and guardians of their respective reopening date.⁸

BELIZE

The [Ministry of Education](#) received approval from the Council of Ministers to initiate the gradual return to face-to-face teaching in all schools. Participating in this gradual return is optional for schools at the moment. Schools can begin phasing in the gradual return on April 12, as part of Group 1, or on May 10, as part of Group 2.

The phase-in will allow schools to ensure that their COVID procedures and learning continuity plans are practical and give them the opportunity to refine them as needed before all schools fully return in the next academic year.

BRAZIL

In Brazil, states and municipalities share the main responsibility of providing basic education to children and adolescents, but the federal government and the private sector are also present. There are **179,533** schools in the country, from which **138,487** schools are managed by the public sector. **29,888** of these schools are run by 27 school districts at the **state level**, while around **107,899** are run by 5,570 school districts at the **municipal level**.

Given the high level of decentralization, the monitoring of school reopening is a hard task. The National Council of State Education Managers ([CONSED](#)) is mapping the legislation provided by the governors about this subject. They estimate that from January to March, 25 out of 27 states were already providing some school activity (remote, hybrid, or a combination of both). Together, these states have 28,989 schools and 14,852,256 students.

BOLIVIA

The reopening began on February 1, 2021. To date, there are 17,200 educational units throughout the country, corresponding to all face-to-face, semi-face-to-face and distance education modalities. Regarding on-site educational units, it is estimated that it would be between 40 to 60%, almost all the rural system and some urban ones. Bolivia also has hybrid education models (face-to-face and distance).

CHILE

Chile has been progressively reopening schools since March 1, with 2,294 schools with face to face and 1,634 establishments for preschool education. The reopening has benefited 1,169,507 students enrolled in this school year. Chile has a hybrid education model, as distance education is maintained through web platforms, TV, radio and print media in addition to the gradual reopening of schools.

COLOMBIA

Colombia maintains a partial reopening of schools as of September 1, 2020. There are currently 8,465 partially open schools, representing 16.2% of the total number of schools in the whole territory, and 1,004,653 students attend them (10.9% of the student enrollment). A hybrid model of education is maintained, face-to-face and distance education using web platforms, TV, radio and print media.

⁷ UNESCO Global monitoring of school closures caused by COVID-19 and data reported by COs. Including pre-primary to upper-secondary level data.

⁸ [Ministry of Education of Bahamas](#). Information consulted in March 2021.

COSTA RICA

Since February 8, 2021, schools have been opened progressively, with 5,143 educational centers open, except for 36 centers that could not be opened because they did not have water services. This reopening has benefited 1,163,892 students who are enrolled. In addition, Costa Rica is one of several countries that maintains a hybrid education model.

CUBA

Thanks to the progressive reopening of schools since September 2020, there are currently 2,402 schools open, representing 25% of the total number of educational establishments. However, due to complications of the epidemiological situation after the country opened its airports, new measures had to be taken. There are currently 277,311 students attending classes.

No. of schools in the country (primary, secondary, pre-university)	9,655
No. schools closed	7,253
No. of children required to attend schools nationwide	1,582,035
No. of children and adolescents who are receiving face-to-face classes	277,311
No. of children and adolescents who are receiving classes from home	1,304,724 (82.5%)

No. of children's circles in the country (early childhood centers)	1,090
No children to attend children's circles at the national level	134,000
No. Circles currently open	920
No. of children attending Circles at the moment	35,961

Provinces and municipalities in autochthonous transmission phase:

Provinces: Pinar del Río, Artemisa, Havana, Mayabeque, Matanzas, Villa Clara, Santiago de Cuba and Guantánamo, plus the special municipality Isla de la Juventud (These maintain all schools closed).

Municipalities that have closed schools in other provinces:

Sancti Spíritus, Cabaiguán, Jatibonico, Trinidad, Yaguajay of Sancti Spíritus province Camagüey, Céspedes, Nuevitas, Minas, Esmeralda, Florida, Guáimaro, Sibanicú and Vertientes of Camagüey province Bayamo of Granma province.

DOMINICAN REPUBLIC

The official reopening date for schools will be April 6, 2021. The Dominican Republic, like other countries, applies a hybrid education model.



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ECA (EASTERN CARIBBEAN AREA COUNTRIES)

Anguilla, Dominica, Grenada, and Montserrat have schools fully open. While Barbados, St. Lucia, St. Kitts & Nevis, St. Vincent & the Grenadines and Truks & Caicos Islands have schools fully closed. Antigua & Barbuda, British Virgin Islands and Trinidad & Tobago have partially reopened schools. There are 1,226 schools open in total in all ECA territories.

Countries that are currently fully online expect to open in Face-to-Face mode after Easter, although this depends on the status of infections.

ECUADOR

As of Tuesday, March 30, 2021, 626 educational establishments have reopened with the approval of the National COE. Of the total number of schools, 566 are public schools, 24 are public schools and 36 are private schools.

Monday, April 12 is the date foreseen by the directors of private educational institutions, which belong to the Corpeducar union and have the authorization of the National Emergency Operations Committee (COE), for the progressive use of their facilities.⁹

EL SALVADOR

At the moment, no schools are open in El Salvador, but a reopening date has been set for April 6, 2021. While the reopening of the schools is expected to be successful, El Salvador has a distance education model through web, TV, radio and print media platforms to guarantee children's access to education.

GUATEMALA

Guatemala gradually opened schools since February 22, 2021 and has 41,815 schools open at all levels of education and modalities.

GUYANA

From June 14 to August 31, the schools for Grades 6, 10, 11 and 12 were reopened. On January 4, 2021, the schools for Grades 10, 11 and 12 were reopened. Guyana has a hybrid education model (face-to-face and distance learning).

HAITI

100% of schools are now open in Haiti, equivalent to 22,000 educational centers from preschool to upper secondary level. The opening took place on August 9, 2020.

HONDURAS

Schools remain closed, and the education model currently applied in Honduras is distance learning, through web platforms, TV, radio and print media.

JAMAICA

Given the high positivity rate for Covid-19 infections, it was decided to close the educational centers as of March 21. The possible reopening date is April 13, 2021, depending on the positivity rate. Approximately 100,000 students would benefit from the reopening of the educational centers, however, due to the positivity rate of contagion, distance education is being maintained.

MEXICO

In Mexico, schools continue in virtual mode. Authorities are talking about the next school year starting in September 2021 for possible reopening. Currently, distance education is through web platforms, TV, radio and print media.

⁹ Ministry of Education of Ecuador: [Authorized private educational institutions plan to return to face-to-face classes on April 12, 2021](#). Information obtained in March 2021.

NICARAGUA

All 9,150 schools are open. On February 1, the 2021 school year began, with approximately 1,800,000 students attending on-site classes. In addition, Nicaragua maintains a hybrid education model.

PANAMA

On February 1st, 32 Early Childhood Comprehensive Care Centers (CAIPIS) were opened, benefiting 649 children from the partial reopening. Regarding the start of semi-presential education for preschool through 12th grade, it has been established for June 14 2021st, according to Executive Decree from 25 of January 14, 2021.

PARAGUAY

Public schools start classes on March 2. During the Easter vacations there is a return to virtuality. It is estimated that a total of 864,235 students have registered in the Ministry of Education platform. Of the total, 619,164 will start face-to-face classes (70%) and 258,721 (29.4%) will start virtual classes. Paraguay maintains a hybrid model of education.

PERU

The school year started on March 15, 2021 with the distance mode until April 15, 2021. There are no schools open for face-to-face education; from April 15, 2021 there will be a progressive reopening of educational centers. Currently, education is distance education through web platforms, TV, radio and print media.

SURINAME

The reopening of schools for primary level was February 16, 2021, and for secondary and tertiary level was February 22, 2021, benefiting 150,000 students. Suriname maintains a hybrid teaching model, with face-to-face and distance education.

URUGUAY

All 1,009 schools are opened, 87% of them with full attendance, benefiting 850,000 students on the reopening.

Schools opened on March 1 on a full attendance basis during the entire timetable. However, given the exponential growth of cases and the entry of the Covid-19 P1 variant into the country through the Brazilian border, on Tuesday, March 23, the government suspended classes during that week (March 24, 25 and 26) and during easter week vacation. The authorities announced that the return would be gradual, starting with pre-school and primary education and then secondary education.

VENEZUELA

Schools in Venezuela continue to partially reopen for meals, for pedagogical counseling during flexible weeks and now they have included children for on-site evaluations, attendance is voluntary.

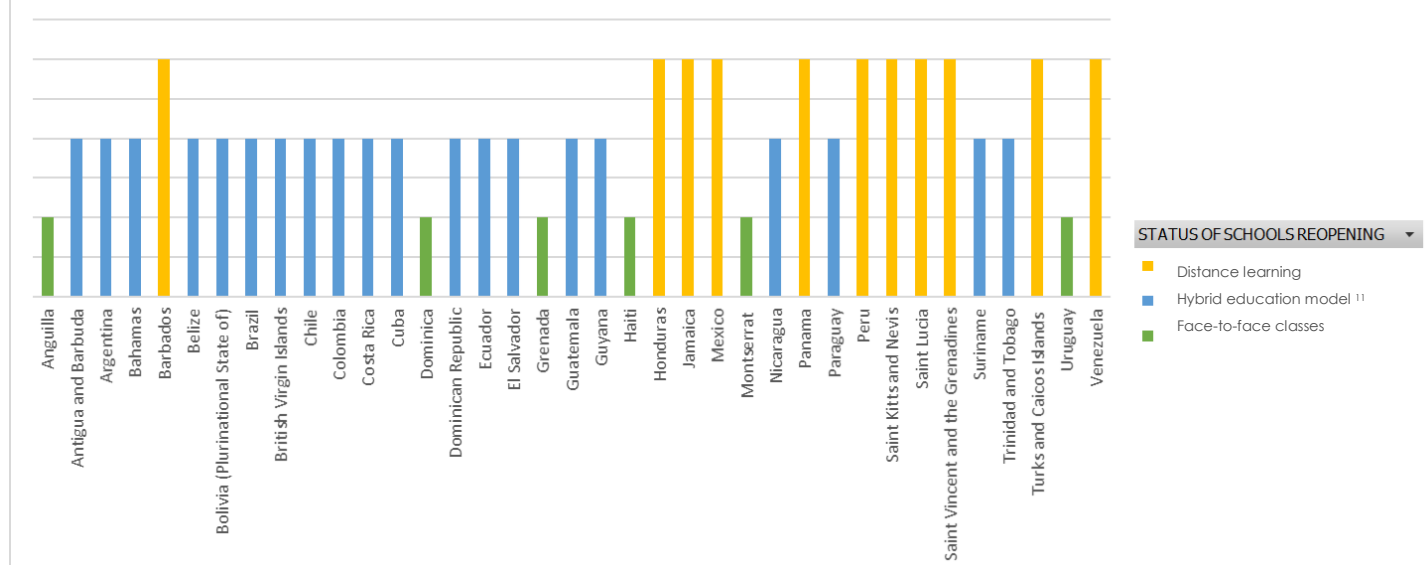
Schools are still closed to provide face-to-face education to children, so distance learning classes are maintained. In the attempts to reopen the schools, the situation of Covid-19 not allow to do it, so there is no estimated date of reopening.¹⁰



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¹⁰ Despite the fact that the schools opened their doors since October 2020 for feeding, for pedagogical counseling in the flexible weeks and for face-to-face assessments of the children, the schools remain closed for face-to-face education.

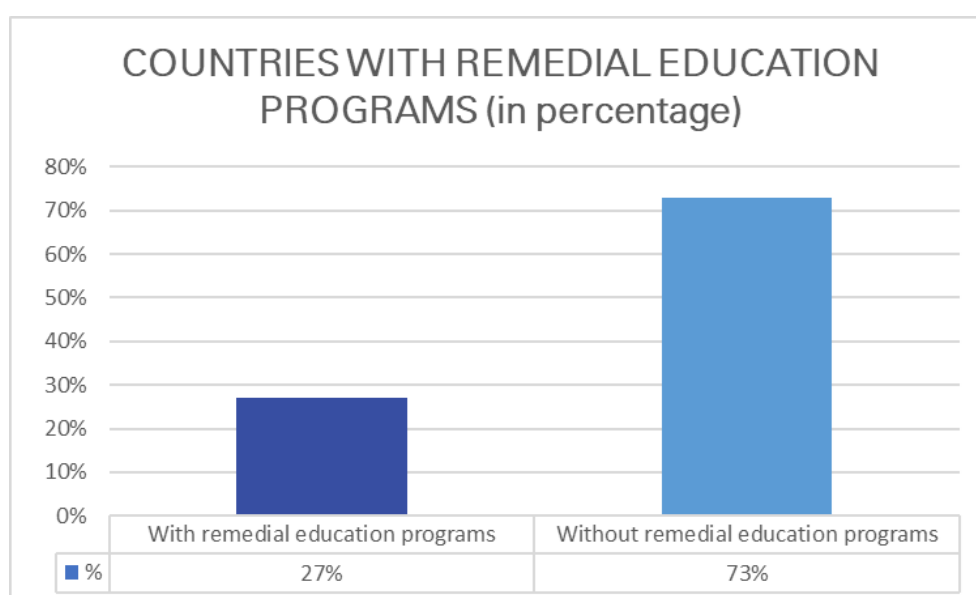
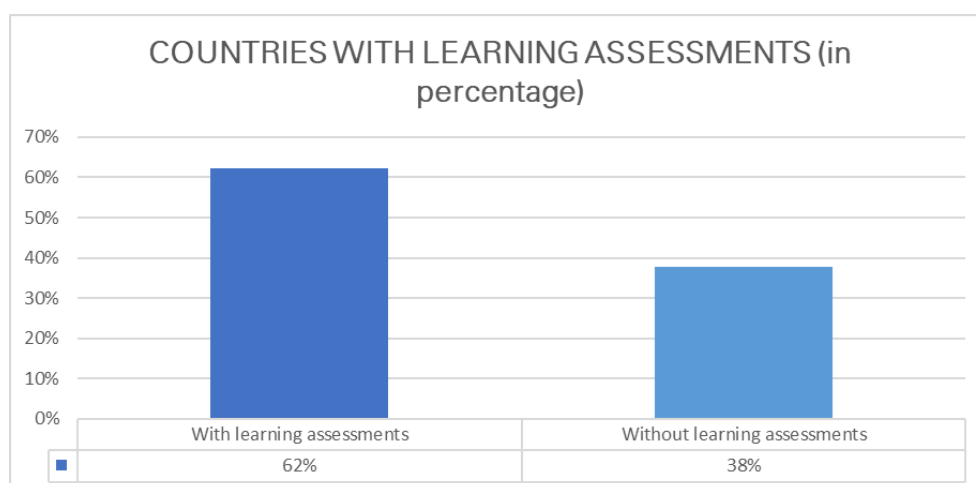
STATUS OF SCHOOLS REOPENING



4. LEARNING ASSESSMENTS AND/OR REMEDIAL EDUCATION PROGRAMS ¹²

Of the 37 countries surveyed, 14 report having some form of learning assessment.

Of the same total, only 10 countries in the region reported to have remedial education programs.

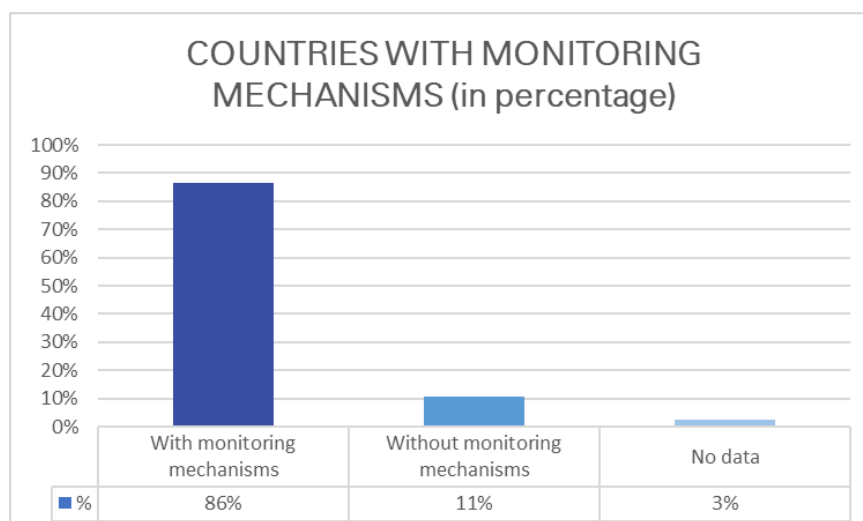


¹¹ Hybrid education model includes distance learning and face-to-face education.

¹² The graphs presented were elaborated with information provided by Unicef COs in Update No. 22: Status of school reopening.

5. MONITORING MECHANISMS FOR SCHOOL REOPENING¹³

Of the 37 countries consulted, 32 reported to have monitoring mechanisms for the safe reopening of schools.



6. UNICEF SUPPORT

ARGENTINA

Public advocacy for the return to face-to-face classes, generation and dissemination of empirical evidence, and participation with UNESCO in the Technical Committee of the Observatory for the return to face-to-face classes.

BELIZE

Direct participation in communities for the distribution of emergency child development kits, with advice on child development care and continued learning at home, provision of printed packages for distance learning.

BOLIVIA

Publication of the book "Safe Return to Classes", with the Ministry of Education, WFP and UNESCO Training on protocol, psycho-affective component, provision of supplies.

BRAZIL

At the municipal level, there is no monitoring mechanism in place. UNICEF supported a research developed by Undime (National Union of Municipal Managers of Education), which engaged 3,672 municipalities (67%). These municipalities are responsible for 14,789,830 (66%) students' enrolments in the country in relation to the municipal networks. In regard to planning for 2021, **63.3%** of the municipal education networks **planned to start the school year remotely; 26.3% intended to start in a hybrid way; 3.8% face-to-face** and **6.6% had not yet defined it**. The planning foresaw, at that time, that classes would be resumed in most networks between the months of January and March.

CHILE

UNICEF participates in the Advisory Council of the Ministry of Education; Co leads a roundtable of civil society actors in education; and monitors the reopening of kindergartens.

The Ministry of Education launched a socio-emotional accompaniment and learning plan so that children who return to their schools have the tools to work on these aspects with the support of their teachers or those in charge of school coexistence.

Socio-emotional support kit: Mineduc sent a socioemotional learning and school culture kit to educational establishments that receive state contributions. The kit consists of 12 resources and will be divided into two deliveries: the first part will be sent together with the school textbooks and the second part at the end of the first semester.¹⁴

COLOMBIA

Pedagogical support on school reopening plans, water, sanitation and hygiene kit strategies, communication strategies to reduce rumors and promote COVID care practices.

COSTA RICA

Support the MEP's Return and Learn at Home strategies through the generation of autonomous learning guides, educational capsules, hygiene supplies, protocols, and campaign.

CUBA

UNICEF supports with resources for socio-emotional treatment and in the creation of conditions for the fulfillment of the protocols of hygienic and sanitary conditions in schools.

¹³ The graphs presented were elaborated with information provided by Unicef COs in Update No. 22: Status of school reopening.

¹⁴ [Ministry of Education of Chile](#). Information obtained in March 2021.



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DOMINICAN REPUBLIC

Booklets for distance education from pre-primary to third grade of secondary school, reaching more than 2 million students. Design of guides for teachers applied to face-to-face education.

ECA

UNICEF's actions have included:

- Engagement with countries to keep them up to date on policy guidance on safe school reopening and school defense.
- Support for the development of COVID-19 response plans.
- Support for the procurement of hygiene and sanitation supplies and the dissemination of relevant messages in schools for the safety of students and teachers.
- Support for the procurement of a limited number of devices for disadvantaged students.
- Support for the training of relevant teachers for online delivery and preparation of digital content.

ECUADOR

Design and monitoring of educational continuity plans, monitoring of the situation of students, homes, and teachers. WASH costing proposal in schools. Repository of EIB materials and leveling.

EL SALVADOR

Educational kits, biosafety, and psychosocial care. Virtualization of educational content; educational radio support. Salvadoran Educational Information and Management System and strengthening of teachers.

GUATEMALA

PPS protocols and materials (design, printing, distribution), repair of educational centers, installation of temporary classrooms, self-learning guides, videos, etc.

GUYANA

Provide PPE; technical support for back-to-school protocol and risk management policy development; support for online resources and monitoring of the GPE COVID -19 Accelerated GPE Program.

HAITI

Cash transfers to vulnerable families; WASH in schools; distribution of school supplies; remedial classes; psychosocial activities; non-formal education for school dropouts; support for children with disabilities.

HONDURAS

Advocacy, school rehabilitation, WASH, psycho-emotional support, school kits.

JAMAICA

Prime Minister's digital meeting, U. Report. 534 tablets (CwD), 1,100 ECD packages, virtual school leadership course, parent helplines, tele-therapy, public service announcements. advocacy, conditional cash transfers, arrival of COVAX vaccine.

MEXICO

UNICEF Mexico supports with 1) learning at home programs. 2) Health in Your Hands through hygiene training, delivery of supplies and installation of hand-washing stations in schools.

NICARAGUA

Improving the institution's capacity to develop online training and administrative management processes, teacher training in socioemotional support and curricular adaptation.

PANAMA

UNICEF Panama assisted the Government with biosafety supplies, the physical return plan, guidelines and protocols, and a media campaign to advocate for face-to-face education.

PARAGUAY

Technical assistance in the development of protocols and guidelines: UNICEF has been supporting the Ministry of Education in the development of a general return plan, return protocol and operational guide (attached). The protocol is endorsed by the Ministry of Health and other organizations. In addition, UNICEF provided support for the development of the Guidelines for the prevention and control of COVID-19 in educational institutions, which has 3 modules: 1) directors 2) teachers 3) students and families.

PERU

Support for the design of standards for reopening, guide for directors, support in 4 regions for reopening, intensive communication strategy, counseling to 130 schools promoting good practices.

SURINAME

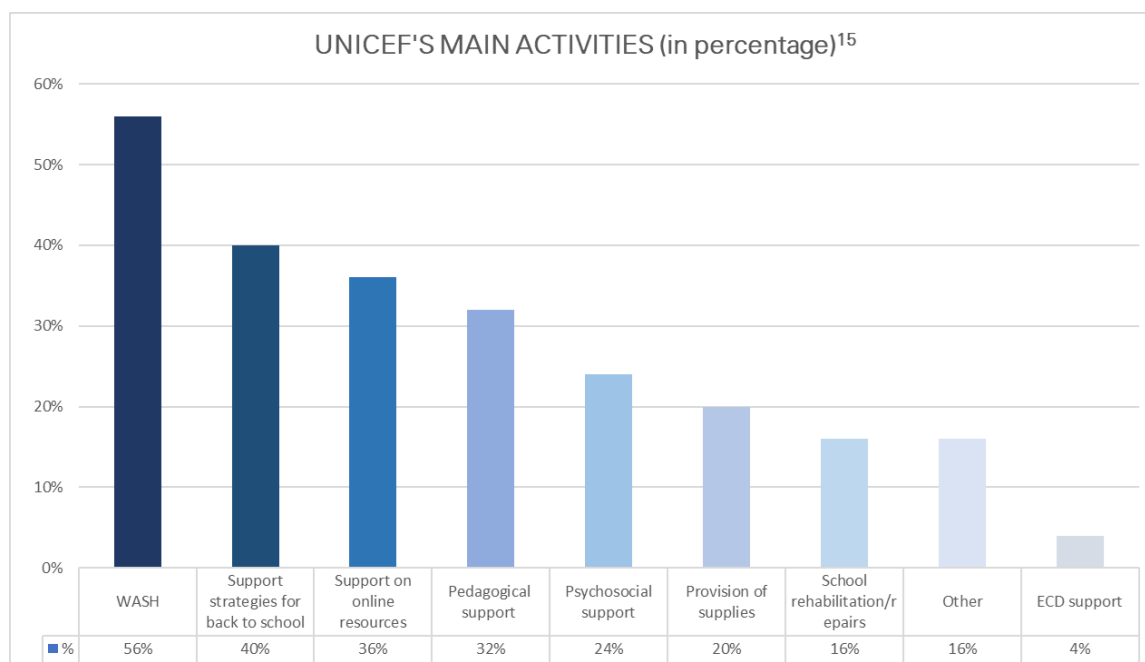
WASH, distance learning: content development, learning passport; data management, psychosocial support; faculty capacity building; communication; strategic planning/transition planning.

URUGUAY

UNICEF is leading with education authorities, OCR, UNESCO, PAHO and UNFPA a back to school campaign. UNICEF has carried out a new systematization of the back to school process.

VENEZUELA

Multimodal distance education, delivery of school kits, food, technological incentives, socioemotional support, water and sanitation, provision of protection and disinfection kits.



¹⁵ The graphs presented were elaborated with information provided by Unicef COs in Update No. 22: Status of school reopening.



7. UNICEF' S CROSS-SECTORAL WORK

ARGENTINA

An advocacy, communication and evidence generation strategy has been designed through an internal intersectoral working group with specialists in education, health, communication, and management.

BELIZE

UNICEF held high-level strategic meetings with the Ministry of Education, the Ministry of Health, the Ministry of Human Development, the Special Envoy (wife of the Prime Minister) and members of the Covid-19 Education working group.

BRAZIL

UNICEF Brazil has been an important voice in the debates and efforts to prioritize and address the impacts of the pandemic on the lives of girls and boys and, for this, invested heavily in recommendations, new methodologies, training and supporting materials to ensure a safe return to schools. To coordinate actions, the Education team established a **working group** with the following structure:

- **Epidemiological monitoring** - coordinated by the Health team;
- **Data and infrastructure** - coordinated by the Monitoring & Evaluation team;
- **Communications** - coordinated by the Comms team;
- **Territorial activity** - coordinated by the territorial teams;

The moment requires an intersectoral approach between the areas of education, health, protection, nutrition and sanitation, in addition to specific attention to the situation

of girls, children with disabilities and populations with specific needs. For this, we made available a section on UNICEF's website with documents, guidelines and tools to support education managers and the school community in making decisions and evaluating the risk situation of schools. This page and its content will always be reviewed and updated in accordance with the most recent documents made available by UNICEF and its partners.

BOLIVIA

UNICEF, together with WASH, has collaborated in the provision of hand washing stations, and has also taken protective actions for the referral to "Familia Segura" in cases of violence.

CHILE

UNICEF, together with UNESCO and civil society organizations, worked with the private sector to enable school playgrounds with PFP; worked with the Ombudsman's Office to raise the voice of students in the safe reopening of schools.

COLOMBIA

Encouragement of active participation and leadership in Emergency Education Roundtables, support, and articulation of the educational policy strategies of the Ministry of National Education for the safe reopening of schools.

COSTA RICA

UNICEF Costa Rica works in coordination with the Education sector and the Protection and Health sector for the actions described in the support to the educational response to COVID-19.

CUBA

UNICEF's program components "Survive and Thrive", "Every Child Learns" and "Every Child is Free from Violence" have worked together on communication campaigns for the reopening of schools.

DOMINICAN REPUBLIC

UNICEF collaborates in the inter-agency coordination for advocacy and with international organizations that support the sector, as well as in the generation of information, technical discussions with experts and presentation of experiences on the reopening of schools.

ECA (EASTERN CARIBBEAN AREA COUNTRIES)

Interactions have largely focused on the education and health sectors, which have worked closely with PAHO to ensure that relevant information is available and in the most acceptable form to reach the various audiences.

ECUADOR

UNICEF Ecuador has developed self-care protocols MINEDUC - MSP Mobilization of public opinion to reduce fear barriers for COVID-19 in citizens and has advocated for the reopening and priority delivery of vaccines to teachers.

EL SALVADOR

Leadership of the EiE cluster. Thanks to UNICEF, a team has been created to support MINED with UNESCO and the World Bank. UNICEF (WASH) participates in an intersectoral space led by the First Lady for the reopening.

GUATEMALA

UNICEF Guatemala has created working groups with the health sector.

GUYANA

CO's cross-sectoral experience ensured the back-to-school protocol and its implementation in three broad areas: learning, safe operations, and welfare/protection.

HAITI

Coordination actions with Wash, communication, health, and protection.

HONDURAS

WASH actions, psycho-emotional support and advocacy.

JAMAICA

All programs work through government/NGO partners in the provision of materials and services, including research, in addition to training, advocacy, vaccine monitoring and information sharing.

MEXICO

WASH actions in schools, advocacy with federal and state authorities, delivery of low-tech supplies to support teachers who do not have internet access.

NICARAGUA

Improved access to water, sanitation and hygiene (WASH), teacher training in biosafety, provision of teaching resources for students, educational campaign for families to support school integration.

PANAMA

UNICEF has generated an alliance with more than 22 organizations, including banks and international organizations, NGOs, parents, the private sector and civic clubs in favor of the physical reopening of schools.



PARAGUAY

Inter-agency coordination: UNICEF and PAHO/WHO are leading the inter-agency coordination for UN system to support to the return of schools and the response to the negative effects that the closure has generated in children and adolescents. A coordinated work plan is in place, addressing the following dimensions: interagency advocacy, inclusive and accessible communication, continuity of learning, safe school operations, health, wellness and protection, and school nutrition. Joint work with: UNFPA, UNESCO, BM, FAO, OCR.

PERU

Coordination actions with health and subnational governments to prioritize the safe reopening of schools.

SURINAME

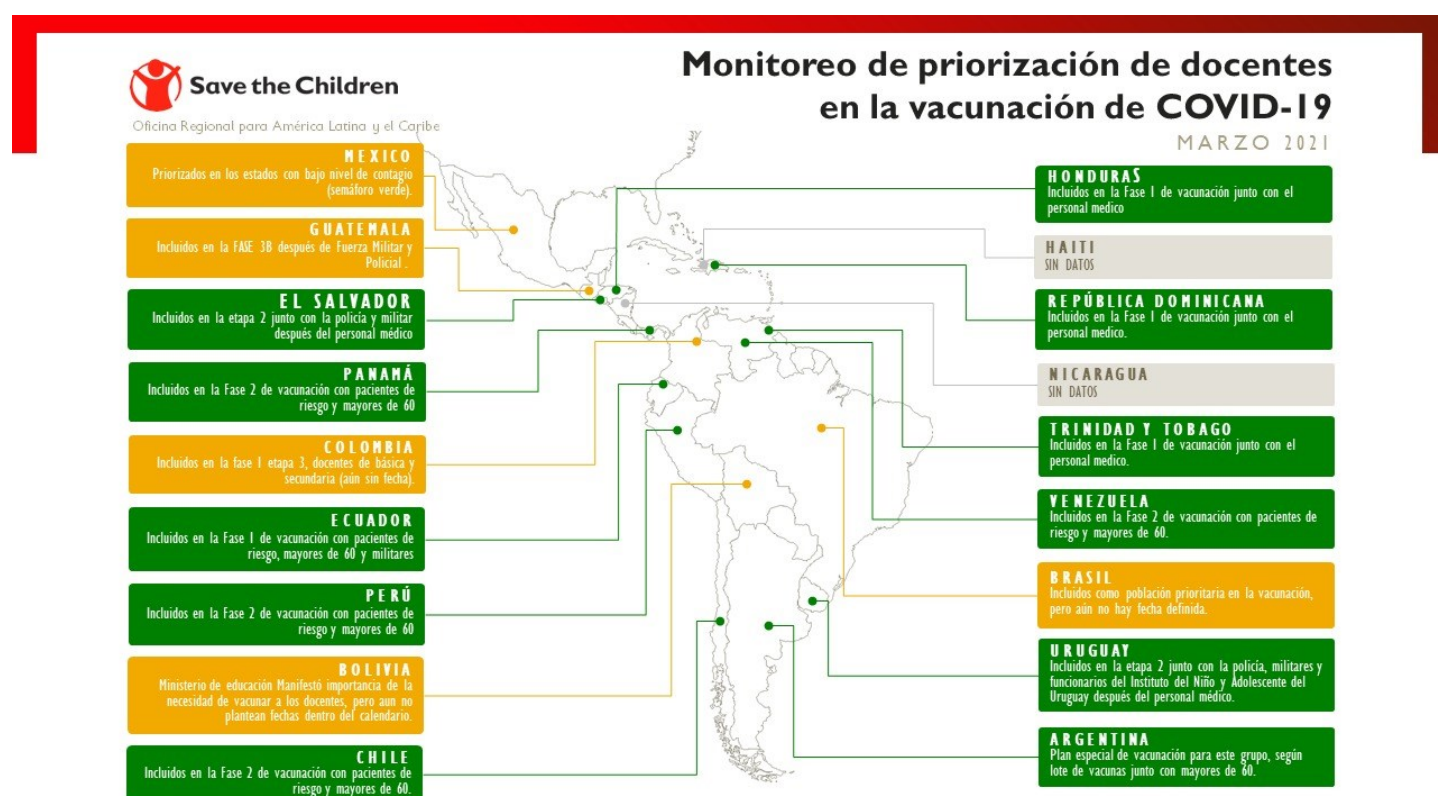
Cross-cutting work encompasses: WASH in schools, C4D, communication, improving access and quality of learning, ECD, ECE.

URUGUAY

Work with educational authorities (ANEP), Ceibal and United Nations agencies (OCR, UNESCO, PAHO, UNFPA).

8. MAPPING OF THE PRIORITIZATION OF TEACHER VACCINATION

The below map developed by Save the Children Regional Office for Latin America and the Caribbean displays a mapping of the prioritization of teacher vaccination in the region as of March 2021st.



9. UNICEF REGIONAL SUPPORT

EDUCATION IN EMERGENCIES (EiE)

Campaign "En la Escuela estoy Mejor": Continuation of the campaign developed by the Convenio Andres Bello (CAB) with the technical support of UNICEF LACRO and developed within the framework of the FER project of Education Cannot Wait (ECW). The objective of this campaign, which includes video pieces, podcasts, gifs and infographics, is to inform and promote the use of the CAB Equivalency Table as a reference to achieve a more agile and efficient integration of children and adolescents in migration situations in the educational systems of host countries.

You may find regular posts of the campaign in the following links:

[En la Escuela estoy Mejor 1](#)

[En la Escuela estoy Mejor 2](#)

Mi casa Mi Cancha series and the Applied Resilience Guide for Teachers: The objective of this guide is to complement teacher's capacity to adapt to the various contexts in which the learning of children and adolescents is being promoted, both at a distance and in person. "Mi casa, mi Cancha" seeks to promote healthy family living spaces for the care of girls, boys and



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adolescents within the framework of family resilience and the psychosocial support that people require to face stressful situations. The program is aligned with the [10 daily routine steps](#) proposed by UNICEF from which content, themes and learning are derived expected to address with girls, boys, youth and their families.

Communications and Advocacy to raise awareness of reopening schools: Given the urgent need to raise awareness about the importance of reopening and impact it has on children in the region, UNICEF is launching its #SchoolsFirstNotLast campaign reflecting the state of classrooms in the region, millions of empty chairs waiting for students to resume classes and continue their learning process:

LAC video: [adaptation of the backpack installation.](#)

LAC video: [Reopen schools or keep them closed?](#)

CWD/Inclusion: UNICEF, RIADIS, HUMANITY INCLUSION facilitated an online event to disseminate the recently released [Spanish version](#) of the Inter-Agency Standing Committee (IASC)'s Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action.

These guidelines will assist humanitarian actors, governments and affected communities to coordinate, plan, implement, monitor and evaluate essential actions that foster the effectiveness and efficiency of humanitarian action, resulting in the full and effective participation and inclusion of persons with disabilities and changing practice across all sectors and in all phases of humanitarian action.

Walking the talk on inclusion: Following the constitution of a Regional Task Force Team to support and guide disability-inclusive COVID-19 responses in the Region, technical resources and assistance will continue to be delivered to Country Offices in 2021.

For additional information or any queries please contact:

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Secondary Education: On March 26th, an Education Policy Dialogue on alternative educational opportunities for out-of-school adolescents was held virtually with the participation of the representatives of the Ministries of Education and Country Office colleagues of Brazil, Colombia, Ecuador and Peru. Based on the findings and recommendations of a recent UNICEF diagnostic study on "Alternative educational opportunities for Venezuelan migrant and refugee adolescents and out-of-school adolescents in receiving communities in Brazil, Colombia, Ecuador and Peru", the policy dialogue was celebrated with the objective to provide and open a space for discussion, consultation and reflection on how to a.) strengthen public policies and programmes aimed at making available and strengthening alternative education opportunities for out of school adolescents, including both migrant and refugee adolescents and those from receiving communities, and b.) use existing knowledge and successful experiences for the design and implementation of alternative education programs in the context of school/post-pandemic reopening.