

LACRO COVID-19 EDUCATION RESPONSE: UPDATE 29

STATUS OF SCHOOLS' REOPENING

[Released on October 18, 2021]

I. INTRODUCTION

As of October 18, 8 countries and territories have completely closed schools, 19 are partially closed, and 9 have reopened them completely. Only in one country in the region schools are in recess. Over the last month, the number of children affected by school closures has decreased from 86m to 74m, as a result of the start of the new academic year in many countries and the progress made in the reopening schools.

Some countries that were in academic recess have already started the new 2021-2022 academic year, such as the Dominican Republic and St. Vincent & the Grenadines, while others that had schools completely closed last month have partially opened them, such as Belize, Anguilla, and Cuba. It is important to note that, although some countries have not yet opened all their schools, the data show that most of their students are already receiving on-site classes, such as Argentina and Chile. The cases of Colombia, Mexico, Bolivia, and Paraguay are also noteworthy, with more than half of the students in these countries already benefiting from face-to-face classes.

As the reopening process advances in the region, many countries have also made progress in evaluations and

learning recovery programs with the aim of reducing educational gaps and backwardness. Ecuador, with its National "Learning on Time" Plan, and Belize, with its A-Z reading assessment, are some examples.

Update 29 presents the latest reopening progress in Latin America and the Caribbean up to the beginning of October. In addition, this new report presents important new features, such as the percentage of children and adolescents benefiting from face-to-face classes to provide a clearer picture of the reopening progress of each country in relation to their total number of students. In addition, this Update also includes information on the prioritization of students' vaccination.

UPDATE HIGHLIGHTS

- New [case study on mental health and psychosocial support](#) (MHPSS) from the Nicaragua country office and article with [8 practical recommendations](#) for teachers to support the mental health and well-being of their students during their return to the classroom.
- Registration opened for the online course [Education in Times of Crisis: Preparing for Back to School](#).



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II. REOPENING OF SCHOOLS' MAP

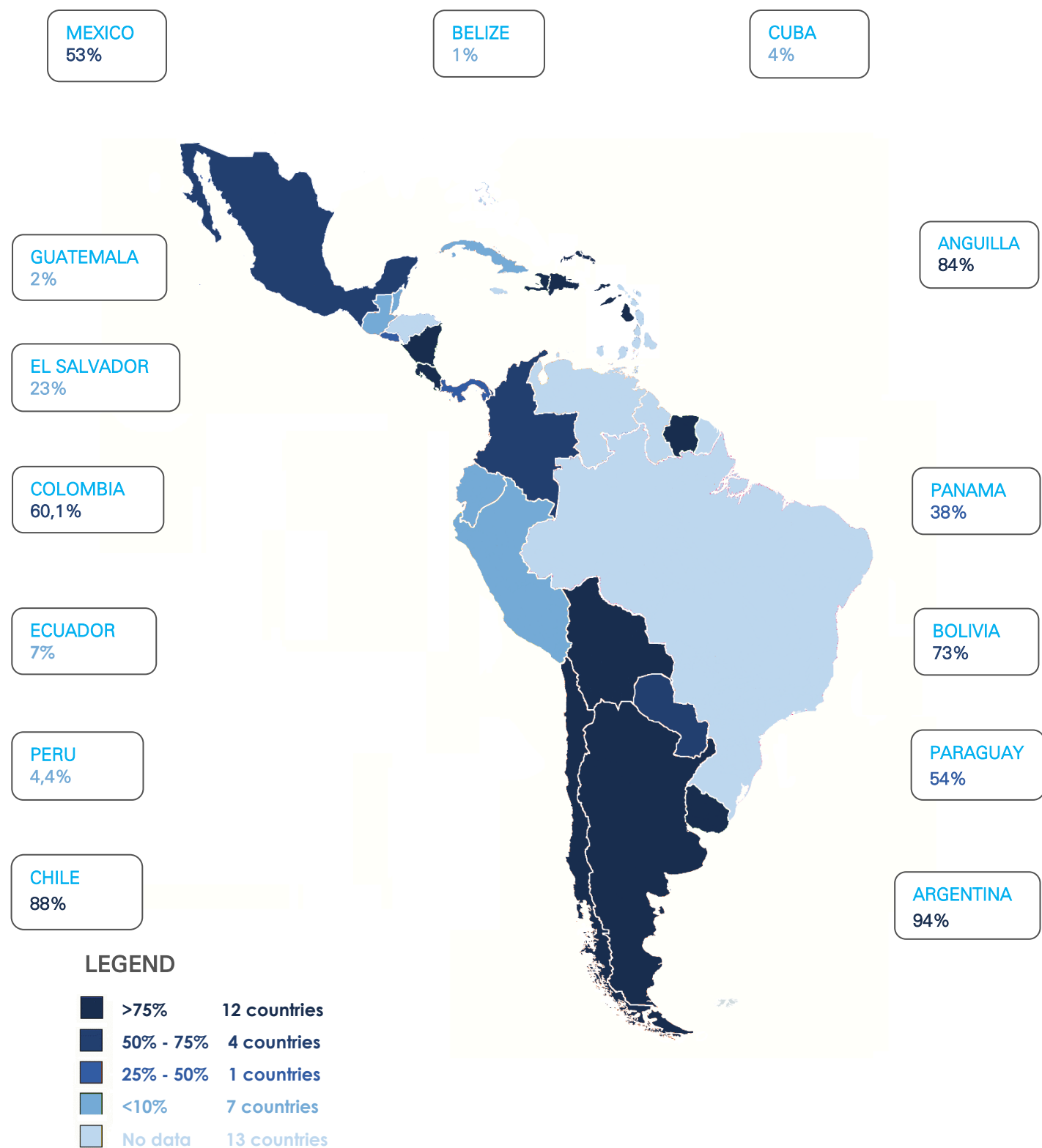
This report uses UNESCO's definition of school closures. Schools are considered:

- **"Fully closed"** when the closures affect most or all the schoolchildren enrolled at pre-primary, primary, lower, and upper secondary levels.
- **"Partially closed"** refer to situations in which schools are either closed in some of a country's administrative units, for some grade levels, or are operating with limited capacity.
- **"Fully open"** means that classes are held in-person for all schoolchildren and at all grade levels.



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 by COs and updated until early October 2021.

III. PERCENTAGE OF STUDENTS BENEFITED BY FACE-TO-FACE CLASSES



Note: The percentage has been calculated based on the total enrolment of students from pre-primary to secondary school and the number of children and adolescents benefiting from face-to-face classes.

Sources of information: Data obtained from the United Nations Educational, Scientific and Cultural Organization, Institute of Statistics ([Welcome to UIS.Stat](#)), and the information provided by UNICEF COs until early October 2021.

IV. SITUATION OVERVIEW

This section was prepared based on information received by COs and updated until early October 2021.



8 country with schools **fully closed** (Antigua & Barbuda, Barbados, Dominica, Grenada, Jamaica, Saint Vincent & the Grenadines, Trinidad & Tobago, and Saint Lucia).



9 countries have all their schools **fully open** (British Virgin Islands, Costa Rica, Dominican Republic, Haiti, Montserrat, Nicaragua, Surinam, Turks and Caicos Islands and Uruguay).



19 countries have their schools **partially closed** (Anguilla, Argentina, Bahamas, Belize, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Guatemala, Guyana, Honduras, Mexico, Panama, Paraguay, Peru and Saint Kitts & Nevis).



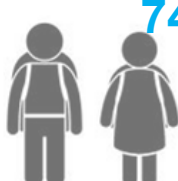
1 Country is on **academic recess** (Venezuela).



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



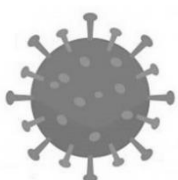
50% of countries and territories have decided on a **date for school reopening**.¹



74M children affected by schools' closures.²

1M children affected in countries where schools are fully closed.

73M children affected in countries where schools are partially closed.



An average of **156** school days **without face-to-face classes** between March 2020 and early October, 2021.³



23 countries and territories with learning assessment and/or remedial education programs.



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



20 countries and territories have prioritized teachers in the **vaccination process**.



18 countries and territories have prioritized students in the **vaccination process**.

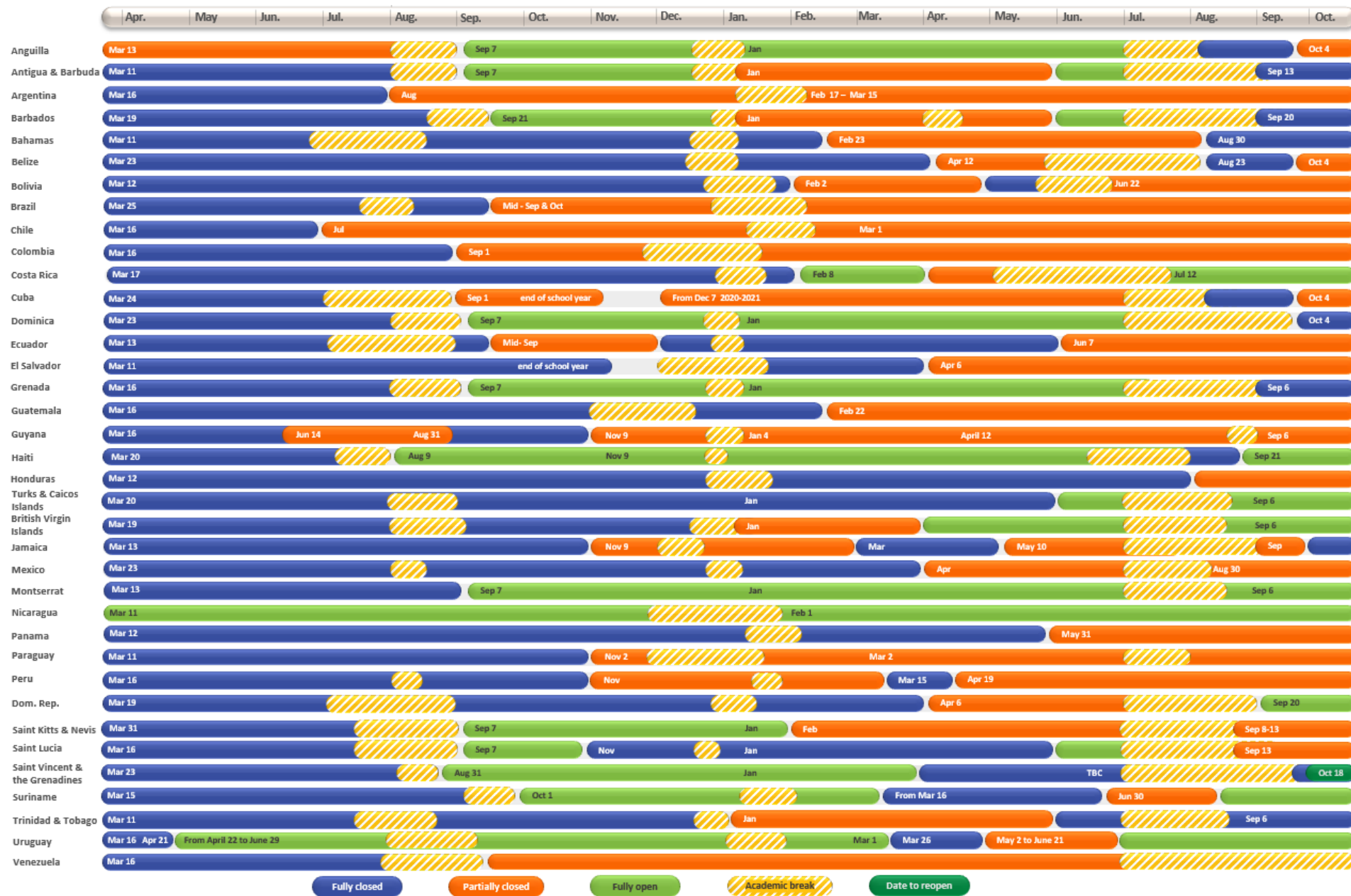
Sources of information:

¹ This percentage was calculated by information provided by COs.

² Data extracted from the United Nations Educational, Scientific and Cultural Organization, Institute of Statistics, '[Welcome to UIS.Stat](#)', and information provided by UNICEF COs until early October 2021.

The figure of 74 million has been calculated based on the number of children affected by schools that are partially or fully closed. In the case of Brazil, the number of children affected by schools' closures has been calculated using data on the total of students in Brazil and an approximate figure provided by the CO of the number of children that have received distance or hybrid classes.

³ Figure calculated using the schools' closures information from the Timeline (page 4). The information of the timeline has been provided by UNICEF COs from March 2020 until early October 2021.



Note: The label for 'Academic break' represents the holiday period in all countries.

Sources of information:

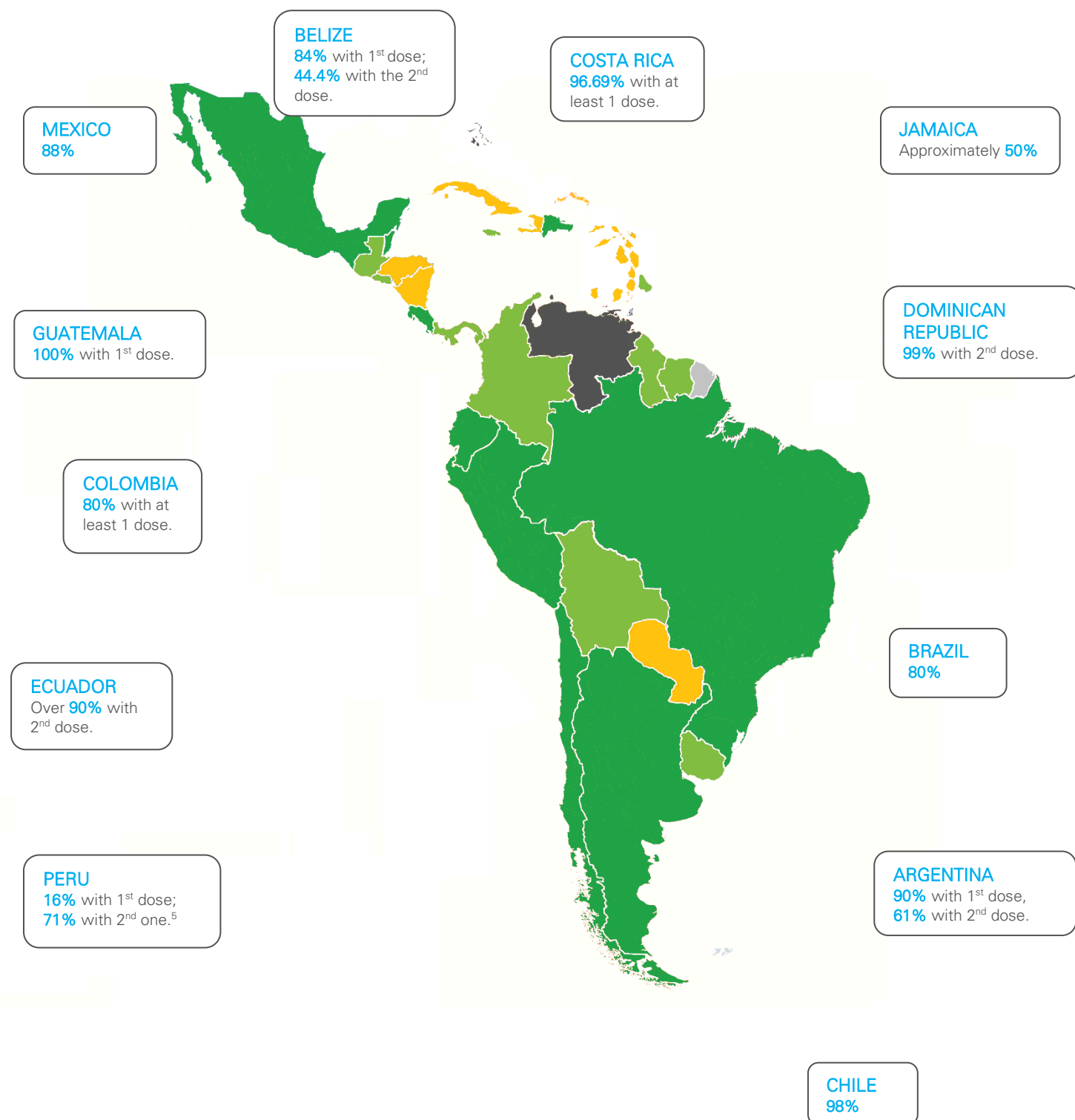
⁴ Data reported by UNICEF COs from March 2020 until early October 2021.

VI. PERCENTAGE OF TEACHERS VACCINATED

The below map provides a mapping of the prioritization of teachers' vaccination in the Latin American and the Caribbean region since April 2021.

LEGEND

- 20 countries with teachers vaccinated with the 1st dose
- 9 countries with teachers vaccinated with the 2nd dose
- 16 countries without prioritization of the vaccination
- 2 countries without available data



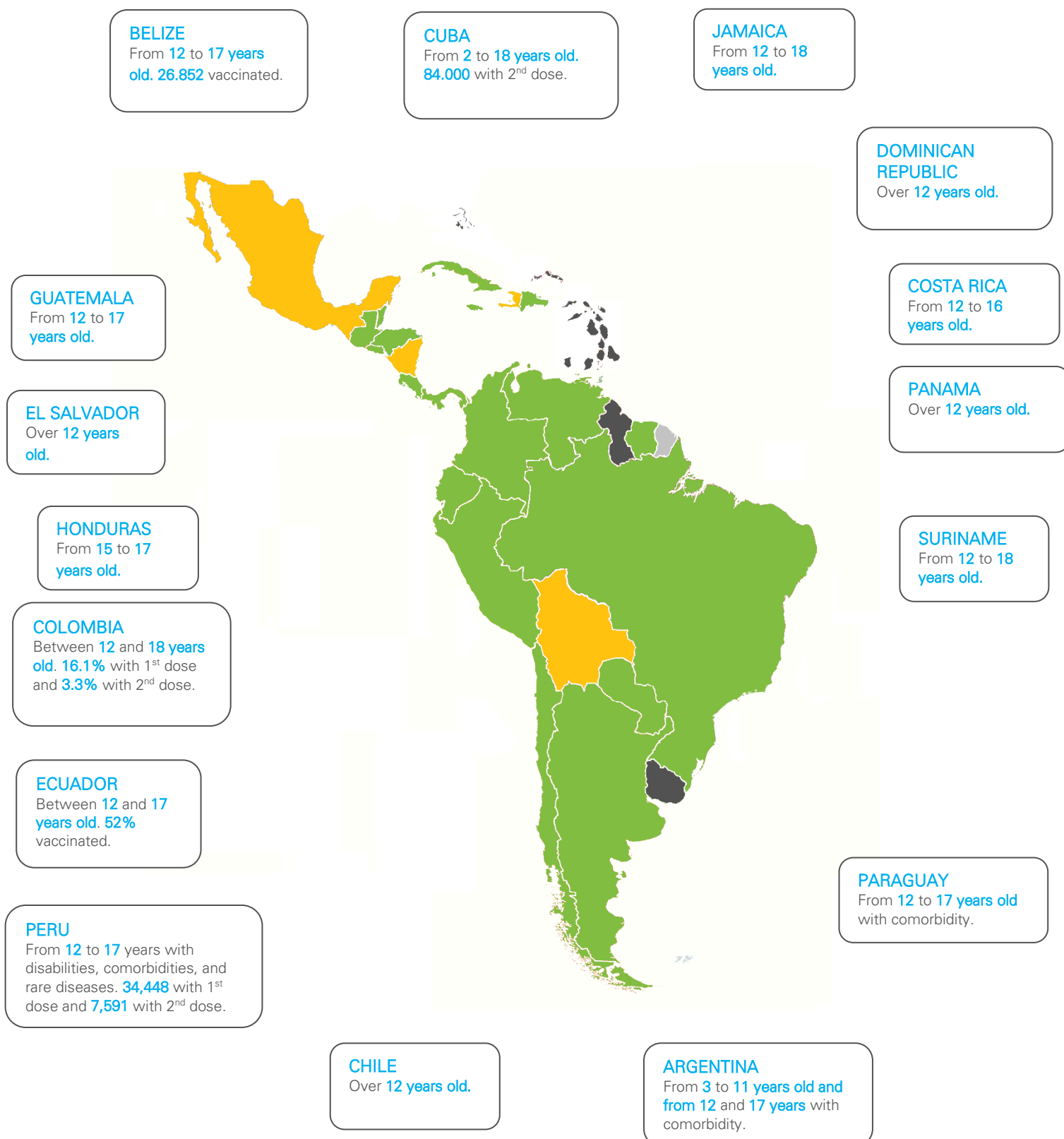
⁵ Cut-off date: 28 September, 2021.

VII. MAPPING OF THE PRIORITIZATION OF STUDENTS' VACCINATION

The following map shows the prioritization of vaccination of children and adolescents in the Latin American and Caribbean region as of early October 2021.

LEGEND

- 48.65% of countries have prioritized the vaccination
- 10.81% of countries have not prioritized the vaccination
- 40.54% of countries with no data available



VIII. OVERVIEW OF THE REOPENING OF SCHOOLS BY COUNTRY

ARGENTINA

According to the report of the Observatory of Face-to-Face Return to Classrooms, as of September 16, 1,803 (3%) schools at the pre-school, primary, secondary, and higher education levels are still partially or totally closed.

The number of students benefited by the reopening is 11,401,213 (94%).

- **UNICEF's support.** Technical assistance to the committee of the Observatory for the Face-to-Face Return to the Classroom; efforts focused on the dissemination of evidence; and promotion of intersectoral actions to support the face-to-face return to school, attention, and reintegration of students with greater vulnerability.
- **Support from the Ministry of Education.** Approval of a budget line under the "Return to School" program, which identifies children who have been removed from educational centres. Continuity in the actions of the "Connect Equality Plan", which provides technology to the educational system through connectivity programs, teacher training proposals and the free virtual educational platform "Juana Manso".
- **Progress on learning assessment & recovery programs.** Approval of the [National Educational Evaluation Plan](#), which aims to disseminate evidence on the situation of primary and secondary education considering 4 dimensions: teaching, learning, organization & functioning of the school system, and school trajectories.

BAHAMAS⁶



Schools remain completely closed and classes are being held virtually, in accordance with the Ministry of Education's motto of "Safety First, Education Always".

- **Support from the Ministry of Education.** Introduction of the Learning Management System (LMS) for students and the virtual early childhood portal. In addition, the Ministry of Education, together with the Ministry of Health, has presented a series of requirements that schools must meet before restarting face-to-face classes. Click [here](#) to access the Strategic Plan for the safe reopening of schools.

BELIZE



There are 8 fully open schools benefiting 1,280 students, and all early childhood centers are closed. A green light checklist is used for safe reopening. Factors that determine reopening are: 1) geographic location of the school, 2) vaccination status of teachers, 3) vaccination status of students, 4) physical readiness, 5) community context.

- **UNICEF's support.** Assistance to partners in the area of psychosocial support, literacy and support to the Government with teacher training to implement the "Return to Joy Program"; assistance to RESTORE Belize for the Early Identification Intervention System and Trauma Informed Practice in Schools. Distribution of materials benefiting 2,880 children from migrant communities. Creation of HUBS and U-Zones to provide educational support devices/services.
- **Support from the Ministry of Education.** Capacity building courses for teachers through the Teacher Learning Institute. Support to school managements with localized training with continuing professional development courses.
- **Progress on assessments and learning recovery programs.** RESTORE Belize is working on building literacy skills in elementary school students to ensure satisfactory educational outcomes despite disruption to their education. 12 schools are using the A-Z reading assessment by 77 teachers, reaching 2,880 children.

BOLIVIA

There are 12,705 partially closed schools (77% of the total number of schools) benefiting approximately 2,156,000 students. The schools have face-to-face, distance education through web platforms, TV, radio, print media and the hybrid modality.

⁶ Information retrieved from the Bahamas [Ministry of Education's official website](#) and its Facebook official page.



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- **UNICEF's support.** Phase 2 of the "Safe Return to School" program is underway, aimed at 160 schools in 13 municipalities, with support in biosecurity supplies, training in return protocol and psycho-affective containment. The objective is to reach approximately 75,000 students.
- **Support from the Ministry of Education.** The Ministry provides support for the development of didactic materials to continue with distance education, in addition to the Bolivia Educa television program aimed mainly at the primary level.
- **Progress on evaluations and learning recovery programs.** Adaptation of academic content as part of strategies to address learning loss.

BRAZIL

Schools have resumed their activities since August. The states of the South and Southeast regions are making rapid progress in the reopening of classrooms, while the Centre and North regions still maintain distance education, gradually resuming on-site classes. The municipal network is making progress in the reopening of early childhood centres.

- **UNICEF's support.** Regular updating of the website with recommendations and materials to support decision-making in educational networks; UN Brazil advocates for the safe reopening of schools; and active search strategies are implemented to identify and enrol out-of-school students.
- **Support from the Ministry of Education.** The Ministry called for a safe return to classes, a safe reopening manual has been published, and the vaccination campaign for teachers has been reinforced.
- **Progress on evaluations and learning recovery programs.** Adaptation of the school calendar and academic content, introduction of remedial and accelerated learning programs.

CHILE

As of September 20, 84% of primary and secondary schools offer face-to-face activities and 16% continue with distance classes. Some 88% of students benefit from face-to-face classes; however, it is not possible to indicate whether they attend regularly or partially. In preschool education, 87% of children have face-to-face activities.

- **UNICEF's support.** Publication of an activity guide for outdoor preschool education with a pilot of 11 educational playgrounds with JUNJI; survey of 17,000 families with preschool children about their perceptions of reopening and distance education. Two meetings were also held with education teams from more than 20 communes to share good reopening practices and work is being done with specialists to make proposals on hybrid education.
- **Support from the Ministry of Education.** Citizen consultation and presentation of proposals to design a learning recovery agenda; development of the analysis of a new survey of information from the Comprehensive Learning Diagnosis that will be reapplied at the end of the school year; and redefinition of the gauging protocols: all students can be together in person if 80% of them are vaccinated with the two doses.

COLOMBIA

40,649 schools in the country are open, benefiting 5,950,913 children. Students continue to learn through the face-to-face modality, the hybrid model, and the different distance education modalities.

- **UNICEF's support.** Support for interventions in access to water and basic sanitation, benefiting 36,760 students in 81 schools; attention to 2,892 students with the flexible educational model "Learning Circles" through pedagogical and psychological support during the first 3 months of transition to regular schools; and training of 1,087 teachers and school principals and 68 local government officials in education through technical and pedagogical support.
- **Support from the Ministry of Education.** Signing of agreements with teachers' unions to promote the reopening of schools; investment of public resources to adopt biosecurity protocols for the reopening; technical support to local governments to strengthen the institutional capacity for educational response; and coordination with cooperation agencies to implement actions focused on the educational emergency.



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COSTA RICA

Combined education resumed on July 12, 2021. To date, all 5,369 public and private centres are open in this modality and 1,266 early childhood centres are fully open, benefiting 1,187,749 children.

- **UNICEF's support.** Progress in the content of the Learning Passport platform, delivery of critical hygiene kits in schools with a high percentage of migrant population, coordination of the production of Spanish and mathematics videos for first cycle within the framework of the I Learn at Home strategy and support for the strengthening of the strategy for educational exclusion.
- **Support from the Ministry of Education.** The Ministry provides support in monitoring the "Return" strategy. In addition, the educational levelling plan continues through webinars.



CUBA

Educational centres are partially closed. In total, 851 schools are open; 730 early childhood centres are open, and 9,286 schools are closed. The planned reopening date for the rest of secondary education will be October 18 and from November 15 for primary education.

- **UNICEF's support.** Implementation of the campaign "Schools alert/safe schools and Homes alert/safe homes" with funds from the RCCE (Risk communication & communication engagement) communication campaign, which promotes health actions to be taken into account in schools and at home during educational television orientations. Training was also provided through web channels to groups of families and teachers on the importance of vaccination at paediatric ages, school reopening and the role of families.
- **Support from the Ministry of Education.** Television broadcasts were made of the educational guidelines due to the epidemiological situation. The vaccination campaign began on September 3 for the 2 to 18 age group, on October 4 for 84,000 students in the final grades, on October 18 for the rest of secondary education and from November 15 for primary education. Approximately 19 weeks will be devoted to recapitulation and training processes for these terminal grades for their evaluation and preparation.

DOMINICAN REPUBLIC

All schools are fully open as of September 20, except for schools with high overcrowding that are in semi-presential mode to comply with reopening protocols. In addition, more than 90% of early childhood services are fully open.

- **UNICEF's support.** National development of the [Return to Joy](#) Program in public schools, for the psycho-affective recovery of students and staff. Access [here](#) the "Manual for Play Facilitators adapted to COVID-19. Return to Joy" published in September and elaborated for the organization of a space for children and adolescents to mitigate the impact of emotional tensions.
- **Support from the Ministry of Education.** Training of 90,000 teachers and 8,000 counsellors for the national implementation of Return to Joy. Minor repairs are being carried out in priority educational centres nationwide to improve water and electricity conditions.

ECA (Eastern Caribbean Area)

Currently, all the territories have started the academic year. Some territories have started face-to-face, as in the British Virgin Islands, others through the hybrid modality, as is the case of St. Kitts & Nevis, and others, such as Trinidad & Tobago, with the distance education modality.

- **UNICEF's support.** UNICEF sent letters to the 12 Ministries of Education offering support to education recovery programs. Support for the development of digital content is ongoing.
- **Support from the Ministry of Education.** The Ministries of Education provided resources; supported connectivity; developed digital content; provided training in the integration and use of technology and virtual platforms; and provided personal protective equipment and cleaning and hygiene supplies.

ECUADOR

Of a total of 16,290 schools in the education system, 4,622 have approved plans to use their facilities and of these, 4,316 offer face-to-face education. At the moment 1,917 child development centres remain closed. The partial reopening has benefited 325,648 students and 36,299 teachers.

- **UNICEF's support.** Advocacy with the educational community and generation of evidence from the education cluster in favour of the reopening. Implementation of the community education model where one of the main axes is the reopening of rural schools.
- **Support from the Ministry of Education.** The Ministry's actions have led to an increase in the number of schools with approved return plans and in the number of students returning to classes, and the process of approving educational continuity plans has accelerated.

- **Progress on evaluations and learning recovery programs.** Ongoing implementation of the National Plan "Learning on Time with the objective of reducing educational gaps and backwardness through technical pedagogical support aimed at learning recovery. Other advances are the adaptation of academic content and the introduction of learning acceleration programs.



EL SALVADOR

Currently 5,026 schools are partially closed and only 126 schools remain totally closed. Some of these schools are temporarily closed because of positive cases and have been closed for two weeks as a matter of protocol. According to the most recent data, 330,000 children and adolescents are benefiting from the reopening in September.

- **UNICEF's support.** Support to the Ministry of Education, Science and Technology (MINED) in the acquisition of computer equipment, assistance to MINED and the Secretariat of Innovation to increase connectivity in schools, support to the multimodal education system and creation of quality digital content, and teacher training for its implementation and for socioemotional education and self-care. Development of digital skills of teachers and students, and prevention of online violence.
- **Support from the Ministry of Education.** Presentation of the results of the socioemotional diagnosis and the results of the application of cognitive tests in Mathematics, Language, Social and Natural Sciences in the student population. In addition, the number of infections among the school population remains low. The third dose of vaccination for teachers in the public and private sectors has begun.
- **Progress on evaluations and learning recovery programs.** The results of the 2021 "[Knowing my achievements](#)" diagnostic tests administered in June and July 2021 have been publicly presented and shared with schools and the population in general.

GUATEMALA

At the moment, 1,340 schools are partially closed, 32,740 are totally closed and 400 early childhood centres are partially closed, according to the Ministry of Health's Biosafety Dashboard. 83,750 students attend in hybrid mode and 2,892,251 attend in remote mode through web, TV, or radio platforms.

- **UNICEF's support.** Support in educational materials to contextualize the curriculum in the classroom and its linkage with school textbooks, biosafety protocols, materials adapted to Mayan languages, digital materials for psychosocial support and learning assessment route.
- **Support from the Ministry of Education.** Preparation of materials to contextualize texts, curriculum development, evaluation materials, protocols, food rations, teacher training in psychosocial support and systematization of good teaching practices.
- **Progress on evaluations and learning recovery programs.** Protocol for learning assessments; adaptation of the school calendar and academic content; introduction of remedial and accelerated learning programs; and hiring of new teachers.

GUYANA



Nursery and primary schools opened with different learning models in early September. Secondary students have not yet returned to school, as it has not been two weeks since the first group of students received the second vaccine. High schools will reopen in stages for grades 10 through 12, while grades 7 through 9 will work online or from learning packages.

While all eligible teachers and students are encouraged to get vaccinated, the minister has made it clear that children who are not vaccinated will not be prevented from attending school. Teachers are required to submit proof of vaccination, or a negative PCR test performed within three days.

HAITI

All schools in areas not affected by the earthquake and urban violence in the country have been open since September 21. As of October 4, schools in areas affected by the earthquake initiated the reopening process⁷.

⁷ Information retrieved from the Facebook official page of the Ministry of Education of Haiti.



- **UNICEF's support.** As part of the education response to COVID-19, UNICEF finalized the identification of 6,000 vulnerable families who will benefit from cash transfers in October to meet basic needs and prevent school dropout.
- **Support from the Ministry of Education.** The Ministry of Education continues to collaborate with UNICEF in the implementation of the COVID-19 response plan funded by the Global Partnership for Education (GPE). In addition, some of the funds are being reprogrammed to respond to other humanitarian emergencies that have recently arisen.

HONDURAS

Schools are partially closed. The reopening is carried out on a daily, hourly or group basis with prior authorization for the use of the facilities. Currently, different learning modalities are combined: distance education through web platforms, TV, radio, print media and blended learning.

- **UNICEF's support.** Support to the web platform of the Secretariat of Education *Educatrachos* through the Learning Passport, provision of technological devices, teacher training, psycho-emotional support, rehabilitation of schools in the area of water, sanitation and hygiene, recovery and learning levelling projects "Educational Bridges".
- **Support from the Ministry of Education.** The Ministry of Education provides support in the acquisition of technological devices, strengthening of the educational platform, teacher training and progress in the vaccination of teachers.
- **Progress on evaluations and learning recovery programs.** Introduction of learning recovery and acceleration programs as strategies to address learning loss.

JAMAICA

All schools, approximately 3,400, and children's centres, around 2,400, are closed offering classes via radio, TV, and WhatsApp, or using printed educational resources. Schools are expected to reopen in the second half of October, considering the evolution of the country's infection rate and vaccination with the two doses.

- **UNICEF's support.** Continued discussions with the Ministry of Education to support children and adolescents most affected by the school closures.

- **Support from the Ministry of Education.** Vaccination campaign targeting 12–18-year-olds and planning continues to identify students missing out on learning.
- **Progress on assessments and remedial learning programs.** Diagnostic learning tests are being conducted and sessions were held during the summer. 120,000 students have been identified as priority students to return to regular school in any modality, support teams are in the field visiting homes.

MEXICO

Schools are partially closed. According to information published on October 12 by the Ministry of Education, 156,042 schools have now returned to on-site attendance, benefiting more than 16 million students.

- **UNICEF's support.** Call for participation in the Back-to-School Commission, which is developing a program to accompany the return to school until the end of 2022. On October 8, the Learning Passport was launched, which will be used to support the recovery of learning in mathematics, communication, English and natural sciences. Continued implementation of trainings in educational communities on COVID-19 prevention and the use of the reopening monitoring dashboard.
- **Support from the Ministry of Education.** The main milestone has been the decision to reopen schools and gradually return to face-to-face classes. It also highlights the effort to establish an inter-sectoral and inter-institutional commission for the return to face-to-face classes and the establishment of a first draft of a joint work program that compiles the actions of various actors until the end of 2022.
- **Progress on assessments and learning recovery programs.** Online diagnosis of 1.6 million high school students. The Undersecretary of Education, together with MEJOREDU, developed a tool for formative diagnosis of basic education levels. The application of this tool is voluntary and at the teachers' expense. Some states are carrying out their own diagnostics.



NICARAGUA



The school year began on February 1, 2021, after the inter-annual vacation. All 9,125 schools and children's centres are fully open, benefiting 1,800,000 students in face-to-face and hybrid education.

- **UNICEF's support.** Support for the counselling program for educational communities in favor of the socioemotional well-being of children and adolescents.
- **Support from the Ministry of Education.** The Ministry continues to promote the use of the COVID-19 health protocols in educational centers and the socioemotional support program for students.
- **Progress on assessments and learning recovery programs.** Introduction of remedial and accelerated learning programs and adaptation of academic content.

PANAMA

Schools are partially closed. At the end of September, out of 4,587 schools, 1,398 were offering semi-face-to-face education with 314,188 students enrolled. In addition, 133 early childhood centres out of 1,450 are open.

- **UNICEF's support.** Advocacy and high-level communication with education, social development, and health authorities; in addition, they were presented with the results of the Household Survey and the U-Report survey on mental health and the importance of students returning to the classroom.
- **Support from the Ministry of Education.** The Minister of Education announced the return of students physically to schools by 2022. Progress was made in the reopening plan with 57% of schools partially closed. Issuance of Resolution No. 768 of the Ministry of Health, which facilitates the process of reopening schools by eliminating some requirements that could generate delays, such as certification by the Ministry of Health.
- **Progress on evaluations and learning recovery programs.** The preliminary report of the Study of 7 Dimensions of Educational Exclusion is being prepared, which includes an analysis of profiles, barriers, and impact of the pandemic on education.

PARAGUAY

757 schools are in face-to-face mode, 2,264 in distance mode and 7,293 in mixed mode. According to data from the Ministry of Education's information system, 840,447 students were reported in face-to-face classes (54%) and 705,575 in distance learning (46%).

- **UNICEF's support.** 1,176 schools implemented safe return protocols and 6,600 teachers and directors were trained; development of school support workshops with 1,100 students; continued systematization of the safe return process; development of a comparative study with the health area on the behaviour and contagion levels of COVID-19 in certain schools and spaces to raise awareness on the importance of vaccination in indigenous communities.
- **Support from the Ministry of Education.** Adjustments to the return protocol and confirmation of the continuity of hybrid classes until the end of the year. The 30-minute classes are maintained, and a record is kept every month of the number of schools and students with access to education. The rehabilitation of the extended school day has also begun for schools that have this modality.
- **Progress on evaluations and learning recovery programs.** Learning evaluations are being carried out by teachers. The review and analysis of the pedagogical results of the first stage and the planning of actions for the academic improvement of the second stage are being carried out.

PERU

According to data as of September 30, 8,012 schools and educational services (out of a total of 111,640) are open with semi-face-to-face service, the rest work remotely. In addition, 2,789 of the schools and services open serve early childhood.

- **UNICEF's support.** Support in the preparation and consultation of the National Education Emergency Plan, presented on September 21, which defines the guidelines and measures for the safe reopening and recovery of learning, among others. Launching of a public statement on September 22 to support the Plan and accelerate the reopening, since there are more than 86,000 schools that could be opened due to the sanitary conditions, but only 10% have been opened so far. Coordination with the Ministry of Health to continue promoting priority vaccination of teachers.
- **Support from the Ministry of Education.** Efforts to prepare and reach consensus on the Plan and for the safe reopening of schools. Work also to continue accompanying teachers who teach using the semi face-to-face modality and to improve the "I Learn at Home platform". On September 14 there was a relaunch of the National Strategy for educational reinsertion and continuity, focused on supporting all students who cannot connect or are at risk of dropping out of school.

SURINAME

All schools are fully open, benefiting a total of 143,393 students (73,748 boys and 69,645 girls).

- **UNICEF's support.** Development of water, sanitation, and hygiene awareness lessons for schools; launch of extended video lessons for primary; support to policy development on education reforms triggered by the impact of COVID-19 on education; and assistance to the Ministry of Education in the development of a fact sheet on the impact of COVID-19 on education.
- **Support from the Ministry of Education.** Launching of the reform of the education system with the inclusion of 2 orientation years after primary school to close the gap between primary and secondary school, and introduction of the type of trajectory assessment for academic course progression.

URUGUAY

All schools are open. The reopening process began on May 3 with the rural schools and ended on July 19 with the opening of the 2nd and 3rd year of basic secondary education and higher secondary education.

- **UNICEF's support.** A joint UNICEF - ANEP and CEIBAL study, "[The role of teachers in the pandemic context](#)", was presented, which includes a systematization of teaching practices in public primary and secondary education in the context of the pandemic. In partnership with the Ministry, a pilot plan called "ReVuelta Educativa" is being implemented in four secondary schools to provide socio-educational support to adolescents at risk of disengagement. UNICEF, together with the Council for Education Training (CFE), an institution that trains future teachers in Uruguay, the CEIBAL Plan and FLACSO, launched the 3rd cohort of the "Training in teaching in virtual environments", a course that deepens the training of teachers in educational practices that integrate technology in the classroom. This 3rd cohort is training 300 teachers and teaching interns.

- **Support from the Ministry of Education.** The National Institute for Educational Evaluation (INEEd) presented the study "[Perceptions of Uruguayan secondary school teachers regarding the Covid-19 pandemic](#)".

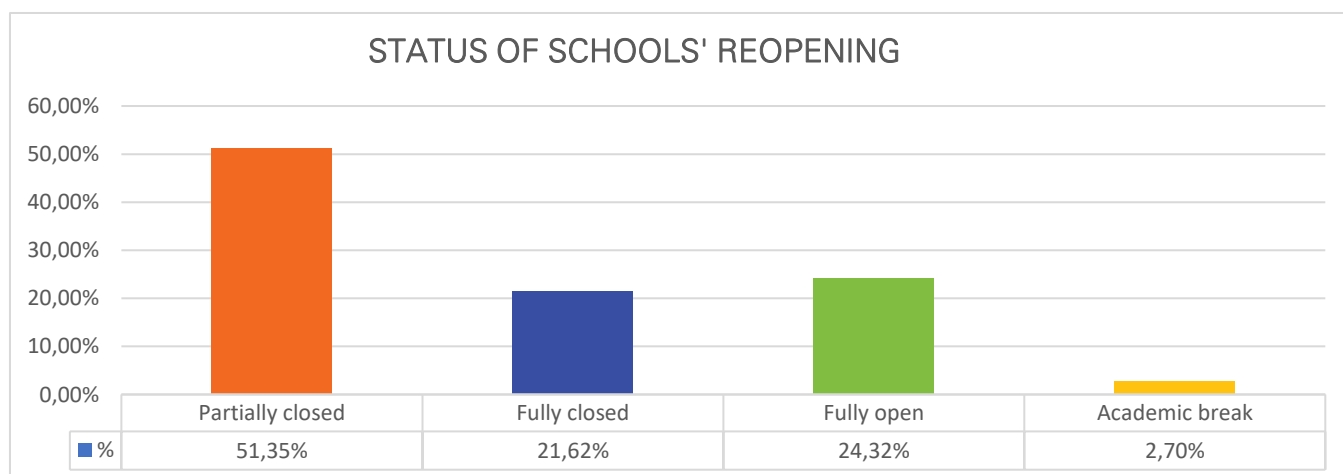
VENEZUELA

Schools are in academic recess and are expected to reopen on October 25.

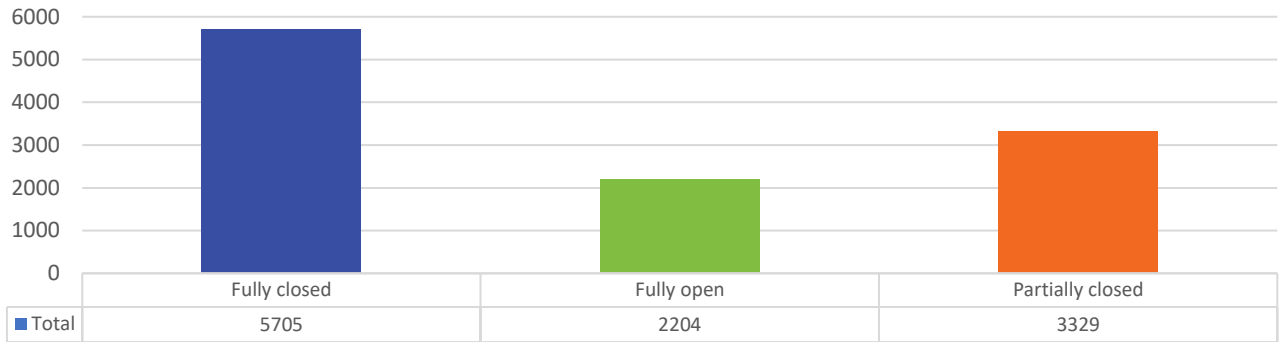
- **UNICEF's support.** Intersectoral support plan to the Ministry of Education for the return to classes and start of the 2021-2022 school year. This plan includes the National Campaign for the return to school with various communication products, the Plan for the Provision of Educational Kits, the Action Plan for the supplementary school feeding program, the Teacher Training Program for a safe return to school, and the Plan for Minor Improvements in water, sanitation, and hygiene.
- **Support from the Ministry of Education.** Launching of the Bicentennial Victory Plan, safe and progressive start of classes 2021-2022, installation of the inter-ministerial tables to guarantee school conditions and launching of the teacher training program. In addition, the Working Table of the Ministry of Education with the agencies of the UN System in Venezuela, the Education Cluster and NGOs also stands out.



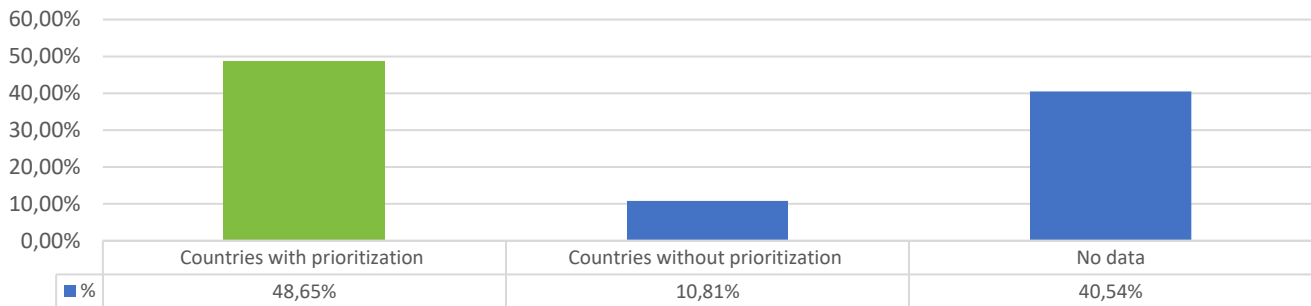
IX. THE SCHOOLS' REOPENING PROCESS IN FIGURES



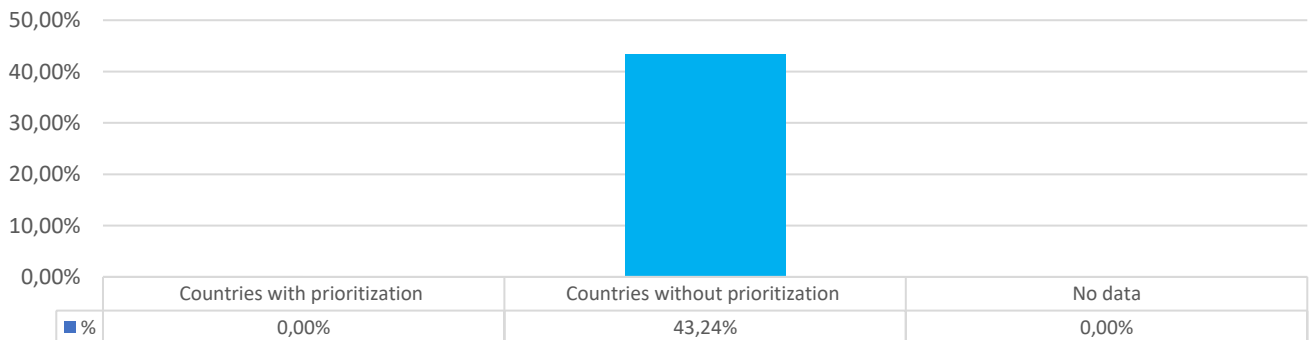
REOPENING STATUS OF EARLY CHILDHOOD CENTERS



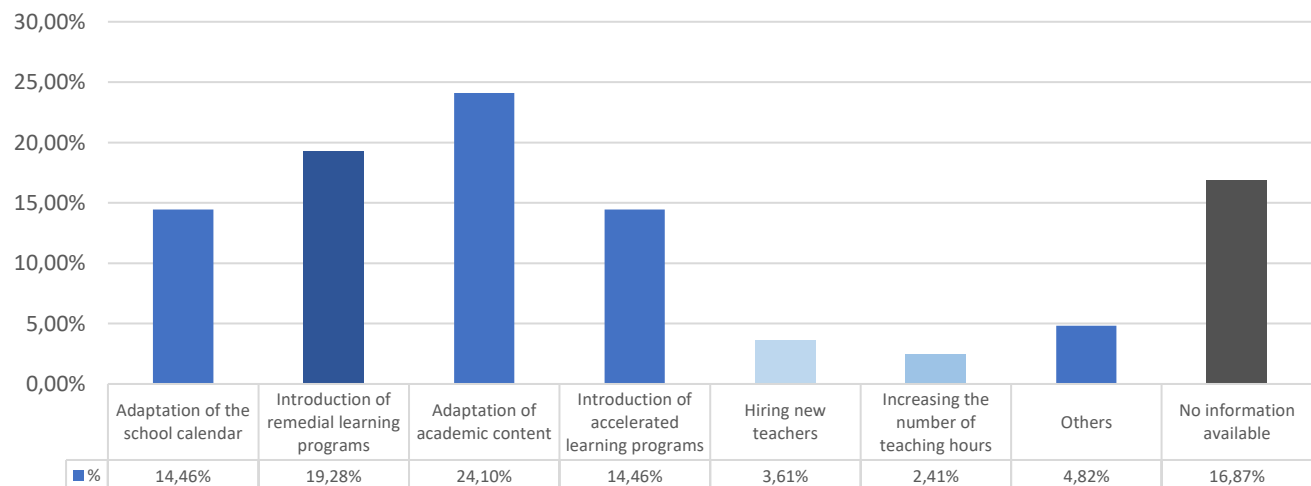
PRIORITIZATION OF VACCINATION OF CHILDREN AND ADOLESCENTS



PRIORITIZATION OF TEACHERS' VACCINATION



LEARNING ASSESSMENTS AND/OR REMEDIAL PROGRAMS



EDUCATION IN EMERGENCIES (EiE)

- **Thematic workshop: Generation & use of data for educational responses to crises.** During 2020, UNESCO, the Regional Education Group and CARICOM organized a series of webinars to share knowledge and information to respond to the pandemic. As a follow-up to this initiative, UNESCO and the Regional Education Group have proposed the implementation of regional thematic workshops aimed at actors in the education sector to provide a space for deepening the content of priority issues, as well as an exchange of practices and transformative experiences among the countries of the region. As part of this project, a workshop on the generation and use of data in crisis contexts was held on September 29 and 30, jointly organized by UNESCO, UNICEF, UNHCR, RET and the Interagency Network for Education in Emergency Situations (INEE). The workshop used a participatory methodology, under an on-line modality, with plenary sessions and working groups and with representatives of public institutions of the education sector, civil society organizations, international organizations, and cooperation agencies. Access the concept note [here](#).
- Latest newsletter from the **Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (GADRRRES)**. The GADRRRES newsletter focuses on initiatives that work to ensure that all schools are safe from disaster risks and all students live in a culture of safety. It includes a section dedicated to each of the global regions with the latest initiatives and tools on disaster risk and resilience in the education sector. Click here to access the September newsletter in [English](#), [Spanish](#) and [French](#).
- **Education in Times of Crisis: Preparing for Back to School.** The LAC Regional Education Group, together with the *Universidad Abierta de Recoleta (UAR)* and UNICEF LACRO, is developing a back-to-school online course in Spanish called "Education in Times of Crisis: Preparing for Back to School", which will be held online from October 7 to November 11. The main objective of the course is to strengthen the capacities of public, private, and social actors in the education sector in the LAC region, to ensure the necessary preparation for the responsible and participatory reopening of schools, in the context of the COVID-19 pandemic. Click [here](#) to access the course link, where you will find all the information related to the course. Online classes began on October 7, but registration is still open.



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INCLUSION

- The UNICEF's Innocenti Office of Research will support LACRO's Education and Disability & Inclusion team in generating evidence for the Accessible Digital Textbooks (ADT) initiative. The objective of this engagement is to generate evidence on the impact of ADT on learning at the country level, and to identify and document the key steps and conditions necessary to effectively deliver and scale up the program. At the country level, partnerships with technology partners are being finalized and ministries of education are identifying the technical coordination groups that will develop the first pilot, while trainings are being planned.
- **Painting inclusion in a house with many windows!** This regional series of workshops was launched on October 7 in collaboration with Special Olympics and artist Gusti. It involves children and families depicting inclusion through art and music. The paintings and collages made by the participants will be collected on a digital platform and presented on December 3 in commemoration of the International Day for the Rights of Persons with Disabilities.
- A regional study on the harassment and abuse of children with disabilities was completed in September and is currently being drafted. The study is part of a global assessment led by the United Nations Information Centre for Mexico, Cuba, and the Dominican Republic (UNIC) in collaboration with the Special Rapporteur on the Rights of Persons with Disabilities and includes testimonies from individual and group interviews.
- The Panama Office, with the support of the Task Force on Disability, is nearing completion of a process of technical assistance to the Panamanian Ministry of Education after facilitating the work of five groups of local experts over a two-month period. The work will deliver a roadmap for inclusive education with recommendations for strengthening disability data, educational standards, documentation of good practices, capacity assessment and partnerships.

ECD (EARLY CHILDHOOD DEVELOPMENT)

To continue contributing to the regional priority of preventing violence in early childhood and promoting the optimal development of children in their first years, the ECD, Child Protection and Gender teams are working on the production of regional resources to inform, advocate and accompany the countries of the region in implementing evidence-based strategies. Reports are currently being produced about this problem in the region, comparative analyses between countries, advocacy documents for all sectors to include cross-cutting actions to prevent violence in early childhood, systematization of innovative experiences and virtual training courses so that decision-makers and service providers can continue to develop and enrich their capacities in this area.