

# LACRO COVID-19 EDUCATION RESPONSE: UPDATE 33

## STATUS OF SCHOOLS' REOPENING

[Released on March 31, 2022]

### I. INTRODUCTION

As of 31 March, 29 countries and territories have fully reopened their schools and 8 are partially closed. The process of reopening schools in the region has continued to progress since the previous report ([Update 32](#)): countries such as Barbados, Turks & Caicos Islands, British Virgin Islands, St. Lucia and Trinidad & Tobago that had their schools completely closed have fully reopened, and others such as Argentina, Chile, Costa Rica, Panama, Paraguay and Peru, which were in academic recess, have resumed classes in person.

However, 12 million children are still affected by the partial school closures in the Latin America and Caribbean region.

In addition, although in some countries all schools have fully reopened, there is still no updated data on the number of children and adolescents benefiting from face-to-face classes, as the process of full reopening is very recent.

**Update 33** includes new information on which countries have implemented a staggered reopening process and have school distancing measures in place; in how many of them vaccination of students and teachers is a requirement for school attendance; and in which countries temperature taking and hand-washing stations are in place, among others.

### UPDATE HIGHLIGHTS

- [Where are we on Education Recovery? Taking the Global Pulse of a RAPID Response](#). Joint report by UNICEF in partnership with UNESCO and the World Bank that highlights staggering levels of learning loss globally and takes stock of the measures being taken by countries to mitigate learning losses as schools reopen. Access the Latin America & the Caribbean Snapshot [here](#) in English and [here](#) in Spanish.
- [Back in the Classroom Study](#), developed by UNICEF together with UNESCO in the framework of support to the Observatory of the Return to Classrooms in Argentina, with the objective of making visible the good practices implemented by schools to guarantee the return to classes in the initial and primary levels. Click [here](#) to watch the complementary video.



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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.



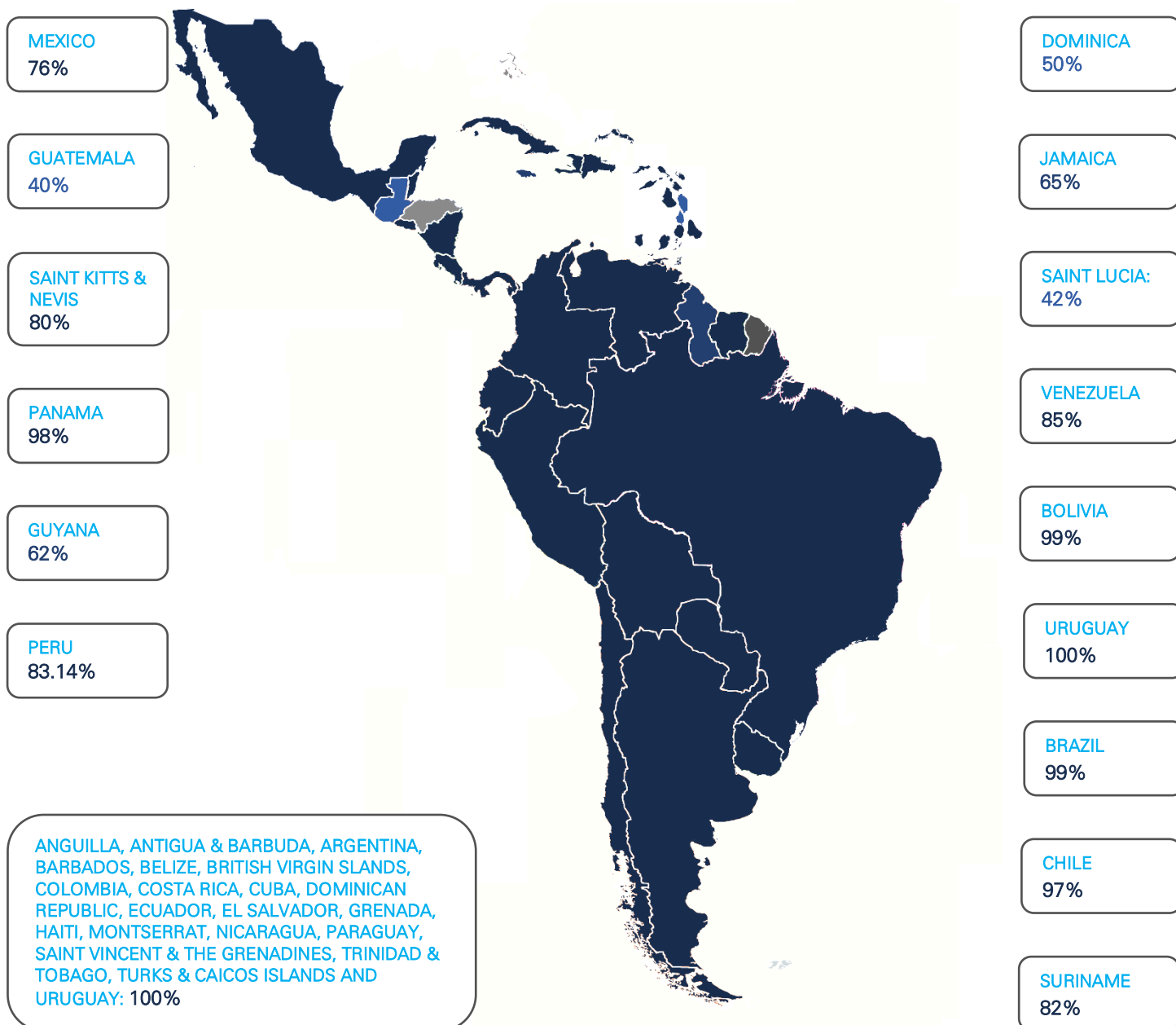
### LEGEND

- Partially-closed schools (8 countries)
- Fully-open schools (29 countries)

### Note for the map:

1. 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 late March 2022.
2. In this map the category of *schools totally closed* is not reflected as currently there are no countries with their schools totally closed.

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



#### LEGEND

- >75%** Anguilla, Antigua & Barbuda, Argentina, Barbados, Belize, Bolivia, Brazil, British Virgin Islands, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Haiti, Mexico, Montserrat, Nicaragua, Panama, Paraguay, Peru, Saint Kitts & Nevis, Saint Vincent & the Grenadines, Suriname, Trinidad & Tobago, Turks & Caicos Islands, Uruguay and Venezuela.
- 51% - 75%** Jamaica and Guyana.
- 25% - 50%** Dominica, Guatemala and Saint Lucia.
- No data** Bahamas and Honduras.

**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 late March 2022.

## IV. SITUATION OVERVIEW

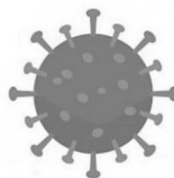
This section was prepared based on information received by COs and updated until late March 2022.




**29** countries have all their schools **fully open** (Anguilla, Antigua & Barbuda, Argentina, Barbados, Bolivia, British Virgin Islands, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guyana, Haiti, Jamaica, Montserrat, Nicaragua, Panama, Paraguay, Peru, Saint Vincent & the Grenadines, Saint Lucia, Suriname, Trinidad & Tobago, Turks & Caicos Islands, Uruguay and Venezuela).



**12M** children affected by schools' closures.<sup>1</sup>




An average of **168** school days **without face-to-face classes** between March 2020 and late March, 2022.<sup>2</sup>



**8** countries have their schools **partially closed** (Bahamas, Belize, Brazil, Dominica, Guatemala, Honduras, Mexico y Saint Kitts & Nevis).



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



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

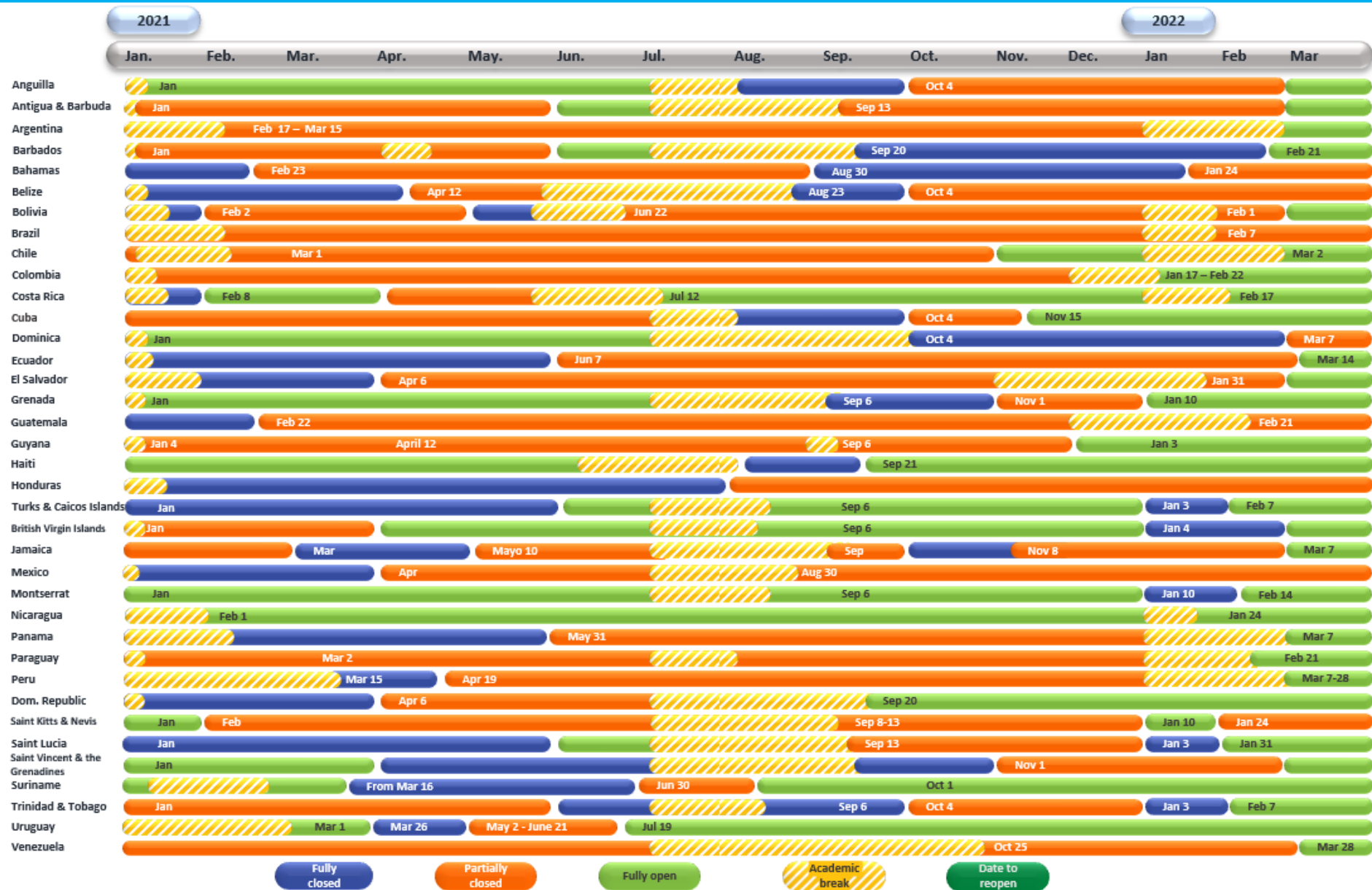
### Sources of information:

<sup>1</sup> 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 late March 2022.

The figure of 12 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 benefiting from the reopening has been calculated based on an estimate of the reopening of schools of the states and municipalities using the state school calendar as a reference.

<sup>2</sup> Figure calculated using the schools' closures information from the Timeline (page 5). The information of the timeline has been provided by UNICEF COs from March 2020 until late March 2022.

## V. 2021-2022 REOPENING OF SCHOOLS' TIMELINE<sup>3</sup>



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

<sup>3</sup> Data reported by UNICEF COs from January 2021 until late March 2022.

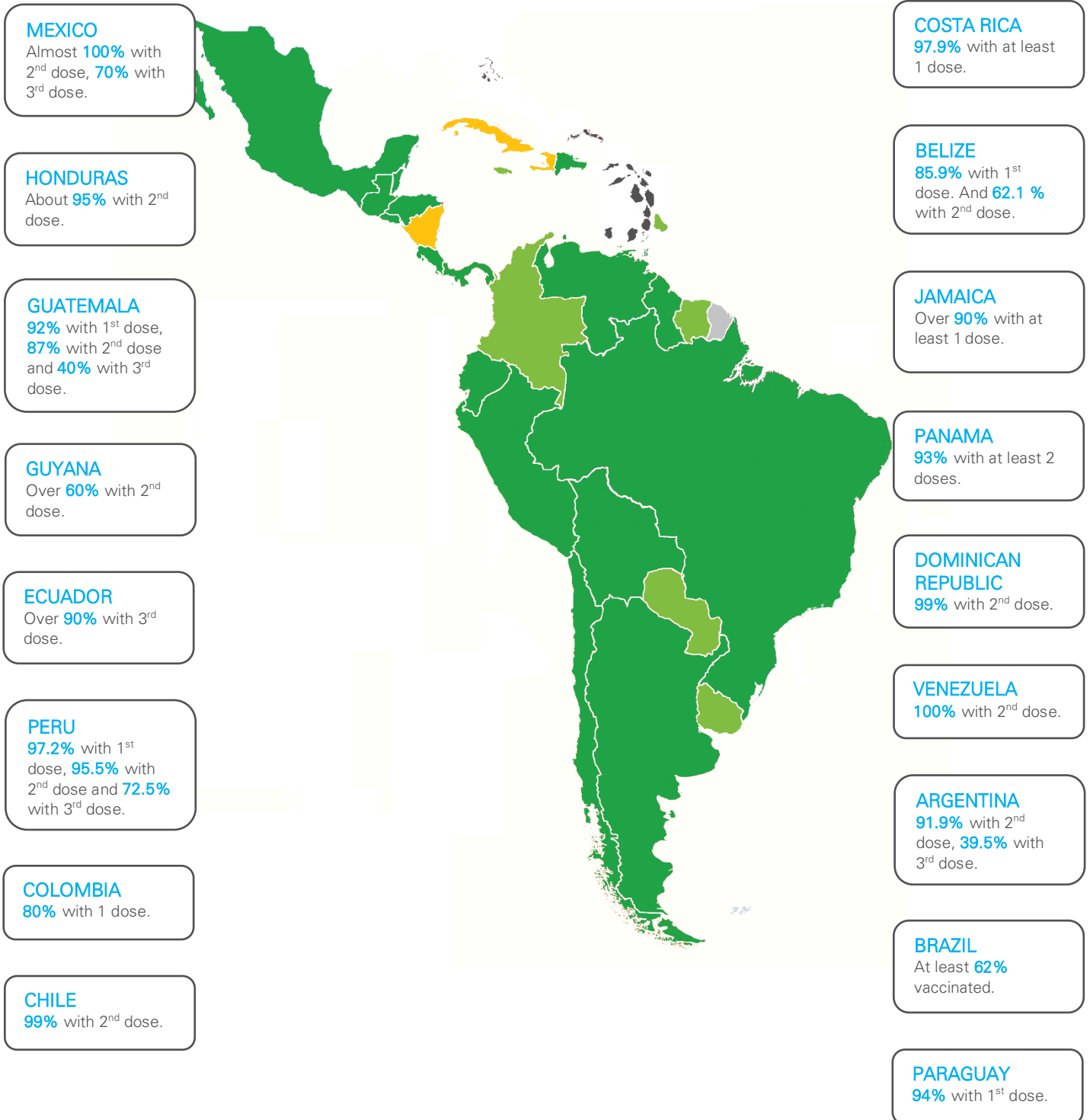
<sup>4</sup> Access [here](#) the 2020 Reopening of Schools' Timeline.

## 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 from April 2021 to the present for the countries and territories that have sent us information.

### LEGEND

- 6 countries with teachers vaccinated with the 1<sup>st</sup> dose
- 16 countries with teachers vaccinated with the 2<sup>nd</sup> dose
- 3 countries without prioritization of the vaccination
- 12 countries without available data



## 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 the beginning of November 2021 for the countries and territories that have sent us information.

### LEGEND

- **62.16%** of countries have prioritized the vaccination
- **2.70%** of countries have not prioritized the vaccination
- **35.14%** of countries with no data available

#### HONDURAS

Between **5** and **11** years old, **20%** with 1<sup>st</sup> dose. Between **12** and **18** years old, **78%** vaccinated.

#### COLOMBIA

Between **3** and **11** years old, **45%** with 1<sup>st</sup> dose and **17%** with 2<sup>nd</sup> dose.

#### ECUADOR

Between **5** and **11** years old, **79,8%** with at least 1 dose. Between **12** and **17** years old, **89.1%** with at last 1 dose.

#### CHILE

Over **3** years old, **90%** with at least 1 dose.

#### PERU

Between **5** and **11** years, **34.6%** with 2<sup>nd</sup> dose. Between **12** and **17** years old, **71.9%** with 2<sup>nd</sup> dose.

#### PARAGUAY

Between **5** and **11** years old, **26%** with 1<sup>st</sup> dose and **9%** with 2<sup>a</sup> dose. Between **12** and **17** years old, **44%** with 1<sup>st</sup> dose, **36%** with 2<sup>nd</sup> dose and **4%** with 3<sup>rd</sup> dose.

#### URUGUAY

Between **5** and **11** years old, **32%** with at least 2 doses. Between **12** and **14** years old, **75%** with at least 2 doses and between **15** and **19** years old, **86%** with at least 2 doses.

#### COSTA RICA

Between **5** and **11** years old, **39.2%** with 1<sup>st</sup> dose, **17.4%** with 2<sup>nd</sup> dose. Between **12** and **19** years old, **93.2%** with 1<sup>st</sup> dose, **83%** with 2<sup>nd</sup> dose and **12.3%** with 3<sup>rd</sup> dose.

Countries\Age range	0-5 years old	6-11 years old	12-18 years old
Bolivia	x	x	x
Brazil	x	x	x
Cuba	x	x	x
Dominican Republic		x	x
El Salvador		x	x
Guatemala		x	x
Guyana			x
Jamaica			x
Mexico			x
Panama	x	x	
Venezuela	x	x	x

## VIII. OVERVIEW OF THE REOPENING OF SCHOOLS BY COUNTRY

### ARGENTINA

According to Resolution CFE 404/21, full face-to-face attendance is established in all schools in the country, with a total of 57,600 fully open units. It is estimated that all 10,571,610 students at pre-school, primary and secondary levels attend in face-to-face mode.

UNICEF, together with UNESCO, carried out the Systematisation of good practices for the return to face-to-face education in 2021, where the experiences of early childhood, primary and secondary schools in five educational modalities in 20 provinces were compiled.

### BAHAMAS

On 24 January 2022, education authorities implemented a plan to reopen schools in the face-to-face mode after receiving the green light from health authorities. The plan proposes that students across the country return to the classroom with a hybrid learning model using an intermittent schedule of face-to-face classes.<sup>5</sup>

### BELIZE

Schools are partially closed. There are currently 133 schools (20.85%) offering distance learning and 505 (79.15%) offering hybrid learning.

Remedial interventions and psychosocial support interventions continue in the safe spaces. UNICEF-supported schools/hubs are using the *Early Identification Intervention System*, in addition to resources and reading materials. Teachers trained in the Return to Happiness methodology are incorporating aspects of the guide into their classrooms and migrant communities are participating in psychosocial support sessions. For the remainder of the school year, UNICEF will support the Ministry of Education in the Curriculum Reform Process for early childhood development through secondary level. In addition, UNICEF is establishing Lift Zones in migrant communities for children to access online devices and platforms. In addition, the initial stage of introduction for the GIGA project in the country is currently underway.

### BOLIVIA

99% of the 15,911 educational units are open in face-to-face mode, benefiting 99% of students (343,168 students at pre-school level, 1,390,676 at primary level and 1,201,582 at secondary level).

Some schools have not yet reopened because their facilities are undergoing maintenance.

During the first trimester, academic levelling takes place for 2 to 4 weeks, subject to planning according to students' needs. Subsequently, curricular content is developed to achieve the students' capacities, potentials, and qualities.

### BRAZIL

Most public and public schools reopened in face-to-face mode in 21 states in February and in 5 states in March, i.e., in 26 out of 27 states in total, so most children are attending classes in face-to-face mode except for Acre, where schools are in academic recess. Some localities have adopted the hybrid mode due to possible cases of COVID-19 outbreaks.

Regarding UNICEF Brazil's activities, since 2020, more than 80,000 students have been found and re-enrolled in school through Active Search teams. The office prioritizes the search for children who dropped out of school or had learning difficulties during the pandemic and notes that it is a priority to support public management to this end.

### CHILE

The 2022 school year started on 2 March with the mandatory reopening of schools and assistance for students in all phases of the COVID-19 prevention plan. In total, approximately 3,500,000 students are attending classes in face-to-face mode. During the first quarter of the year, the following can be highlighted:

- "Critical challenges for children with special educational needs"; "childhood and the digital world"; "public finances in education"; "phase two of the educational playgrounds" among others.
- UNICEF Chile is in the process of contacting the new authorities due to the change of government and is preparing an educational response to the migrant emergency in the north of the country.
- The beginning of the school year has seen an increasing wave of acts of high violence around schools (accusations of sexual abuse, aggression against students and among students). The office is participating in meetings with authorities to provide an adequate response to this issue.

<sup>5</sup> Information extracted from [Eyewitness news](#).

## COLOMBIA

The return to face-to-face education took place between 17 January and the week of 22 February as established by each territory. The Ministry of National Education reports that only 175 out of 53,522 (0.32%) schools are completely closed. The remaining schools are fully open in face-to-face and/or hybrid mode.

As of 14 March 2022, 9,380,781 students were enrolled in the school system; however, by the end of 2021, enrolment was 9,981,588 students, indicating a decrease in national enrolment of 600,807 students. As a result, during the first quarter of 2022, UNICEF has articulated actions with the Ministry of Education to promote the student enrolment process, as well as the implementation of diagnostic learning tests through the "Evaluate to Advance" platform.

## COSTA RICA

Following the academic break, all 5,369 educational centers and 1,266 early childhood centers of the National Child Development Care Network reopened fully on 17 February to continue face-to-face education, benefiting 1,172,863 students.

As part of the activities planned for this year, the [Comprehensive Academic Levelling Plan 2022-2025](#) presented on 22 February is being coordinated, which includes a diagnostic assessment for students.

## CUBA

The 10,740 educational units and 1,090 early childhood centers have been open since November 2021 in the on-site modality, benefiting 1,735,000 students, including children in early childhood, sports, and cultural schools.

As for the activities implemented at the beginning of the year, 2 months were allocated to remedial and knowledge levelling. The methodological adjustments used due to the pandemic are maintained and will be implemented without eliminating content or objectives in each grade, promoting personalized attention to students from an academic, psychological, and emotional perspective.

## DOMINICAN REPUBLIC

Schools are fully open, so all students are benefiting from face-to-face education. *The Return to Happiness* program was implemented intensively for the first two weeks of the school year and has continued throughout the school year where necessary. There was also a month of school reinforcement prepared for each school level.

## ECA (Eastern Caribbean Area)

Schools are fully open in all countries in the Eastern Caribbean area, except for St. Kitts & Nevis and Dominica, where schools are partially closed. Many of the territories where schools are fully open are implementing the hybrid learning model.

Digital content development in four countries has continued during the first quarter and in Trinidad & Tobago work is underway to develop a toolkit to train teachers in the delivery of online education and the use of online platforms. Also, in Trinidad and Tobago, two e-book modules are being developed in Spanish, English and Mathematics.

## ECUADOR

As of 14 March, all 16,169 educational units and 1,979 early childhood centers moved to full reopening. Of the total of 4,389,668 students in the country, 2,181,338 girls and 2,208,330 boys attend school in face-to-face mode.

The Ministry of Education carried out data collection processes to identify the impact on students' learning and emotional well-being. In addition, UNICEF continuously monitors the well-being of the education community, and together with the Ministry of Education has initiated the development of a formative evaluation model for teachers as a support tool to close the identified gaps.

## EL SALVADOR

The school year began on 31 January and the 5,151 public sector schools are currently fully open offering face-to-face, hybrid and distance learning modalities through web, TV, radio, and print media platforms, benefiting 577,296 girls and 587,092 boys.

During the first months of the year, the psychosocial needs of students were addressed, reading, and writing skills have been reinforced, and students who are lagging behind are catching up and recovering their learning. EsMate, EsLengua and EsCiencia books and those for kindergarten education have been distributed. Subsequently, there are plans to develop the curriculum's learning programs with multimodal and multi-platform support.

## GUATEMALA

18,702 public and private sector schools are partially closed in the hybrid education modality, while 30,646 are closed as they belong to municipalities that are in the COVID-19 red alert level. In total, 1,687,931 students are benefiting from the reopening of schools.

Improving learning through tutoring in reading, writing and mathematics, psychosocial support materials, play materials and study guides were some of the activities carried out in the first quarter of the school year.

## GUYANA

Schools are fully open, so all students are receiving face-to-face classes except for grade 7 students, who continue with distance learning, as they have not yet been able to receive the vaccine as they are under 12 years old.

During the first trimester, support was provided for the back-to-school communication campaign and the proper use of masks and the facilitation of specialized training for school welfare officers to provide a gender-sensitive approach to psychosocial support to children during their return to school. The remainder of the year is expected to support the implementation of the psychosocial support program, conduct impact stories of the COVID-19 experience of children and teachers, as well as monitor the learning assessment process.

## HAITI

All schools in the country, 22,000 in total, are fully open, so all 4 million students are benefiting from the reopening. During the first quarter of the year, supplies have been distributed; cash transfers have been made available to vulnerable families; and psychosocial support and remedial classes have been provided to children. Remedial classes and a back-to-school campaign are planned for the coming months in 2022.

## HONDURAS

About 70 per cent of rural schools have reopened on a semi-face-to-face basis, as have some urban schools that have water and sanitation stations and biosecurity measures. In March, schools in Francisco Morazán were reopened and it is planned to reopen schools in the rest of the country in a gradual and progressive manner according to compliance with biosecurity standards and protocols starting in April.

Regarding the activities of the first school trimester, school attendance has been promoted; the communication campaign continues as well as the development of rehabilitation strategies for 100 new schools; support is being provided for the recovery of learning through Educational Bridges and contents of the Learning Passport, and for the piloting of GIGA Connectivity with the support of rural strategies through the Tutorial Learning System and the rural strategy for the primary level.

## JAMAICA

All schools are fully open, benefiting approximately 500,000 students.

Learning recovery is a major component of UNICEF Jamaica's Work Plan, and they will continue to support these national efforts through technical assistance and funding. They are also assisting in the development of a full learning recovery strategy.

In addition, work is underway to establish the Jamaica Learning Passport; develop the first prototype of an accessible digital textbook; pilot a Foundational Literacy & Numeracy project; scale up an ECD/VAC literacy and numeracy program (*Irie Classroom Toolbox*); and support a national education management information system (EMIS) focused on advancing the collection and analysis components of an existing national assessment administered at age 4. Other activities also include continued capacity development for teachers and school leaders in mental health and psychosocial support, social and emotional learning, blended instruction and gender-based violence/safe school-based instruction, as well as WASH in schools.

## MEXICO

Schools are partially closed. According to the latest official information available, 207,046 schools are currently open, benefiting 22,435,093 students who attend onsite classes.

During the first quarter of the year, the office has worked on the continuity of the "Health in your Hands" initiative to promote hygiene habits and prevent COVID-19 infection; on monitoring the reopening of schools through the geospatial dashboard for the reopening of basic education schools; support for the recovery and levelling of learning through the Learning Passport in upper secondary education; and in the TARL (*Teaching at the Right Level*) camps, supporting 3,000 basic education students to improve their levels.

## NICARAGUA

All 9,125 educational units have been fully open since 1 February, offering face-to-face and hybrid modalities, so that 1,800,000 students continue to attend school in these modalities.

With regard to the activities planned for the current school year, in the area of socio-emotional support, the strategy "Expressing myself I feel good" is being developed in all the country's educational units.

## PANAMA

Executive Decree 2077 of 1 December 2021 established face-to-face education for all schools as of 7 March 2022. To date, 98% (3,055 schools) of all schools in the country offer face-to-face education, benefiting 783,374 students.

UNICEF is working with MEDUCA on a proposal for the recovery of learning at the pre-school level and on the design of early warning systems for the prevention of educational exclusion. During the first quarter of the year, the results of the [Out-of-School Children's Study](#) (OOSCI) were disseminated and work was carried out with the authorities to define strategies to overcome barriers to exclusion. In addition, a [guide](#) was prepared for the

beginning of the school year to orient schools on the start of face-to-face education, and the study on Latin American Experiences of Flexible Education will soon be presented as an input for drawing up a working route. During the rest of the year, the plan is to initiate the learning recovery plan in pre-secondary education and technical support to MEDUCA in the design of an early warning system for the prevention of educational exclusion and the flexible education modality in pre-secondary education.

## PARAGUAY

Currently, 10,292 schools are totally open, benefiting approximately 1,549,000 students. The Ministerial Resolution No. 88/2022 establishes that 100% of educational institutions at all levels and sectors must be enabled for the face-to-face modality.

During the first trimester, diagnostic and learning levelling tests are being conducted. The Ministry of Education is currently implementing the Project for Pedagogical Advice to teachers in classrooms and distribution of learning booklets for 100% of students. The project includes self-managed courses on the *Mbo'ehára 360°* teaching platform based on curricular prioritisation and targeting 100% of primary school teachers and teachers in 2,000 secondary schools.

## PERU

As of 28 March, all schools should be open. According to the latest available data on the number of children benefiting from face-to-face classes on 25 March, 5,651,567 (83.14%) students are already receiving face-to-face classes.

During the first quarter UNICEF has supported the Ministry of Education in disseminating the re-opening policy (including protocols), increased its public advocacy for the full re-opening of schools and reinforced re-opening preparedness in UNICEF prioritized schools and intervention territories.

The rest of the agenda for 2022 will be marked by the monitoring of return processes, as UNICEF is supporting the Ministry's monitoring system and complementing it with the monitoring of qualitative processes in its prioritized territories. It is also accompanying 100 schools to reopen with an emphasis on adolescents, migrant population, and children with disabilities, as well as deploying a model of active search for out-of-school students. Adolescent participation is also being promoted as a facilitator of this process and formative evaluation processes are being promoted.

On the other hand, the reopening process and the recovery of education are UNICEF Peru's advocacy priorities for 2022.

## SURINAME

Schools reopened on 1 October 2021 and all educational and early childhood centres are now fully open. During the first quarter of the year, work has been done to promote demand for vaccines. Now that schools are fully open, the sector is preparing for the development context and is working on education system reform, training and student care issues, education management information systems and early childhood development.

## URUGUAY

The reopening of schools started on 19 July 2021 and currently all schools and early childhood centres are open offering face-to-face classes to all students. During the first quarter of the year, the office has focused on three main activities:

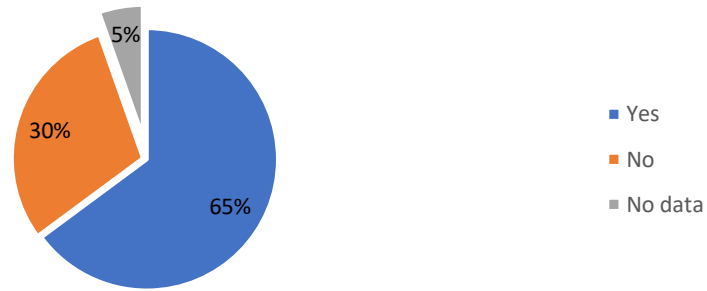
- The "Digital Bridges for Educational Equity" project provides a push to the CEIBAL Plan through the diagnosis and design of tools to achieve the expansion of the scope of the CEIBAL Plan to reach the most vulnerable students, and the documentation and production of repositories of the CEIBAL Plan model that allow the initiative to be replicated to other countries in the region.
- UNICEF Uruguay is promoting the project "Reimagining Education in the post-pandemic context" as a way to contribute to the education system to promote a more inclusive, innovative and quality education.
- With the support of UNICEF headquarters and LACRO, UNICEF Uruguay developed a prototype of an accessible inclusive first grade reading book for all children with or without disabilities. The National Public Education Administration's (ANEP) reading program, disability specialists from ANEP and Plan CEIBAL helped develop the book. In 2022, the book is being validated and adapted, and work is underway to strengthen and train teams to make the project sustainable and to develop new content.

## VENEZUELA

Since 28 March, all schools have been open, however, there is still no updated figure on the number of children benefiting from face-to-face classes, as the process of reopening all schools is still very recent. As for the activities of the first quarter of 2022, the implementation of the safe return to school strategy with an emphasis on sport and recreation and socio-emotional attention will begin.

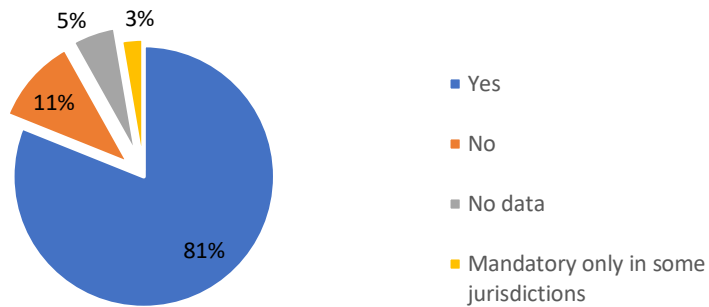
## IX. THE SCHOOLS' REOPENING PROCESS IN FIGURES

### TEMPERATURE TAKING AT SCHOOL



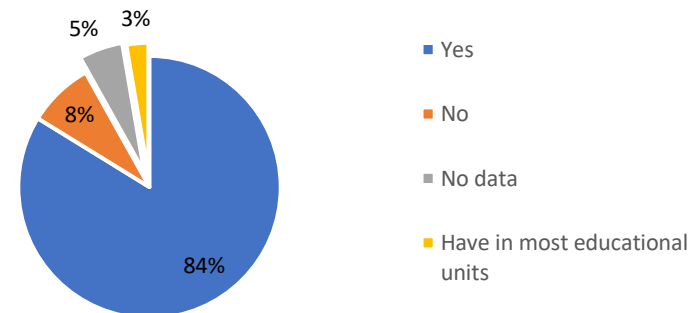
Out of 37 countries and territories in the region, 24 responded Yes, 11 responded No, and 2 had no data.

### USE OF MASKS AT SCHOOL



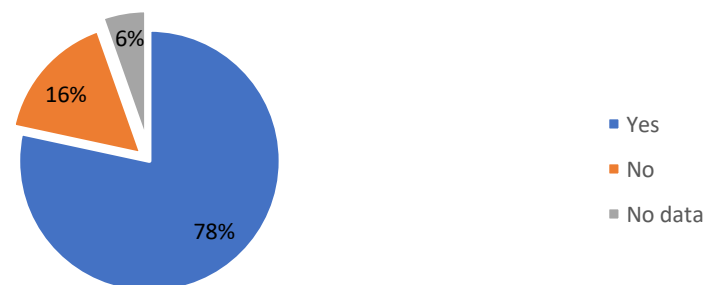
Out of 37 countries and territories in the region, 30 responded Yes, 4 responded No, 1 responded that it is mandatory only in some jurisdictions and 2 had no data.

### AVAILABILITY OF HAND-WASHING STATIONS IN SCHOOLS



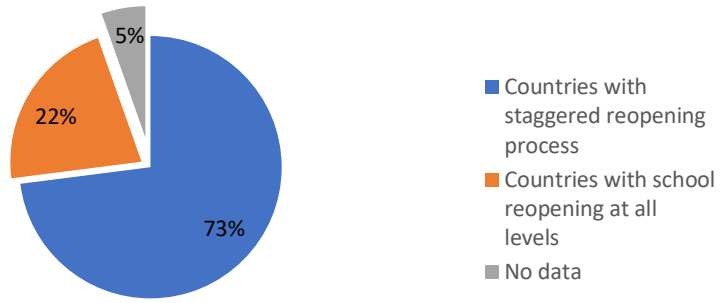
Out of 37 countries and territories in the region, 31 have answered Yes, 3 have answered No, 2 have no data and 1 in most educational units.

### DISTANCING MEASURES AT SCHOOL



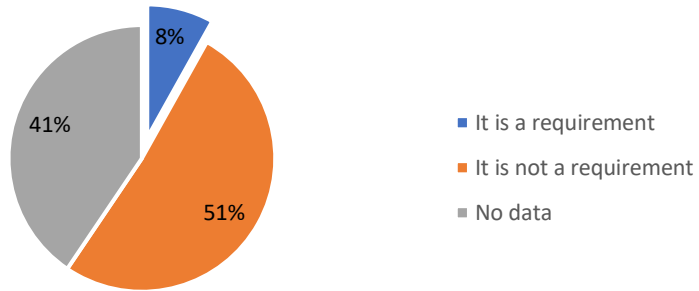
Out of 37 countries and territories in the region, 29 responded Yes, 6 responded No and 2 had no data.

### SCHOOL REOPENING PROCESS



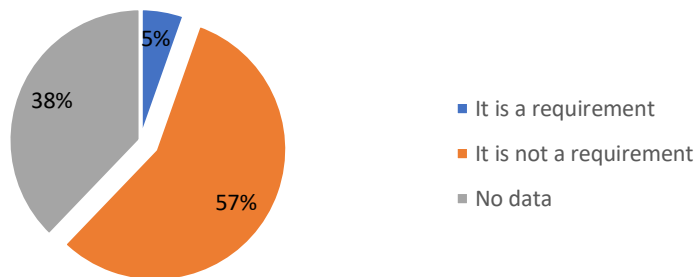
Out of 37 countries and territories in the region, 27 have answered Yes, 8 have answered No and 2 have no data.

### TEACHER VACCINATION AS A REQUIREMENT FOR SCHOOL ATTENDANCE



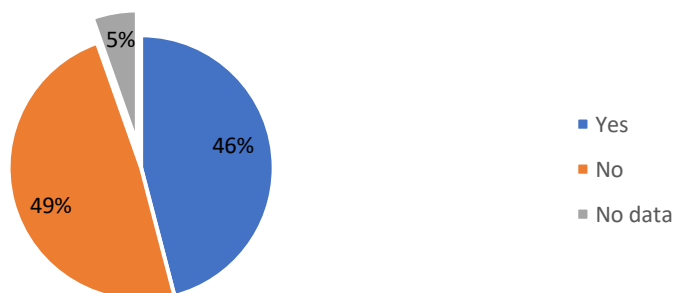
Out of 37 countries and territories in the region, 3 responded Yes, 19 responded No and 15 had no data.

### STUDENT VACCINATION AS A REQUIREMENT FOR SCHOOL ATTENDANCE



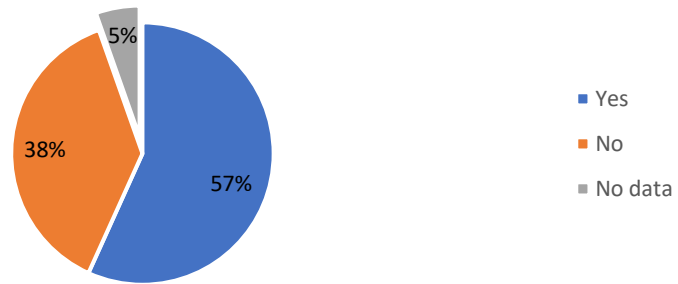
Out of 37 countries and territories in the region, 2 responded Yes, 21 responded No and 14 had no data.

### LEARNING DIAGNOSTICS TARGETING CHILDREN



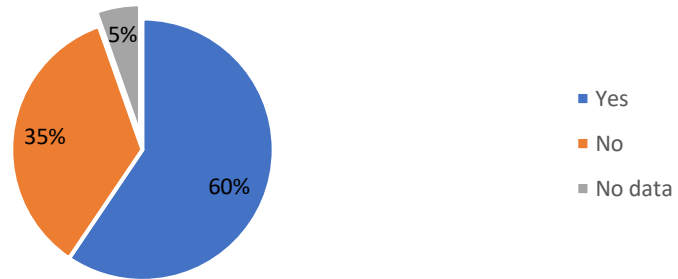
Out of 37 countries and territories in the region, 17 responded Yes, 18 responded No and 2 had no data.

### PSYCHOSOCIAL SUPPORT STRATEGIES



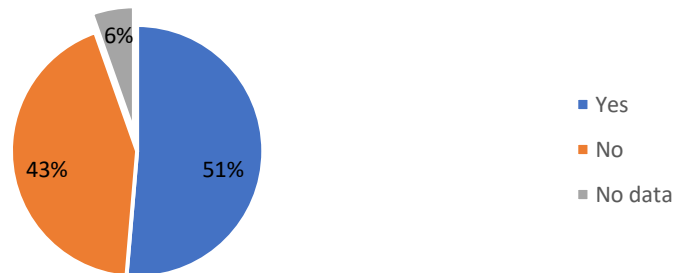
*Out of 37 countries and territories in the region, 21 have answered Yes, 14 have answered No and 2 have no data.*

### LEARNING RECOVERY STRATEGIES

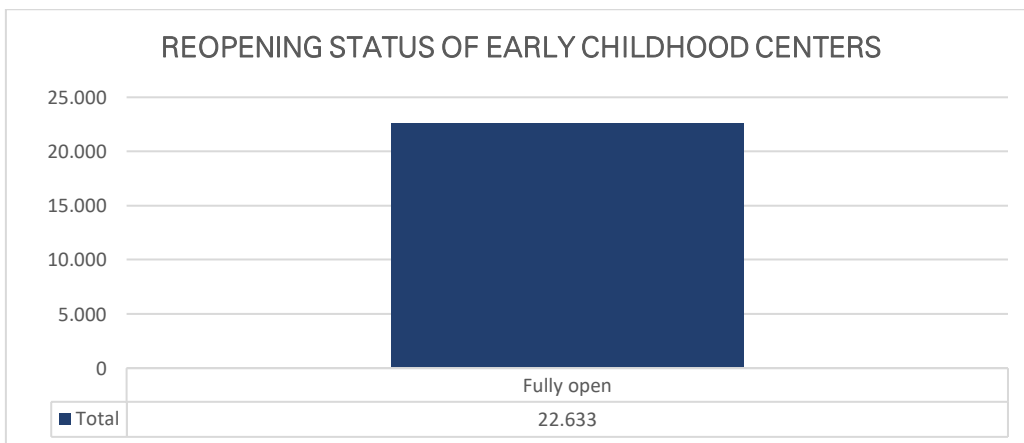
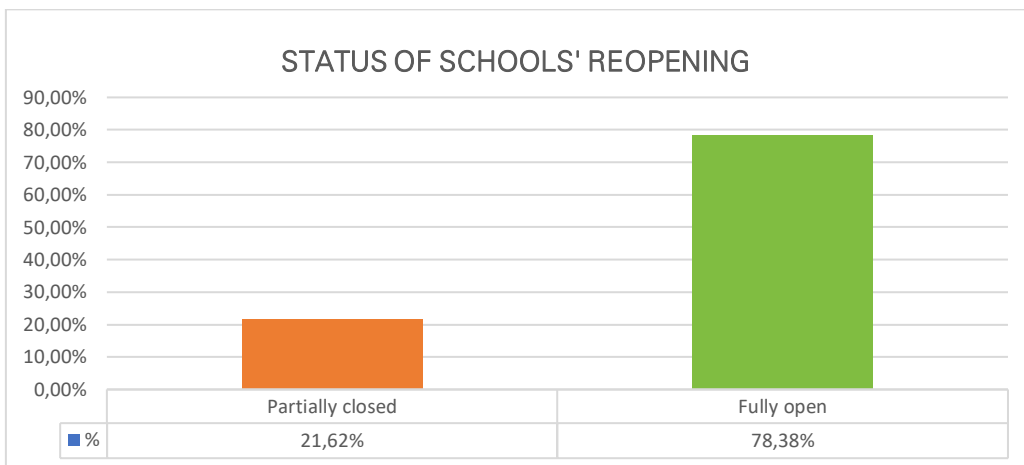


*Out of 37 countries and territories in the region, 22 have answered Yes, 13 have answered No and 2 have no data.*

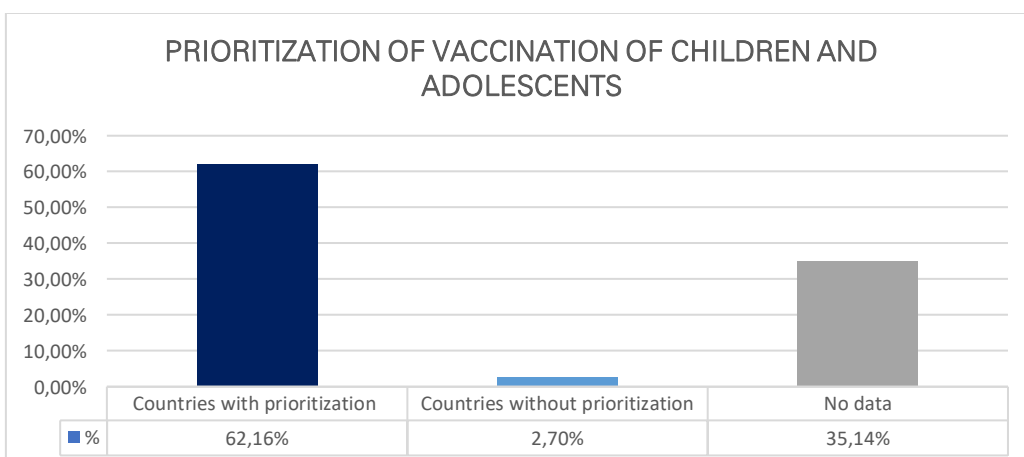
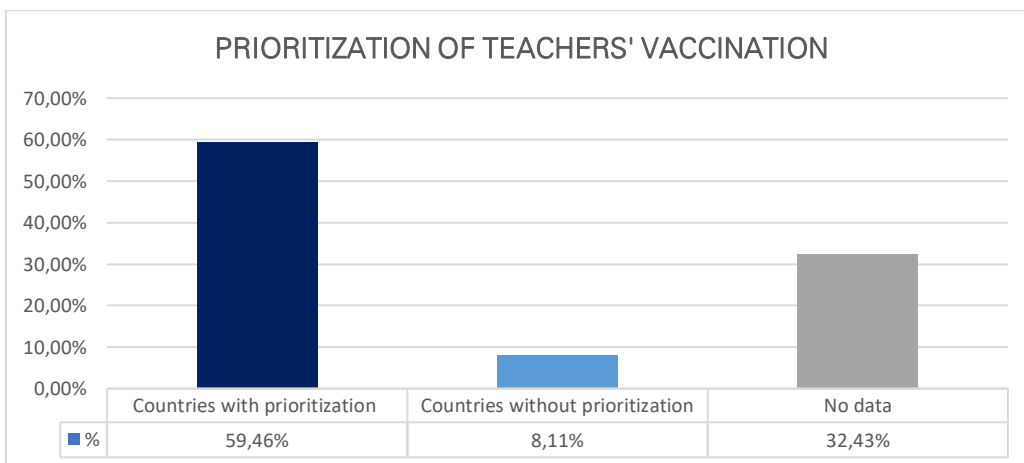
### REMEDIAL LEARNING STRATEGIES



*Out of 37 countries and territories in the region, 19 responded Yes, 16 responded No, and 2 had no data.*



*Note: This chart includes information provided by 9 countries and territories in the region.*



EDUCATION IN EMERGENCIES (EiE)

- **Core Skills Training:** From 21-26 February 2022, representatives of the Regional Education Cluster and national coordination mechanisms in the region (co-leaders of the mechanisms from Mexico, Honduras, and Colombia) attended the [Global Education Cluster](#) Core Skills Training in Istanbul.

The course reinforced the traditional skills and responsibilities of a 'coordinator' and 'information manager' in humanitarian emergency contexts. During the training, some members of the Regional Education Working Group had the opportunity to present the work the Cluster has been doing in relation to monitoring and promoting the process of reopening schools in the region, as well as to share and learn from the experiences of other coordination mechanisms and clusters, including the mechanisms in Nigeria, Myanmar, and Pakistan, among others.



- The online course "Educating in times of crisis: preparing for the return to school", developed by the Regional Education Group for Latin America and the Caribbean, together with the Universidad Abierta de Recoleta (UAR) and UNICEF LACRO between 7 October and 11 November, strengthened the capacities of public, private and social actors in the education sector in the region to ensure the necessary preparation for the responsible and participatory reopening of schools in the context of the COVID-19 pandemic.

The first cohort of the course has been a success with **5298** participants from **24 different countries**. Registrations for the online course are now closed but stay tuned to this [website](#) for more information on the radio and self-download versions of the course.



- Registration is now open for the second cohort of the **Creando Aula** course, an online course on education in emergencies created by the Regional Education Group for Latin America and the Caribbean to support teacher training, which aims to ensure educational continuity and the right to education in crisis or emergency situations. [Online registration](#) is open from now until **1 April**. The course has an estimated duration of 8 to 11 weeks.



SECONDARY EDUCATION & LEARNING

- From a holistic approach, [the 12 Transferable Skills from UNICEF's Conceptual and Programmatic Framework](#) is a synthesis of the Appendix to the discussion paper: [The Importance of Transferable Skills Development in Latin America and the Caribbean](#).

Available in [Spanish](#) and [English](#), this document aims to contribute in promoting the inclusion of the 12 transferable skills in the LAC region's teaching and learning proposals, considering the interrelationships between the four dimensions:

- The cognitive dimension (learning to know) which includes learning skills such as creativity, critical thinking and problem-solving.

- The instrumental dimension (learning to do) which includes skills for employability such as cooperation, negotiation and decision making.
- The individual dimension (learning to be) which includes personal skills such as self-management, resilience, and communication.
- The social dimension (learning to live together) which includes skills for active citizenship such as respect for diversity, empathy, and participation.

## INCLUSION

- **Part of the Solution I:** UNICEF LACRO continues implementing this participatory strategy involving disability organizations and networks in the region. On March 14, we facilitated a gathering of key representatives from Organizations of Persons with Disability from our region to discuss contributions to the Global Conference on Social Protection and disabilities. The result of this discussion was several recommendations for social protection policies to shift towards more integrated approaches, making disability inclusion a common ground for programming across the life course ([socialprotection.org](https://socialprotection.org)).
- **Part of the Solution II:** With support from the Disability Task Team, we are engaged in technical assistance to advance inclusive education in the Dominican Republic and Venezuela and explore future collaborative action in this area. Support from the Disability Network RIADIS and the youth movement META is expected to contribute to emerging programs by strengthening partnerships and participation of local disability advocates.
- **Focal Points webinars:** In April we are resuming gatherings of disability focal points with the goal of strengthening capacities and exchange of experiences. The meetings will start on April 13 with a discussion on the Disability Inclusion Policy and Strategy (2022-2030).
- **Accessible Digital Textbooks (ADT):** Together with regional specialists and consultants, a multisectoral team (Ministry of Education, organizations, special educators, book publisher) participated, from March 28 to March 31st, in a national workshop to create the first ADT in Jamaica.

## EARLY CHILDHOOD DEVELOPMENT (ECD)

- The UNICEF Regional Office for Latin America and the Caribbean (LACRO) conducted 4 cases studies on the implementation of the **Care for Child Development (CCD)** approach in **Belize, El Salvador, Peru, and the Dominican Republic**. These 4 new studies complement the Paraguay case study published in 2019. The case studies (available in [English](#) and [Spanish](#)) document the CCD implementation experience in each of these countries, highlighting the main achievements, lessons learned and opportunities for scaling up. The purpose of these case studies is to generate regional evidence, to help countries that are implementing the approach to expand its use, and to provide other interested countries with detailed and valuable information about CCD implementation.

The implementation of CCD in Latin America and the Caribbean (LAC) began in 2012 with a regional review and adaptation process to ensure the approach adequately respond to regional challenges, priorities, and opportunities. The main adaptations identified included: the need to expand and coordinate the provision of intersectoral ECD services; the urgency to address the serious situation of home-based violence against young children; the importance of incorporating a gender approach in parenting including the promotion of the active participation of fathers, and the inclusion of family-based actions in support of young children with developmental delays and/or disabilities and their caregivers.

To date, CCD has been implemented in several LAC countries (Belize, Bolivia, Brazil, Dominican Republic, various English-speaking Caribbean countries, El Salvador, Honduras, Nicaragua, Panama, Paraguay, and Peru) with different stages of development, coverage, and multi-sector involvement. Based on these significant CCD experiences, it was felt that other countries and partner agencies would benefit from the systematic documentation of accumulated lessons learned, to support the further strengthening and expansion of CCD in the region.

CCD is an intervention model that seeks to strengthen the capacities of caregivers and families to promote the development of children. Center and community-based multi-sector services providers, trained in CCD, learn to guide, and support families by introducing play and communication activities that promote nurturing care that is sensitive and responsive to their young child's needs, in addition to providing a stimulating early learning environment. For more information on CCD and its implementation in LAC, we invite you to read this [blog post](#).

In the coming weeks UNICEF LACRO will:

- Publish a set of 8 videos of CCD practitioners sharing what CCD has changed in their work. Videos will be available with subtitles in English, Spanish, Portuguese, and French.
- Publish the English and Portuguese versions of the CCD [online introductory course](#).
- Organize a dissemination event to share all these materials and present LAC experiences widely.



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