

LACRO COVID-19 EDUCATION RESPONSE: UPDATE 34

STATUS OF SCHOOLS' REOPENING & LEARNING

[Released on May 24, 2022]

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for every child

I. INTRODUCTION

As of May 24th, 29 countries and territories have fully reopened their schools, 7 are partially closed, and one country is in academic recess. In terms of the school reopening process, the picture has not changed much since the [previous report](#), as most countries and territories in the region continue to have their schools fully open.

In addition, the number of children affected by partial school closures has decreased from 12 million to 742,935 children due to the progress of the phased reopening process in several countries in the region. However, the process of full reopening is still in its initial stages in many countries, so not all of them have updated data on how

many students, including the most vulnerable children, are receiving face-to-face classes.

Update 34 includes key new data on learning, psychosocial support, vaccination, and the support UNICEF is providing at the regional level in the reopening process in schools and early childhood centres. While we are aware of the challenges associated with accessing this information, the responses obtained have been very useful in identifying areas where there are still major challenges due to existing data gaps, as well as in looking for other options to facilitate access to this data.



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II. REOPENING OF SCHOOLS' MAP

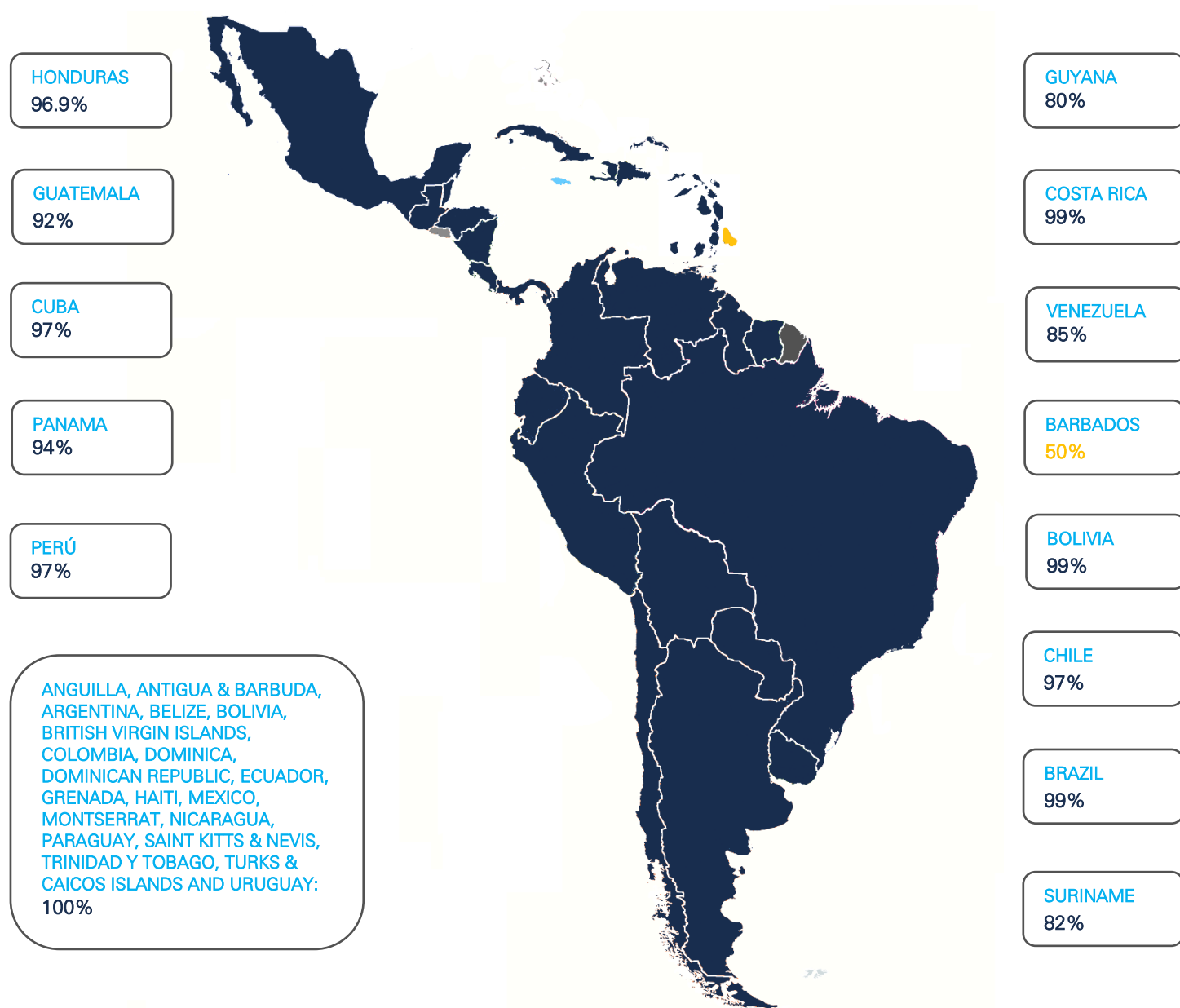
This report uses UNESCO's definition of school closures. Schools are considered:

- **"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 late April 2022.

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



LEGEND

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

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.

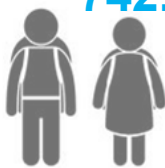
Sources of information: Data obtained from the United Nations Educational, Scientific and Cultural Organization, Institute of Statistics ([Welcome to UIS.Stat](https://www.uis.unesco.org/)), and the information provided by UNICEF COs until late April 2022.

IV. SITUATION OVERVIEW

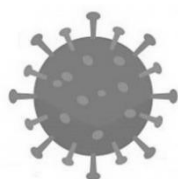
This section was prepared based on information received by COs and updated until late April 2022.



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



742.935 children affected by schools' closures.¹



An average of **168** school days **without face-to-face classes** between March 2020 and late April, 2022.²



7 countries have their schools **partially closed** (Bahamas, Barbados, Belize, Brazil, Guatemala, Honduras and Mexico).



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



1 country is on **academic recess** (Jamaica).



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

Sources of information:

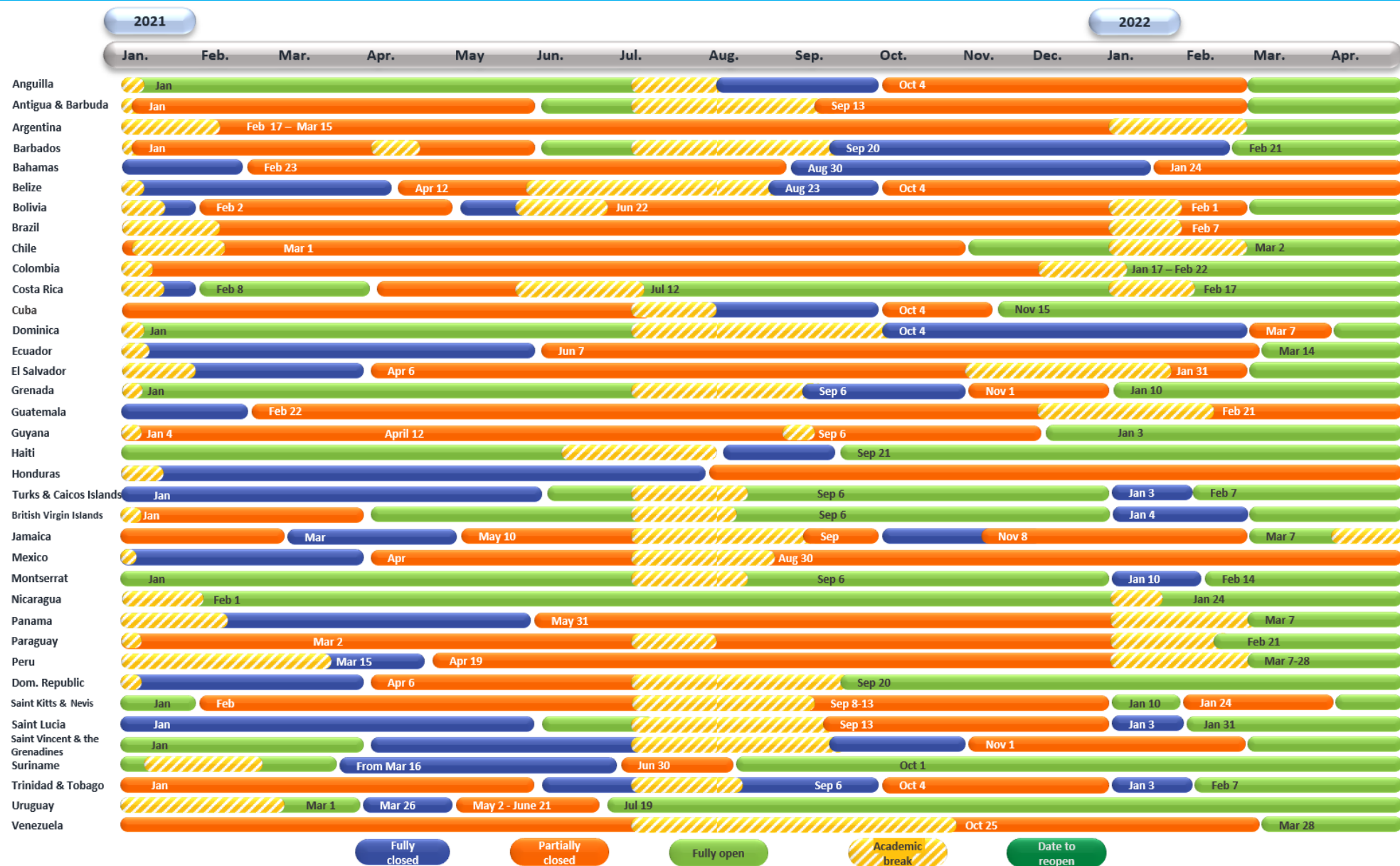
¹ Data extracted from the United Nations Educational, Scientific and Cultural Organization, Institute of Statistics, '[Welcome to UIS. Stat](#)', and information provided by UNICEF COs until late April 2022.

The figure of 742.935 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.

² 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 April 2022.

Note: In the case of Belize, Bolivia, Chile and the Dominican Republic, the information provided by the Country Offices for [Update 33](#) was used.

V. REOPENING OF SCHOOLS' TIMELINE³



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

³ Data reported by UNICEF COs from January 2021 until late April 2022.

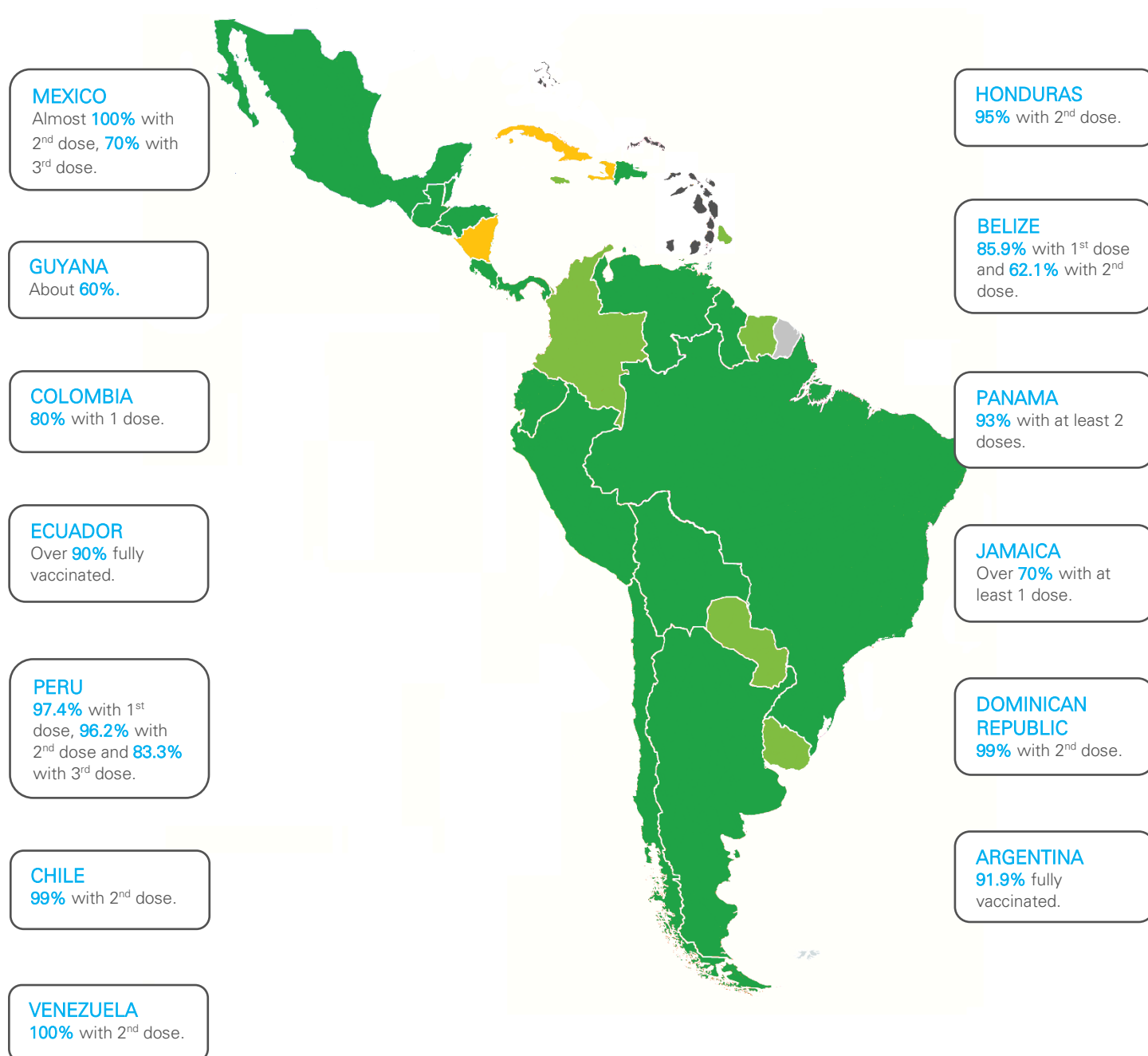
⁴ Access [here](#) the 2020 Reopening of Schools' Timeline.

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

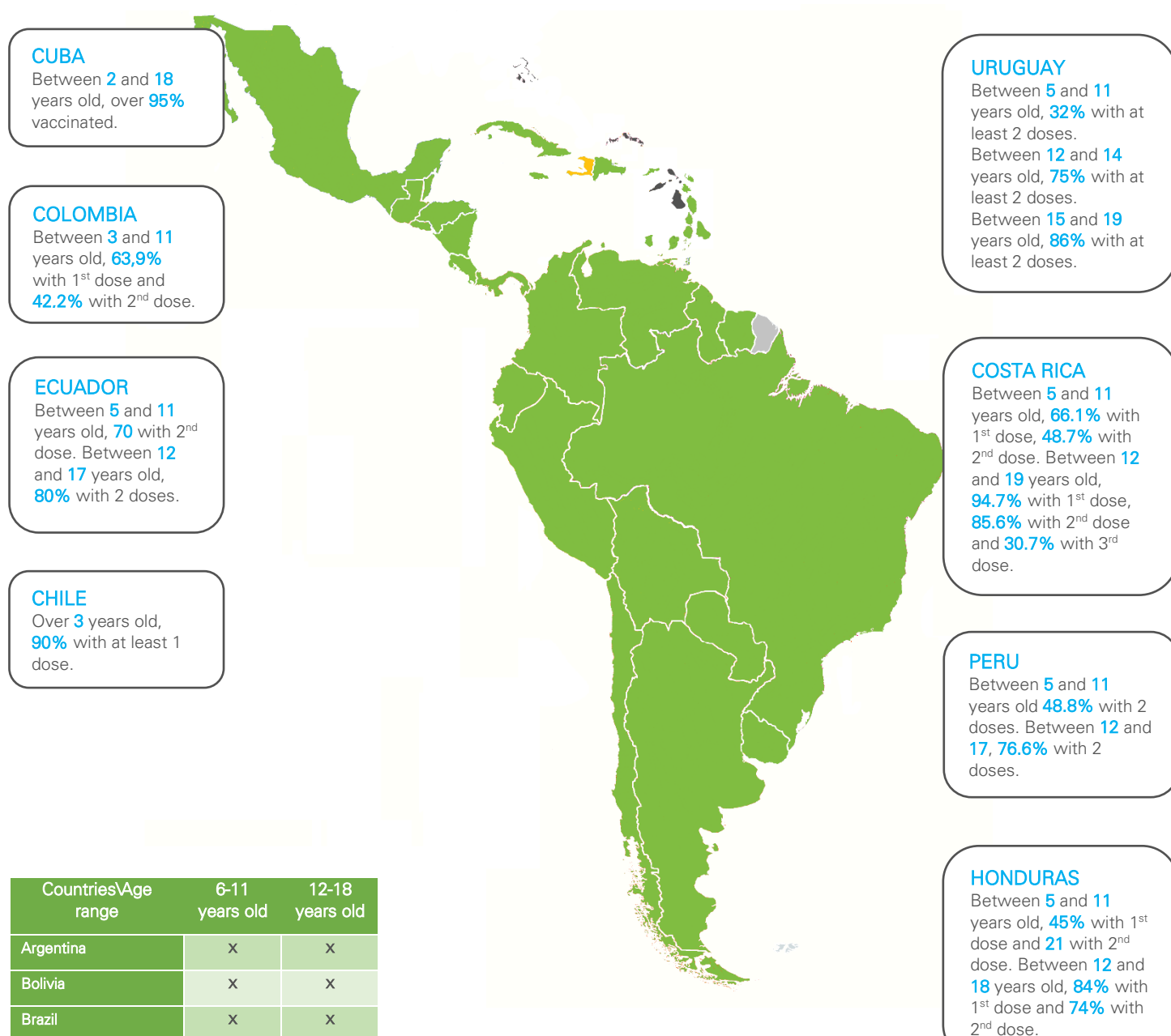


VII. MAPPING OF THE PRIORITIZATION OF STUDENTS' VACCINATION

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.

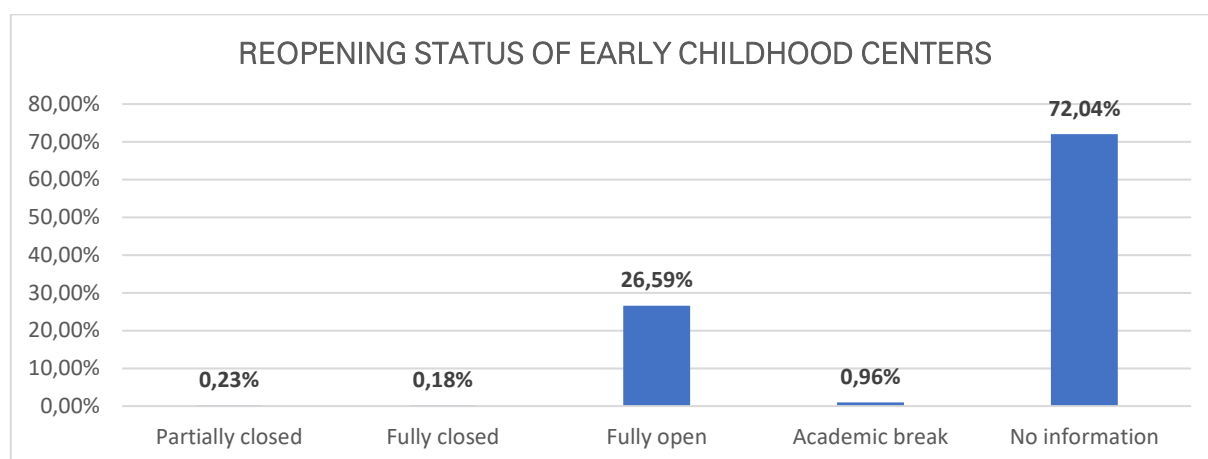
LEGEND

- **83.78%** of countries have prioritized the vaccination
- **2.70%** of countries have not prioritized the vaccination
- **13.51%** of countries with no data available



Note: Country Offices in Argentina, Bolivia, Brazil and Venezuela have reported that children aged 0 to 5 years are also being included in the vaccination process.

VII. THE SCHOOLS' REOPENING PROCESS IN FIGURES



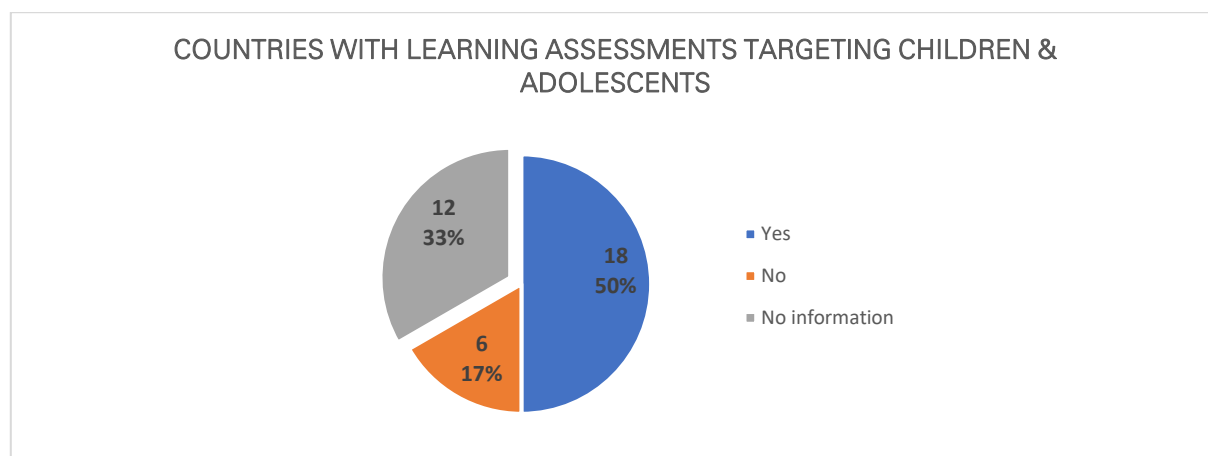
The graph of the reopening status of early childhood centers includes information provided by 29 countries and territories in the region.

VIII.i. KEY DATA ON LEARNING

For the purposes of this report, it is considered:

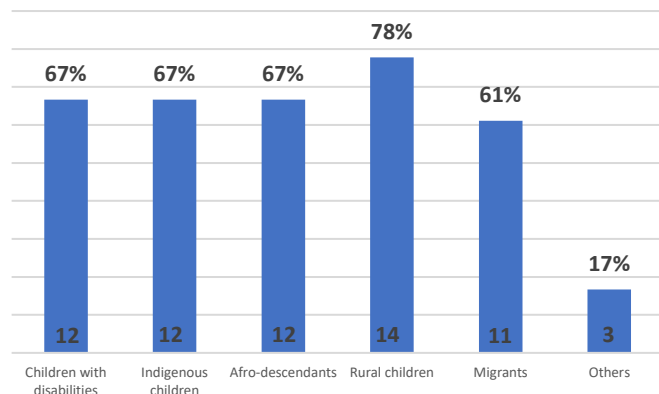
- **"Learning assessment"**: Evaluation of students' current level of learning.
- **"Learning recovery and/or catch-up strategy"**: Tailored and sustained support to help students readjust and catch up after the pandemic.

a) Learning assessments



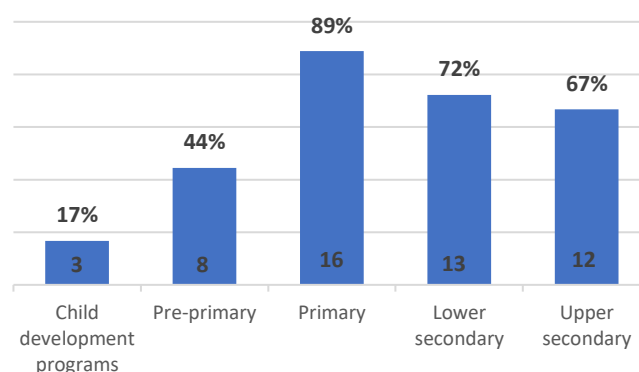
Out of the 36 countries in the region that were consulted, half of the countries (18) have confirmed that they have carried out learning assessments targeting children and adolescents.

LEARNING ASSESSMENTS INCLUDE:



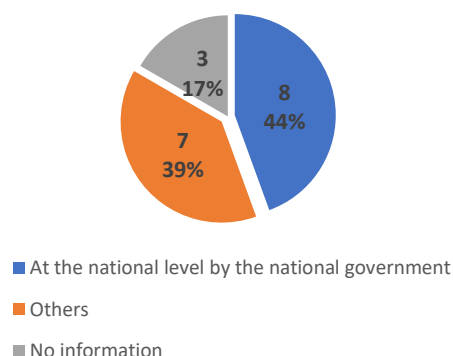
Of the 18 countries that reported having conducted learning diagnostics, more than half of the countries included children with disabilities, indigenous children, children of African descent, children in rural areas, and migrant children.

SCOPE OF LEARNING ASSESSMENTS WITH RESPECT TO EDUCATIONAL LEVEL



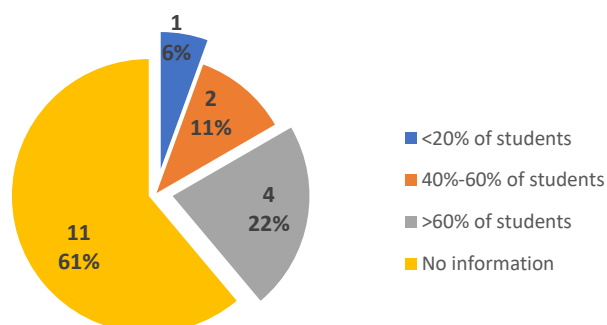
Of the 18 countries in which learning assessments were conducted, 16 (89%) included primary school children, 13 (72%) included lower secondary students, and 12 (67%) included upper secondary students. Only 3 countries (17%) focused their learning assessments on child development programs.

GEOGRAPHICAL SCOPE OF THE LEARNING ASSESSMENTS



Among the learning assessments conducted, 8 countries confirm that the government has conducted the assessments at the national level; 3 countries do not have information on the geographic scope of the assessments.

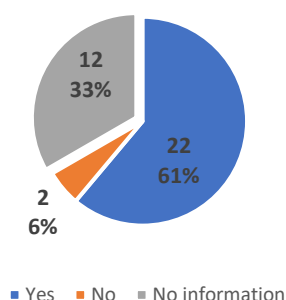
PERCENTAGE OF STUDENTS COVERED BY THE ASSESSMENT



11 of the 18 countries (61%) do not have information on the percentage of students covered by the diagnosis.

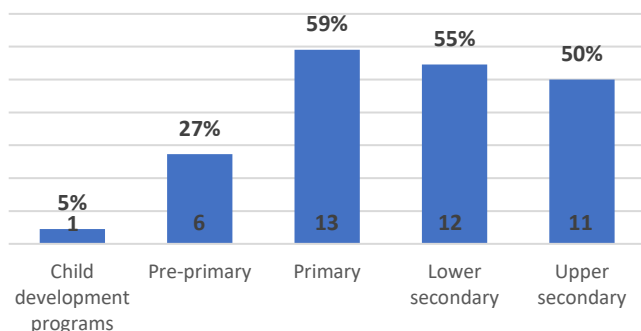
b) [Learning recovery and/or catch-up strategies](#)

ARE THERE LEARNING RECOVERY AND/OR LEARNING CATCH-UP STRATEGIES IN PLACE?



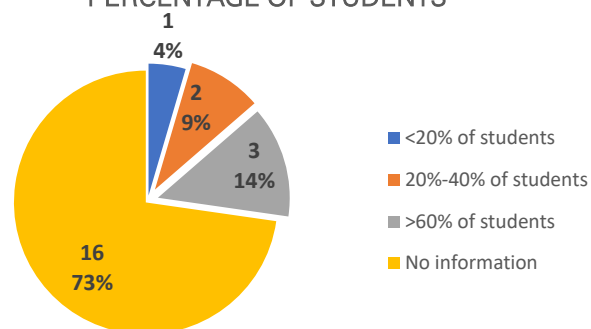
In 22 countries and territories in the region (61%) there are strategies for recovery and/or remedial learning.

SCOPE OF THE LEARNING RECOVERY STRATEGY WITH RESPECT TO EDUCATIONAL LEVEL



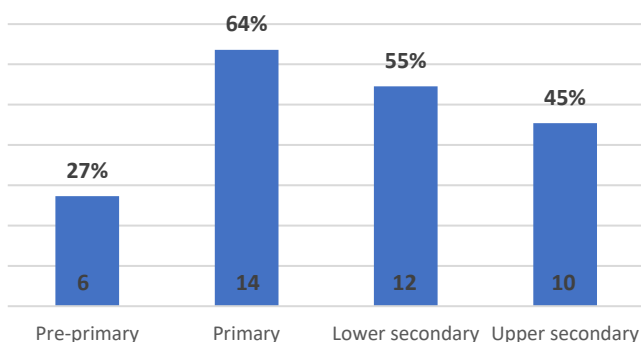
Of the 22 countries that had a learning recovery and/or catch-up strategy, more than half of them targeted their learning recovery strategy to primary (59%) and lower secondary (55%) students, half of them included upper secondary students, and only one country (5%) has targeted the strategy to early childhood development programs.

SCOPE OF THE LEARNING RECOVERY STRATEGY WITH RESPECT TO THE PERCENTAGE OF STUDENTS



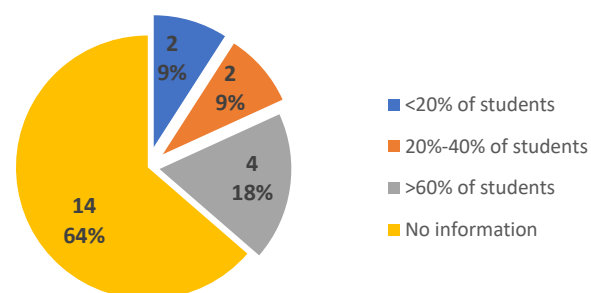
Of the 22 countries that had a learning recovery and/or catch-up strategy, 16 of them (73%) reported not having information on the percentage of students included in the scope of the learning recovery strategy.

SCOPE OF THE LEARNING CATCH-UP STRATEGY WITH RESPECT TO EDUCATIONAL LEVEL



Of the 22 countries that had a learning recovery and/or catch-up strategy, more than half of them targeted primary (64%) and lower secondary (55%) students.

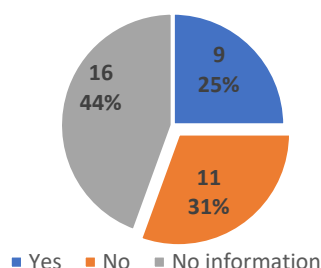
SCOPE OF THE LEARNING CATCH-UP STRATEGY WITH RESPECT TO THE PERCENTAGE OF STUDENTS



Of the 22 countries that had a learning recovery and/or catch-up strategy, 14 of them (64%) reported not having information on the percentage of students included in the learning catch-up process.

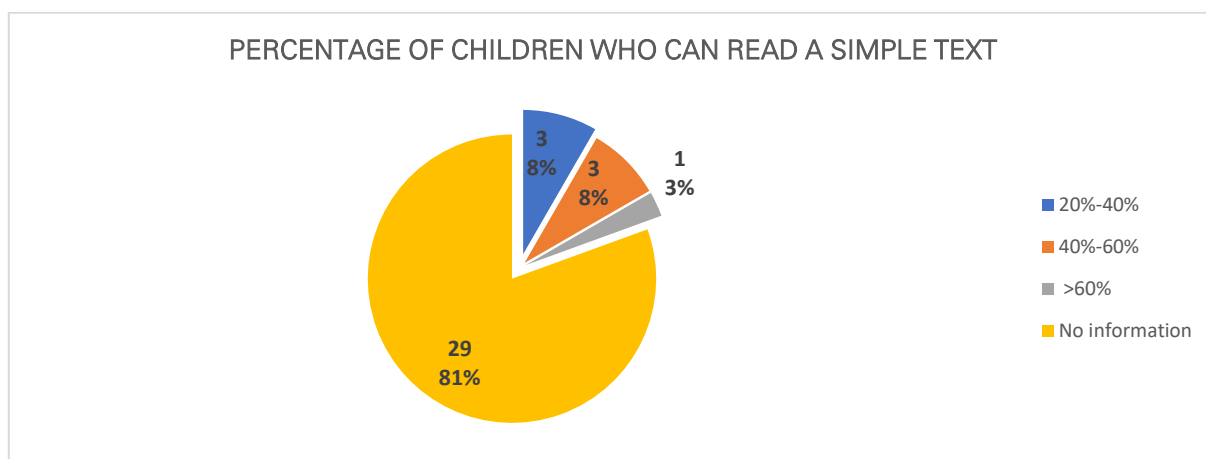
c) Preliminary assessment or result of the status of learning

IS THERE ANY PRELIMINARY ASSESSMENT OR RESULT ON THE STATUS OF LEARNING?



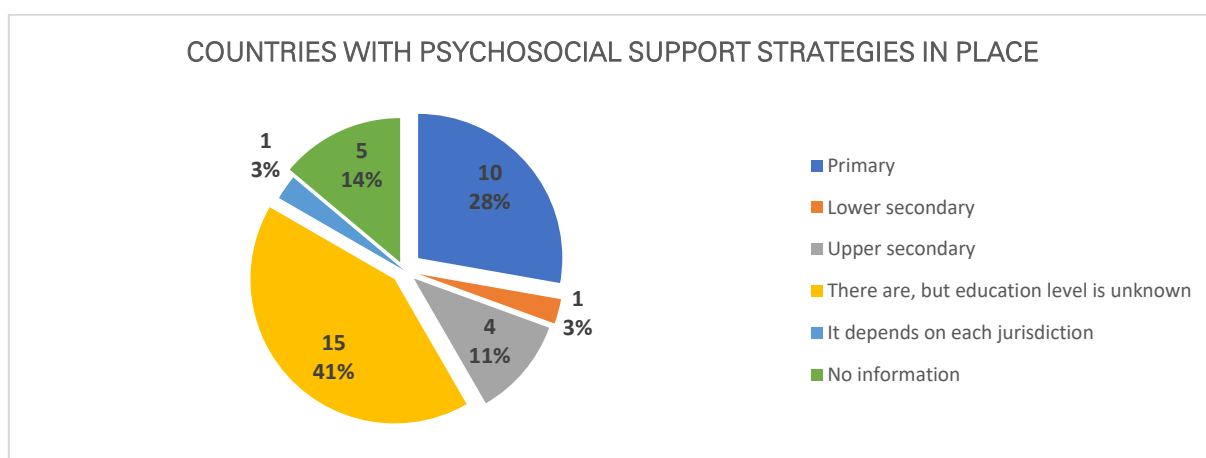
Out of the 36 countries in the region that were consulted, 16 of them, that is, almost half of them, reported having no information on the existence of assessments or preliminary results on the status of learning.

VIII.ii. CHILDREN WHO CAN READ A SIMPLE TEXT



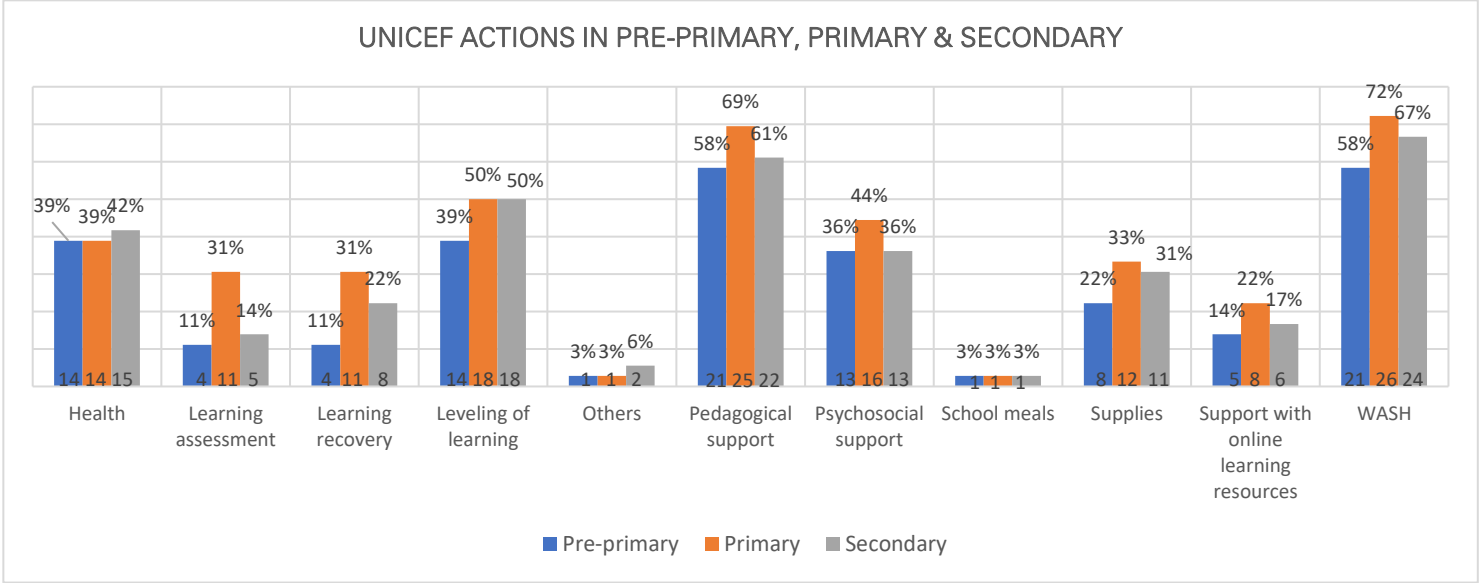
Of the 36 countries in the region that were consulted, 29 of them (81%) confirmed that they do not have information on the percentage of children who can read a simple text.

VIII.ii. KEY DATA ON PSYCHOSOCIAL SUPPORT



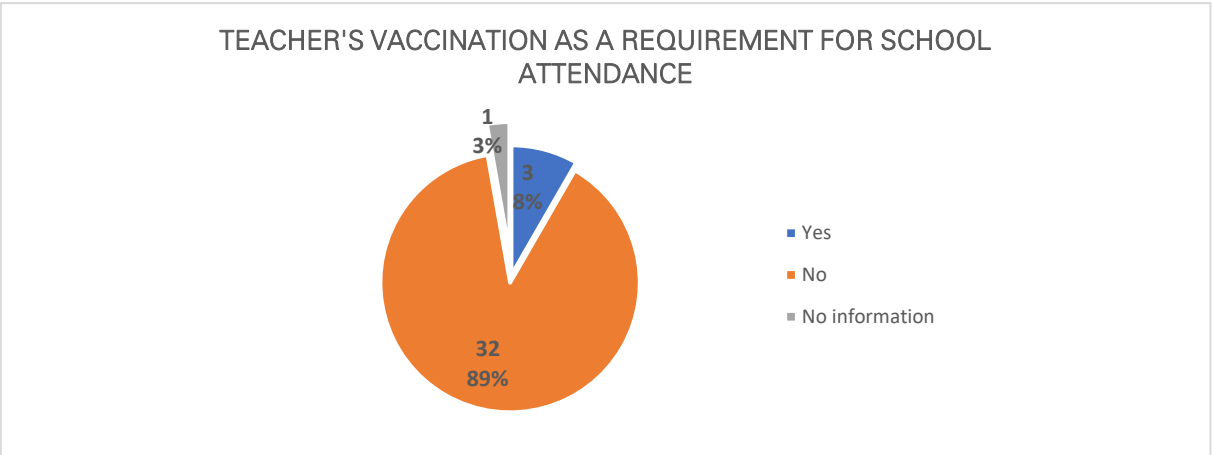
Of the 31 countries in the region that have confirmed having in place psychosocial support strategies, 15 do not know the educational level covered by these strategies; 10 countries (28%) have confirmed that their strategies have been directed at primary school children; 5 countries (14%) have confirmed that they have no information in this regard, and 4 countries (11%) confirm that they have focused these efforts on upper secondary school students.

VIII.iii. UNICEF ACTIONS

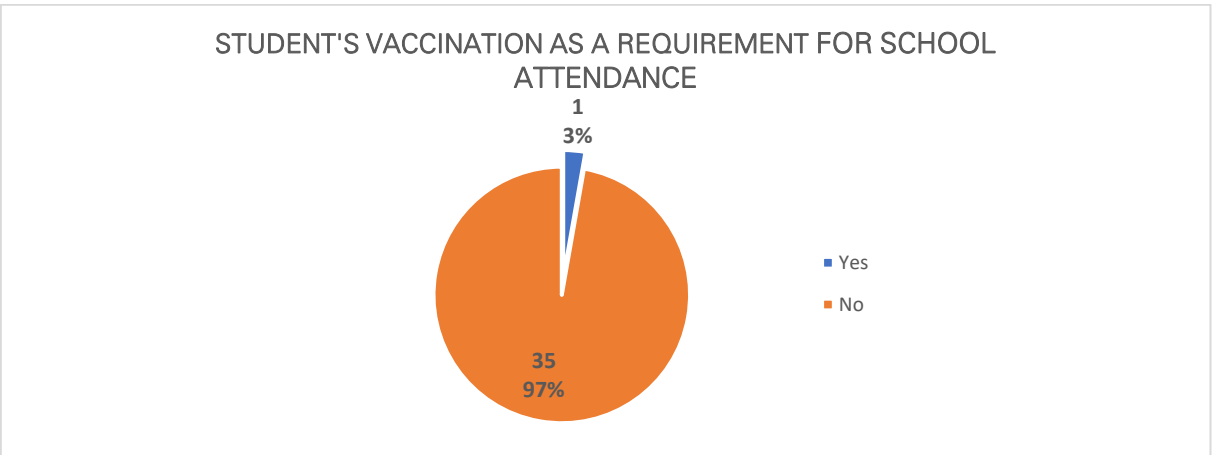


This graph represents the information provided by 36 countries in the region. More than half of the countries are supporting WASH and pedagogical support actions in pre-primary, primary and secondary education; and half of them are supporting learning leveling actions in primary and secondary education.

VIII.v. VACCINATION



Of the 36 countries consulted, 32 countries (89%) have confirmed that vaccination of teachers is not a requirement for school attendance. Only in 3 countries the vaccination of teachers is a requirement.



This graph represents the information provided by 36 countries in the region. In 35 of the 36 countries consulted (97%), vaccination of students is not a requirement for school attendance.

EDUCATION IN EMERGENCIES (EiE)

- **Regional Forum "Education Beyond Borders: Regional Solidarity to Guarantee the Right to Education".** The Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago), the Ministry of Education of Ecuador, Education Cannot Wait and the Regional Education Group for Latin America and the Caribbean organized this regional forum on May 4 and 5, 2022. This meeting is part of the regional component of the multi-year resilience program developed with support from Education Cannot Wait and sought to strengthen the response capacity of national education systems through technical and political dialogue. Among the main objectives of the forum, the following stand out:
 - Generate a space for dialogue on the progress and challenges of the right to education for people in mobility in the region.
 - To propose national and regional strategies to deepen actions to guarantee the right to quality education for the mobile population in the context of the COVID-19 pandemic.
 - Strengthen coordination and cooperation mechanisms among the countries of the region to address and guarantee the right to education for people in a situation of human mobility.

[Click here for more information and the program.](#)
- **Table of Equivalencies of the Andres Bello Convention (CAB).** UNICEF, in close collaboration with the CAB and with funding from Education Cannot Wait (ECW), has launched a new phase of the campaign "In School I'm Better", active throughout the month of May 2022, which aims to disseminate the Table of Equivalencies of the Andrés Bello Convention, which contributes to ensuring the right to education for all children and adolescents. In addition to the campaign, the 2021 Table of Equivalencies Booklet and information sheets for migrants have been updated, with infographics/roadmaps, legislation, the structure of the education system (calendar) and processing offices, to be delivered to migrants in border areas of 7 countries (Bolivia, Chile, Colombia, Ecuador, Panama, Peru, and Dominican Republic). These cards have been printed and delivered in the Dominican Republic, Peru, Panama and will soon be distributed in Bolivia. Lastly, in March of this year, a meeting was organized with the MEDUCA authorities in Panama to

Finally, in March of this year, a meeting was held with MEDUCA authorities in Panama to coordinate a seminar and a workshop with technicians from the Table of Equivalencies.

- Digital course [Educating in Times of Crisis: Preparing for the Return to School in Latin America & the Caribbean](#) developed by the Regional Education Group of Latin America and the Caribbean, together with the *Universidad Abierta de Recoleta* and UNICEF. Registration for the new cohort of the course will be open from May 16 to June 9, and the course will start on June 9.
- ✓ Go to the course [main page](#) to register
- ✓ Access the course [description here](#)
- ✓ Access the learning path [here](#)



INCLUSION

- **Accessible Digital Textbooks (ADT):**
 - New adhering countries: Dominican Republic, Colombia and Peru.
 - Research with *Innocenti*: Instruments to gather evidence on the pilots developed and tested in Paraguay. The report is being peer reviewed and will be available in May.
 - Module on ADT and Universal Design for Learning (UDL) to be developed as part of the course conducted in Colombia on disability mainstreaming (social protection, health, education). The regional office is supporting the English translation and accessibility of the online course and the extra module.

- **Disability participation and inclusion -Strengthening of the network:**

- Report on bullying and discrimination: this report is in the final steps of editing and layout, expected to be launched in early June. This will be followed by a presentation and discussion of the report's recommendations, with the participation of grassroots organizations and regional partners.
- Inclusive Social Protection Policies: Support has been provided to the UNICEF LACRO social protection team in preparation for the [World Conference on Inclusive Social Protection](#) by facilitating a consultation workshop with Disabled People's Organizations in March 2022, and RIADIS has been involved in presenting the workshop recommendations for the Conference.
- Part of the solution: activities continue, including:
 - Participation of META Youth members in the World Disability Summit and side events (February 2022). Participation of representatives of youth with disabilities in the launch of the UNICEF Youth Participation Guide in April 2022.
 - Regional validation of the Stigma Toolkit, organized by Headquarters and Light for the World, which was attended by more than 40 people representing organizations of persons with disabilities, academia, and independent activists.
 - Several presentations by Disabled People's Organizations to disability focal points, including RIADIS, META and Humanity & Inclusion.
 - Continued development of a regional map of organizations, experts, and capacities to facilitate collaboration with Country Offices and recreate local partnerships.

- **Intercultural Bilingual Education:**

- Completion of the regional portal of intercultural education materials and repositories for Latin America and the Caribbean.

EARLY CHILDHOOD DEVELOPMENT (ECD)

Early childhood development and violence prevention are two priorities of UNICEF's work in the Latin America and Caribbean Region. For this reason, under the leadership of the Deputy Regional Director, LACRO's Child Protection, Early Childhood Development and Gender teams have prepared a series of master classes on violence against children (VAC) in early childhood for country offices in the region. The classes included the participation of Jorge Cuartas, an expert from Harvard University. During these classes, the expert presented the latest regional data and evidence (including that related to the impact of COVID-19), the importance of adopting a cross-sectoral approach to VAC in early childhood development, and the role of all sectors, as well as emerging good practices in the region. The presentations were followed by a valuable exchange of experiences involving colleagues from all sectors (child protection, health and nutrition, education, gender, etc.).



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