Reimagine Education and Skills Development for Children and Adolescents in Latin America and the Caribbean

Investing in Children and Adolescents as We Build a Next and Better Normal

An investment opportunity for the private and public sectors
Arturo, 11, lives with cerebral palsy, a condition that prevents him from being able to walk or speak. Despite his disability, Arturo is able to study at a nearby school due to inclusive legislation enacted approximately eight years ago.
The opportunity

One of the greatest opportunities for investment in Latin America and the Caribbean is to focus on the education of future changemakers – children and adolescents. Thirty per cent of the total population of the region is under the age of 18.¹ This young generation has the potential to contribute to peace and stability and to expand economic opportunities. But unlocking these possibilities for children and adolescents, particularly in a world transformed by COVID-19, requires the engagement of the private and public sector and collaboration among all stakeholders, including children and adolescents themselves.

As we recover from the pandemic, we can transform education systems, make them more flexible, inclusive, and innovative in reaching all children and adolescents, and improve the quality and relevance of teaching and learning across Latin America and the Caribbean.

Digital learning could be the great equalizer in education, if technologies and solutions are scaled up to work for the most vulnerable and marginalized children and adolescents. Digital skills are also an increasingly vital part of a 21st century education, which should equip students with the breadth of skills – including transferable, digital, and job-related skills – required by societies and economies transformed by COVID-19. These skills would allow children and adolescents to master daily life, to start work, to start a business, and to engage productively in their communities.

The challenge

Regional demographic changes, economic development, and advances in digital technology mean that children and adolescents today live in a unique context, facing previously unseen challenges. In Latin America and the Caribbean, the predominant challenges include economic and social inequality within countries; political, economic, and social instability; gender inequality and gender-based violence; and high rates of adolescent pregnancy. In terms of children and adolescents’ skills development, the biggest challenges are related to:

- inadequate learning outcomes in foundational skills such as literacy and numeracy;
- lack of prioritization of transferable skills development;
- limited opportunities for the development of job-specific skills; and,
- low digital literacy through all stages of life.

COVID-19 has caused the most significant disruption to learning in the history of Latin America and the Caribbean and left the most vulnerable and marginalized children and adolescents on the wrong side of the digital divide.

When COVID-19 first hit the region in March 2020, 159 million children were pushed out of the classroom. Children in Latin America and the Caribbean have faced the longest COVID-19 school closures in the world. By October 2021, 74 million children and adolescents were still affected by either full (1 million) or partial (73 million) school closures in the region, with an average of 156 days without face-to-face classes since the start of the pandemic. While many governments provided remote learning opportunities, the reach had limitations, the quality of services varied across the region, and the digital divide left the most marginalized children behind. Approximately 40 per cent of students, accounting for 37 million children and adolescents across the region, were not reached by digital and broadcast remote learning. This is because three out of 10 people do not access the internet in Latin America and the Caribbean. Children and adolescents from rural areas, indigenous and migrant communities, as well as those with disabilities are among those most likely to miss out on digital learning and are at even higher risk of dropping out of school.


Even before COVID-19, Latin America and the Caribbean was already facing a learning crisis

Every child has the right to go to school and learn. Over the last 30 years, the Latin America and Caribbean region has seen much progress and many reforms undertaken in education. Some of the most prominent reforms relate to improved access to formal education and increased completion rates among students at the different levels of education. However, increased access to education has not translated into more relevant learning outcomes for the population, nor has it contributed to significantly reducing the major challenges faced by the region, such as economic and social inequality. For instance, even before the pandemic, more than a third of children and adolescents (35 million) in the region were not achieving minimum proficiency in reading, while just over half (50 million) were not meeting learning standards in mathematics. And, despite progress in improving education access, an estimated 10.4 million children and adolescents were out of school in the region, including 8.7 million adolescents of secondary school age. Out of school, children and adolescents not only fall behind their peers but also face increased risks of violence, exploitation and abuse, as well as barriers to earning potential later in life.

The learning crisis leaves many children and adolescents in Latin America and the Caribbean unprepared for life, work, and active citizenship after graduation

Children and adolescents in the region have limited opportunities to develop the skills needed to reach their full potential in school and in life, and to successfully transition to the job market. These skills range from foundational literacy and numeracy to problem-solving and critical thinking. In 13 countries in Latin America and the Caribbean, a quarter of young people between the ages of 15 and 24 are not engaged in education, employment or training, with the ratio rising to a third in the 18–24 age group. Most are young women and those from vulnerable and marginalized communities. The gap between the skills adolescents have when they leave school and the skills they need in a fast-changing labour market affects both them and employers.

COVID-19 has exacerbated and amplified these challenges and disparities, especially for the most marginalized children and adolescents. The socio-economic achievement gap between students is widening. Learning losses for the region are estimated to be substantially larger for the poorest students than for the wealthiest ones. The World Bank estimates that such impact would widen the already high socio-economic achievement gap by 12 per cent. Lost learning now can have life-long economic consequences. The World Bank also estimates a loss of US$1.7 trillion in future earnings due to these learning losses if urgent action is not taken to address the learning crisis in Latin America and the Caribbean. Without effective policy action, each student from today’s cohort in primary and secondary school could face, on average, a reduction of US$872 in yearly earnings. This is approximately equivalent to US$16,000 over a student’s work life at present value. The increase in long-term unemployment and exclusion of young people from the labour market is a great danger in the current situation and will only worsen the region’s challenges and disparities.

---

8 Ibid.
UNICEF’s sustainable response

UNICEF’s education programmes globally reached 301 million children in 2020 – more than at any other time in our history. Due to the COVID-19 pandemic, we had to do things differently, shifting our focus to providing opportunities for children and adolescents to learn from home during school closures. We developed lessons for broadcast on TV and radio. We distributed books, worksheets, and guidance notes for children and their parents. And we provided technology and training to get students and teachers online and into virtual classrooms.

But the world is still recovering from the pandemic. And we need to make sure every child can get back to school as soon as possible.

We urgently need to reimagine education for all children and adolescents in Latin America and the Caribbean

While the pandemic has put a spotlight on inequities in education, it has also generated opportunities for change. The innovations and partnerships mobilized in response to the pandemic have shown that we have the tools needed to build the skills children and young people need and craft a modern education. Millions of children and young people could continue their education online when COVID-19 struck. But they are still a minority. Thus, digital learning can and should be a part of the solution.

To take advantage of the enormous potential of digital learning, UNICEF launched Reimagine Education. This initiative brings together public and private sector leaders with ambitious vision, commitment, and investment to develop, adapt, and scale-up digital learning solutions to reach the most marginalized learners. It aims to connect all children – some 3.5 billion by 2030 – to world-class digital learning solutions.
We urgently need to reimagine education for all children and adolescents in Latin America and the Caribbean

by providing access to quality and relevant digital learning content and internet connectivity, radically reducing the cost of data and devices, and engaging young people. The mission to connect every school to the internet and every child and adolescent to information, opportunity, and choice is pursued in partnership with the International Telecommunication Union, governments and partners through Giga. Both Reimagine Education and Giga are supported by Generation Unlimited, a multi-partner global initiative led by UNICEF to ensure that the largest generation of young people in history is prepared for the transition to work and engaged citizenship.

So far, in Latin America and the Caribbean, 26 countries and territories have developed protocols for the safe reopening of schools, and 23 countries and territories have learning assessment or remedial education programmes. While we continue to provide remote learning opportunities for those who are still affected by school closures, we are now working closely with partners to refocus our efforts on three key priorities globally and in the Latin America and Caribbean region:10


Ensuring all children and adolescents are back in school and receive the tailored services needed to meet their learning, health, psychosocial well-being, and other needs

School closures have put children’s learning, nutrition, mental health, and overall development at risk. Some students, particularly girls, are at risk of never returning to school. UNICEF is collaborating with governments to design and implement school reopening strategies that include comprehensive services to support children’s education, health, psychosocial well-being, and other needs. We aim to ensure school enrolment returns to pre-COVID levels and all schools are equipped to recover learning losses and to promote well-being.

Panama
Milerith (right), 8, who lives with a hearing disability, attends an inclusive school along side children who do not have disabilities.
2 Ensuring all children and adolescents receive support to catch up on lost learning

Most children have lost substantial school time and may not be ready for curricula that were grade-appropriate prior to the pandemic. They require remedial instruction to get back on track. The pandemic has also revealed a stark digital divide that schools can play a role in addressing by ensuring children have digital skills and access. Working with the World Bank and UNESCO, UNICEF is developing an open-access, adaptable learning assessment tool to measure learning losses and identify learners’ needs. This is supporting our efforts to ensure that all schools provide remedial education for children to catch up on lost learning. We are also working to incorporate social-emotional learning in formal and non-formal education settings, as well as to improve the learning experience of every child and adolescent through accessible, affordable digital technologies.

3 Ensuring all teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching

Teachers are in an unprecedented situation. They must make up for substantial loss of instructional time from the previous school year and teach the current year’s curriculum. UNICEF is supporting training programmes to ensure teachers can incorporate remedial education and social-emotional learning into their classes, and deliver lessons using digital technology for improved learning. UNICEF has been advocating with governments for teachers to be prioritized for COVID-19 vaccination, after frontline personnel and high-risk populations, to protect them from community transmission of the virus, allowing them to continue to teach in person and to have schools stay open.

Panama
Fifth Grade student Jorge attends class at the Estado de Israel public school in San Miguelito, Panamá City Metropolitan Area.
How the private and public sectors can invest

UNICEF is calling on donors from the private and public sectors – philanthropists, corporations, foundations, governments, and bilateral and multilateral development partners – to invest in education to get children in the Latin America and Caribbean region back to school for the long term.

Partners can invest in several sustainable ways:

Investing in children’s education at this urgent time is not just important for children’s learning and well-being. It also supports the world’s economic growth and recovery as we emerge from the COVID-19 pandemic. Investing in education can create jobs, boost GDP, and contribute up to an estimated 30 per cent of total labour productivity growth.

Invest in pooled, flexible funds for education

Flexible funds enable UNICEF to direct investments where they are needed most within the area of education. This funding gives UNICEF’s experts the ability to focus on interventions that will have the best results, and therefore enable a strong return on investment. This is particularly important in the context of COVID-19, providing the flexibility to adapt and respond to changing needs. Partners can direct their funding for UNICEF’s education work within the Latin America and Caribbean region or to a country of interest.

Invest in specific results

UNICEF recognizes that some partners need to designate their resources to a particular programme of work, aimed at achieving specific results. Likewise, some partners would like to complement their financial investment with advocacy and technical expertise. UNICEF has a long history of building strategic partnerships. We would be happy to work with you to support specific programmes that meet your strategic priorities or philanthropic and corporate goals, while also contributing to our shared goal of getting every child back to school for the long term.

For more information on how we can partner for results, please refer to the Annex which includes a list of initiatives led by UNICEF in collaboration with partners and their specific needs for replication and scale up.
Why partner with UNICEF?

UNICEF is the partner of choice for public and private sector donors looking to achieve the greatest impact for children’s education. Our position within the United Nations gives us a unique convening power with governmental, non-governmental, civil society, and private sector partners to influence change for children at the highest levels. And our presence in 190 countries and territories means we can enact this change on a global scale.

UNICEF’s unique size also enables us to bring education to children and adolescents in the most remote and challenging areas. We work in war zones, disaster zones, and regions that are inaccessible by road. And our team of experts has the knowledge and experience to work for children in every context and at every age – from early childhood all the way through adolescence. We are serious in our ambition to make sure every child learns – no matter where they are or what their situation.

Partnering with UNICEF enables you to achieve the greatest impact for children at the greatest scale. And it enables you to ensure that no child is left behind. As a 100 per cent voluntarily funded organization, UNICEF can also offer you partnership opportunities that are designed to meet your strategic priorities or philanthropic and corporate goals, while also achieving our shared ambition for children.

The time to support children’s education is now. In the wake of the COVID-19 pandemic, and with a boom in the youth demographic, this is a unique moment in history to get every child into the classroom – now, and for the long term.

We hope you will join us in rebuilding children’s education in the wake of COVID-19 for the Latin America and Caribbean region. Together, we can get children back to school and ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030.

UNICEF’s unique size also enables us to bring education to children and adolescents in the most remote and challenging areas. We work in war zones, disaster zones, and regions that are inaccessible by road.

Partnership opportunities

For partners who contribute to our work for children, UNICEF can offer a range of opportunities:

- Results reporting to illustrate the impact your contributions have made
- Public communications to showcase your support
- Opportunities to meet and engage with UNICEF leaders, staff, ambassadors and supporters
- Access to virtual and in-person events.
Jamaica
A student sits under a tree to use the internet at Little Bay Primary and Infant school. Little Bay is a mainly fishing community located in the parish of Westmoreland, the western end of the island of Jamaica.
ANNEX:
UNICEF’S EDUCATION INITIATIVES IN LATIN AMERICA AND THE CARIBBEAN
**INITIATIVE 1:**

**REGIONAL: PLAN12 – ONLINE COURSE FOR ADOLESCENTS’ TRANSFERABLE SKILLS DEVELOPMENT IN LATIN AMERICA AND THE CARIBBEAN**

**Challenge**

There are currently more than 106 million young people between the ages of 15 and 24 in Latin America and the Caribbean, making up 20 per cent of the population. Even before the COVID-19 pandemic, these young people were facing a learning crisis – 10.4 million children and young people had no access to education and more than 6.4 million young people had dropped out of secondary education. Overall, 21 per cent of young people in the region (18 years and older) were not engaged in education, employment or training.1 With 74 million children and adolescents still affected by the closure of schools due to COVID-19, this learning crisis is getting worse.

Adolescents in the region are growing up in a changing world that requires constant adaptation and the ability to take advantage of opportunities and face the challenges that arise. To do this, adolescents need to develop skills that prepare them for the current context, for their transition from school to work and to become agents of transformative change in their communities. While the challenge may be daunting, the opportunity to rebuild better after the pandemic and reinvent education in Latin America and the Caribbean is more salient than ever.

**Solution**

To respond to the urgent need of adolescents to expand learning opportunities and develop skills, UNICEF, together with América Solidaria and adolescents from the CONCAUSA network, developed PLAN12. This initiative helps young people to develop transferable skills by designing and implementing their own social impact projects.

Based on the UNICEF Conceptual Framework on Transferable Skills, the course invites adolescents to identify a problem in their communities and build solutions. To support their efforts, PLAN12 allows adolescents to enrol in a practical online course or download material for free. Throughout the course, adolescents have the opportunity to put into practice and develop skills that allow them to become agile learners and citizens capable of successfully navigating the personal, academic, social and economic challenges of the world today and in the future.

**Results**

The initiative was created at the start of the pandemic to respond to the growing need of adolescents to continue learning and developing skills even during school closures. Since then, the contents of PLAN12 have been used in different pilot experiences in 10 countries across Latin America and the Caribbean. The versatility of PLAN12 allows its contents to be used in different contexts and under different modalities. Argentina, for example, is incorporating PLAN12 into the PlaNEA initiative that accompanies provincial educational efforts in the transformation of secondary schools. In Trinidad and Tobago, the contents of PLAN12 are being adapted and facilitators are being trained to develop skills for migrant adolescents who cannot access the official educational system. Other organizations such as Aldeas Infantiles have promoted access and completion of the course among the adolescent beneficiaries of their programmes.

---

What is needed?
US$70,000 will fund the adaptation and implementation of PLAN12 in an additional country in the region.

Future plans:
To scale the development of transferable skills and reach more adolescents in the region, UNICEF and partners are developing a digital platform that will contain version 2.0 of the online course and specific content for teachers and facilitators. This new version of PLAN12 was designed based on the participatory evaluation carried out after the pilot phase, considering the feedback from the different users. The objectives for 2022 include the creation of a network of implementing partners of PLAN12 that allows reaching those adolescents who have more difficulty accessing the platform due to lack of connectivity or those with greater risks of exclusion. The online course is expected to be launched on a massive scale and will support at least five countries in the region to introduce PLAN12 in formal and non-formal learning spaces.
INITIATIVE 2: ARGENTINA: TECHNOLOGY-BASED RURAL SECONDARY SCHOOLS

Challenge
The National Education Law in Argentina establishes compulsory education from elementary school to the end of secondary school. However, complete education is not a reality for many children in the country, especially in rural areas. The last national census showed that about 93,000 adolescents in rural areas did not attend an educational establishment, with more than 65,000 belonging to remote rural areas. Many rural communities have only one primary school and limited or no access to new information and communication technologies (ICT). For this reason, adolescents from many of these communities drop out of school after their primary education or must move to other locations, far from their families, to continue their studies.

Solution
UNICEF Argentina cooperates with six provincial governments in the north of the country, where adolescents live in high social and educational vulnerability. UNICEF provides technical assistance and support to these provinces for the development of an innovative secondary educational model – the Technology-based Rural Secondary Schools – to guarantee access and completion of schooling for adolescents from dispersed rural communities.

Considering that education is a public good and a right for everyone, and that inclusion and quality are part of that right, the model is developed to:

- Guarantee access to secondary education for adolescents who live in remote rural areas and do not have access where they live.
- Reduce the existing digital gaps between students from rural educational communities and urban areas through the inclusion of teaching and learning methods that integrate ICT.

The model is made up of a headquarters located in an urban centre, which is attended daily by teachers of different disciplines, and a headquarters located in a rural area, where students attend school daily. From the urban centre, teachers plan classes and share them with their students through an educational platform that students access through computers. One or two teachers accompany the groups of multi-age students in the rural campuses, and coordinate the exchange of classes, communication and activities for each group. Access to an internal school network with offline educational content, as well as the use of the internet and cell phones, allow the students and teachers to participate in the teaching and learning process together. The learning experience is face-to-face, while incorporating the benefits of technologies.

UNICEF Argentina has worked to offer technical assistance to authorities and schools to plan, implement and evaluate this initiative. It has also provided ICT equipment, teaching materials necessary for the operation of schools and has developed training and accompaniment for the entire teaching staff of each institution. Lastly, it has promoted the production of knowledge that contributes to monitoring, evaluating, and decision-making to improve and expand this educational offer which guarantees more and better learning opportunities for adolescents. In terms of private sector engagement, UNICEF has invited and promoted their participation via direct donations, teacher training, and development of workshops related to transferable skills for adolescents.
Results

a. Coverage
During 2021, the initiative continued its expansion with the opening of three new schools, making a total of 11 secondary schools reaching 119 scattered rural areas of Argentina.

b. Enrolment and graduation
In 2021, 2,000 students are enrolled. Of these, 48 per cent are females and 52 per cent males. About 20 per cent of the students belong to indigenous communities.

185 students will graduate from this programme in 2021, totalling 863 graduates of the model since its inception in 2012. Of these, 46 per cent are males, 54 per cent are females and 33 per cent of the total belong to indigenous communities.

c. Impact
The model garnered broad interest from adolescents in the communities, making it effective at increasing completion rates from secondary education while reducing the gaps in access to technologies and the development of digital skills.

Likewise, during 2021 and within the framework of the model’s expansion process, UNICEF together with the National Pedagogical University and the National Teacher Training Institute developed the Rural Secondary Education Diploma. With emphasis in technologies, it is open access and free, and offers official qualification for teachers from across the country. In the first cohort that began in 2021, 710 teachers from Argentina’s 14 provinces are taking this training course.

According to a monitoring and evaluation survey supported by UNICEF and carried out in 2019:

- 7 out of 10 students enrolled in this programme have learned to use computers in secondary school
- 90 per cent of students access the internet during classes at school.
- 86 per cent of students want to continue their studies after completing secondary school.
- Among the graduates of the programme, 75 per cent study or work.
- 90 per cent of graduates believe that the programme prepared them for the future.

Future plans
The initiative continues to expand at the national level, providing technical assistance to provincial governments to ensure the development of innovative models that guarantee access to secondary school for all children and adolescents from remote rural areas. It is a quality secondary education offer that guarantees the fulfillment of their rights and fosters the development of digital and transferable skills, which are key for the 21st century.
Initiative 3:

Brazil: Successful School Pathways to Improve Education Quality and Confront School Failure

Challenge
In recent years, Brazil has been slowly advancing in providing access to education for all children. But inequalities remain. Before the COVID-19 pandemic, there were almost 1.1 million children and adolescents of compulsory school age (4 to 17 years old) out of school in Brazil. Most of them were children aged 4 and 5 (384,000) and adolescents aged 15 to 17 (629,000). Additionally, 2.1 million students did not progress in school either because of drop-out or failing and more than 6 million were in the wrong age for their grade. These students were mostly concentrated in the north and northeastern regions of Brazil and were often indigenous, Afro-descendants, mixed race, or students with disabilities.

The COVID-19 pandemic exacerbated this situation. Most Brazilian schools were closed from March 2020 to mid-October 2021. School closures disproportionately impacted the most vulnerable groups and regions where they had less access to education compared to the white population. More than 5.1 million children and adolescents aged 6 to 17 years old (13.9 per cent) had their right to education denied in 2020 (1.5 million of them no longer attended school either in-person or remotely and 3.7 million students who claimed to be attending school had not received any school activities). Further data shows that 41 per cent of those who were out of school in 2020 were aged 6 to 10, an age group where education was almost universal and should therefore be in the process of becoming literate. Them being out of school could yield predictable challenges for the whole education system in the future.

Solution
Confronting the culture of school failure requires coordinated and integrated actions by the different spheres of government, social organizations, and society in general. It is necessary to deeply understand the problem, discuss its causes and consequences, and collectively build short, medium, and long-term solutions. Therefore, UNICEF joins efforts with strategic partners to deal with this challenge, together with state and municipal education networks.

To support municipalities and states overcome school failure and address age and grade distortion, UNICEF launched the “Trajetórias de Sucesso Escolar” (Successful School Pathways) strategy in 2018. The strategy focuses on Brazil’s semi-arid and Legal Amazon regions, as well as large urban centers, through the UNICEF Seal2 and Urban Centers3 initiatives.

UNICEF has carried out the following:

- Technical assistance to states for the implementation of Successful School Pathway strategy.
- Development and adaptation of training materials focused on skills developments for teachers in the participant municipalities.

2 The UNICEF Seal is an initiative by UNICEF to encourage and recognize real and positive advances in the promotion, realization, and guarantee of the rights of children and adolescents in municipalities in the Semi-arid and in the Brazilian Legal Amazon regions. By joining the UNICEF Seal, municipalities commit to keeping their public policy agenda for children and adolescents as a priority. The methodology includes monitoring social indicators and implementing actions that help the municipality comply with the Convention on the Rights of the Child, which in Brazil is reflected in the Statute of the Child and Adolescent (ECA).

3 A strategy that aims to offer different opportunities for the most vulnerable adolescents and young people who lives in 10 large urban centres in Brazil. The objective is to create trajectories of opportunities (in education, socio-productive inclusion and protection) to transform a specific territory and a generation of children and adolescents.
• Dissemination of training materials.
• Implementation of online and/or face-to-face training for teachers and managers to support the development of activities that aims to face school failure and enhance skills development.

The objective of the Successful School Pathways is to tackle the culture of school failure by mobilizing managers and supporting educational networks to develop specific actions based on skills development for students in vulnerable situations and at risk of dropping out. The strategy guides education networks, in partnership with governments, civil society organizations and the school community, to develop curriculum proposals that allow students to rebuild their school pathways, advance in their studies and engage them in school activities. It requires integrated actions at the education, schools, and classroom levels of management and a set of three booklets that present recommendations for each level. Each booklet also has guidelines for four stages (diagnosis, planning, adherence, and development) that seeks to integrate the actions of the different levels.

The strategy also aims to improve the implementation of the Brazilian National Curriculum and its content for skills development, including digital, through technical support for the construction of specific curricula aligned with the curriculum for students with school delay. It works to listen and promote adolescent engagement and participation in school activities. The strategy also endorses anti-racist, inclusive, and diverse education that protects against all forms of violence and promotes engagement of education systems, schools, teachers, and students. Strategically, it targets the municipal and state level managers who influence the curriculum’s application in classrooms, encouraging them to draw upon best practices and learning from the challenges. Advocacy and communications assets are used to support key processes for commitment-building, support, and promotion of good practices to mitigate the culture of school failure.

It is important to reinforce that during the context of the COVID-19 pandemic, UNICEF Brazil has worked to minimize drop-out and school failure, especially with those students already in situations of vulnerability that were at risk of dropping out from school.

Results
From August 2018 to August 2021, UNICEF Brazil, working with partners, achieved the following results with an investment of US$1 million:

• 23,297 students benefitted from a specific curriculum that considered their needs and interests, preventing them from dropping out of school
• 3,597 teachers and 443 municipal managers and school principals were trained on activities related to the importance of an inclusive, participatory processes for students and teachers and the integration of different curricular components, breaking the traditional linear organization of the curricula
• 109 municipalities involved and 10 Urban Centres engaged in implementing the strategy to be more aligned to the promotion of skills developments for the 21st century

What is needed?
US$350,000 yearly for a total of US$1,050,000 for a three-year period will fund the following results:

• 100,000 students benefitted from the programme that aims to implement a more participatory school curriculum
• 10,000 educational managers and teachers trained on the strategy and engaged on how to deal with school failure
• At least 3 States and 1,000 Municipalities engaged in implementing the Successful School Pathways Strategy

Future plans
UNICEF Brazil seeks to invite partners to contribute the needed financial resources to be able to implement the strategy to at least 1,000 municipalities from the most vulnerable regions in the country (north and northeast) and three Brazilian States.
AN INVESTMENT OPPORTUNITY FOR THE PRIVATE AND PUBLIC SECTORS

© UNICEF Colombia/2020/Mejía
Annex: UNICEF’s Education Initiatives in Latin America and the Caribbean

Initiative 4:

Colombia: Protection of Rural Students’ Educational Trajectories and Transition to Higher Education

Challenge

Twelve of the 170 municipalities targeted by the Colombian peace agreements are in the Chocó department, one affected by violence and with a high percentage of vulnerable population. Chocó’s population is mostly from Afro-descendant and indigenous communities. Its net education enrolment rate is only 23.92 per cent and school absenteeism rate is 38.2 per cent, while the national rate is 46.9 per cent and 16.4 per cent, respectively, showing wide disparities. These adolescents’ average schooling years is 7.9 years, meaning that they drop out of the system before completing eighth grade. Drop-out reasons include:

(i) **Provision or offer**: lack of educational offer in line with demand, which also causes late enrolment;
(ii) **Relevance**: educational contents and curricula do not respond to students’ expectations, thus they drop out before graduation;
(iii) **Quality**: teaching practices do not correspond with the context and students’ age, generating educational lag; and,
(iv) **Other demands**: adolescents and young people drop out due to early marital unions, early pregnancy, or accelerated labour insertion.

Solution

Seeking to transform this reality and in accordance with the 2021-2024 plans between the Government of Colombia and UNICEF, UNICEF Colombia has implemented various strategies in Chocó to re-imagine secondary education including development of 21st century skills for adolescents and young people. Efforts also include supporting students to return to school as a result of COVID-19 and piloting a programme in nine schools in two municipalities to strengthen the quality and relevance of secondary education. This is done through technical assistance that brings together schools, Secretaries of Education, and higher education institutions, with the following actions:

- Strengthening of fundamental and 21st century skills of tenth and eleventh grade students of the targeted schools, to improve their academic performance and career guidance workshops so that they are equipped to make informed decisions about the possibilities of continuing an academic trajectory, starting an entrepreneurship or joining the labour force.
- Management of alliances with universities to create a technical programme called *Universidad al Campo* for students in secondary education. It seeks to convene and dialogue with higher education institutions that operate in the Chocó Department to expand the educational offer in accordance with the area’s human capital gaps.
- A technical assistance programme aimed at teachers in schools focused on the protection of educational trajectories, through training actions in (i) school planning and management to prevent drop-out, (ii) renewal of the secondary education curriculum, and (iii) strategies with adolescents and young people to break gender stereotypes.
- Technical assistance to the Secretary of Education to initiate a policy design to strengthen secondary education by systematizing the work developed in the two municipalities as guidelines for all of Chocó’s schools and bringing together its programmes and strategies to improve its education efficiency indicators.
ANNEX: UNICEF’S EDUCATION INITIATIVES IN LATIN AMERICA AND THE CARIBBEAN

• Design and implementation of a communication and awareness strategy on the benefits of completing secondary education, implemented through workshops aimed at students and their families to support the return to school of those who have left due to the COVID-19 pandemic.

Results
This pilot began in September 2021 and will end in December 2022. These are the following results the pilot aims to achieve:

• 3,500 students and 100 students at Universidad al Campo with strengthened fundamental, socio-emotional, technical skills, and 21st century skills.
• 60 teachers in nine schools with enhanced skills in identifying, understanding and giving early attention to academic situations and events in life that cause drop-outs. This technical assistance includes revision of school management tools and academic planning processes.
• Initial guidelines for strengthening secondary education, practices for the protection of educational trajectories, curriculum diversification, and alliances, which will allow other municipalities to replicate the pilots.

What is needed?
US$802,500 for three years will fund the programme to directly reach 10,500 students, 120 teachers, 300 parents and caregivers, 30 professionals at the Education Secretary, 20 higher education teachers, as well as 2,000 educational community members indirectly.

Future plans
Having additional resources would make it possible to evaluate the impact of the programme and systematize recommendations that could be extended to other communities with similar conditions.

In addition to strengthening and giving continuity to the programme, the following would be achieved:

• Expand the strategy to two municipalities in the department of Chocó in six schools, benefiting an additional 3,500 students.
• Extend the implementation for two more years in the schools in Riosucio and Carmen del Darién to benefit 3,500 additional students, reduce the drop-out rate by two percentage points and increase the graduation rate also by two percentage points.
• In the schools of the four municipalities, achieve an increase of three percentage points between the baseline and the endline in socio-emotional skills.
• Reach agreements with universities to expand the offer in two technical and/or technological programmes in the targeted municipalities, so that the additional demand generated from this intervention can be met.
INITIATIVE 5: MEXICO: MATEMAT-IA - DIGITAL PLATFORM TO STRENGTHEN MATHEMATICAL SKILLS FOR ADOLESCENTS

Challenge
In Mexico, almost 70 per cent of students in the last year of upper-secondary school performed in the lowest level in the last National Academic Achievement Assessment. This means that these 18-year-old students do not know how to solve simple equations and basic mathematical operations. This issue undermines their possibility to continue their university studies as well as their chances to get a job.

The learning crisis in Mexico has been addressed by several educational reforms in the past years, but as shown in the latest Programme for International Student Assessment (PISA) results, in the last 18 years, in Mexico academic achievement has barely shown significant progress. Part of the problem is explained by the cumulative academic gap that students have from early years, and it continues growing until they get to upper-secondary level where 25 per cent drop out in the first year of upper-secondary. The school drop-out is associated with a low acquisition of basic skills like mathematical thinking and reading comprehension.

To close these skills gaps, there are various approaches, such as investing in remedial learning and adapting teaching to each academic level for every student (teaching at the right level) so that the content is offered at their own pace. Focusing on mathematics would also certainly allow many students to increase their chance to finish their studies and eventually obtain better jobs.

Solution
With the above challenges, UNICEF Mexico has created Matemat-IA, a digital learning platform that aims to improve mathematics skills in adolescents and reduce drop-out rates in the first year of upper secondary. It is based on the official Mexican mathematics curriculum so if the students have doubts while using the platform, these can be reviewed during the normal mathematics class. It evaluates students’ levels without spending too much time. Through the platform, mathematical curriculum can be adapted depending on students’ learning (personalized education), and students’ achievements can be tracked in real time, as well as topics that the teacher could reinforce during class. Additionally, the platform presents the content in a gamified setting to make this an attractive way to learn for adolescents, increasing motivation and a growth mindset.

Results
The pilot phase from April through June 2021 included usability tests in five states with 585 students and 80 teachers trained. Since September 2021, a scale-up phase has begun where 1,300 teachers have been trained and 52,000 students (approximately 40 per cent of first graders from the Colleges of Scientific and Technological Studies) are now enrolled in the platform from 25 states.

What is needed?
US$250,000 will fund the scale-up phase for 2022-2024 to do the following:

- More content creation to cover topics that can help to optimize the Artificial Intelligence (AI)
- Rental of servers to store the data for Artificial Intelligence (AI)
- Teacher training
- Impact evaluation
- Communication strategy

Future plans
The plan is for this programme to be scaled up to increase the service for 200,000 students for the school years 2022/23 and 2023/24.
**INITIATIVE 6: MEXICO: SKILLS FOR LIFE AND WORK IN DUAL SECONDARY EDUCATION**

**Challenge**
The objective of dual education is to allow students to develop knowledge and skills in the workplace while simultaneously linking educational theory and practice from an early stage to strengthen the comprehensive development of their skills as well as helping to improve their employability. Dual education has a mixed modality and the learning activities in the curriculum are developed both in the educational institutions that offer it, as well as in the workplace and outside the classroom through flexible career paths.

Dual education in Mexico began in 2009 and was consolidated in 2015 by the Government with a Secretarial Agreement which establishes, characterizes, and regulates dual education as an educational option in upper secondary school. Recently, the General Education Law established that the Technological Baccalaureate and the Technical Professional Bachelor and their equivalents may be taught in the dual educational option with training in school and business.

**Solution**
To scale and strengthen this educational option, the following actions are taken:

1. Issue dual baccalaureate study certificates
2. Build a reliable dual education information system that works for all who plan and operate dual education
3. Incorporate all dual education options, including the Mexican Dual Training Model
4. Provide free training on pedagogical principles to those responsible for the training of students in the company
5. Strengthen alliances with companies
6. Strengthen skills for life and work in students
7. Reduce the administrative burden both in schools and companies, optimizing and standardizing formats and processes
8. Training for teachers

Of the above actions, UNICEF has been working for actions #6 and #8. Under action #6, the objective is to consolidate a framework of skills for life and work for dual upper secondary education. The creation of a Framework Document allows the school and company to have a common language regarding the life and work skills to be developed by the students registered in a dual education model. It also permits the development of future curricular content, teaching materials, and training processes with a common focus. This Framework Document has been prepared in consultation with various actors, including students, teachers, directors and dual education liaisons in the states, as well as companies.

Based on the framework document on life skills and employment for dual education, different teaching materials will be updated and strengthened with new relevant and interesting audiovisual content for the participating students. At the same time, UNICEF trains teachers who oversee the implementation of dual education in the schools.

**Results**
From 2013 to the present, the number of participating students, schools and companies has increased by more than 200 per cent. By May 2020, the Dual Training System had 4,198 registered students, in 275 campuses. In total, there are 65 careers that are taught in some dual education options. Currently dual education has a presence in 27 states of the country, but enrolment is concentrated in five states: State of Mexico, Quintana Roo, Nuevo León, Morelos and Coahuila.

**What is needed?**
US$250,000 will fund the following:

- Content creation for teachers and students based on the framework, including digital interactive content for the online platform “Pre Dual” that prepares students for the dual training model.
- Training for companies and teachers
- Creation of materials
- Communication strategies

**Future plans**
- Strengthen the alliance with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), UNESCO, International Labour Organization, employers, and the Chamber of Commerce.
- Promote STEM for girls through dual education.
- Promote standardized selection processes and evaluations.
ANNEX: UNICEF'S EDUCATION INITIATIVES IN LATIN AMERICA AND THE CARIBBEAN

REIMAGINE EDUCATION AND SKILLS DEVELOPMENT FOR CHILDREN AND ADOLESCENTS IN LATIN AMERICA AND THE CARIBBEAN

INVESTING IN CHILDREN AND ADOLESCENTS AS WE BUILD A NEXT AND BETTER NORMAL

© México/2019/Subsecretaría de Educación Media Superior
INITIATIVE 7:
PERU: SKILLS4GIRLS - EMPOWERMENT OF FEMALE ADOLESCENTS IN DIGITAL AND STEM SKILLS

Challenge
Today’s generation of girls is preparing to enter a workforce that is being transformed by technology, innovation, automation, and diversity of opportunity. Rapidly changing job requirements, combined with limited job growth, have also eroded job security in many countries, while job-market demands for workers with specific transferable skills, ICT skills, and mastery of new technologies remain unmet. While educated and skilled entrepreneurs and workers are in increasing demand, roughly a quarter of young people, most of them female, are currently neither employed or in education or training. In Peru, only 8 per cent of programmers are women, only 29 per cent of students enrolled in science and technology careers are women, and, in rural areas, only four out of 10 female adolescents between 12 and 18 years old have internet access. In a study conducted by UNICEF and Laboratoria, six out of 10 girls did not consider themselves capable of studying a career in the field of science and technology.

Furthermore, one of the main manifestations of inequality that adolescent girls in Peru experience is school drop-out due to the lack of educational strategies and comprehensive care for pregnant adolescents or young mothers. According to government statistics, there has been a slight increase in adolescent pregnancy in the last five years, with 13.4 per cent of adolescent girls between 15 and 19 years becoming pregnant. In 2014, only 8.5 per cent of adolescent mothers were attending school, limiting their education and subsequent opportunities for social
and labor inclusion, adding to underemployment, labor informality, and other precarious forms of employability and intergenerational cycle of poverty and gender inequalities.

**Solution**

UNICEF’s work in Peru seeks to promote the rights of adolescents and create equitable opportunities for all of them to fully realize their potential. UNICEF, aligned with national priorities, has been working to promote the quality and relevance of secondary education. It aims to ensure that 3.5 million adolescents have greater opportunities to live a healthy life, learn throughout their lives, and fully exercise their citizenship. UNICEF Peru has also committed to gender equality and adolescent girls’ empowerment, emphasizing their participation, permanence, timely completion, and improvement in learning achievements in high school. This is a period where there is greater lag in girls’ skills in mathematics and science, particularly those from rural and indigenous areas and those that are pregnant or are adolescent mothers.

Recently, UNICEF Peru has partnered with Shiseido, a Japanese multinational cosmetic company, to strengthen and promote a set of educational policies with and for adolescent girls between 16-17 who have experienced early motherhood, and adolescent girls who have an interest in professional careers linked to STEM in vulnerable situations. It includes a specific component around social inclusion and employability to improve their present and future opportunities. In partnership with the Lima-based Laboratoria, UNICEF has developed and implemented a training programme on STEM and digital skills, new technologies, and life skills. This training programme is part of an expanded offer from the Productive Technical Centers of the Peruvian Ministry of Education (CETPROs).

The activities, implemented in North Lima, include a STEM degree for software design and development in at least two CETPROs. The digital skills include programming and functional software development and are taught via mobile phone and computer and the bootcamp programme teaches adolescent girls JavaScript, and then according to their interest, they can specialize in (1) developing Front-End web pages and (2) User Experience (UX) Design for software development. It is based on a model of “learning by doing” and includes three practical projects that allow them to apply their learned skills.

The programme is based on UNICEF’s Global Framework of Transferable Skills, focusing on skills that allow adolescent girls to focus on their own interests, to achieve empowerment considering the dynamics of gender and inequities of their personal context. The projects that adolescent girls undertake in the programme are aimed at generating solutions to problems identified in their environment. The programme also includes women’s successful experiences and networks in developing new technologies and mentoring whereby the girls enrolled in the bootcamp are paired with graduates of similar programmes who are already working, allowing them to learn from their experiences. Girls develop life skills to prepare them for the transition to the world of work.

The project implementation will model a strategy and inform the revision to the national policy of reintegration, access, and permanence of pregnant adolescents or adolescent mothers, led by the Ministry of Education. This training offer is compatible and complementary to formal secondary education and will be included within the secondary education transformation programme currently promoted by UNICEF, with an aim to reach 600 adolescents and 30 per cent adolescent mothers in three years.

**Results**

With the support of Shiseido for a total of US$400,000, UNICEF Peru has implemented the Skills4Girls programme since January 2021, and it is expected to complete in December 2023. So far, the results achieved include:

- UNICEF and partners created an application process for the bootcamp and received 294 applications. The bootcamp is for training female adolescents as Front-End Web Developers in two CETPROs with participation of 200 adolescent girls
- UNICEF and Hiperderecho developed a study titled “Report on the Digital Gender Gap in Digital Skills and STEM” to understand four main pillars of the intervention, including an online survey, focused group discussions, and interviews
- UNICEF and Laboratoria designed, adapted, and supported bootcamp curriculum in a participatory process and available for virtual modality. The curriculum includes digital skills and transferable skills to improve employability to serve female adolescents in public technical institutes and high schools.
- UNICEF and partners produced a “Learning at home” digital skills programme for fifth graders with Ministry of Education with a short television series of 12 episodes called “+TEC”. The series aims to contribute to overcoming gender stereotypes that women and adolescents face in STEM areas and how they can use technology and science to solve problems and create innovative solutions in their daily lives. The series also makes visible the contributions of female scientists and professionals in the STEM area.
- A six-week campaign called “Mujeres de cambio”
(Women of Change) was agreed with a partner to address the existing gender gap in access to digital skills and STEM careers for adolescent girls and on the gender norms that discourage their inclusion. It began on 25 August 2021 and has 6,995,000 viewers/reach.

**What is needed?**

- US$480,000 will benefit 600 female adolescents with training in web programming
- US$480,000 will allow 600 adolescent girls to present their technological ventures and show their talent as technological solution generators
- US$100,000 will help 5,000 adolescent girls to become inspired and motivated to pursue STEM careers through mentoring webinars.

**Future plans**

Within the framework of sustainability and scalability, UNICEF Peru is looking to the private sector for further investments to expand the programme’s reach and impact, contributing to the employability of women in technology and expanding the coverage of education in digital skills, expanding connectivity and access to the internet. UNICEF also seeks to expand the bootcamp training offer of the CETPROs and that is why the design and implementation process has been participatory and can be compatible and complementary to formal and productive technical education offers in Peru.
Challenge
Most adolescents in Peru attend secondary school. However, this does not mean that they have the tools to remain, learn, and complete their education. The gaps in education access, permanence, quality, and relevance are very large. Gender, geographical location, and the students’ mother tongue are significant exclusion factors. Nationally, 17.7 per cent of the students in secondary schooling demonstrate an adequate level in mathematics (with 19 per cent in urban areas and only 4.8 per cent in rural areas). Various studies confirm that the experience of adolescents in secondary school is associated with low recognition of its value and relevance. The educational system taught from an adult-centred school culture loses sight of adolescents’ diversity and uses educational processes with little cultural relevance and little relationship to the lives of adolescents in general. The vulnerable students who attend secondary school do not develop real learning in them as they are not recognized as subjects and experience frequent violence. Since March 2020, with the arrival of COVID-19, the situation has worsened, threatening the future of Peru’s young generation.

Solution
To achieve greater and better opportunities for more than two million adolescents who attend school in Peru, a new experience of secondary education is necessary. UNICEF Peru has been implementing a model of Comprehensive Adolescent Development based on the “Secondary Education as a Life Experience” initiative in 56 secondary schools since 2018. The objective is to ensure that adolescents who attend secondary schools in vulnerable communities reach their full potential, develop the skills that are necessary to demand their guaranteed rights from school, and carry out their life goals.

The model aims to transform the way adolescence is understood and the way students are managed and
taught in secondary school. It promotes the idea that each adolescent learns and possesses emotional and physical well-being, and that their identities and cultures are integral for their development to achieve:

1. Meaningful learning, oriented towards each adolescent’s needs and interests considering their context;
2. Democratic institutional practices in the school that guarantee proactive students’ participation;
3. School actors who recognize, value, and include each adolescent’s identities and cultures;
4. Learning environments that promote healthy lifestyles at school;
5. An environment of healthy coexistence, care, and protection at school to prevent violence; and,
6. The articulation of the school with the other social and institutional actors in their territory that promote the conditions to provide better opportunities for each adolescent.

To do this, two strategies are proposed to transform the school:

1. **Strengthening educational actors’ capacities in 4 areas:**
   a) Comprehensive adolescent development; b) Improvements in teaching practice based on the use of learning projects; c) Know how to design diversified learning experiences and to promote collaborative work amongst learners; d) Promotion of participatory school management and improvement of planning.

2. **Comprehensive accompaniment to school**

   from a renewed and innovative perspective, emphasizing the formation of a community of practice for improvement.

---

**Results**

In the 2018-2020 period, all participating schools in the Loreto, Ucayali, and Metropolitan Lima regions showed a greater increase in enrollment compared to the public schools. The repetition rate reduced twice as much as in the non-intervention area, the repetition rate decreased nearly three times, and the number of dropouts decreased. The participating schools also increased the enrollment of girls. Other results included greater adolescent participation whereby activities planned and executed by them considered their demands and needs. The schools also implemented democratic processes and a greater sense of collegiate work between directors and teachers. Fathers and mothers are more involved in their adolescents’ school activities. In addition, some schools have developed learning and entrepreneurship projects.

**What is needed?**

a) **US$350,000** will fund the design, implementation, and certification for 93,000 teachers via a Massive Open Online Course (MOOC) for 60 per cent of the country’s teachers with a set of four annual courses.

b) **US$3,080,271** will fund the scale up to 20 per cent of secondary schools, including technical support for transformation.

**Future plans**

After three years, and with clear evidence of impact, there are two key goals in the future: a) Strengthen the transforming character of the model, b) Scale the model.
INITIATIVE 9:
REGIONAL: LEARNING PASSPORT AS A WAY TO REIMAGINE EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

Challenge
The prolonged closure of schools due to the COVID-19 pandemic has affected almost every student in Latin America and the Caribbean, resulting in huge learning losses. This has serious implications for children and adolescents’ futures which could have profound consequences for society.

During the pandemic, most countries in the region did not have very developed remote education programmes or systems, and had to adjust quickly to a new highly digitized context. The new context also demanded a reconfiguration of the way teaching and learning were done before and an improvement in the educational experience of students with online and offline resources. While the pandemic has caused unprecedented disruption to children’s learning, it has also forced us to trial innovative new approaches to education. In the pandemic’s wake, it is not enough for us to simply reopen schools and ‘return to normal’. As teachers and students return to the classroom, we must bring the innovative new approaches developed during school closures into the classroom and reimagine education for children and build a stronger education system for the future.

Solution
One of these new approaches is the Learning Passport. Originally launched by UNICEF to improve educational opportunities for children on the move, the programme was then adapted in response to the COVID-19 pandemic. This new platform digitizes school curricula, enabling children to learn on mobile devices both online and offline. But even as schools reopen, the Learning Passport remains a powerful resource for improving the quality of education. It can give children and teachers access to the curriculum outside school hours, providing better opportunities to prepare for class. It can offer new and engaging ways of interacting with the curriculum digitally to make learning fun. And it can improve accessibility of lessons for children with disabilities. It is also a model for teachers and parents to receive the necessary training and tools to be empowered and help support student learning.

The Learning Passport is also an education model for early childhood education, primary and secondary education, adolescent skills, and technical and vocational education, tailored to the needs of children and youth who are either out of school, or in need of support to ensure the education they are receiving is of sufficient quality.

Every user has a personalized record of their learning history that can be taken across physical and digital borders subject to context. The Learning Passport is highly flexible and adaptable, allowing countries to easily and quickly adopt the platform as its national learning management system or use it to complement existing digital learning platforms.

Results
So far, in Latin America and the Caribbean, Honduras and Mexico have launched the Learning Passport. The programme is also in development in Brazil, Costa Rica, and Jamaica, with goals of launching them in 2022. In Mexico and Honduras, 131,604 students have registered...
on the platform so far. UNICEF Mexico and the Ministry of Education launched the platform for remedial education and for tackling learning losses of secondary students. Next year, Costa Rica will launch the platform formally with the same objective aimed at pre-school, primary, and secondary students jointly with the Ministry of Public Education. Even before this launch, 1,356,333 students have migrated to the platform, though it is not yet in use.

**What is needed?**
Approximately US$450,000 is needed to expand the Learning Passport to another country in the region and tailor it to the specific country context.

**Future plans**
UNICEF, partnering with Microsoft and national governments, will work to implement the digital platform to serve local education needs. In 2022, the offline version of Learning Passport will be released in the region with the opportunity to expand its reach to more countries and remote areas.

---

**Honduras: Learning Passport**

**Challenge**
Sixty-eight per cent of the population of Honduras remains unconnected to the internet and more than 96 per cent of primary and secondary schools currently lack access to it. Almost one in three children in Honduras drops out of school before completing secondary school. In the 2021 academic year, there were 1,892,00 students enrolled from pre-basic to secondary schooling.

**Solution**
It was this backdrop, coupled with the COVID-19 pandemic, that created an opportunity for the Government of Honduras to partner with Microsoft, with the help of UNICEF, to launch the Learning Passport in February 2021. The content offered through the Learning Passport is the same as the government’s *Educatrachos* programme (repository of educational resources of pre-school, basic and secondary education developed by the Secretary of Education) but with the added component of skills development. The Learning Passport allows students to access the school curriculum, materials, and multiple resources and online activities to develop different skills. The Ministry of Education and the National Council of Telecommunications established a plan so that students can access Tigo and Claro’s websites to get free Internet access (2GB of data/month) to the Learning Passport and education sites. The platform was implemented aiming to improve the academic performance index for each municipality and department that is evaluated.

**Impact**
Since then, there have been 14,213 registered users. Of these, 8,776 students have done course registrations (63 per cent of registered users) and 6,468 students (46 per cent) have completed at least one course. Students have completed courses in formal education, non-formal education, lifeskill citizenship education, and sexual education.

**Current and future plans**
UNICEF is supporting the government to certify some courses and to include the platform as a formal tool with academic value. It is also exploring how the Learning Passport could benefit from other sectoral partners so that the programme could be scaled up and reach more students nationally.
INITIATIVE 10:
REGIONAL: DIGITAL CITIZENSHIP – AN ONLINE SKILLS DEVELOPMENT COURSE FOR TEACHERS IN LATIN AMERICA AND THE CARIBBEAN

Challenge
The COVID-19 pandemic has forced millions of teachers around the world, including many in Latin America and the Caribbean, to switch overnight from face-to-face schooling to remote learning, often through digital education. This has meant that many teachers face new challenges concerning virtual education and the use of digital resources. Therefore, they need to develop digital skills that go beyond technical know-how. They need to improve skills according to the current context that support their daily teaching.

Solution
With the aim of enhancing the digital skills of secondary school teachers in the region, UNICEF, in partnership with UNESCO, will release a virtual massive open online course (MOOC) on Digital Citizenship to develop capacities to promote a responsible, secure, and positive use of digital based platforms for education. It will support and prepare teachers to face issues related to the virtual environment when they carry out their teaching work.

Results
The MOOC has not yet launched, but UNICEF and UNESCO aim to reach 50,000 teachers in the region in 2022. There is also the mid to long-term objective of developing a platform with key developed and curated resources that support teachers in digital and hybrid scenarios.

What is needed
Approximately US$300,000 is needed to amplify, update, and contextualize the course to the different needs of countries.