

Educational Response to the COVID-19 Pandemic in Latin America and the Caribbean

Analyzing Challenges and Achievements
for Future Action Planning

Educational Response to the COVID-19 Pandemic in Latin America and the Caribbean: Analyzing Challenges and Achievements for Future Action Planning

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Suggested citation: United Nations Children's Fund, *Educational Response to the COVID-19 Pandemic in Latin America and the Caribbean: Analyzing Challenges and Achievements for Future Action Planning*, UNICEF, Panama City, Panama, 2024.

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Introduction

COVID-19 and its Impact on Education

In March 2020, the COVID-19 pandemic hit the Latin America and Caribbean (LAC) region for the first time. Eventually, this led to 159 million children and adolescents being kept out of the classroom, experiencing the longest and most extensive school closures the world had ever encountered, with an average of 156 days without in-person classes since the onset of the pandemic.¹

Additionally, an estimated 10 million children and adolescents were already out of school before the pandemic. The closures had severe repercussions, not only intensifying an existing learning crisis but also disrupting access to essential school meals, health, water, sanitation, and hygiene services. It also affected recreational and extracurricular programs, as well as pedagogical and psychosocial support. The context of COVID-19 exacerbated challenges and disparities, particularly for vulnerable children and adolescents. With learning loss estimated to be significantly higher for poorer students than for wealthier ones in the region, there is a visible emergence of a socioeconomic achievement gap that widens over time. Given this scenario, lost learning can have lifelong economic consequences.²

Educational Response in Latin America and the Caribbean

Since the onset of the pandemic, UNICEF's Regional Office for Latin America and the Caribbean (LACRO), along with the 24 country offices in the region, provided support to the Ministries of Education. This support aimed to gather information, showcase experiences, and facilitate the exchange of knowledge between countries. Various remote learning options were identified, and initiatives such as the creation of online platforms, radio, and television programs were promoted, among other actions.

Similarly, UNICEF identified the need to increase the visibility of the status of school closures, the different initiatives set forth to address this health crisis, and the primary challenges faced by the education system. This helped promote the exchange of information and experiences, and South-South collaboration. Given the context of uncertainty, misinformation, and limited access to data on the education systems' situation in the region, an initiative was launched to provide updates through reports on the progress of school reopening processes. These reports contained information on the region's countries' different educational responses.

Initially, the information was internally shared with UNICEF country offices, but it was rapidly decided to make the documents publicly accessible. A working methodology was then consolidated, establishing processes for verifying information using reliable sources. The process involved focal points from country offices (CO) providing LACRO with verified information from their respective Ministries of Education (MoE). This approach resulted in a transparent and systematic process in which stakeholders felt engaged, and it generated a significant advocacy process to promote the reopening of schools.

UNICEF Updates: Situation Reports During the Pandemic

These reports were created to provide an effective account of the school reopening situation in Latin America and the Caribbean.



Note: This map is stylized and not to scale. It does not represent UNICEF's position on the legal status of any country or territory or the delimitation of any frontiers.



Monthly
updates



Published since
March 2020



24 Country Offices
participated



Sources of information:
COs and MoE

54

publications

17

in Spanish

37

in English

Relevant content



Vaccination for
**children, adolescents
and teachers**



School reopening
protocols



Educational
response **strategies**

Highlights



Education of **migrant
and refugee children and
adolescents**



**Water, sanitation and
hygiene**



Safe and protective
learning environments



Vulnerable populations



**Progress, achievements
and challenges** faced by
COs

Source: Prepared by the authors based on the Reports on the educational response in LAC to COVID-19.

Educational Response

Early childhood education

The youngest children -particularly the most vulnerable and facing the highest inequalities- were the most strongly affected during the pandemic. Millions of them entered the education system with significant gaps in the fundamental skills required for progress and transition to primary education.³ The learning crisis in the region intensified significantly during the closure of schools and educational centers amid the pandemic, and children in their early years of life lacked sufficient opportunities for inclusive and quality learning.

In an effort to support the response, LACRO formulated guidelines and offered technical assistance to urgently adapt and reopen early childhood care and education services. The



Guidelines for Reopening of Comprehensive Early Childhood Care and Education Services in Times of COVID-19, (available in [English](#), [Spanish](#), and [Portuguese](#)) developed by LACRO, represented a pioneering effort. This initiative used all accessible scientific evidence to aid governments and both public and private service providers in the region in the safe reopening of early childhood care centers and preschools.

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Virtual tools were created to assist health, education, child protection, and child development workers, as well as families, among others. These tools offered direct guidance on the implementation of age-appropriate activities tailored to children's needs. This enabled frontline workers to monitor and follow up on progress and challenges directly with parents and young children.

Moreover, continuous efforts were undertaken to prevent violence in early childhood and promote positive parenting with a gender approach. These efforts included comparative analyses between countries, advocacy documents to ensure that all sectors incorporated actions to prevent violence in early childhood, systematization of innovative experiences, and virtual training courses for human talent.⁴ Investing in the foundations of learning, particularly quality early childhood education for all, is a proven solution for narrowing learning gaps, strengthening education systems, establishing a solid foundation for human capital development, and aligning with a country's development and economic growth objectives.

Basic education and fundamental learnings

In the past three decades, the region has witnessed significant progress in education, marked by notable reforms that have enhanced access to formal education, including early childhood and preschool, and increased completion rates across various educational levels. Nonetheless, increased access to education has not translated into relevant learning outcomes for the population, nor has it led to a significant improvement in key regional challenges such as economic and social inequality.



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Even before the COVID-19 pandemic, there were serious concerns about whether children were genuinely learning during their basic education. However, with the extensive school closures and other disruptions to education systems brought about by the pandemic, the learning crisis escalated in an unprecedented manner.⁵

Over a third of the region's children and adolescents (35 million) failed to attain the minimum level of proficiency in reading, and slightly over half (50 million) did not meet the learning standards in

mathematics. Despite efforts to enhance access to education, approximately 10.4 million children and adolescents are out of school, with 8.7 million of secondary school age. This not only results in substantial learning setbacks but also heightens the risks of violence, exploitation, and abuse, along with diminished prospects for future income.

Twenty-five percent of young people aged 15 to 24 are not engaged in education, employment, or training activities, with this proportion increasing to a third in the 18-24 age group.⁶ The majority are young women from vulnerable and marginalized communities. The gap between the skills adolescents have upon leaving school and those required to compete in a dynamically evolving labor market impacts both young individuals and employers.

The World Bank has estimated a loss of US\$1.7 trillion in future earnings attributable to these learning setbacks.⁷ Additionally, without proactive policy interventions, every current primary and secondary school student may experience a reduction of approximately US\$872 in annual earnings, equivalent to roughly US\$16,000 over their working lifetime.⁸ The confluence of these factors, along with escalating unemployment rates and the exclusion of young individuals from the labor market, will exacerbate challenges and inequalities in our region.



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In the current context of a learning crisis, children and adolescents in the region face restricted opportunities to develop the skills necessary for realizing their full potential in both educational settings and broader life experiences, and for their successful transition to the labor market. These skills encompass fundamental literacy and numeracy abilities and extend to problem-solving and critical thinking skills.

In this context, a set of recommendations were identified to address these challenges. On a general level, the recommendations involve examining mindsets, biases, and assumptions, enhancing data collection and analysis, and promoting inclusion. Additionally, there are specific recommendations targeted at vulnerable populations, including girls, indigenous communities, migrants/refugees, individuals without internet access, people in rural/remote areas, and those with special needs.⁹

Strategies to guarantee migrant and refugee children's and adolescents' right to education

COVID-19 revealed the numerous challenges that children and adolescents face in realizing their right to education. Migrant and refugee children, as well as those in



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vulnerable situations, such as those with disabilities or living in remote areas, experienced significant obstacles in accessing in-person or virtual classes. Barriers to access included limited internet connectivity, a lack of access to mobile devices, computers, or educational materials, combined with the difficult conditions they suffer during their journey or in their destination countries.

Despite substantial efforts by Ministries of Education in the region to ensure educational continuity through various learning modalities, such as distance education, radio programs, television, SMS, and WhatsApp systems, these modalities were minimal or non-existent for the most vulnerable groups.

Migrant and refugee girls and adolescents face heightened risks of sexual and gender-based violence, sexual exploitation, and early marriage or pregnancy. Additionally, migrant and refugee boys and adolescents may be susceptible to recruitment by armed groups or criminal gangs. Schools, on the other hand, face challenges such as limited capacity to accommodate new students, insufficient budgets, a lack of teaching and learning materials, and barriers linked to discrimination and xenophobia.

During the pandemic, UNICEF collaborated with the Ministries of Education and its partners to establish more flexible mechanisms for school access requirements. Consequently, in most countries in the region, children, adolescents, and young people on the move can now enroll in the education system irrespective of their migratory status. While the constitutions and regulations of most states acknowledge education as a right and strive to facilitate access to schools, a significant number of children and adolescents still face barriers to access this service.



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With support from country offices, UNICEF LACRO compiled a dedicated report to understand the conditions and strategies implemented at the national level for the benefit of migrant and refugee children and adolescents.¹⁰ Additionally, at the regional level, with support from the Regional Education Group partners,¹¹ LACRO worked to highlight the significance of incorporating children and adolescents on the move into educational systems.¹² This involved identifying best practices, learning from experiences, and gathering other

pertinent information. The insights gained were shared with country offices, Ministries of Education, and their partners, contributing to the enhancement of planning and response initiatives.

Below are some of the initiatives implemented by countries in the region to provide an educational response to children from the most vulnerable groups:

- **Brazil:** This country signed a Cooperation Agreement with the Andrés Bello Convention and, in partnership with the Ministry of Education, distributed a brochure with the Equivalency Tables in areas with large migrant and refugee populations.
- **Colombia:** Various strategies were implemented to integrate the migrant and refugee population into the formal education system. These included eliminating

the requirement for document presentation, allowing students to validate studies and recognizing their degrees, implementing contextualized academic activities, providing care and welfare strategies, offering help with school meals and transportation, and organizing socio-emotional activities, among others.

- **Ecuador, Colombia, Peru, and Venezuela:** free access platforms were established to cater to children and adolescents on the move. Entry requirements were made more flexible, and processes were implemented for training, counseling to access existing educational offerings, pedagogical acceleration strategies, teacher support, and other measures to ensure the inclusion of this group in educational processes.

Digital education

During the COVID-19 pandemic, a unique opportunity emerged to reimagine education as we build a future and a better normalcy. In recovery processes, education systems can be transformed to be more flexible, inclusive, and innovative to improve access and quality.



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In this scenario, digital learning has the potential to level the playing field in education if we focus on bridging gaps and extending digital learning solutions to every child and adolescent, particularly those in vulnerable situations.

Furthermore, digital skills have become an essential component of 21st-century education, providing students with the necessary capabilities for societies and economies transformed by COVID-19 and other global phenomena.

However, around 40 percent of students in the region lacked access to digital or broadcast distance learning. This is attributed to the fact that 3 out of 10 people lack internet access in Latin America and the Caribbean.¹³

UNICEF's [annual report](#) on the State of Digital Learning reveals that one-third of nationally developed platforms have either closed completely, become obsolete, or are no longer fully functional. This limitation hampers learning approaches designed to help learners recover their education. The report emphasizes that with effective planning and facilitation, quality, inclusive, and equitable digital learning opportunities can complement other learning approaches and support educational processes.

The majority of platforms, 67 percent, do not provide engaging content, despite the central importance of interactivity in student-centered learning. Most of these platforms offer only static content, such as videos and textbook PDF files.¹⁴

UNICEF is actively promoting equitable approaches to educational technology efforts, striving to ensure that every child and adolescent has the opportunity to access



personalized learning through world-class digital solutions. This includes the [Learning Passport](#) platform, designed to deliver quality content to children and adolescents in the region. This includes those in vulnerable situations, such as children on the move in [Honduras](#), as well as adolescents in disconnected areas in [Mexico](#), thanks to its offline modality.

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Likewise, the UNICEF Regional Office for Latin America and the Caribbean introduced a series of publications. These publications serve the dual purpose of comprehending the potential application of EdTech¹ in assessing and mitigating learning loss. They also aim to map and analyze digital learning platforms in the region, providing insights into the potential of digital technologies to enhance educational practices.

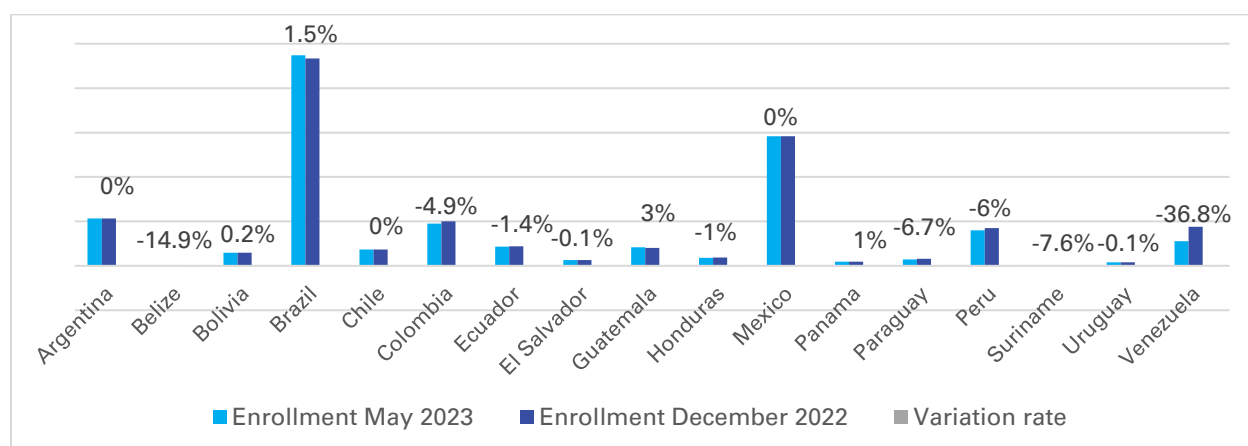
RAPID framework for learning recovery and accelerated learning

On July 21, 2023, the latest update on [initiatives and programs for learning recovery and the RAPID Framework](#) was released. This update aimed to document the progress achieved in terms of learning recovery in the region following the COVID-19 pandemic. It also outlined the strategies and measures developed by each country and territory to ensure the continuity of learning for children and adolescents. The data presented in this update are derived from information provided by 33 out of the 36 countries and territories in the region where UNICEF is present.

The following page presents some of the key results highlighted in the report:

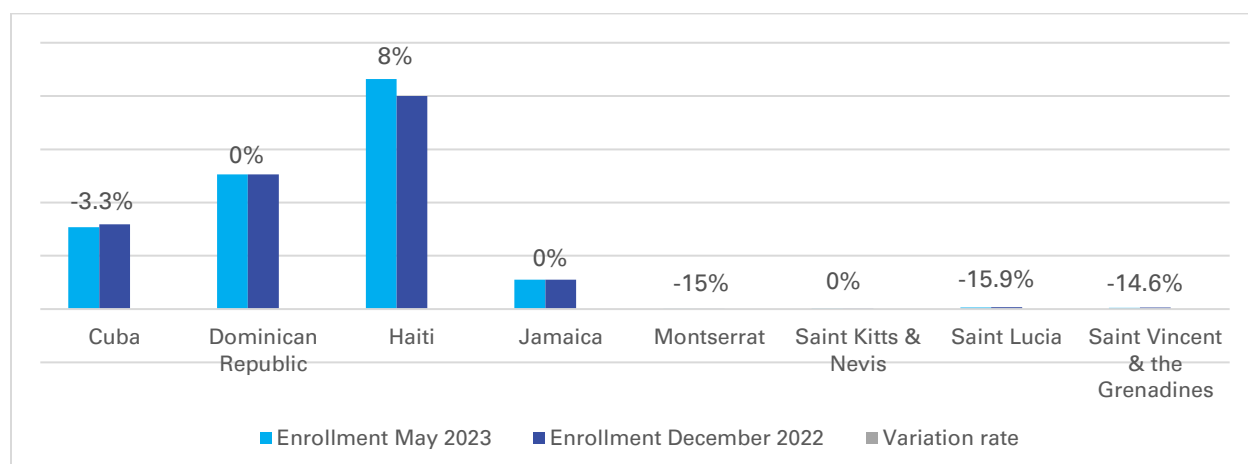
¹ EdTech is the practical application of Information and Communication Technologies (ICT) for learning improvement.

Figure 2. Comparative enrollment in Latin America (December 2022 and May 2023)



Source: 'Update 36'.

Figure 3. Comparative enrollment in the Caribbean (December 2022 and May 2023)



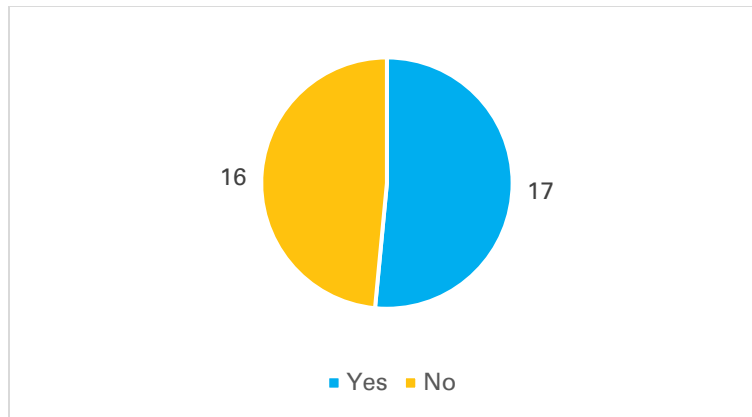
Source: 'Update 36'.

The graphs show school enrollment ranging from pre-primary to upper secondary education for two periods: December 2022 ([Update #35](#)) and May 2023 ([Update #36](#)). The variation rate reflects the increase or decrease in enrollment between these two periods. It is notable that, in the majority of cases, the enrollment rate either remained constant or experienced an increase. While in some countries, there was a significant decrease in the enrollment rate.

Ensuring coverage and permanence

The initial aspect of the RAPID Framework involves ensuring the right to education for children and adolescents, especially the most vulnerable, in order to recover COVID-19 learning loss and accelerate learning. This includes monitoring educational trajectories and implementing Early Warning Systems (EWS) to identify students who are lagging behind, overage, or at risk of dropping out of school.

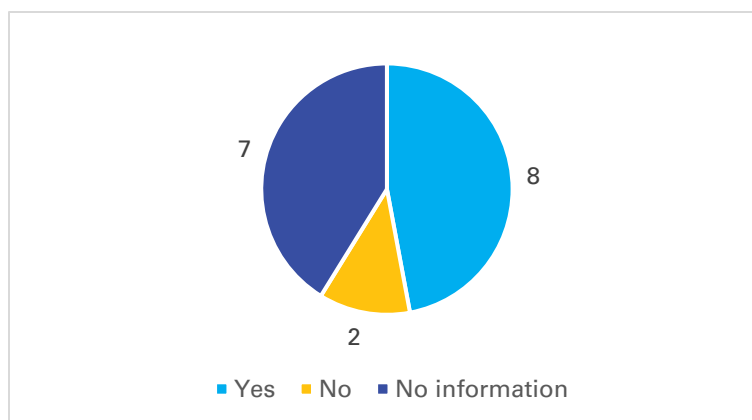
Figure 4. Countries with EWS for the identification of out-of-school children and adolescents



Source: 'Update 36'.

The report mentions that 52 percent of the countries (17) have an EWS to identify out-of-school children and adolescents.

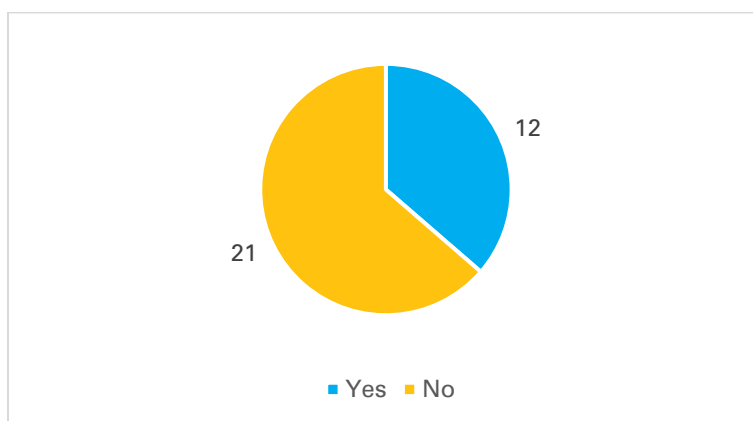
Figure 5. Strategies for integrating children and adolescents into the education system



Source: 'Update 36'.

Of the 17 countries with an EWS, 8 have strategies in place for integrating children and adolescents into the education system.

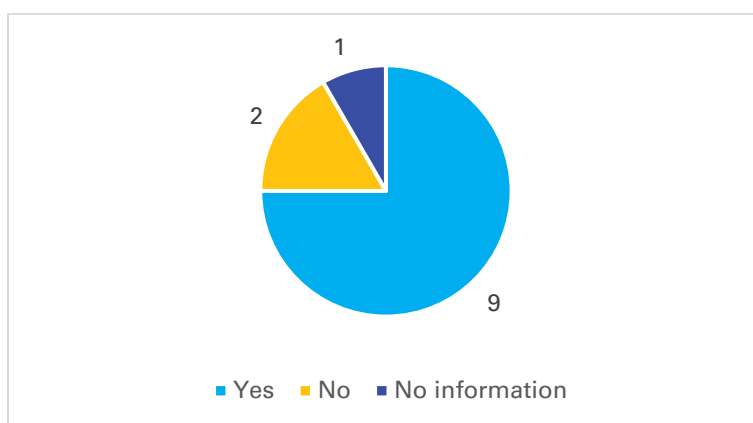
Figure 6. Countries with systems in place for identifying children at risk of dropping out of school



Source: 'Update 36'.

Additionally, 12 countries and territories reported having a system for identifying children at risk of dropping out of school.

Figure 7. Strategies to ensure that children at risk of dropping out remain in school



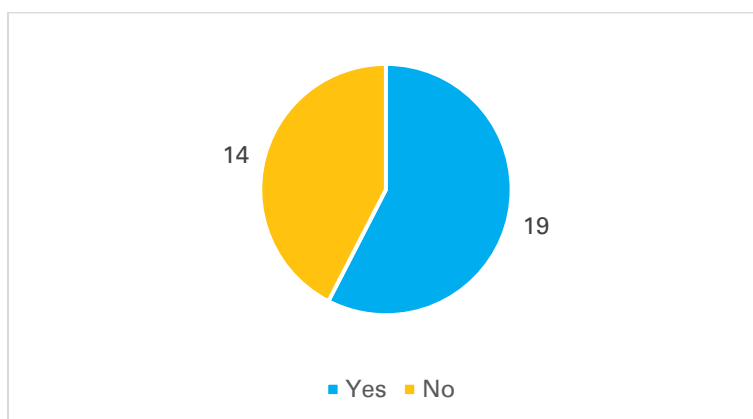
Source: 'Update 36'.

Of the 12 countries and territories with mechanisms to identify children at risk of dropping out of school, 9 have implemented strategies to ensure they remain in the education system.

Conducting learning assessments on a regular basis

This section focuses on the learning assessments carried out in the region to monitor and sustain children's and adolescents' educational progress. Recognizing the needs of students, teachers, and school leaders is crucial for adjusting teaching and learning approaches.

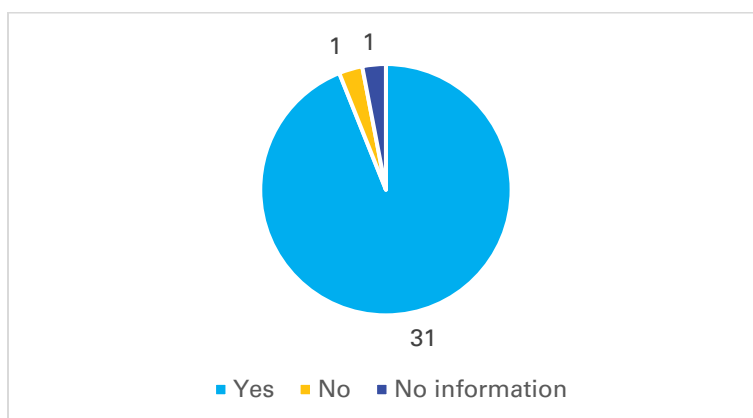
Figure 8. Countries with strategies in place to measure post-pandemic learning loss



Source: 'Update 36'.

Nineteen (19) countries and territories report having strategies to measure learning loss resulting from the COVID-19 pandemic, with implementation occurring at various scopes and levels.

Figure 9. Countries with remedial programs to address learning loss



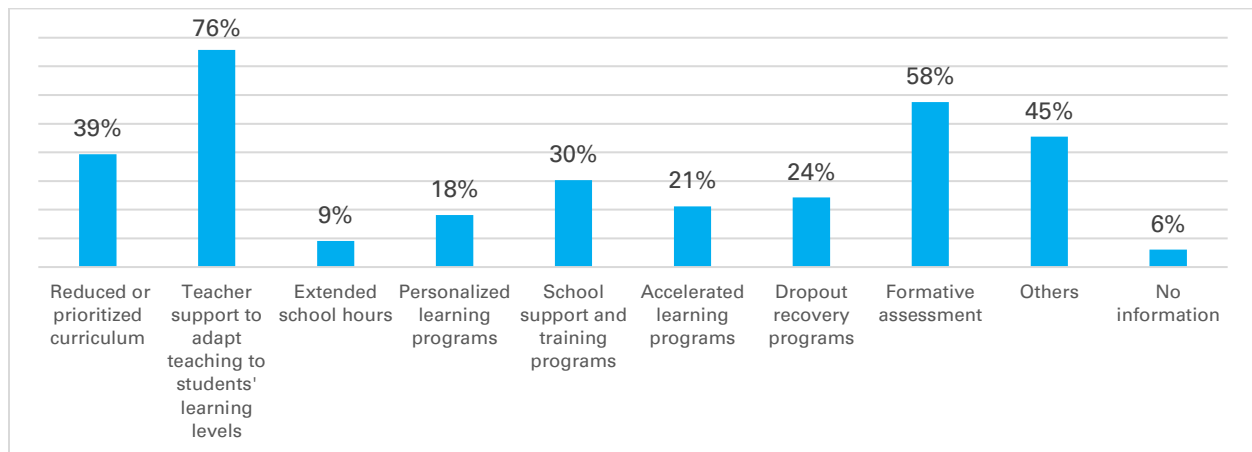
Source: 'Update 36'.

Thirty-one (31) countries and territories have programs in place to address learning loss caused by the pandemic.

Prioritizing fundamental learning

Throughout the school closures, which lasted approximately 37 weeks,¹⁵ various countries and territories in the region implemented educational acceleration strategies. These aimed to prioritize fundamental learning and address the educational needs of students. This section provides examples of the learning recovery programs that have been implemented.

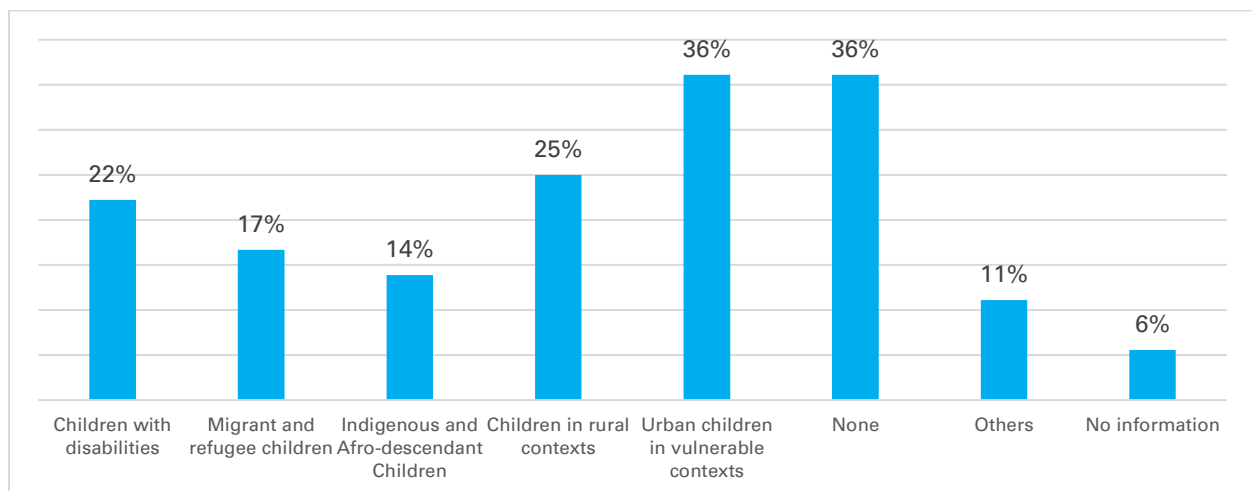
Figure 10. Learning programs implemented by country



Source: 'Update 36'.

Teacher support programs to tailor teaching to students' learning levels were implemented in 25 countries and territories. Nineteen countries implemented formative assessments, and 15 initiated other learning recovery programs, such as curricular reforms or adjustments and tutoring. Ten countries implemented school support and training programs; 8 implemented dropout recovery programs; 7 implemented accelerated learning programs; 6 introduced personalized learning programs; and 3 extended school schedules.

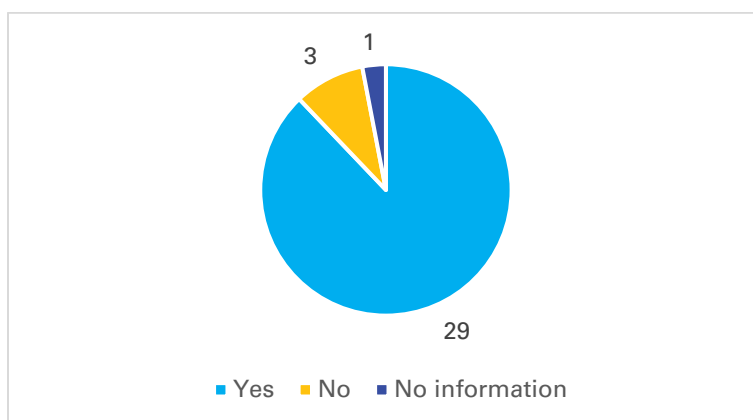
Figure 11. Learning recovery strategies targeting vulnerable groups.



Source: 'Update 36'.

Thirteen countries and territories directed their strategies toward urban children in vulnerable contexts, while 9 focused on children in rural areas. Additionally, 8 tailored their strategies for children with disabilities, 6 for migrant and refugee children, 5 for indigenous and Afro-descendant children, and 4 for other vulnerable groups.

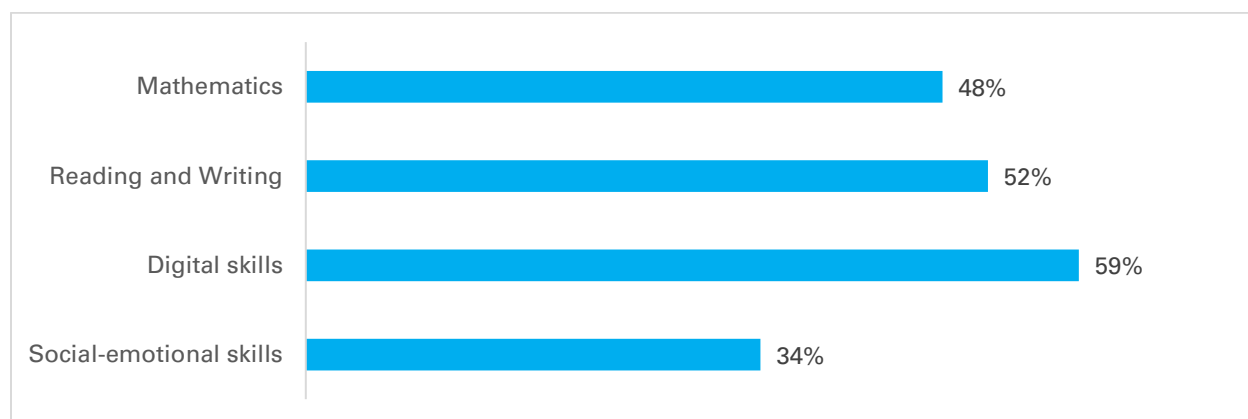
Figure 12. Prioritizing fundamental skills in the school curriculum



Source: 'Update 36'.

Twenty-nine countries and territories prioritized fundamental skills in the school curriculum.

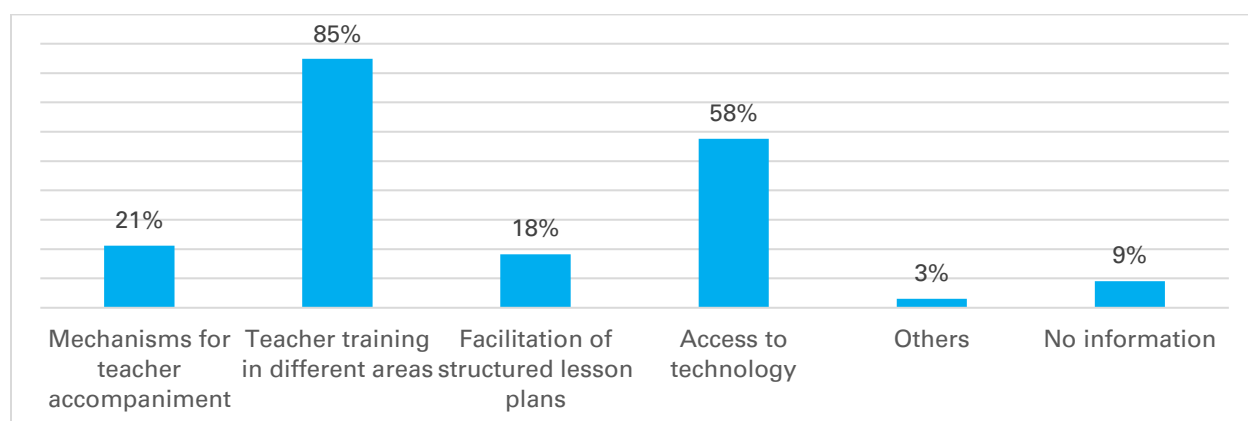
Figure 13. Types of fundamental skills that have been strengthened in the school curriculum.



Source: 'Update 36'.

Among the 29 countries and territories prioritizing the enhancement of fundamental skills in the school curriculum, 17 focused on strengthening digital skills. Additionally, 15 countries gave priority to improving reading and writing, 14 to enhancing mathematics, and 10 countries emphasized the development of socioemotional skills within the curriculum.

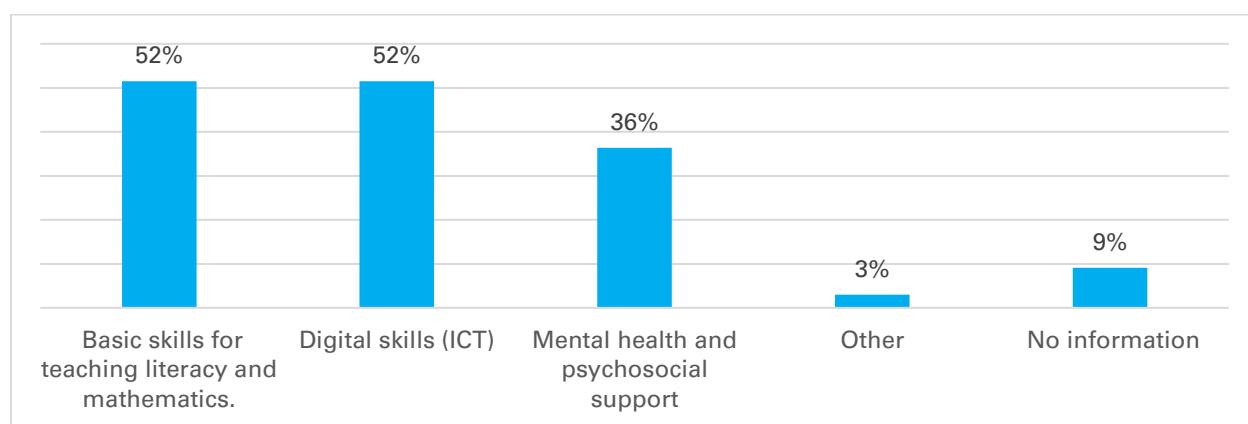
Figure 14. Support strategies to strengthen teaching-learning processes among teachers



Source: 'Update 36'.

Of the 33 countries and territories implementing support strategies to enhance teaching-learning processes among teachers, 28 provided teacher training in various areas, 19 facilitated teachers' access to technology, 7 implemented teacher support mechanisms, 6 provided structured lesson plans, and only one country reported using other strategies.

Figure 15. Prioritized thematic areas for strengthening teaching competencies



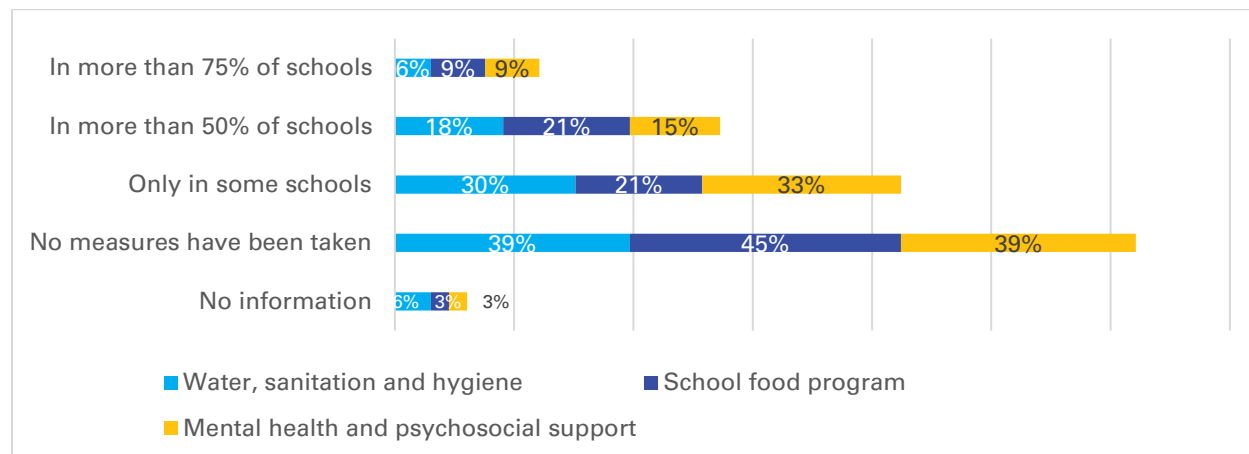
Source: 'Update 36'.

Of the 33 countries and territories prioritizing specific thematic areas to enhance teaching competencies, 17 focused on strengthening basic skills for teaching literacy and mathematics, 17 emphasized digital skills, 12 focused on mental health and psychosocial support, and one country prioritized other thematic areas.

Improving health and psychosocial well-being

Following the pandemic, mental health and psychosocial well-being have been significantly impacted. It is crucial for the educational community to establish a secure and supportive environment that addresses and prioritizes mental health concerns, offering psychosocial support to the entire educational community. Additionally, ensuring access to water, sanitation, and hygiene (WASH) and school nutrition is essential to contributing to students' proper development.

Figure 16. Additional measures taken to improve student well-being in schools during crises or emergencies



Source: 'Update 36'.

Of the 33 countries and territories that have implemented additional measures in water, sanitation, and hygiene, only 2 countries have implemented measures in more than 75 percent of schools. Additionally, 6 countries have implemented measures in more than 50 percent of schools, while 10 have implemented measures in only some schools.

Regarding school nutrition, 3 countries have taken action in more than 75 percent of schools. Seven countries have implemented measures in more than 50 percent of schools, while 7 have taken action in only some schools.

For mental health and psychosocial support, 3 countries have implemented measures in more than 75 percent of schools. Additionally, 5 countries have taken action in more than 50 percent of schools, and 11 countries have implemented measures in only some schools.

It is important to highlight that 13 countries did not implement any additional measures in water, sanitation and hygiene, mental health and psychosocial support. Additionally, 15 countries did not take any additional measures for school nutrition.

Lessons learned

Incorporating educational technology in schools' day-to-day work

While the COVID-19 pandemic transformed our understanding of education and underscored the need to integrate educational technology into schools, during the health crisis, educational platforms and digital resources became indispensable tools to ensure teaching and learning processes.

All countries in the region implemented distance learning modalities, utilizing online platforms, printed materials, television, and/or radio.¹⁶ However, this progress was not without significant challenges, and the digital divide emerged as a significant obstacle, particularly impacting the most vulnerable children and adolescents.

In this regard, the pandemic taught us that challenges could be addressed collaboratively and highlighted the potential for sharing knowledge, resources, and best practices in various spaces, even globally. It also demonstrated that schools could extend beyond the physical classroom, becoming flexible spaces, and that learning can take place at different times, adapting to the needs and rhythms of students, both synchronously and asynchronously.



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It is essential to leverage the insights and lessons learned to effectively guide future programmatic efforts. Policymakers, the private sector, research institutes, international and local organizations, and civil society are strongly encouraged to prioritize a digital education approach that involves integrating digital learning into public policies and national plans. This includes increasing resources dedicated to digital learning, addressing the digital divide with an equity focus, promoting the training and education of digital learners, and providing capacity-building initiatives for the use and

appropriation of digital technologies. Additionally, efforts should be directed toward closing digital gaps, both in use and ownership, with a specific emphasis on equity. This involves empowering teachers, school leaders, students, and caregivers. Lastly, it is crucial to identify the learning status of children and adolescents, offering effective support through educational and entertaining content, coupled with resources utilizing new technologies.¹⁷

The need for prepared and resilient education systems



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The COVID-19 pandemic provided crucial lessons regarding the significance of having prepared and resilient education systems, which include crisis preparedness and response plans. Integrating these plans requires implementing measures to mitigate the impact of disruptive events, addressing vulnerabilities specific to the education sector, and developing capabilities for anticipation, management, and recovery. The COVID-19 pandemic provided valuable lessons on the importance of

prepared and resilient education systems, including crisis preparedness and response plans. The integration of these plans involves the implementation of measures to mitigate the risk of the impact of disruptive events, the ability to assess and address vulnerabilities specific to the education sector, and the development of anticipation, management, and recovery strategies.

Within this framework, planning and preparedness extend beyond immediate response to encompass the implementation of long-term policies that enhance the capacity of systems to adapt to future challenges. This may involve investing in educational technology, providing continuous training for educators in flexible teaching methods, implementing additional support programs for families, and establishing support networks that can be swiftly activated during critical moments, among other measures.

Lastly, integrating risk planning into education requires budget allocations that ensure the financing of crisis response plans and an equitable distribution of resources. It is essential to recognize that during crises, pre-existing gaps become even more accentuated. Adequate funding is crucial to guaranteeing the safety and well-being of the educational community during emergencies and the subsequent return to normalcy.

Informed decision-making to protect educational trajectories

The COVID-19 pandemic highlighted the significance of effective EWS, which emerged as a crucial component for protecting educational trajectories. Amidst widespread disruptions to education that jeopardized millions of students due to extensive school closures, EWS facilitated the swift identification of students at risk of dropping out, enabling targeted interventions for learning recovery.

Similarly, the adaptation of assessment methods played a central role in tackling school dropout, offering a critical dimension for swiftly identifying potential learning gaps among students. These systems not only facilitated the early detection of signs pointing

to dropout risks but also provided essential data to comprehend the underlying reasons for school dropout.

By comprehensively addressing these reasons, educational systems aimed not only to prevent short-term dropout but also to establish a foundation for developing pertinent and informed educational strategies to overcome challenges and ensure that every child continued along their educational trajectory. In this regard, they equipped educational authorities with essential information to intervene promptly, offering additional support to students in need and mitigating the potential adverse consequences of the educational disruption caused by the pandemic.



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Family involvement as the cornerstone of educational strategies.

Family involvement emerged as a vital element in the educational process, with around three-quarters of the surveyed countries in the region adopting measures to assist parents and caregivers during the pandemic. The collaboration between families and schools played a crucial role in ensuring the well-being and ongoing learning of students.

Effective collaboration between families and educational institutions emerged as a fundamental element in overcoming challenges during the health crisis. Communication, the exchange of experiences, and the joint adaptation of educational strategies not only strengthened teaching and learning processes but also facilitated improved socioemotional support.

The path forward

The future of education for children and adolescents in Latin America and the Caribbean stands at a critical point. The pandemic led to months and, in some cases, years of learning loss for millions of students. This has impacted fundamental competencies in literacy, mathematics, and transferable skills—a foundational basis for lifelong learning that opens doors to new experiences and opportunities.

Recent studies on the state of education in the region reveal that four in every five sixth-grade students (80 percent) struggle to adequately understand and interpret a text of moderate length. In comparison to other regions, LAC has seen the most significant increase in learning poverty among 10-year-olds, estimated at 80 percent in 2022, up from 51 percent in 2019.

For the past two years, UNICEF, alongside other key partners in the education sector, has directed its efforts towards addressing the crisis of fundamental learning prevalent in the region. The belief underlying this initiative is that eradicating educational backwardness could unlock a world of opportunities for students in the region. UNICEF's response to COVID-19 in Latin America and the Caribbean has demonstrated that there are alternative approaches. Governments and international agencies have committed to innovative projects and the implementation of new solutions to ensure that all children and adolescents in the region can access quality education tailored to their needs. A crucial component of this response is the *Commitment to Action on Foundational Learning*, which has garnered endorsement from the national governments of 11 countries and 3 subnational governments in the region.¹⁸

The Commitment to Action on Basic Learning emerged from the [Transforming Education Summit](#) in New York, USA, in September 2022. Its primary objective is to eliminate educational gaps in basic learning and facilitate investments by leveraging technology and implementing necessary reforms in education systems.¹⁹ Specifically, the Commitment to Action aims to support an additional 2.25 million 10-year-old children in Latin America and the Caribbean to ensure they are capable of reading according to their level by 2030.²⁰

To achieve meaningful progress and transformation in basic learning across the region, it is crucial to gain political support from as many countries in Latin America and the Caribbean as possible. In this context, the Extraordinary Meeting of Ministers of Education of Latin America and the Caribbean (Ministerial of Education- Santiago 2024) is scheduled to take place on January 25-26, 2024, in Santiago, Chile. This event is organized by the Government of Chile in collaboration with UNESCO, CAF, the World Bank, ECLAC, and UNICEF. It is expected to bring together more governments in their support of the Commitment to Action on Foundational Learning.



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Panama City, January 2024

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UNICEF Regional Office for Latin America and the Caribbean.

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