ADVANCES, RESULTS & LESSONS LEARNED ON FOUNDATIONAL LEARNING in the Latin American and the Caribbean region
Currently, 12 countries and 3 subnational governments in the Latin American & the Caribbean (LAC) region have endorsed the **Commitment to Action on Foundational Learning**¹.

Since the Transforming Education Summit in September 2022, the LAC region has been remarkably proactive in promoting the participation and commitment of countries to advance on foundational learning (basic literacy, numeracy, and transferable skills) of all children and adolescents in the region.

First in Colombia in March 2023 during the high level meeting of **Commitment to action on foundational learning & its recovery: Latin America and the Caribbean commit!** and then in Chile in January 2024 during the Ministerial Meeting, Ministries of Education across the region and key education partners convened to discuss around foundational learning issues and how to move forward from commitments to action, with the aim to identify opportunities and face the main challenges around this topic so that countries can deliver results and enhance foundational learning outcomes of children.

This publication arises within the framework of a regional webinar titled **Facing the Learning Crisis: Progress and Challenges with Education Policies. Lessons from Latin America and the Caribbean countries**, held in July 2024 in collaboration with key regional partners in the LAC region, including the World Bank, ECLAC, IEFG, UNESCO, and USAID.

Sharing experiences and learning from each other is one of the main requests coming from policy makers to increase capacity and support adequate action planning. For this matter, as continuing efforts to support governments in LAC this webinar sets a new milestone in our region and an opportunity for government counterparts to continue the policy dialogue to ensure the right of education to our children and adolescents.

Through this compilation of the advances, results and lessons learned on foundational learning shared by all the 15 LAC national and subnational governments that have signed the Commitment to Action on Foundational Learning, this publication aims to:

a) shed light on the progress made by LAC countries to advance in this area;

b) share lessons learned and good practices with other countries in the region so that these can be replicated and scale up in other countries in the region (both countries that have already signed and those that have not); and

c) raise awareness and advocate for the importance of improving learning outcomes in our region to ensure the provision to all children and adolescents of the essential building blocks for a life of learning.

Brochure of Advances, Results & Lessons Learned on Foundational Learning

National Governments

Argentina | Belize | Brazil | Chile | Colombia | Ecuador | Honduras | Panama | Dominican Republic | Uruguay | Venezuela

Subnational Governments

Guanajuato (Mexico) | Bogota (Colombia) | Ucayali (Peru)
In May 2024, the National Literacy Plan was created with the aim of ensuring that all students in the country can read, understand and produce texts in accordance with their educational level.

Its central objectives are to guarantee the development of appropriate reading and writing levels for 3rd grade students, to guarantee equitable literacy opportunities as an engine for the acceleration of learning in 4th grade students and to develop monitoring and evaluation mechanisms to improve the quality and equity of education.

The Plan highlights 7 priority lines of action: a commitment to community outreach; literacy in the early years of schooling; the mainstreaming of literacy; initial and continuing teacher training; access to quality educational resources; monitoring and evaluation; and the consolidation of a structure that links investment in literacy with effective conditions for learning. Within this framework, the Ministry of Education is committed to financing:

a) The creation of the National Literacy Unit.

b) The different lines of evaluation: implementation of the Learning operation, strengthening of classroom evaluation processes, together with the jurisdictional technical teams, and the extension of the identification of students for better monitoring of the trajectories.

c) Delivery of books.

d) Teacher training.

e) Continuity and expansion of the ‘One More Hour’ programme.

The country’s 24 jurisdictions adhered to the Federal Commitment to Literacy and presented their jurisdictional literacy plans.

The Federal Literacy Network was set up as a systemic space for training, participation, and communication with the jurisdictions to follow up and monitor the implementation of literacy plans.

The fundamental role of the Federal Education Council as a forum for consultation and agreement on the prioritization of literacy in the educational agenda, but also the idea that for its effective implementation and the achievement of the goals set, participation, commitment and consensus are required from the various sectors that make up society: the public and private sectors, trade unions, civil society organizations, social movements, citizens as key actors in the policy proposal, but also the collaboration of international organizations.

Throughout the plan, the success and importance of establishing lines of prioritization, agreements and inter-jurisdictional articulation actions around the teaching and learning of reading and writing as tools for access to the literate culture in which students develop.

- 46% of students in 3rd grade of primary school were at the lowest level of performance (ERCE, 2019).
- 68.1% of students in Primary 6 did not reach the minimum level of competencies considered acceptable at that stage of schooling (ERCE, 2019).
- 34% of students in 6th grade of primary school did not reach the Satisfactory performance level in reading comprehension (Learning 2023).
HIGHLIGHTS

The Commitment to Action on Foundational Learning was signed by Belize’s Minister of Education; it was one of the initiatives launched at the Transformative Education Summit in September 2022. The fully costed implementation and commitment of the Belize Education Sector Plan 2021-2025 served as a compass through the uncharted waters of COVID-19 learning recovery. It ensures a human rights-based approach to inclusive, relevant early learning opportunities, through primary and secondary education for lifelong learning skills. The Transforming Education agenda in Belize has used innovative approaches to reverse the effects of COVID-19 by strengthening distance and online learning, while supporting creative opportunities to fast-track learning opportunities for those children left behind. These children are now at heightened risk of abuse, exploitation, and violence.

RESULTS ACHIEVED

Let’s Catch Up
Schools across the country were identified as learning centres so that students could attend in person or virtually. Radio broadcasts were used for the most remote villages in the Southern Districts. Attendance records showed an average of about 400 students at the learning centres weekly, and the same number daily streaming on the Ministry’s YouTube, Facebook, and 501 academy websites. The lessons focused on functional, foundational literacy and numeracy, delivered to students in the early grades.

Think Equal
100% of all children in public schools, ages 5 and 6, are learning social and emotional skills with the use of the Think Equal curriculum. This peace-building program focuses on mainstreaming psychosocial support for children. Approximately 400 teachers were trained in the Think Equal curriculum and over 700 classrooms received learning resources. Think Equal’s curriculum is play-based and uses quality short stories for peacebuilding and promoting emotional intelligence.

Curriculum Reform
In alignment with prevailing national and global trends in educational development, through the work of the Curriculum and Assessment Unit, the Ministry of Education, Culture, Science and Technology has facilitated the full rollout of its national curriculum reform, embracing a competency-based education framework for both primary and secondary education levels. The National Curriculum Framework was successfully implemented in the academic year 2023-2024.

Literacy Alive
Literacy Alive aims to discern students’ language proficiency levels, thereby facilitating tailored interventions to bridge the reading gap. The entire staff of the 58 government primary schools received an overview of the programme, and Standard 2 and 3 teachers benefited from specialized training for the Academic Year 2023-2024 to deliver the program at those levels.

LESSONS LEARNED

- The curriculum reform is intended to strengthen the core of the education system with a clear link to value-based lessons, so Think Equal’s structured curriculum of peace building, social and emotional intelligence for the early years is an ideal complement. Education in these critical areas should begin at the earliest levels.

- Based on evidence of learning recovery, we know that prioritizing fundamental knowledge and skills in the curriculum helps children recover more quickly from learning loss. These actions need to be gauged well and managed with observations, monitoring, and consultations for effectiveness and efficiency.

SITUATION IN NUMBERS

- 88.9% of 3-year-olds and 47.8% of 4-year-olds are not enrolled in preschool (2022-2023)

- 73.7% of teachers are trained (2022-2023)

- Between 2017 and 2020, 92 to 94.6 percent of students had completed their primary school education within the prescribed timeframe.

- While there was a general increase in the proportion of students who completed their primary school education (from 93.4 percent in 2017 to 96.1 percent in 2022), there was a decline in the number of students who completed their secondary school education between 2017 and 2022 (from 66.7 percent to 60.4 percent).
National Commitment for Literate Children
It seeks, through the support of concrete actions between the Federal Government, states, Federal District and municipalities, guarantee literacy for all children in Brazil by the end of the second year of elementary school, in addition to recover the learning of children in the third, fourth and fifth grades affected by the COVID-19 pandemic and other emergencies situations.

Learning Recovery
Ensuring adequate learning in Basic Education, by implementing learning recovery strategies, through technical and financial support for states and municipalities to implement actions and programs focused on improving learning rates in basic education.

RESULTS ACHIEVED
National Commitment for Literate Children
- In 2023, the country returned to the same number of literate children in second grade as in 2019, the year before the COVID-19 pandemic. The literacy rate reached 56% again, surpassing the 36% recorded in 2021.
- 100% adherence to the Commitment by states and 99.8% by municipalities; 25 State Strategic Committees of the Literate Commitment created; 7,265 networkers of the National Network for Management Articulation, Training and Mobilization (RENALFA) throughout the country.
- Annual literacy targets agreed for states and municipalities, aiming to address specific populations (inclusive education; rural education; indigenous school education and quilombola school education).

National Pact for Learning Recovery
- Progress in recovering the entire cohort affected during the COVID-19 pandemic, as well as students impacted by emergency events, establishing a specific focus on students in situations of greater social vulnerability.
- Increase of the adaptive capacity of education networks in emergency and post-emergency contexts, guaranteeing the continuity of the educational process.

LESSONS LEARNED
National Commitment for Literate Children: To guarantee results for students, it is necessary to encourage the leadership of states and municipalities and strengthen inter-federative collaboration with the support of RENALFA, a network that promotes cooperation through the involvement of local actors and supports the implementation of the policy at territory level.

National Pact for the Recovery of Learning: To enable the development of the policy, coordination between the National Union of Municipal Education Directors (UNDIME) and the National Council of Education Secretaries (CONSED) was essential. The process of listening to experts and public managers, as well as considering successful experiences already underway and using scientific evidence was effectively implemented by the Ministry of Education.

SITUATION IN NUMBERS
The National Commitment for Literate Children
More than R$ 1 billion invested in actions to promote literacy, including training for teachers and managers, reading corners in classrooms, complementary materials to support literacy and more.

Learning Recovery
R$ 50 million through Direct Funding for the School Program for the prioritized schools this year.
CHILE
Plano de Reativação Educacional

HIGHLIGHTS

Chile has an Education Reactivation Plan that organizes and guides the education system around the objectives of education reactivation, seeking recovery and improvement. This plan has clear goals for 2034 based on key indicators for the education system. Among its initiatives, the following stand out:

1. **Learning to Live Together:** strengthening of school management and coexistence teams, in skills and competencies to confront and prevent school violence. Its coverage reaches 150 out of 345 communes.

2. **National Tutoring Plan:** implementation of school plans for professional tutoring and adaptation of professional practices for careers in the education sector. Coverage reaches 60,000 students.

3. **Diagnosis for the Reactivation of Reading:** formative evaluation instrument and platform to support schools in making decisions on pedagogical strategies for reading. Its coverage is universal.

4. **System for the Protection of Educational Trajectories:** online platform with the objective of providing timely information to actors at different levels of the education system about students and their educational trajectories.

5. **Territorial Assistance and Reintegration Teams:** aimed at promoting assistance, permanence and reintegration of children and adolescents with high absenteeism or interrupted educational trajectories. It is a programme available to all institutions that administer public schools.

6. **Adding Knowledge:** public-private alliance to improve learning.

RESULTS ACHIEVED

- The President of the Republic convened an Advisory Council for Educational Reactivation to address the challenges of reactivation collectively and transversally, with a national sense of urgency and purpose.

- Improving attendance and learning indicators in both reading and writing.

- Creation of a monitoring system for school coexistence.

- Intersectoral articulation to address mental health challenges between ministries of education, health, and social development carried out.

- System-wide orientation and adaptation of training, support, and reinforcement programmes to improve learning, trajectories, and well-being in educational communities.

LESSONS LEARNED

- Educational Reactivation should not only seek the recovery of the education system, but it is also an opportunity to promote the improvement of the system.

- Reactivation is a complex challenge that needs to be addressed in a comprehensive manner, both in terms of foundational learning, as well as in terms of coexistence, mental health and according to the challenges of assistance and reintegration of education systems, always seeking to safeguard the educational trajectories of students.

- The reactivation of education is a national challenge that must be addressed through the joint commitment and joint work of state institutions, civil society, and the private sector. Educational communities, families, universities, foundations, international organisations, among others, can and should be part of the efforts to recover our educational communities.

SITUATION IN NUMBERS

- The attendance indicator has improved by 1.3 percentage points to 84.9%.

- The attendance gap compared to pre-pandemic levels persists (-4.2%).

- Between 2022 and 2023, 50,814 students disengaged from the education system.

- There are signs of recovery in learning, according to Simce1. In Mathematics, increases of 9 and 5 points in 4th grade and 2nd grade, respectively. In Reading, 5 points in both 4th grade and 2nd grade.

1 Simce is part of the assessments applied in Chile, as defined in the National and International Assessment Plan, and corresponds to an annual standardised measurement of all students in the country at the assessed levels. Its standard deviation is approximately 50 points.
The central initiative of the government’s commitment is configured in what we call Popular Pedagogical Power, as an approach that allows public policy to connect with the hearts and minds of Colombia’s teachers. Thus, comprehensive education is conceived as an educational process oriented towards the development of the being that recognizes its different dimensions in scenarios in which learning is enhanced for the challenges of the 21st century. From there arise initiatives that aim to:

- The training and accompaniment of teachers and managers that respond to the expectations, needs and particularities of the educational contexts.

- The development of strategies to achieve quality education focused on the curriculum, where the re-signification of school time is enhanced through the Interest Centers and other pedagogical strategies.

- The incorporation of Citizenship, Reconciliation, Anti-racism, Socio-emotional and Climate Change Education (CRESE) in educational projects.

- In 2024, centers of interest in the National Plan for Reading, Writing, Orality and School Libraries (PNLEO-BE) “I read life” will be implemented, as well as pedagogical strengthening processes in this area in 2,850 educational establishments. This strategy aims to generate conditions for capacity building; the renewal of pedagogical practices; access to reading materials and the mobilization of reading, writing and orality actions.

**SITUATION IN NUMBERS**
- 5,000 educational establishments that incorporate comprehensive training and CRESE Education.
- 1,312 practitioners accompanying educational establishments in comprehensive training (learning recovery).

**HIGHLIGHTS**

**RESULTS ACHIEVED**

Progress so far in the current government period:
- 7,430 teacher tutors made viable to support Comprehensive Training and CRESE Education in the territory.
- 85,302 teachers trained in different areas of knowledge that contribute to the teaching processes in the classroom and accompanied between 2023 and 2024.
- More than 270,000 students accompanied in the recovery of learning.

**LESSONS LEARNED**

- Capacity building to achieve the consolidation of intersectoral alliances for the implementation of strategies such as centers of interest that contribute to the development of comprehensive education in targeted educational establishments by providing pedagogical experiences for children and adolescents in art, culture, sports, science, technology, innovation and CRESE education.

- Recognition of the need for reliable and robust information systems that allow for real-time data and analysis at different levels.

- Structuring of differentiated routes to achieve contextualized learning for students.

- Recognition of the capacity of teachers to support and accompany other teachers.
In the last two years, the Ministry of Education of Ecuador has implemented several strategies to improve learning, including the creation of District Inclusion Support Units (UDAI) and Education Inclusion Departments (DEI) to serve students with special needs. The National Plan for Education has also been developed, which focuses on key areas such as communication, mathematics and socio-emotional skills, and programs such as ‘Educating as a Family’ to integrate families into the educational process. Additionally, the ‘Digital Education Agenda’ and the ‘I read first National Plan’ seek to improve reading skills and access to digital resources. Other noteworthy initiatives include:

- **Improvement Plan**: Developed by managers and teachers following an institutional self-assessment, it seeks to identify and organize responses to the weaknesses detected to improve the quality of education.

- **Learning Assessment Instructions**: Comprehensive guide detailing the assessment procedures implemented by the Ministry of Education, guaranteeing transparency and equity in the educational process.

- **Academic Reinforcement Programs**: Individual tutoring at home with the support of educational psychologists or experts according to students’ needs and study schedules.

- **Teacher Training**: Free training courses for teachers within the ‘I am trained’ program to improve pedagogical practices and adapt to new educational demands.

**RESULTS ACHIEVED**

The most outstanding result of the educational strategies is the recovery of learning after the COVID-19 crisis and the comprehensive return to the classroom through reinforced educational support strategies that managed to improve foundational learning as reflected in the last two surveys *Being a student 2021 and 2022*.

**LESSONS LEARNED**

- **Importance of systematic assessment**: Regularly assessing student performance allows for the identification of critical areas that require intervention and adjustment, thus improving educational quality.

- **Need for community and family support**: The active collaboration of families and the community is essential for the success of academic reinforcement and remedial programs, ensuring a holistic learning environment for students.

**SITUATION IN NUMBERS**

According to ERCE 2019 data, in the fourth grade, Ecuador has shown mixed results compared to regional averages in Latin America. In reading, the national average was 699 out of 1,000, exceeding the regional average of 697, with 41.9% of students reaching the minimum proficiency level. In mathematics, the national average was 709 out of 1,000, exceeding the regional average of 698, with 43% of students achieving the minimum expected level.

The results of the *Being a student 2022* survey have shown a relative improvement in learning. In fourth grade, the percentage of students reaching the minimum proficiency level in reading increased to 41.9%, while in mathematics it rose to 43%. In seventh grade, these percentages increased significantly with 73.9% in reading and 77.1% in mathematics, reflecting a positive impact of the learning recovery strategies since the pandemic.
Honduras was the second country in Latin America and the Caribbean with the second highest intensity of school closures during the COVID-19 pandemic, which severely impacted the already very challenging situation of the education system, especially in terms of learning outcomes. To address this situation, the country is implementing a National Learning Recovery Plan based on comparative evidence.

HIGHLIGHTS
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RESULTS ACHIEVED
- Recover learning in Spanish, mathematics and strengthening socio-emotional learning for children and adolescents, taking into account the Commitments to Action of the Summit on the Transformation of Education in compliance with SDG4, Plan 365, which among its objectives’ states: 1. Read and write well; 2. Understand and analyze what is read and written; 3. Development of mathematical logic.

- Plan and implement the National Plan for the Recovery of Learning in mathematics, Spanish and strengthening of socioemotional skills in basic education from first to ninth grade.

- Preparation and delivery to teachers of guides and teaching materials for students, as well as the processes of updating, monitoring, follow-up, evaluation, and systematization of the results of the implementation of the plan for the recovery of learning in mathematics, Spanish and socio-emotional skills, developed in its different phases.

- Promote and accelerate the gradual and progressive implementation of the Supply and Demand Plan that contemplates the recovery of learning, through digital education strategies, alternative and flexible modalities, and educational bridges.

LESSONS LEARNED
- The implementation of the Learning Recovery Plan in Honduras requires effective administrative, technical, and financial strategies, the design of reinforcement, acceleration and learning recovery activities, as well as the promotion of an inclusive and mutually supportive school environment. Only in this way will all children and adolescents in the country be able to reach an adequate level of communication skills in Spanish, mastery of key mathematical concepts and the development of socio-emotional skills that will allow them to face their academic and personal challenges with confidence and resilience.

- It is urgent to put into practice the National Learning Recovery Plan, which implies the development of strategies, actions, and activities up to the implementation, follow-up, monitoring, evaluation, and systematization to assess the results to make progress in basic learning outcomes at the national level.

SITUATION IN NUMBERS
Gross Coverage 2024:
- Pre-basic education: 35.02%.
- Basic Education: 1st - 6th grade 88.91%.
- Basic Education: 7th - 9th grade 62.36%.
- Secondary Education: 36.49%.

OTHER DATA
According to SEDUC-UNICEF CEPAL 2024:
- 820,000 children and adolescents out of school, which translates into 28% of the total number from 3 to 17.
- More than 250,000 adolescents (15 to 17 years old) are out of school.
- Fifteen percent of out-of-school adolescents aged 15 to 17 are mothers.
- Schooling rates for children aged 10 years and over are below desirable levels.
- Rural education with higher dropout rates - inequity in the distribution of supply.
- Low academic performance in Spanish and mathematics aggravated by the pandemic and effects of tropical storms.
Since 2022, UNICEF, together with the Ministry of Education, has been working on the creation and implementation of the Learning is my Right program, a continuous training model for teachers that aims to improve the quality of education by improving the fundamental skills of children in basic general education (primary and pre-primary). This model is currently being piloted in 31 schools in West Panama and the Embera-Wounaan region to demonstrate how through systematic accompaniment it is possible to improve the quality of education in an efficient, scalable, and sustainable way for all schools in the country over a period of 3 to 4 years.

Learning is My Right aims to advance foundational learning in reading and writing, develop critical thinking skills and foster communities of care in the classroom through:

1) Training teachers at the local level to leave installed capacity in the medium term.

2) Ongoing accompaniment to bring about a change in school culture.

3) The creation of learning communities between teachers and participating schools where experiences, lessons learned, and good practices are shared.

4) The pedagogical approach, including reading comprehension and written production as cross-cutting themes in all subjects.

SITUATION IN NUMBERS
It is estimated that there are around 200,000 students in the system who are over-aged and not learning and 127,000 students who are already out of school (MEDUCA, 2020). At the same time, many children are failing to develop meaningful learning and basic skills. According to the ERCE 2019 study, almost 6 out of 10 third grade students are below the minimum level in reading, a figure that rises to 9 out of 10 in the country’s indigenous districts.

According to PISA 2022, 8 out of 10 15-year-olds do not reach minimum proficiency in mathematics, and 6 out of 10 do not reach minimum proficiency in reading. In addition, the results also show that secondary school students are lagging far behind in education, increasing the risk of dropping out of school.

RESULTS ACHIEVED
- Since 2023, UNICEF, together with the Ministry of Education, has been working with 31 primary and pre-primary schools, including around 300 principals and teachers, benefiting 9,000 students. This has allowed the approach to be tested and the educational proposal to be systematized, which in turn will allow it to be scaled up nationally.

- A cultural change has been initiated in each school and recurrent reading spaces have been established. Progress is currently being made with the pedagogical approach centered on written production.

LESSONS LEARNED
- It is important to increase the involvement of school principals in the implementation and monitoring of the program, and to improve the performance of the pedagogical approach focused on reading comprehension to improve the learning outcomes achieved.

- It is recommended to develop a training plan for school principals and to create support materials for teachers to strengthen the effective implementation of the program.

PANAMA
A proposal to improve the quality of education
**HIGHLIGHTS**

**CON BASE** (‘Building the Basis of Learning CON BASE’) is a national programme of the Ministry of Education (MINERD) with the support and technical assistance of the United Nations Children’s Fund (UNICEF). The objective of this programme is to improve pedagogical processes in the first three grades of primary school so that students build a good foundation of initial literacy and thus have access to a successful path to school completion, in order to reduce the number of children who do not finish school.

In 2022 the Ministry of Education adopted CON BASE as the pedagogical and methodological proposal to improve the quality of the pedagogical processes of reading, writing and mathematics in the first cycle of primary school at the national level.

**RESULTS ACHIEVED**

- CON BASE is being implemented in the country’s 18 regional and 122 educational districts.
- So far, the programme has trained 16,782 teachers and 2,743 pedagogical coordinators.

**LESSONS LEARNED**

- It is essential to strengthen technical capacities at the national, regional and district levels to coordinate and monitor the effective implementation of CON BASE in the country.
- It is necessary to increase the competencies of school management teams to guide the initial literacy process and the adequate accompaniment of teachers.
- It is essential to collect strategic information through continuous monitoring of pedagogical processes in schools that can inform decision making for continuous improvement of program results.

**SITUATION IN NUMBERS**

The diagnostic evaluation for third grade of primary school conducted by the Ministry of Education in 2022 highlights that only 17.0% and 18.8% of the students demonstrated the expected competencies in Spanish Language and Mathematics, respectively. In Spanish Language, 32.7% of the students reached the Acceptable Level and 33.6% reached the Acceptable Level in Mathematics.

Finally, 50.3% and 47.7% of the students reached the Elementary Level for Spanish Language and Mathematics, respectively, demonstrating the minimum competencies and showing significant lags in their learning.
URUGUAY
Progress in foundational learning in Uruguay

HIGHLIGHTS
- Implementation of the curricular transformation of all compulsory education, from 4 years of age to the completion of High School.
- Implementation of 60 full school day centers for adolescents between 12 and 14 years of age in the most disadvantaged quintiles of the country, both in general and technical secondary education.
- Improvement in the management of educational centers by focusing on learning issues, concentrated teams and the use of management tools that provide real-time feedback in pedagogical management.
- Training of all management teams and inspection personnel in the country, which will allow the construction of professional communities focused on learning results.
- Ongoing training for teaching professionals; and university education training that provides scientific and research tools for the teaching function.
- Revision of management and supervision profiles in the educational system.
- Improvement of institutional management through an increase in tools and teacher training.

LESSONS LEARNED
- It is necessary to design a permanent and regular evaluation plan for the current curriculum, as well as to involve the different sectors in the design of changes to guarantee their relevance.
- To achieve a greater impact in the processes of curricular transformation and in educational management in general, it is necessary to know more about the reality of the students, consult them, and involve them in the processes.

RESULTS ACHIEVED
- Curricular transformation from early childhood education to high school education.
- Design of all compulsory education plans and programs by 2024.
- Development of the national teaching policy within the framework of the Educational Transformation.
- Autonomy of schools, high schools, and technical schools from the curricular level.
- Reduction of inequity, dropout, and grade repetition rates.
- Achievement of more continuous educational trajectories for students and an increase in the graduation rate.

SITUATION IN NUMBERS
- Uruguay has practically universalized education between the ages of 4 and 17, reaching 98% enrollment by 2023.
- Disengagement, although it has decreased significantly, still stands at 8% between 15 and 17 years of age. This percentage is 16% among adolescents from the poorest quintile, and higher for adolescents of African descent (17%).
- In Uruguay, all children start their education on time, but 1 in 4 falls behind during their educational trajectory and half of them never finish.
- Only 5 out of 10 graduates from high school. In the poorest quintile, this figure reaches only 26.7% of young people.
- School absenteeism is high and is an obstacle to learning achievement. In 2023, primary school students attended class an average of 149 days out of the approximately 180-185 days of the school year.
- In terms of learning, PISA data show that less than half of 15-year-old students have the minimum competencies in mathematics (43%), and only six out of ten (60%) have the minimum competencies in reading and science.
The Plan for the Strengthening of Learning in Primary Education is a pedagogical experience that uses elements of meaningful learning, emotional intelligence, and collaborative work. It is designed for elementary school students, and its objective is to strengthen skills and abilities in language, mathematics, and social-emotional skills to support the integral development of the students.

Class planning is based on the teacher’s prior inquiry, which allows for analysis, adaptation, enrichment, and reflection of the group. To monitor progress and challenges, notebooks are used to facilitate the approach to individual differences, allowing each student to progress at his or her own pace.

**HIGHLIGHTS**

- Implementation of the Plan in primary education in the 24 states of the country as of November 2023.

- Training of technical teams in the country’s 24 state councils in more than 233 municipal Educational Quality Development Centers (CDCE) and 854 parish CDCEs.

- Adaptation of the Plan to the Intercultural Bililingual Education modality for review and validation by the Venezuelan Ministry of Popular Power for Education.

- Establishment of an ecosystem of strategies, which includes reading brigades and math challenges, which is serving to reinforce actions in favor of learning recovery.

**LESSONS LEARNED**

- The schools have managed to generate an ecosystem of practices through pedagogical meetings, knowledge and skills exchange fairs, math challenges and reading brigades that improve the impact on student learning results.

- The existence and use of tools such as the teaching guide and special activities oriented by the facilitators (such as the reading tree, the corner of emotions and the problem fair) have made it easier for teachers to integrate the program areas in their educational work.

**SITUATION IN NUMBERS**

- More than 2 million primary school students are in the process of strengthening their learning in language, mathematics, and social-emotional skills.

- Between November 2023 and February 2024, more than 90,000 primary school teachers were trained for the implementation of the Plan.
As part of the Social Pact for Education undertaken by the state of Guanajuato to recover learning, in the 2022-2023 school year and in alliance with the Natura Institute Foundation and UNESCO, the systemic intervention called the Foundational Learning Policy began. This policy aims to ensure that all students who reach the third grade of primary school have the basic skills to be able to carry out their educational trajectory and personal life project, with special emphasis on initial literacy.

It has six components: political commitment, pedagogical proposal, teacher training, pedagogical support system, recognition, and motivation, and monitoring and evaluation.

**HIGHLIGHTS**

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**RESULTS ACHIEVED**

- We went from 10% coverage of public schools in the 2022-2023 cycle to 50% coverage by the 2023-2024 cycle. The goal is to reach 100% by the next school year.

- On the other hand, 86.5% in Grade 1, 83.2% in Grade 2 and 78% in Grade 3 show progress in their literacy process.

- Through the Initial Literacy Diagnostic Instrument (IDAI), the following advances have been identified in the process of learning to read and write in students:

  - Initial Literacy Diagnostic Instrument (IDAI)
  - Students assessed as literate between the initial and final IDAI implementation

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Final</td>
<td>Initial</td>
</tr>
<tr>
<td>7.8%</td>
<td>55.4%</td>
<td>64.5%</td>
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**LESIONS LEARNED**

- To institutionalize a policy of this magnitude, it is necessary to organically incorporate the intervention into established educational management processes (pedagogical, school, and educational).

- It is a priority that the educational authorities (school authorities, teachers, etc.) are convinced of the evidence of the results offered by the pedagogical proposal.

- To ensure the implementation of the pedagogical approach in the classroom, in addition to training and capacity building, pedagogical support must be a priority.

**SITUATION IN NUMBERS**

- 3,630 public primary schools with 303,973 students in lower primary school are served by 11,141 teachers.

- In 49% of schools, teachers serve more than one grade.

- The support structure includes 1,946 principals and deputy principals; 256 supervisors; 284 technical-pedagogical advisors; and 35 sector heads.
The District Ministry of Education joins the Commitment to Action on Foundational Learning in the framework of ‘An education that responds to you’, through a commitment that seeks to develop strategies to strengthen learning and consolidate educational trajectories from primary to secondary education in the framework of a quality, inclusive and equitable education. To this end, for areas such as language and mathematics, schemes to strengthen learning will be implemented for schools with low results, curricular references will be developed and tools will be created to monitor learning, to be applied periodically to make evidence-based decisions.

The Directorate of Science, Technology and Educational Media has implemented the Plan to Strengthen Literacy (PFLE), which aims to strengthen processes that enable students to read and write in Grade 1 and to strengthen learning processes in written language in Grades 2 and 3. For this four-year period, the PFLE will accompany 230 educational institutions in the official sector of Bogota, focused on the results of the SABER 11 2023 tests, with three lines of work: a) Pedagogical leadership for the sustainability of the PFLE within the institutions, b) Pedagogical support to teachers for the transformation of classroom practices through the appropriation of strategies, materials and didactic actions, and c) Evaluation to identify the level of development of students’ reading and writing skills.

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**HIGHLIGHTS**

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**RESULTS ACHIEVED**

Since the signing of the Commitment to Action (2023) by the Ministry of Education, the following results have been achieved in the PFLE:

- Design of curriculum guidelines for 1st, 2nd, and 3rd grades to guide curriculum harmonization conversations, articulated with materials from the District Ministry of Education.
- 5,547 teachers benefited from training scenarios outside educational establishments (virtual course, teachers’ events, rectors’ events, mass workshops by localities and workshops with families).
- In the evaluation processes, an increase of between 10 and 30 percentage points has been achieved in higher levels of reading and writing skills (1st, 2nd, and 3rd) and a decrease of between 10 and 20 percentage points in students who are still in the initial levels of learning to read and write.

**LESSONS LEARNED**

- Having real and reliable data has allowed the PFLE to strengthen its capacity to identify the state of student learning, and to guide technical and pedagogical actions that demonstrate a meaningful learning process.
- It is also necessary to give continuity to materials such as Let’s All Learn to Read, at least up to grade 5, in order to support learning processes that contribute to guaranteeing educational trajectories.

**SITUATION IN NUMBERS**

The Plan to Strengthen Literacy has achieved:
- 695 meetings with 568 school leaders who have benefited from PFLE leadership practices.
- 4,851 support visits in first, second and third grades for 13,054 pedagogical actions developed in a cycle of intervention for the transformation of practices and in the framework of joint planning to guide practices tailored to learning.
- Delivery of 138,884 Let’s all learn to read materials to students in 1st, 2nd, and 3rd grades.
- A total of 2,236 students were assessed in 2023.
The Regional Directorate of Education of Ucayali has the Regional Education Project whose shared vision for 2034 is that all people in the region can access a quality, equitable, inclusive and intercultural education, developing citizenship skills, for participation and democratic coexistence and sustainable and productive development; in a relationship of care and conservation of the biodiversity of the territory, from the affirmation of their identities, the management of their life projects and commitment to closing gaps and human development in the region’. It has four strategic objectives to improve the quality of education in the region: a) Civic life; b) Inclusion, equity and educating society; c) Productivity, prosperity, research, and sustainability; and d) Participatory and decentralized management. To improve the quality of education in the region. For its implementation and the improvement of learning there are:

- Regional interventions such as Initial in Action and Primary and Secondary Make Progress, focused on improving learning, benefiting 23,345 students and 1,280 teachers through learning achievements, teacher development, comprehensive wellbeing, and work with families.

- Networks of adolescents who advocate, make demands and proposals to improve learning.

- Productive projects with technical education in 30 secondary schools.

- Rural and urban networks to accompany the territory.

- The technical education roundtable of the Amazonian Commonwealth.

- The Intercultural Bilingual Education Technical Committee.

HIGHLIGHTS

The learning results of the National Assessment at the secondary level improved, moving away from the penultimate places that Ucayali has historically occupied.

- Educational material produced by the region and strategic allies to improve learning.

RESULTS ACHIEVED

- Intersectoral coordination strategies to fight anemia and teenage pregnancy.

- Divierteaprendo Docente program strengthened the capacities and competencies of 600 teachers.

- Divierteaprendo Estudiantes program benefited 2,500 students during the holiday period.

- In the results of the socio-emotional skills assessment at the national level, results above the national average have been obtained, which shows how we are improving.

- Reports of demands through participatory consultations focused on adolescents.

LESSONS LEARNED

- The need to close learning gaps in rural and bilingual areas according to the educational quality measurement unit of the Ministry of Education (MINEDU).

- The evaluation and updating of intercultural bilingual education and monolingual service models in rural areas that are relevant to the cultural diversity of the territory is a must.

- The establishment of a budget for the attention and coverage of all educational institutions in the region with regional pedagogical strategies and interventions is necessary.

- Regional evaluations make it possible to identify progress and actions to improve learning but require greater coverage and budgetary attention.

- Intersectoral and intergovernmental articulation for the comprehensive care of students is fundamental for the achievement of learning.

- Strengthening of the articulated work with civil society to guarantee the monitoring of compliance with students’ rights.

- Reinforcement of macro-regional teams to provide pertinent attention to the demands of educational actors in each territory.

- Access to management and teaching positions through meritocracy guarantees the permanence and implementation of regional and national policies in the territory.

**SITUATION IN NUMBERS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Illiteracy</td>
<td>3.1%</td>
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<tr>
<td>Pregnancy</td>
<td>19.6%</td>
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<tr>
<td>Anemia</td>
<td>65.5%</td>
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<tr>
<td>Malnutrition</td>
<td>17.7%</td>
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<td>Child labour</td>
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<tr>
<td>- Psychological</td>
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<tr>
<td>- Sexual</td>
<td>32.5%</td>
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<tr>
<td>- Economic</td>
<td>0.6%</td>
</tr>
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Advances, Results & Lessons Learned on Foundational Learning in the Latin American & the Caribbean Region

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