On average, schools in the Latin America and the Caribbean region have been fully closed for 37 weeks over the period of March 2020 to February 2022. More than four-fifths of countries and territories (29 of 36 countries) in the region have seen durations of full school closures beyond 20 weeks. The total duration of school closures (fully closed and partially closed) ranges from 0 weeks in Nicaragua to 97 weeks in Honduras. Schoolchildren in the region have lost close to 300 billion hours of in-person learning.

Pre-COVID, and among countries with available data, the proportion of children who can read a simple text ranged from 33 per cent in Honduras to 79 per cent in Trinidad and Tobago. A growing body of evidence shows substantial losses and worsening inequalities in learning outcomes as a result of COVID-related school closures. In São Paulo, Brazil, students learned only 28 per cent of what they would have in face-to-face classes, and the risk of dropout increased more than threefold. In Mexico, results from a citizen-led assessment in two states found significant losses of 0.34-0.45 standard deviations in reading and 0.62-0.82 standard deviations in math. School closures in the region have long-term implications for its learners: current learners in Latin America and the Caribbean could stand to lose over 1 trillion dollars in future earnings.
IS INFORMATION AVAILABLE ON CHILDREN WHO HAVE RETURNED TO SCHOOL? (N = 21 COUNTRIES)

- **YES**
- **NO**
- **DON'T KNOW**
- **SCHOOLS ARE STILL FULLY CLOSED**

In **Jamaica**, a national initiative is aimed at locating and re-engaging students who have been out of regular contact with their schools. In **Argentina**, a national observatory was launched to identify schools and students without in-person learning. In **Brazil**, the existing School Active Search tool has been adapted to bring back every child who has missed out on learning during the pandemic.

ASSESS LEARNING LEVELS.

In **Ecuador**, formative evaluation is being implemented in four communities to model a nationwide initiative. In **Uruguay**, a formative diagnostic assessment at the primary school level will be conducted at the beginning of the school year in March 2022.

IS YOUR COUNTRY IMPLEMENTING REMEDIATION PROGRAMMES TO ADDRESS LEARNING LOSS? (N = 21 COUNTRIES)

- **YES**
- **NONE (E.G., SCHOOLS REOPENED AS THEY WERE/ARE STILL CLOSED)**

In the **Dominican Republic**, a programme to improve the teaching of reading, writing and math in the first cycle of primary school is being implemented in five regions, and will gradually expand nationwide. In **Panama**, a learning recovery plan is being developed for the high school level, where the dropout rate is highest.

PRIORITIZE TEACHING THE FUNDAMENTALS, INCREASE CATCH-UP LEARNING AND PROGRESS BEYOND WHAT WAS LOST.

Among countries with remediation programmes, which measures are being implemented and at what scale? (N = 20 COUNTRIES)

AMONG COUNTRIES WITH REMEDIATION PROGRAMMES, WHICH MEASURES ARE BEING IMPLEMENTED AND AT WHAT SCALE? (N = 20 COUNTRIES)

- **ABBREVIATED/PRIORITIZED CURRICULUM**
- **SUPPORT FOR TEACHERS TO ADAPT TEACHING TO STUDENTS’ LEARNING LEVELS**
- **INCREASED INSTRUCTION TIME**
- **INDIVIDUALIZED SELF-LEARNING PROGRAMMES**
- **TUTORING AND COACHING SCHEMES**
- **ACCELERATED LEARNING PROGRAMMES**
- **CATCH-UP PROGRAMMES FOR DROPOUTS**

In the **Dominican Republic**, a programme to improve the teaching of reading, writing and math in the first cycle of primary school is being implemented in five regions, and will gradually expand nationwide. In **Panama**, a learning recovery plan is being developed for the high school level, where the dropout rate is highest.

Note: Data in graphs are based on UNICEF’s Pulse Survey administered through UNICEF country offices and UNICEF National Committees between 3–11 March 2022. Unless hyperlinked, information on country examples is based on qualitative responses from the same survey. Caution is advised in generalizing the results represented in the figures, as only a limited number of countries in the region are covered by the survey responses.

DEVELOP PSYCHOSOCIAL HEALTH AND WELL-BEING SO EVERY CHILD IS READY TO LEARN.

In **Guyana**, school welfare officers benefitted from a specialized 6-week training to implement gender-sensitive approaches to MHPSS. **Jamaica** provides students with MHPSS through guidance counselors assigned to schools.

HAVE ANY ADDITIONAL MEASURES BEEN TAKEN FOR IMPROVING STUDENT WELL-BEING IN SCHOOLS? (N = 21 COUNTRIES)

- **WATER, SANITATION AND HYGIENE (WASH)**
- **SCHOOL NUTRITION**
- **MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS)**

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