

Keeping children in Peru learning in the time of COVID-19

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The challenge

COVID-19 has upended the lives of children, adolescents and their families. On 6 March 2020, Peru's first case was confirmed. As of 12 August, there are **498,555 confirmed cases** and **21,713 dead**, including 81 children and adolescents. ^a

In response to the pandemic, the Government of Peru declared a national state of emergency, closed borders and imposed a **mandatory national quarantine**, which started on 16 March and was extended to 30 June. While the government has adopted a range of social protection measures, many families have abruptly lost their livelihoods and are struggling to cover their basic needs.

With schools closed, students, teachers and families are facing the challenge of adapting to new ways of learning. The government launched the "[I learn at home](#)" strategy for radio, TV and Internet on 6 April. As of 1 July, the government announced that a small number of schools in rural areas with limited connectivity and no COVID-19 cases could reopen. It remains unclear when all students will return to school.

For many children, learning at home isn't easy. Those living in poverty and in indigenous and rural communities have limited access to supplies, TV and Internet. Before the crisis, migrants and those with disabilities faced barriers to enrolling in school. In a country with already poor learning outcomes, vulnerable students are at **risk of falling behind and dropping out**, limiting their future learning and work opportunities.

IN PERU:

1 out of 10

school-aged children in Lima and Callao haven't participated in home-based learning during the quarantine ^b

16%

of students in 2nd grade of secondary school achieve expected learning outcomes in reading comprehension ^c

6 out of 10

Venezuelan migrant children were not enrolled in school ^d

The goal



UNICEF aims to help ensure all children and adolescents in Peru –especially the most vulnerable – access quality inclusive education in the time of COVID-19.

UNICEF in action

We work with the government and partners at the national level, and have targeted interventions in northern Lima, Huancavelica, Loreto and Ucayali.

We help the government provide inclusive education

We support the Ministry of Education to help ensure that COVID-19 doesn't exacerbate existing education inequalities. We are advising the Ministry on its "I learn at home" strategy, so that it responds to the needs of children and adolescents in indigenous and rural communities, as well as migrants and those with disabilities.

We support coordinated responses for vulnerable students

We help the Ministry of Education coordinate with humanitarian organizations through working groups on Disaster Risk Management and Migration. We are also working with the Ministry, UNESCO, UNFPA, the World Bank and IADB to develop a strategy to prevent school dropout.

We deliver resources to help keep students safe and learning

We have provided education kits with school supplies and data plans to students in northern Lima. With the Ministry of Education, we are developing training for teachers on COVID-19 prevention, safe hygiene practices and self-care. We are also helping produce materials for families, including videos promoting psychosocial care and prevention of violence.

IADB Inter-American Development Bank | **NGO** Non-governmental organization | **UNFPA** United Nations Population Fund

Impact

Our actions aim to impact the lives of children and adolescents in targeted regions, as well as their peers across the country who will benefit from a more equitable response to COVID-19.

145,628
students in rural areas, including indigenous communities, access distance education

15,463
students whose teachers receive support on distance teaching

10,400
students receive education kits with school supplies and data plans

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Our partners



National, sub-national governments and teachers



International cooperation, NGOs, academia, media, and the private sector



Children, adolescents and their families

Funding (US\$)

\$1,535,000

resources mobilized, including own resources, of the total **\$3,500,000** required

44%