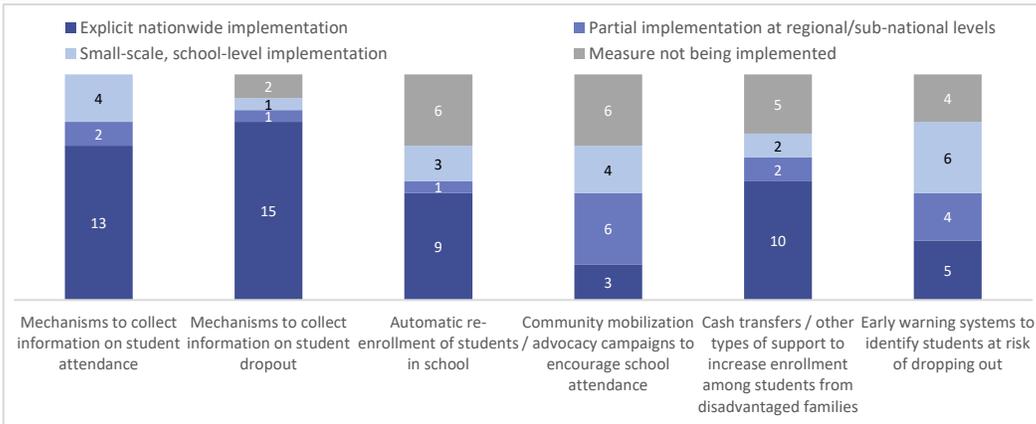


# Latin America and the Caribbean

Tracking Progress on Foundational Learning: Findings from the 2023 RAPID analysis  
September 2023

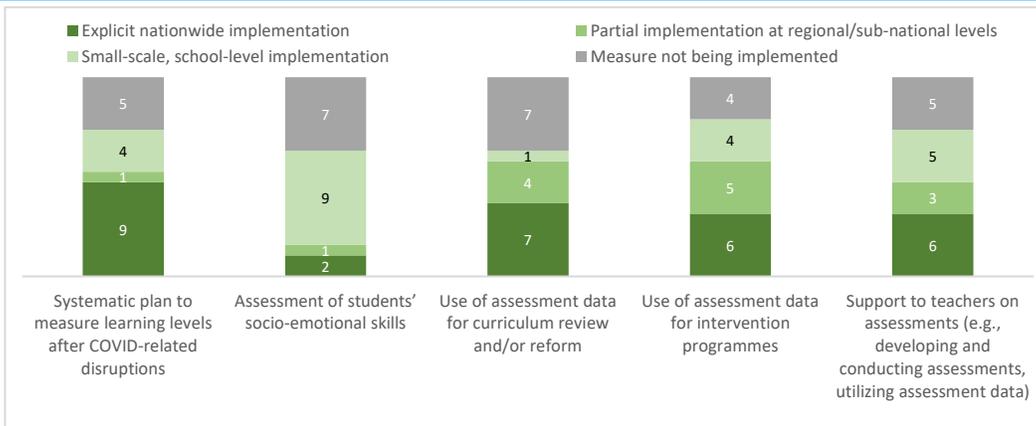
This brief presents regional results from the Foundational Learning Action Tracker, an initiative by UNICEF and the Hempel Foundation to monitor progress and foster knowledge sharing on achieving foundational learning for all children. The results reflect data from UNICEF's 2023 pulse survey with low- and middle-income countries and UNICEF's internal monitoring and reporting exercise with its country offices, organized around the [RAPID Framework](#). The Foundational Learning Action Tracker and global report are available [here](#), along with country scorecards for low- and middle-income countries endorsing the [Commitment to Action on Foundational Learning](#) as of September 2023.

## Reach every child and keep them in school



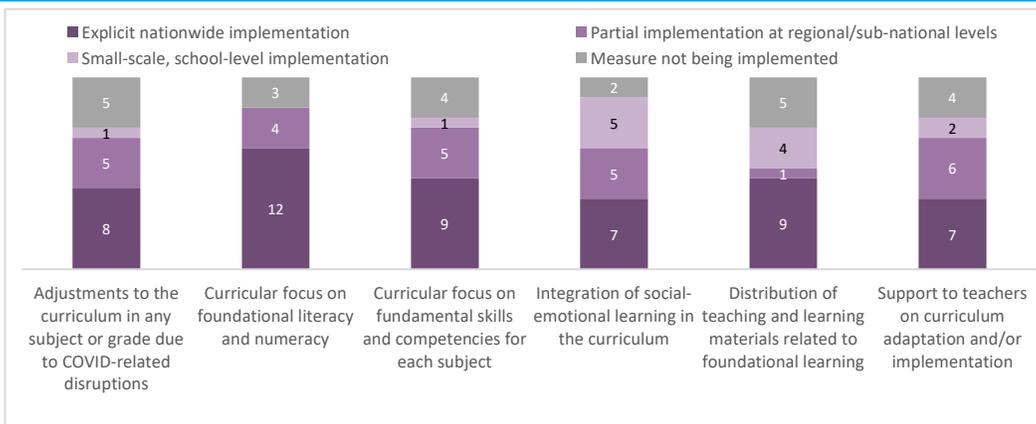
Among the 19\* countries responding to the survey, the majority of countries reported that mechanisms to collect information on student attendance and student dropout were being implemented on a nationwide scale. In contrast, only three countries reported the same for community mobilization or advocacy campaigns to encourage school attendance.

## Assess learning levels regularly



Encouragingly, over half of countries reported the use assessment data for intervention programmes or curriculum review and/or reform on a nationwide or sub-national scale. However, there is still room to improve the assessment of foundational skills, particularly socio-emotional skills: only three countries reported assessing socio-emotional skills on a nationwide or sub-national scale.

## Prioritize teaching the fundamentals



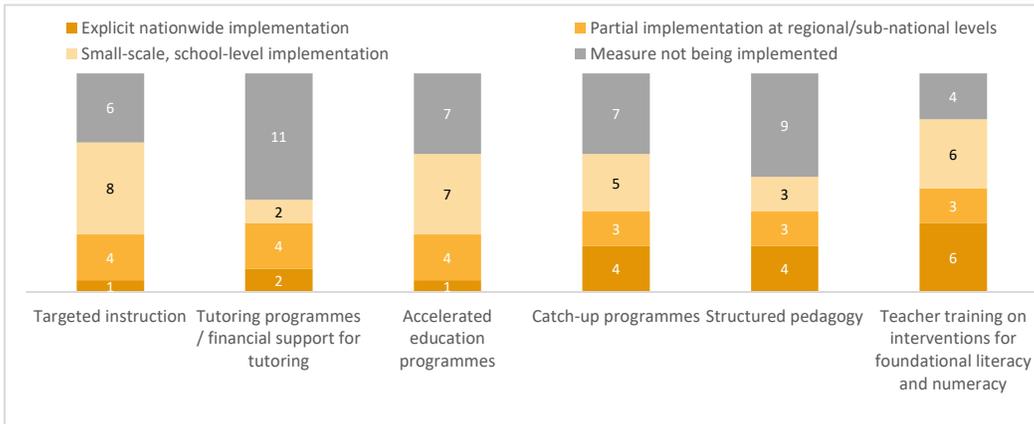
Nearly all countries reported nationwide or sub-national curricular focus on foundational literacy and numeracy. Over half also reported nationwide or sub-national integration of social-emotional learning in the curriculum. Social-emotional skills have been shown to be associated with a host of positive life outcomes, and countries can consider integrating these skills into teaching plans and curricula.

\*Argentina, Belize, Bolivian Republic of Venezuela, Brazil, Colombia, Costa Rica, Cuba, Dominican Republic, Eastern Caribbean Area Office, El Salvador, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Paraguay, Peru, Plurinational State of Bolivia and Suriname. Responses from high-income countries (i.e., Antigua and Barbuda, Barbados, Chile, Guyana, Panama and Uruguay) are not included in the regional brief and global report but are reflected in the Foundational Learning Action Tracker.

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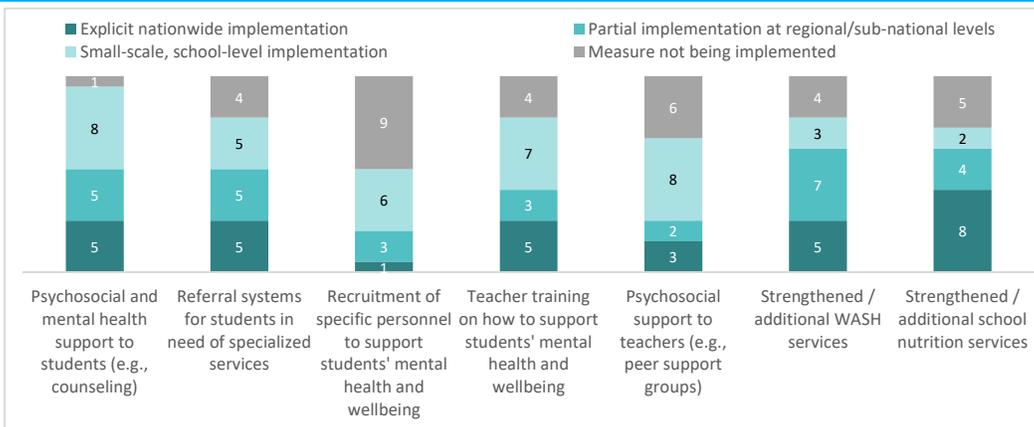
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## Increase the efficiency of instruction, including through catch-up learning



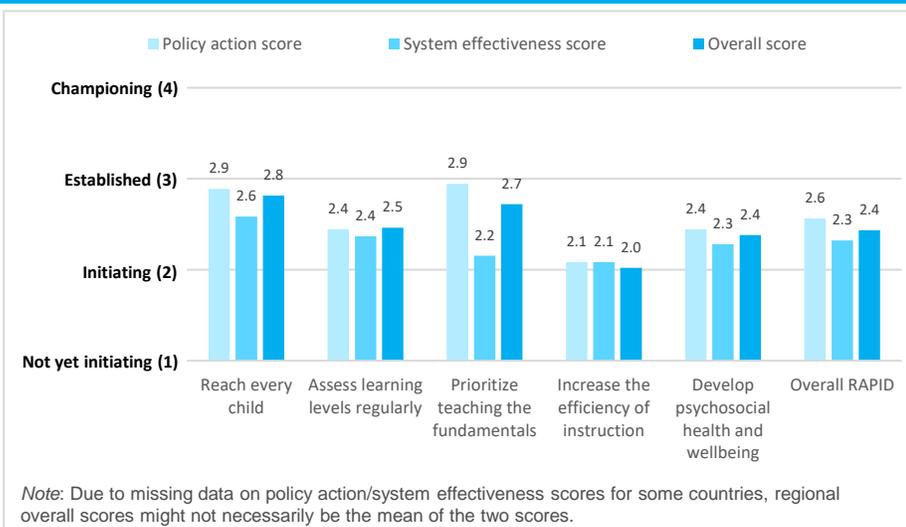
About half of the respondent countries reported implementing teacher training on interventions for foundational literacy and numeracy on a nationwide or sub-national scale. However, relatively fewer countries reported the same for targeted instruction, despite being one of the most cost-effective approaches to improve learning outcomes.

## Develop psychosocial health and wellbeing



Essential services provided by schools can help ensure children are ready to learn. Over half of countries reported nationwide or sub-national implementation of strengthened water, sanitation and hygiene (WASH) and school nutrition services. Most countries also reported nationwide or sub-national measures to provide psychosocial and mental health support to students, but fewer reported providing the same to teachers.

## Status of RAPID progress



To describe progress on the RAPID Framework, policy action scores based on data from the pulse survey were combined with system effectiveness scores based on data from UNICEF's internal monitoring and reporting exercise. This resulted in overall RAPID scores computed for a total of 20 countries in the region. Available data suggest that progress on the RAPID is still at the **Initiating** level. Regional average policy action scores were lowest for Increase, suggesting a need to reinforce implementation of measures at scale to increase the efficiency of instruction. Regional average system effectiveness scores were lowest for Prioritize and Increase, indicating a need to strengthen enabling environments to support, coordinate and sustain the implementation of measures for these components.

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## How is the RAPID Framework being implemented?

**To reach every child**, in Colombia, national active search and enrollment management were strengthened, and technical assistance from UNICEF has been provided to 18 education secretariats in 8 departments to enhance the active search for out-of-school children. In Jamaica, an attendance app called Family Connect is almost ready to be rolled out, and the EMIS is currently being digitized to assist with real time data-driven policymaking and planning. In Venezuela, a [comprehensive programme](#) provides educational and socio-emotional care for children who have dropped out of school, in order to promote their return to school. In [Argentina](#) and [Honduras](#), early warning systems have been developed.

**To assess learning levels regularly**, in Brazil, the [Basic Education Assessment System](#) (SAEB) is a set of large-scale assessments carried out to provide information on learning outcomes, accompanied by contextual information that allow insight into the factors affecting student performance. In Cuba, several studies on the effects of the pandemic on students, teachers and the functioning of educational institutions, families and the educational system were conducted, taking into account physical, psychological and emotional health factors and learning difficulties. In the Plurinational State of Bolivia, a large-scale assessment with the Plurinational Observatory for Quality Education (OPCE) is being planned with UNICEF support.

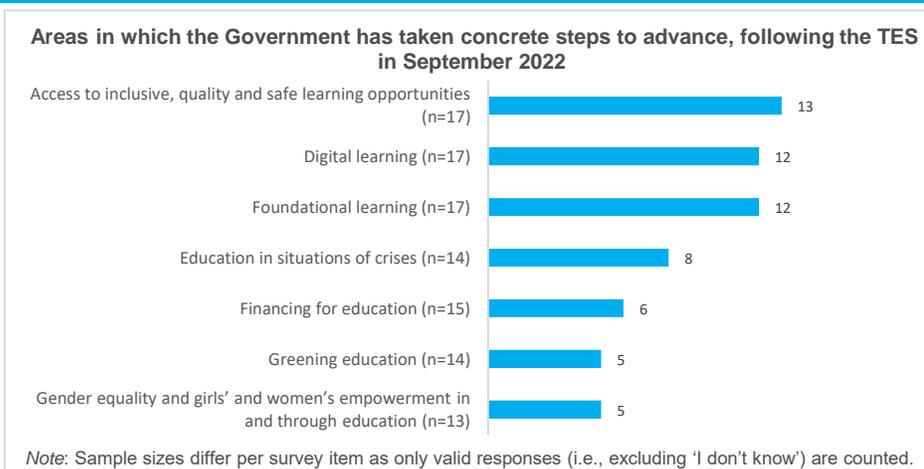
**To prioritize teaching the fundamentals**, in Belize, the integration of social-emotional learning in the curriculum has been rolled out nationally in 2023 for Grades 1 and 2 with [Think Equal](#), and the distribution of teaching and learning materials related to foundational learning continues at school level with partners such as [RESTORE Belize](#). In Chile, a prioritized curriculum was established in response to the pandemic, which has been updated to include a focus on the reactivation of learning and socio-emotional learning.

**To increase the efficiency of instruction**, in Argentina, several teacher training programmes focused on [language](#) and [mathematics](#) are offered at the national level. In Ecuador, UNICEF is supporting the Ministry of Education to implement a catch-up and acceleration programme aimed mainly at students in higher general basic education and upper high school who require an accelerated path to re-enroll in the education system and complete their studies. In the Dominican Republic, the [CON BASE programme](#) was launched as a national Ministry of Education approach to improve the quality of teaching processes and children's foundational learning skills and outcomes in the first three grades of primary school.

**To develop psychosocial health and wellbeing**, in Antigua and Barbuda, the Ministry of Education has a school meal programme and regular student counselor services in each school. In Haiti, the Ministry of Education is setting up an agreement with the Educational Community Police (EduPol) to improve wellbeing and security in and around schools. In Suriname, safe and protective learning environments were supported through raising awareness on mental health and sensitizing teachers and students against bullying.

Source: UNICEF 2023 Pulse Survey on RAPID Framework, UNICEF Country Office Annual Reports 2022.

## Transforming Education Summit (TES) country follow-up



In addition to examining progress on RAPID implementation, the pulse survey asked questions regarding actions countries have taken following the Transforming Education Summit (TES) in September 2022. Twelve of 17 countries with valid responses identified foundational learning as an area in which governments have taken concrete steps to advance. The most frequently cited area in which governments are taking action was access to inclusive, quality and safe learning opportunities, while the least frequently cited was gender equality and girls' and women's empowerment.