

# Post-pandemic educational reconstruction and the use of technologies in the progressive return to face-to-face classes

Perspectives of Civil Society  
Organizations of the Americas



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## Opening words

# Opening words by the Executive Secretary for Integral Development of the OAS

The scenario triggered by the COVID-19 pandemic has deepened the educational gaps and inequities on the continent. With the end of the health emergency, the progressive reopening of schools and the return to face-to-face classes continue to manifest themselves unevenly among the countries of the Americas and the Caribbean. In this context, those initiatives that prioritize assisting the educational community to face the difficulties of this new stage in educational matters become relevant.

In this sense, the work carried out by civil society organizations (CSOs) has been of the utmost importance for the educational communities of the countries of the region to be able to cope the lack of face-to-face classes during 2020 and 2021. Currently, with an educational scenario focused on the progressive return to face-to-face classes, its work is focused on contributing to educational recovery, mainly by using technological tools to adapt to the new context.

From the Executive Secretariat for Integral Development (SEDI) of the Organization of American States (OAS), relations with civil society organizations (CSOs) have been of utmost importance due to the role they play in the integral development of the Continent. The CSOs have a valuable vision of the needs of the educational community in the region through its work. Thus, within the framework of the work conducted by the Ministries of Education of the Americas, multisectoral collaboration at different levels is an essential element to conduct coordinated and transversal actions that can benefit all the sectors requiring it. Therefore, through the existing institutional bases, the OAS has tried to create collaboration and negotiation spaces that promote dialogue and the exchange of experiences and ideas among all sectors, to strengthen assertive participation mechanisms and political and social deliberation that respond to the emerging challenges resulting from the first years of the pandemic.

With this objective, in 2021, the OAS promoted the release of the survey "Civil Society Organizations and their contributions to educational continuity in a pandemic scenario." That release was a first effort to make visible the valuable contributions of civil society in the framework of the challenges they faced during the pandemic and that have been essential for educational continuity in these times of change. On this occasion, the objective of the dialogues conducted with the CSOs was to reflect the impact on the educational community of this new stage of the health emergency and how they have adapted to the gradual return to classes.

The roundtables and their systematization that contributed to prepare this document are part of the activities of the OAS Alliance and Fundación ProFuturo. The collaboration between both institutions has been based on the understanding that multisectoral collaboration and constant cooperation are essential for the development and strengthening of educational policies, programs, and initiatives in the region. The activities promoted in this framework have been designed to offer one more activity in which the dialogue focused on solving the challenges faced contribute to the development of effective strategies, to generate a new hemispheric educational pact for the mitigation of the consequences derived from the context of change we are living.

We trust that the contributions here will be useful so that the vision of the CSOs is disseminated in the spaces of hemispheric political dialogue on education, to improve decent and accessible educational conditions at all levels, elements that are required to guarantee More rights for more people.

**Kim Osborne**

Executive Secretary for Integral Development



# Opening words by the Director General of ProFuturo

## ***We can do it together***

Last March 2020, the education of 165 million students in Latin America and the Caribbean was abruptly interrupted by a global health crisis. The pandemic revealed the fragility of educational systems that already had structural problems in terms of learning equity and quality. We are talking about a region in which, before the pandemic, 14 million children and young people were out of the educational system (UNICEF, 2019); where if you come from a wealthy home you have a 46% greater chance of finishing high school than if you come from a poor home (ECLAC, 2021); in which, according to data from the World Bank, 51% of 10-year-old students could not read and understand a simple text, and in which 15-year-old students accumulate a delay of three years in the performance of Mathematics, Reading and Sciences (PISA, 2018).

On top of these serious structural deficiencies, the COVID-19 pandemic breaks out, severely impacting education. After almost two years of uninterrupted school closures (the longest in the world), the magnitude of the damage has yet to be determined, but the forecasts of international organizations are overwhelming. However, the crisis triggered what no public policy had achieved so far. Because with schools closed, the addition of new technologies into education became an obligation. It was an improvised and imperfect emergency effort, however, it put digital education at the center of public debate and provided us with very useful lessons to guide future policies.

Today, we must ask ourselves how we want to move forward, when students begin to gradually return to school, and face-to-face learning is making its way again. We must ask ourselves if we want to move forward in this process of digital transformation of education that changes everything or leave it as an anecdote. Therefore, we must recognize that we will not be able to do it with the same tools that have led us to the current situation. We need innovative proposals to rebuild our educational systems on a new basis, taking a good look at the current situation and identifying problems, challenges, and opportunities.

To do so, in a context of still scarce evidence, the experience of civil society organizations (CSOs), which have worked all this time on the ground, side by side, with students, teachers, families and schools, becomes an essential source of information. And here lies the importance of this work that offers us a diagnosis, based on this experience, of the challenges to be addressed in this new stage that is now beginning.

The ProFuturo digital education program has joined the great efforts made in all the countries where it intervenes, contributing its knowledge, bringing technologies and educational resources to thousands of schools and families, and collaborating with different CSOs, companies and governments, in their desire to ensure that “no one is left behind.” We are convinced of the power of digital education as an indispensable tool in favor of equity and inclusion, but we know that there will only be a way out with an articulated, determined effort and a sense of urgency between the different social actors.








For this reason, we are proud to be part of an alliance that, together with the Organization of American States, favors cooperation and multisectoral articulation, making visible the innumerable contributions that CSOs make in the field of education and that are essential for the design of educational policies in the region.

We are in time to turn the crisis into an opportunity to finally transform our educational systems, turning our educational systems into a true tool for prosperity and equality that improves our societies. The challenge is huge, as well as the experience and commitment of all those involved. We can do it together.

**Magdalena Brier López – Guerrero**

CEO

## Executive Summary

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- In February 2022, in the framework of the Special Meeting of the Inter-American Committee on Education (CIE), the Ministries of Education of the region identified a series of thematic axes around the construction of a new hemispheric educational pact in change to be included in the **Second Stage of the Inter-American Educational Agenda (IEA) for 2022-2027**.
  - With the aim of contributing to the debate on the IEA, during March and April 2022, virtual dialogue meetings were held between civil society organizations (CSOs) in the region to deepen and bring their perspective in relation to two of these issues: **post-pandemic educational recovery and repair, and the use of new technologies in education**.
  - A total of thirty CSOs representing thirteen countries in the region participated in the initiative, a diversity that contributed to the dialogues, a plurality of views and visions on the current school context in the region.
  - At a time when evidence on the effects of the pandemic on education is incipient, **experiences become a valuable source of information**. Knowing how schools go through their opening allows us to understand how problems are reconfigured in the territory and what new challenges schools face in this new return.
  - The diagnosis provided by the CSOs shows the presence of **pre-existing social and pedagogical problems in schools that have been deepened in the period of remote schooling, added to new situations resulting from the two years without face-to-face classes** together with a certain setback of achievements in recent decades.
  - **The loss of learning opportunities, educational backwardness, and situations of non-return to school** are two axes of problems that most CSOs identify in the current school education landscape.
  - CSOs identify a possible **retraction in basic educational rights** achieved in recent decades. Especially in the most vulnerable populations and in rural areas, CSOs identify situations of child labor, early entry into the labor market and increased responsibilities of girls and young women in domestic tasks that impact their return to school. International and internal migrations from the countryside to the city are also mentioned as situations with a greater presence in the current school reality. All of them can impact the trajectories of the students, who once again see themselves restricted and threatened in the face of the urgency of subsistence.



→ Within the framework of the school, **the lack of habits related to the academic regimen** in the students, especially at the primary level, the aspects to be addressed by the management teams and teachers are added. Among the young, motional difficulties coexist with problems related to the increase in violence and the consumption of psychoactive substances.



→ **Among the teachers there are situations of fatigue and exhaustion, emotional stress, and anxiety.** Likewise, as a current situation in several countries, schools with a shortage of teachers due to cessation of their activities and retirement are identified. In some cases, the fear that persists in the return to face-to-face learning due to lack of vaccination in the entire school population is mentioned.



→ **The lack of guidelines and consensus on the pedagogical strategies** to be deployed to accompany the immersion in the academic regimen of students who must rebuild school habits is one of the deficiencies detected in schools.



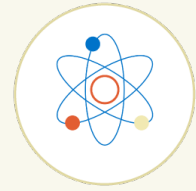
→ **The integration of Information and Communication Technologies (ICT) may be limited due to infrastructure constraints** for the effective operation of digital technology. The lack of technological devices and connectivity in schools, as well as the deterioration of conditions and equipment after two years of closure, are factors that affect the use of technological tools in the return to face-to-face classes.



→ **El uso de las TIC en la educación ha perdido prioridad** frente a las urgencias vinculadas con el retorno de los y las estudiantes a la escuela, el vínculo con las familias, el diagnóstico y la priorización de contenidos.



- Among the contributions of the CSOs, it is possible to group them into three main lines:
1. Strategies linked to the improvement of the general conditions of the schools in the return to face-to-face learning.
  2. Accompaniment strategies for students and teachers on their return to schools.
  3. Strategies linked to the development of diagnoses and generation of tools that accompany the prioritization and direction of actions in the gradual return to face-to-face classes.



→ The CSOs highlight that this period has meant the opportunity for **expanding joint work with educational authorities, especially local ones**, with whom they are trying to articulate in pursuit of the promotion of the right to education in the current context.

# Participating Organizations

- [Ateneo Español de México A.C.](#) – Mexico\*
- [Ayuda en Acción](#) - El Salvador
- [ChildFund International](#) – Ecuador\*
- [ChildFund International](#) – Mexico
- [Conectando Pasos, A.C.](#) – Mexico
- [Empresarios Por la Educación](#) – Guatemala
- [Enseña por México](#) – México
- [Federación de Organizaciones por la Niñez y Adolescencia Pichincha](#) – Ecuador
- [Fundación Carvajal](#) – Colombia
- [Fundación Cimientos](#) – Argentina
- [Fundación DECA](#) – Guatemala\*
- [Fundación Ficohsa](#) – Honduras
- [Fundación Fraternidad Medellín](#) – Colombia
- [Fundación Gabriel Lewis Galindo](#) – Panama\*
- [Fundación Luker](#) – Colombia
- [Fundación Omar Dengo](#) – Costa Rica\*
- [Fundación Opportúntas](#) – Venezuela
- [Fundación Padre Arrupe](#) – El Salvador\*
- [Fundación ProFuturo](#) – Spain\*
- [Fundación SM](#) – Mexico
- [Fundación Telefónica Movistar](#) – Colombia\*
- [Fundación Telefónica Movistar](#) – Peru\*
- [Fundación Telefónica Movistar](#) – Mexico\*
- [Fundación Voy con Vos](#) – Argentina
- [FUSAL](#) – El Salvador\*
- [Glasswing International](#) – Honduras
- [Grupo Loga, S.C.](#) – Mexico
- [IIDEAC](#) – Mexico\*
- [Niños en Alegría A.C.](#) – Mexico\*
- [Proyecto Educar 2050](#) – Argentina

*\*Organizations that execute the ProFuturo Program.*



# Introduction

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# 01





# Introduction

After almost two school years interrupted in a large part of the countries of the region due to the COVID-19 pandemic, schools reopened their doors to face-to-face classes and began a new school year confronting the educational system with a challenging unprecedented and persistent scenario. This new stage of return to the classroom requires the greatest efforts to guarantee the right to education of children and adolescents and, in its achievement, a broad dialogue that convenes all sectors of society as a primary relevance.

The objective of this report is to bring the perspectives of civil society organizations (CSOs) closer to the hemispheric dialogue in the framework of the design of the Second Stage of the Inter-American Educational Agenda (IEA). The first stage of the IEA was adopted in 2017, during the IX Inter-American Meeting of Ministers of Education held in the Bahamas for five years (2017-2022). The hemispheric priorities were defined there, aimed at guaranteeing inclusive, equitable and quality education and the need to act collectively through multisectoral alliances that facilitate its achievement and each of the objectives of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals (SDG). Specifically, the objectives that guide this agenda and that provide the framework for this proposal are SDG 4, which suggests for 2030, to guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all; and SDG 17, which seeks to strengthen the Global Alliance for Sustainable Development based on the idea that the SDGs can only be achieved through strong global partnerships and cooperation (United Nations, 2015).

In 2022, the Ministries of Education of the Americas are expected to define the Second Stage of the IEA for 2022-2027, around the construction of a new hemispheric educational pact in contexts of change. Within this framework, the OAS Alliance and Fundación ProFuturo have promoted a series of activities with the aim of contributing to this debate and making available the perspective of CSOs, which, due to their experience in the territory, are in a privileged position to inform contextualized policies.

This report originates from the assessment conducted during the second half of 2021, in which sixty-eight organizations from sixteen countries in the region participated. The conclusions indicated at that time in "[Civil Society Organizations and their contributions to educational continuity in a pandemic scenario](#)" (OAS ProFuturo, 2021) have pointed out that the role of CSOs was key in accompanying educational continuity during the pandemic in 2020. The purpose of this new assessment is identifying the contributions of organizations in this new stage of gradual return to face-to-face-classes.



## Methodology and Framework

In February 2022, in the framework of the Special Meeting of the Inter-American Committee on Education (ICE), the Ministries of Education of the region identified a series of thematic axes around the construction of a new hemispheric educational pact in contexts of change to be included in the Second Stage of the IEA for 2022-2027. In this context, and with the aim of contributing to the debate, during March and April 2022, virtual dialogue meetings were held between civil society organizations (CSOs) in the region to deepen and bring their perspective in relation to two thematic axes:



I. Post-pandemic educational recovery and repair



II. Use of new technologies in education

The initiative included the participation of a total of thirty CSOs representing thirteen countries in the region with different levels of work in the territory and proposed intervention focuses. This diversity contributed a plurality of views and visions on the current school context of the schools in the region to the dialogues.

For each of the proposed thematic axes, the CSOs were asked to frame the dialogue considering the actions developed to accompany the educational actors and communities in the gradual return to face-to-face learning. Within this framework, the dialogue was structured based on the following dimensions:



On the diagnostic conducted from the topic in the territory with the return to face-to-face learning;



On the strategies that were undertaken by CSOs in this stage of gradual return to face-to-face learning;



On the articulations with the educational authorities (municipal, provinces, national) and the contributions that are made from the CSOs to the action of the governmental authorities, around the use of the new technologies with the gradual return to face-to-face learning and;



On the learning built during this time that contribute to the debate on the policies in the gradual return to face-to-face learning and the challenges.

The dialogues between the CSOs allowed an exploratory approach to the problems that are identified in the school communities with the return to face-to-face learning school, as well as the strategies that the CSOs deploy to accompany these processes. It is expected that these first approximations will be a valuable input to contribute to the dialogue around the Second Stage of the Inter-American Educational Agenda.

## The construction of a new educational framework

In the last two decades, the region has shown notable progress in the countries' efforts to guarantee the population's right to education. Among the main milestones, an increase in the budgetary effort in education stands out, the sanction of regulatory frameworks that expand compulsory schooling, the implementation of large-scale compensatory programs to support the most vulnerable populations –among which stand out those of conditional transfer of income-, the creation of educational offer and job positions to expand access to the initial and secondary levels and the implementation of policies for access to ICTs (Rivas, 2015) (Bellei, 2013).

In this framework, the progress regarding the inclusion of the population in the educational system was important. Most countries in the region managed to universalize primary education. There was a very notable expansion of pre-primary education, whose gross enrollment rate increased from 55% in 2000 to 78% in 2019. Lower secondary education, for its part, witnessed an increase in its coverage, although, recently, the process slowed down: the total net enrollment rate for Latin America and the Caribbean increased from 90% in 1999, to 92.9% in 2007, and to 93.3% in 2018. In upper secondary, the total net enrollment rate increased from 68.4% in 1999, to 71.7% in 2007, and to 79.0% in 2018 (UIS Database).

However, challenges are still huge before persistent inequities faced by Latin American educational systems to guarantee the right to education. Lower secondary school, despite the improvements in access to the level, continues to be a bottleneck for a very important part of the students: during the first years of this level, coverage is notably deepened, and the processes of school dropout are increasing. Considering the primary and secondary levels, 10.5 million boys, girls and adolescents in Latin America and the Caribbean did not attend school in 2018. Upper secondary school records the largest pending issue in terms of access. Only 6 out of 10 young Latin Americans manage to complete this level, with notable inequalities between countries and within them.

In terms of learning in core areas, the results of the latest Regional Comparative and Explanatory Study (ERCE (Estudio Regional Comparativo y Explicativo), 2019) show that, at the end of primary school, the proportion of students at the regional level that reaches at least the minimum performance threshold is only 31.2% in reading, and even lower average

proportion of students in mathematics. Less than 2 out of 10 students (17.4%) reach the minimum performance level. The results of this study show that the region did not show significant progress in any of the areas or grades evaluated (compared to TERCE 2013). Likewise, once again the inequitable opportunities to exercise the right to education are highlighted. There is evidence of the persistence in the region of the high association between educational results and socioeconomic level, both of students and their schools (LLECE UNESCO, 2021).

In secondary school, the latest PISA operation in the participating Latin American countries showed that only 1 out of 3 students (35%) managed to stay in school and achieve basic performance in the Reading test. In Mathematics, this proportion drops to 1 out of 4 (25%) (Berlanga, Morduchowicz, Scasso, & Vera, 2020).

The structural challenges linked to educational continuity, permanence, and the achievement of quality learning, as well as inequality, worsened after the interruption of face-to-face classes due to the COVID-19 pandemic. A deterioration in learning is expected. In reading comprehension, for example, the percentage of lower secondary school students who are unable to understand a text of moderate length would increase from 55% before the pandemic to 71%. That percentage would increase each month schools remain closed (Azevedo, Amer, Goldenberg, Syedah Aroob, & Geven, 2020).

Although evidence on the impacts of the pandemic is still scarce, it is estimated that the largest proportion of new dropouts will be concentrated among poor and vulnerable middle-class students and that the longer children and adolescents stay out of school, the greater the probability that they will not return. It is estimated that more than 3 million students in the region could permanently abandon their studies due to the pandemic.

In addition to the clear and direct damage in terms of abandonment and learning, the pandemic generated multiple damages in children and adolescents. As detailed in the UNICEF document “Averting a lost COVID generation” this population faces a triad of threats (UNICEF, 2020):

- The direct consequences of the disease itself (affecting their health and that of their loved ones, in many cases involving the death of close people);
- The consequences that the interruption had on essential services such as education, health and mental health care, nutrition, and child protection interventions;
- The global economic recession that has aggravated poverty and increased profound pre-existing inequalities and exclusion

As the period between 2020 and 2021 evidenced the deepening of existing inequities, also opened a window of opportunity to design a new school experience. The reflection built in recent years around the new educational scenarios, the greater understanding of learning and its dimensions, and the agreement between educational actors and civil society on the need to build a new educational paradigm reveal an adequate atmosphere to build necessary and urgent solutions.

CSOs can make a relevant contribution to the regional agenda based on their experiences that constitute a corpus that contributes to the knowledge of educational problems in the territory. Their work is a source of information that can contribute to the diagnosis of the educational system in the debate for a new educational agenda in the region.

# Diagnosis, strategies, and challenges of returning to face-to-face learning

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# 02





# Diagnosis on post-pandemic educational recovery and repair from the perspective of the CSOs

This section systematizes the reflections and perspectives of the organizations participating in the dialogues between CSOs. It is structured according to the two thematic axes worked on: I) post-pandemic educational recovery and repair, and II) the use of new technologies in education. Thus, the vision of the CSOs is presented in terms of diagnosis, implemented strategies, lessons learned and challenges.

## About the return to face-to-face learning

The CSOs participating in the dialogues represent several countries in the region and report differential situations in the return to face-to-face learning. In this way, it is possible to identify a regional map on the return to schools in which diverse realities coexist. In some countries, schools are mostly full face-to-face learning; in others, the hybrid modality is the one that predominates in the territory, while in other cases the schools work with reduced hours.

In 2022, with the start of the new school year (South American countries and Mexico) and the new semester (Central American countries), CSOs conduct their programs in a scenario of retreat from the pandemic that enables new forms of exchange with the recipients of the programs (managers, teachers, students) and an approach to their realities from a new perspective. A close post-pandemic perspective in which the effects of isolation coexist with the return to the new normality.

In this context, the organizations reveal a diagnosis of the process of returning to school characterized by both persistent and new problems that affect the return to face-to-face learning and effective access to the right to education. Below are the outstanding situations grouped according to actors: students, teachers, families, and schools.

- Two central aspects are considered as part of the diagnosis with regard to the students: the first linked to learning and the second to school dropout
  - In the first case, there is consensus regarding a complex situation of loss of learning opportunities and educational backwardness; widening and deepening the existing learning gaps prior to the pandemic (especially in Mathematics and Language content); and loss of habits related to the academic regimen. This occurs because of the years of pandemic that imply the loss of presence in schools and a remote educational continuity process that was conducted with significant limitations and gaps.

- Secondly, the challenge of school dropout and the urgency of establishing strategies for returning students to the classroom arises. An increase in the rate of school dropout and non-enrollment of students is identified.
- With regard to the teachers, a scenario of return to face-to-face learning is proposed in which situations related to the emotional dimension and the pedagogical organization that is built in the current school dynamics stand out.
  - The teachers are very tired and exhausted, emotionally stressed, and anxious. In some cases, there is fear of returning to face-to-face learning due to lack of vaccination in students.
  - On the other hand, there is evidence of a greater rotation and retirement of teachers that affects the formation of the functional plant, leading to a lack of personnel in schools.
  - In pedagogical terms, the organizations agree that the post-pandemic scenario is one of uncertainty and lack of consensus regarding pedagogical strategies to level learning, prioritize content, establish diagnostic evaluation strategies, and develop plans that respond to said educational diagnosis.
  - Some organizations raise the need for the innovative pedagogical solutions that emerged as a response to the pandemic not to be only temporary and not to return to the pre-pandemic status quo.
  - From a positive diagnostic perspective regarding the effects of isolation, the post-pandemic scenario has teachers with greater skills and digital capacities.
- In relation to families and the context of homes, the organizations express the occurrence of problems that influence the return of students to school. These situations are deepened in rural contexts in which young people, facing the closure of schools, return to occupy spaces of greater responsibility in homes:
  - The increase in child labor and the need for young people and adolescents to enter the labor market; helping girls and young people with household chores.
  - In addition, in general, and beyond the areas in which the schools are located, factors that affect the possibility of resuming ties with the school and are emerging from the post-pandemic social situation are added to the diagnosis:

- ⇒ Situations of adolescent pregnancy; socioemotional difficulties, consumption of psychoactive substances, gender violence;
  - ⇒ Increase in migration situations among the most vulnerable populations concentrated in transfers from rural to urban areas. Reference is also made to migration between countries in the region as an aspect to highlight that affects educational continuity;
  - ⇒ Identification of malnutrition problems in some areas and countries.
- Last but not least, the CSOs bring in their diagnosis the infrastructure conditions of the schools as aspects that delay the return of the students to the classrooms.
    - The organizations state that many schools do not have the basic services of water and electricity that allow a safe return of the students. Two years of closed establishments without maintenance have left schools in ruins and in a state of abandonment.
    - Access to connectivity and technological equipment in schools continues to be a problem. Equipment that remained in schools during remote education has deteriorated due to lockdown conditions and lack of maintenance and, in some cases, has become obsolete in digital technology.

## On the use of new technologies in education

In relation to the use of technologies in education in the scenario of gradual return to face-to-face learning, the organizations highlight the following.

- In the new scenario of gradual return to face-to-face learning, in relation to the students, the students return with a different relationship with technology. Before the pandemic, ICT devices were mainly used for recreation, for individual fun or with friends. With remote education, ICTs are concentrated in school and educational use and the CSOs point out that some of the young people are overloaded in this use.
- Some organizations state that, in relation to teachers and management teams, the use of technology in education is not a priority at this time of return to face-to-face learning. The management and teaching teams are focused on the return of students to school, the recovery of learning, relationship with families, diagnosis, and prioritization of content, but they do not yet focus on how they are incorporated, and they use technologies to address content and favor/recover learning, or in the development of pedagogical strategies that use



technology as a tool. It is not clear how the intensive use of technology will be sustained in the framework of the return to face-to-face learning.

- In relation to the pedagogical use of ICT, differential diagnoses are submitted. Some organizations state that certain teachers use technological tools as a substitute for pedagogical tools, using technology as an objective in itself and not as a means or tool in favor of learning (without incorporating them into the learning sequences in the classroom). On the other hand, others state that teachers have incorporated what they risk in the classroom in their pedagogical practices.
  
- In relation to the training of teachers in digital and technological skills, the need to remain with continuous training emerges as part of the diagnosis; however, this need occurs within the framework of a feeling of saturation of available tools by teachers and training offers that come from governments, organizations, and the private sector. Some organizations state that before this overwhelming offer, teachers do not see clearly how to build a training path in relation to digital skills; and despite the fact that the pandemic scenario favored the teaching approach to technology training, a certain reticence and difficulties are still observed in some teachers.
  
- In relation to ICT equipment in schools, the diagnosis is of great challenges, lack of availability of technological devices and connectivity in schools. This creates gaps between management sector and schools and makes it impossible to continue using technological tools in the return to face-to-face learning.
  - Some schools that had technological resources and devices in the pre-pandemic scenario, after two years of closure, find themselves in the situation that they have been disused and have become obsolete or unusable. In this sense, it becomes very difficult to sustain the installed technological capacity (pre-pandemic) in schools.



# Strategies for post-pandemic educational recovery and repair

## Strategies for returning to face-to-face learning

CSOs have conducted intense efforts during the pandemic and remote education stage and continue to do so in this new post-pandemic scenario. Many of its strategies in the territory are related to the different aspects mentioned in the diagnosis. In this way, practices related to the improvement of school infrastructure are identified, focused on socio-emotional aspects, initiatives aimed at the work of educational trajectories, creation of digital content for students, training offer for teachers, school outreach actions with the community and families, and compilation of good practices. Below is a systematization of the strategies developed by CSOs, grouped according to the issues they address.

### Student trajectory tracking generating early dropout alerts and tracking initiatives for students returning to school

- Nominal student information systems have been developed to identify and prevent situations of absenteeism and probable dropout (based on the information available to the school). This strategy required the generation of new information recording tools and training for management teams.
- Actions have also been developed to ensure that students remain connected with the school through an exercise of collecting information on the needs of students and a methodical process and closeness with families.
- Other organizations have designed campaigns aimed at families and society, in order to ensure that students who dropped out of school during the pandemic can resume their educational paths.

### Promotion of student learning through educational digital platforms and the generation of digital educational content

- We continue promoting learning adjusted to the needs of each student and adapted to their digital environment.
- In terms of digital educational content, some organizations are exploring alternatives to allow offline access and adapt digital educational platforms to different devices (mobile phones, tablets, etc.).
- Work has been done on the development of digital content to strengthen reading and Mathematics (with a STEM approach, an acronym for science,

technology, engineering, and mathematics) and reading recovery between 6 and 8 years old.

- Digital tools have also been created for learning diagnostic tests.

### **Approach to the socio-emotional dimension of students and teachers**

- Organizations familiar with the subject state that it is a need that emerges during the pandemic and must be sustained in the post-pandemic scenario.
- Socio-emotional skills workshops (such as self-control, growth mindset, social awareness) have been conducted for teachers, courses on effective practices for the socio-emotional approach, carrying out sequences to work on socio emotional skills in tutoring spaces, application of metrics for measuring socio emotional competencies, creating support content on these topics and training teachers on psycho-emotional aspects that provide tools to respond to situations of students.

### **Bring closer training spaces aimed at teachers**

- Many organizations have expanded their training offer to include digital and ICT skills.
- Spaces for pedagogical accompaniment, spaces for exchange and interaction between teachers and listening spaces have also been opened.

### **Sustain and strengthen the relationship between the school, community, and families**

- Organizations that include educational sites in their programs have incorporated a space aimed at families in this tool.
- In the cases of organizations that mention difficulties in key aspects for the return to face-to-face schooling, strategies that actively involve those responsible for the households are proposed:
  - ⇒ Projects that involve the community in the development of improvements in school infrastructure by contributing their labor and knowledge (on electricity, carpentry, etc.).
  - ⇒ Academic tutoring projects to transfer skills and socialize teaching know how to the community and families that have taken on the teaching role during the pandemic.

### **Contribute to the improvement of school infrastructure and its equipment so that they can be safe spaces for students in this stage of returning to face-to-face learning**

- In terms of school infrastructure, the organizations have collaborated in the diagnosis of the state of the schools; they have contributed funds to improve building conditions, specifically to provide access to basic services such as water, septic tank, electricity and thus guarantee the minimum conditions for face-to-face learning (also cleaning, painting, etc.).
- In terms of equipment, the organizations have conducted actions that include delivery of data kits thus students have an Internet connection, delivery of notebooks and mobiles to students, creation of digital spaces in schools, donation of equipment for rural schools and delivery of digital tools and devices.

## **Strategies for the use of new technologies in education**

The strategies of organizations related to the use of new technologies have had schools, students, and teachers as their main recipients. They have focused on providing resources (material and immaterial) to these stakeholders and providing support facilitating the return to face-to-face learning and the continuity of the use of technology in the new stage.

### **Strategies directed at schools:**

- They have consisted of providing technological resources such as Zoom accounts, tablets for children, the creation of virtual classrooms in schools, equipped with devices and connectivity; delivery of laptops to teachers, interactive whiteboards for classrooms. Some organizations have focused on equipment and connectivity in rural and remote areas as priority areas for intervention.

### **Strategies aimed at students:**

- Virtual tutorials that in the pre-pandemic scenario were conducted face-to-face. In this new stage of return to face-to-face learning, tutorials with a hybrid scheme are developed, since virtuality has allowed reaching more students, increasing the frequency of meetings with students, being more

present in the accompaniment. This strategy has also allowed working together with students from different areas and exchange between students from different realities.

- Creation of *on-line* and *off-line* content on specific topics such as computational thinking and artificial intelligence.
- Support for students in the incorporation of technologies as tools for their learning and in relation to issues such as protection in the virtual world (cyberbullying, harassment), rules of behavior on the Internet.

#### Strategies aimed at teachers:

- This is continuous training in the use of technology (specific practices of use and appropriation) and digital literacy; mentorships for teachers with systematic and sustained accompaniment, with the aim of transferring and installing skills (conducted in a hybrid virtual-face-to-face way). In many cases, this training focuses on the development of skills and the application of technologies in the classroom (a didactic-pedagogical approach to the use of new technologies).
- The organizations have innovated formats, in which these trainings are offered, venturing into the form of content capsules distributed by *WhatsApp* (micro-learning).
- Curation of contents related to the educational use of technologies systematized in platforms/repositories with online access for consultation by teaching teams. Systematization of good practices in the use of technology in the classrooms (provided by the teachers) and published in a research and dissemination document.

#### Strategies aimed at educational governments:

- Some organizations (as in the case of Peru) have deployed capacity transfer strategies to educational authorities for the development of their own online education proposals, collaborating with the development of a training route.



# Challenges and learning about post pandemic educational recovery and repair

## The challenges and lessons learned from the return to face-to-face learning from the perspective of CSOs

The post-pandemic scenario poses a series of challenges for education in the region that are closely related to the diagnosis submitted. They are specified below:

### In relation to the students:

- How to reduce the learning gap between the students who during the pandemic were able to have an effective pedagogical continuity and those who disassociated themselves or even, having had a connection with the school, did not have an accompaniment in terms of strengthening previous knowledge and incorporating new capacities and contents of the current year (in many schools, working remotely involved only contact via social networks).
- ⇒ Before an increase in learning gaps in the classroom, the question also arises as to whether a single teacher can put into practice pedagogical strategies that contemplate this diversity in large groups of students per classroom.

### How to reduce the learning gap derived from an unequal return to face-to-face learning.

- ⇒ In some countries, private schools have returned to the face-to-face modality with a one- or two-year advantage over state schools. The delay in returning to face-to-face learning in schools whose students have had greater difficulties in effective pedagogical continuity in remote mode deepens learning gaps and inequality.
- The need to think about search and return strategies for the students to school in response to the problem of student dropout observed during the pandemic.
- In terms of digital skills, their introduction as part of the curriculum in a transversal way and multidisciplinary, as well as the incorporation of aspects of digital citizenship. The challenge of creating digital skills standards is mentioned related to this integration.

### In relation to the teachers:

- How to measure the socio-emotional impact that the pandemic has generated on students, but also on teachers and managers and, in relation to this point, how to provide teachers with tools to address the socio-emotional dimension in the classroom:
  - ⇒ The role of the teacher continues to demand skills that exceed the pedagogical-curricular. Before the various emerging socio-emotional problems during the pandemic, when students return to the classroom, teachers are challenged with problems that have worsened such as violence, depression, child labor, malnutrition, migration, among others.
- How to accompany the management of uncertainty in educational terms, the need to establish a clear framework of pedagogical strategies that allow the development of actions to address the exacerbated learning gaps and on the return of students to schools.
- How to accompany teachers to develop active, innovative work strategies related to the technological mediation that they have acquired in the pandemic scenario (innovative strategies in pedagogical terms and relationships with students and families). How to prevent these modalities from being lost in a possible return to the status quo prior to the pandemic.
- In relation to the previous item, the pedagogical-didactic use of new technologies continues to be a challenge for teachers. This implies moving from the use of technology as a means of communication (extended use during the pandemic) to an appropriation and integration of technological tools in the teaching-learning process. Likewise, the challenge of incorporating this axis into initial teacher training programs and not restricting it only to continuous training is mentioned.

### In relation to schools:

- It is a challenge to recreate the school in this return to face-to-face learning that the students return to a different school from the one they left with the pandemic, a school that incorporates the learning from the pandemic.
- The development of the school infrastructure, after two years of lack of maintenance and/or due to infrastructure problems prior to the pandemic. This implies giving all schools access to basic services such as water, electricity, and heating, as well as providing technology equipment and Internet access.

- In relation to the previous item, the differences in access to connectivity and ICT tools implied a significant learning gap during the pandemic that continues in the new scenario. Additionally, the technological equipment of schools (with special emphasis on connectivity) is a great challenge with the return of students to the classroom and an important issue to address in order to reduce the digital gap.
- The sources of financing for improvements to the general infrastructure and linked to new technologies is another great challenge that requires observing the diversification of financing sources, public-private partnerships.
- The CSOs express the challenge that implies that the use of ICTs is not lost, both in the classrooms with the students, as well as in the routes and training proposals for teachers. That the involvement of technology in the educational process does not go back, an aspect gained from the pandemic scenario. That technology is a tool to favor the recovery of learning in the scenario of return to face-to-face learning.

#### In relation to alliances between sectors for education:

- Just as the improvement in articulation with local governments has been identified, joint work between CSOs and national or central governments is presented as a challenge. Identify what kind of contributions CSOs can bring to this level of government.
- Maintain the financing of initiatives and programs that have been successful in the most acute moments of the pandemic; achieve continuity of these experiences in the post-pandemic scenario.

To conclude, the organizations have reflected on **the learning that the pandemic and post pandemic scenario have left in relation to the possibility of educational repair and recovery and with the resignification of the use, access, and preparation/training on new technologies with the return to face-to-face education.** They refer to the value of comprehensive and coordinated interventions between organizations and governments, the role of families in educational processes and the positive aspects that virtuality and the use of technology have contributed.

- A first lesson learned by CSOs is that, in order to achieve post-pandemic educational recovery and repair, it is necessary to consider the comprehensiveness of the interventions developed. This implies cross-cutting



work on educational issues (learning, content, digital skills) and also psychosocial components, health, food assistance, school infrastructure. The articulation of organizations with governments is presented as an opportunity to contribute to a non-fragmented intervention.

- The remote education period showed that the link with families has been key and continues to be key to getting students back to the classroom and narrowing the learning gaps. Families have had (and should continue to have) an active role in the comprehensive development of their children. The technology channeled a more fluid communication between the school and the families, becoming a means for the school to be more convening in terms of students and families.
- The socio-emotional dimension and its approach in the school goes from being an option to contemplate in the work with directors, teachers, and students to a necessity.
- Virtuality allowed for more fluid communication and the generation of joint workspaces between teachers and management teams. In the pre-pandemic scenario, it became more difficult to have these common spaces (especially in secondary school, which due to the dynamics of the level made coordination between teachers and management teams more difficult). This new model of closer collaboration from the institutional level to think of innovative strategies in front of a difficult scenario is a great lesson that is transferred to the post-pandemic scenario.
- The use of technologies in the educational and pedagogical field is here to stay; technology is and will be a resource for students and teachers to continue learning and training. However, the human factor and the face-to-face relationship is also essential to ensure the learning of the students.
- In the integration of technologies, CSOs highlight the importance of contemplating a multidisciplinary use of digital technologies in education. Before the pandemic, technology occupied the role of a subject or discipline in the educational system, circumscribed to “computer science” in most schools. The interdisciplinary experiences during the remote school and the promotion of technological and digital skills were installed transversally in the proposal as a tool in favor of learning.
- The pandemic situation favored an interest and appreciation of continuous training in ICT for teachers by educational governments and teachers themselves. The need to develop digital skills favored an approach between teachers and technology that would not have occurred in any other circumstance.

- Access to connectivity and technological devices as a fundamental aspect to access the right to education. This was especially true in the pandemic scenario, where the access gaps translated into a deepening of the learning gaps, but it is certainly also true in the new scenario of return to face-to-face learning, as the technological gap in schools (and not only from the homes of the students) is very large between regions and according to the management sector.
- Education can be multi-modal. The virtual and face-to-face modalities of education do not have to be exclusive. Training for teachers, for example, which before the pandemic was mostly face-to-face, which was online during the pandemic and which in this new scenario is hybrid, is a good example of this. The tutoring and accompaniment for students that some organizations develop are also being conducted online, even with the return of face-to-face classes, taking advantage of the possibility of reaching a greater number of students, overcoming geographical barriers, and increasing the frequency of meetings.

# The articulation of CSOs with educational governments

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The organizations agree in pointing out that the years of the pandemic fostered collaboration with educational governments and that, prior to this, there were fewer pre-established communication channels. Likewise, the CSOs state that in their programs in the territory, coordination with local, federal, provincial, or regional governments has been more frequent and viable compared to working with national or central governments, levels with which it is necessary to continue building the sense of articulation.

The articulations with educational governments have taken various forms with different levels of participation. In some cases, it involves participation in dialogue tables, in which organizations and local governments participate. In other cases, the diagnostic and systematization studies developed in the territory approach the Ministries of Education as inputs for educational policy. It is noteworthy that, in coordination with central governments, CSOs have followed the general guidelines and goals, have contributed content to the virtual platforms implemented by governments and have collaborated based on the approach of shared diagnoses.

In other cases, participation in the execution of actions in the territory in collaboration with governments stands out. In this sense, there are interesting networking experiences such as the Education Cluster program in Ecuador, which calls on various organizations to contribute to public policy on issues related to each Ministry (activities of the State in alliance with organizations). Also, the model of public-private collaboration with distribution of clear responsibilities and shared management of teacher training in Peru (case of Cajamarca) can be mentioned.





Below, two experiences of programs implemented by CSOs that were shared at the dialogue tables are detailed. Each of them gives an account of the strategies developed to address two central educational problems in the context of returning to face-to-face learning: school trajectories and teacher training. In both cases, intersectoral articulation is a key factor that makes implementation feasible while harmonizing strategies with local educational policies.

E



## Accompanying schools.

### *Fundación Cimientos. Argentina.*

Proposal for training and advice to strengthen the institutional capacities of state-managed secondary schools to accompany the school trajectories of their students. It includes the work on the use of the information available in institutional records (lists, minutes, surveys, information systems in the jurisdictions where this exists) for the planning and monitoring of strategies to accompany trajectories among its contents.

- i. Actors involved: The Cimientos team (with the support of their donors (in this case the Tinker Foundation) together with the school teams actively participate in the proposal of the technical teams of the provincial Ministries of Education (in 2021 the province of Corrientes, and in 2022, the province of Tucumán in Argentina, as well as the Education Training Council of Uruguay) thus guaranteeing the

articulation of the proposal with jurisdictional policy, support through district inspection/supervision and the institutional significance of its impact.

- ii. Motivation: Although the interest in strengthening the strategies of secondary schools to sustain the trajectories of their students dates back more than fifteen years in a large part of regional educational policies, the pandemic accelerated the processes of exclusion. The inequalities that continue to accentuate reinforced the urgency to attend in a unique way to the school experience of each student, through a comprehensive look at their trajectories and the development of socio-emotional skills of adolescents to face their current challenges and sustain the construction of a life project in which the completion of the secondary level is a goal to achieve that provides them with significant learning for their future.
- iii. Progress and aspects to highlight: In 2021, 120 referents from 45 schools from 9 jurisdictions in Argentina (for a total of 17,000 students) and 45 teachers under training in Uruguay. The participating schools managed to systematize an "institutional project to support school trajectories", which consolidates the strategies that the schools already deploy, identifying their opportunities for improvement (for example, capitalizing on opportunities to develop the socio-emotional skills of students and educators), and the new devices that could make possible to respond to the needs of their students to promote continuous and complete trajectories in the framework of the complex context of each institution and its educational community.

[Access link here.](#)





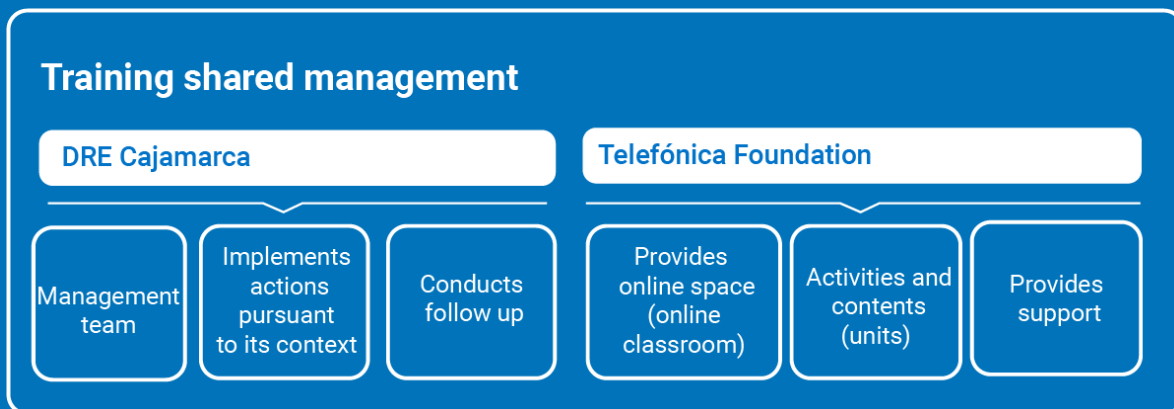
## Models of shared management of teacher training

### *Fundación Telefónica. Peru*

Proposal that is conducted under the leadership and responsibility of the government and the existence of a regional educational policy that responds to the specific characteristics of the region is added. Thus, the regional conduction of the SER Program (Training Program for Teachers in Service promoted by the region of Cajamarca) is not only due to the leadership of the directors of the region, but to strategies that seek to solve public problems of the region.

i. Stakeholders involved: Fundación Telefónica Movistar (responsible for deploying the Profuturo program in Peru) and the Cajamarca Regional

Directorate of Education. This relationship constitutes a change and progress in the relationship between the State and the private sector in education; of relationships where the private sector usually becomes an ally that offers inputs or provides services where the State is not present, or a donor that provides economic resources or goods. It has moved to a relationship where shared responsibilities are defined to provide a service to the population. This shared management is reflected in the definition of the responsibilities that are reflected in the following frame:



- ii. Motivation: The role of the Foundation changes with respect to its natural form of intervention. On the one hand, although it offers its activities and content in digital skills, it no longer provides training to teachers, since this is assumed by the regional government, with which its role is to provide technical assistance based on its expertise in the integration of ICTs in education. On the other hand, regarding the online classroom space, which houses not only the content prepared for the courses but also the entire training platform of the program, in a situation in which the DREC did not have the technological conditions to have its own platform with the functionality levels offered by the Foundation.
- iii. Progress and highlights: During 2020 and 2021, 16,498 teachers were enrolled in the Digital Skills module, of which 10,710 achieved certifications.

[Access link here.](#)



# Conclusions

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# 03







## Contributions within the framework of the dialogue with CSOs

The dialogues between the CSOs were a space for exchange that sought to collect the perspective of the organizations of the region on two issues that need to be addressed in a new regional educational agenda.

Post-pandemic educational reconstruction and the use of new technologies in education were approached from the point of view of organizations that collaborate with stakeholders, communities, and authorities and that conduct actions with the aim of working around problems that affect the exercise of the right to education, especially in the most vulnerable populations.

The dialogues were held in a regional context of gradual return to face-to-face learning. After two years of remote schooling in which Latin America and the Caribbean had the highest number of days where schools were closed, the countries of the region are in a process of school reopening that entails significant challenges for education systems. In this context, in which the evidence on the effects of the pandemic on education is incipient, the experiences constitute a valuable source of information. Knowing how schools go through their opening allows us to understand how problems are reconfigured in the territory and what new challenges schools face in this new return.

In their work with school communities, CSOs bring these early visions of reopening closer together. Visions that can provide a differential perspective in the exchange on a new regional educational agenda.

As a starting point, the systematization of the dialogues makes it possible to identify the diversity of situations that coexist in the return to face-to-face learning. In the countries and within each territory, situations of full face-to-face learning, hybrid schooling and, in some cases, support for remote schooling coexist, creating a scenario of increasing complexity in its approach.

The diagnosis provided by the CSOs shows the presence in the schools of pre-existing social and pedagogical issues that have been deepened in the period of remote schooling, to which new situations resulting from the two years without face-to-face learning together with a certain setback of achievements in recent decades are added.

The loss of learning opportunities, educational backwardness, and the presence of situations of non-return to school are two axes of problems that most CSOs identify in the current school educational landscape.

Related to them, the CSOs identify a possible retraction in the basic educational rights achieved in recent decades, such as the notable expansion of enrollment in the different educational levels. Especially, in the most vulnerable populations and in rural areas, with the interruption of essential services such as education and child protection interventions together with a global economic recession that has aggravated poverty, CSOs identify situations of child labor, early entry into the labor market and increased responsibilities of girls and young women in domestic tasks that impact their return to school. International and internal migrations from the countryside to the city are also mentioned as situations with a greater presence in the current school reality. All of them can impact the trajectories of the students, who once again see themselves restricted and threatened in the face of the urgency of subsistence.

In the school environment, unusual situations are identified, although expected after two years without face-to-face school. The lack of habits related to the academic regimen in the students, especially at the primary level, adds to the aspects to be addressed by the management teams and teachers. On the other hand, among young people, emotional difficulties coexist with problems related to the increase in violence, gender violence and the consumption of psychoactive substances.

This group of students is received by teams that have also been personally and professionally affected by two years of a new construction of school dynamics. The diagnosis conducted by the CSOs according to their current work experience identifies tiredness and exhaustion, emotional stress, and anxiety in teachers. Likewise, as a current situation in several countries, schools with a shortage of teachers are identified due to the drop out of teachers from their activity in the school and retirement. Also, in some cases the fear that persists in the return to face-to-face learning due to lack of vaccination in the entire school population is mentioned.

In this singular return to face-to-face learning, CSOs express as a difficulty the lack of consensus on the pedagogical strategies to be deployed and of guidelines to accompany the immersion in the academic regimen of students who must rebuild school habits. Likewise, at the pedagogical level, a retraction that makes a difference with the approaches deployed in distance schooling is identified. The CSOs identify that the use of technologies in education has lost priority with the return to face-to-face learning compared to the urgencies related to the return of students to school, the relationship with families, the diagnosis and prioritization of contents. Even so, it is stated that digital technologies in education are here to stay, although their integration may be limited due to infrastructure constraints and the technological floor for the effective operation of digital technology. Lack of technological devices and connectivity in schools, as well as the deterioration of conditions and equipment after two years of closure, are presented as factors that affect the use of technological tools in the return to face-to-face learning.

In this scenario, CSOs have deployed strategies in the territory to address the problems identified through the implementation of their educational programs. Among the contributions that they conduct, it is possible to group them into three main lines:

- 1 Strategies related to the improvement of the general conditions of schools in the return to face-to-face learning;
- 2 Accompaniment strategies for students and teachers when they return to school;
- 3 Strategies related to the development of diagnoses and generation of tools that accompany the prioritization and direction of actions in the gradual return to face-to-face learning.

Regarding the first, CSOs make contributions in different lines to favor the general improvement of schools to guarantee the minimum conditions for face-to-face learning and involve the collective work of the community in this action. It is worth mentioning here the updating of ICT equipment (online classrooms in schools equipped with devices and connectivity, delivery of *laptops* to teachers, interactive whiteboards for classrooms) and, in this development, the focus on rural and remote areas as priority areas of intervention. Also, the management of basic infrastructure improvements in which the school community is involved, contributing their labor and knowledge (electricity, carpentry, among others). Finally, it is worth mentioning a relevant contribution that CSOs highlight as a difficulty in returning. We refer to the shortage of teachers in schools mentioned by some of them. In this line, a contribution by CSOs as a measure to mitigate this decrease in the short term is the development of academic tutoring projects to transfer skills and socialize knowing how to be a teacher to the community and the families that have taken on the teaching role during the pandemic.

In relation to the second item, CSOs are developing actions to accompany teachers in the return to face-to-face teaching, promoting strategies that favor the exchange of experiences, networking, and the construction of collective learning. It is worth mentioning the continuous training in the use of technology (specific practices of use and appropriation) and digital literacy, the curation of contents related to the educational use of technologies, (systematized in platforms/repositories with virtual access for consultation by teaching teams) and the systematization of good practices in the use of technology in the classroom provided by the teachers. On the other hand, and in response to the need to continue addressing the socio-emotional dimension in relation to students and teaching teams, the CSOs develop workshops for teachers (self-control skills, growth mindset, social awareness) and provide tools through courses on effective practices for the socio-emotional approach, conducting sequences to work socio-emotional skills in tutoring spaces and application of metrics for measuring socio-emotional skills.

In relation to accompanying students, CSOs are developing actions that facilitate and support the return to face-to-face learning. Among the contributions that they conduct, it is worth mentioning adaptations so that ICT tools continue to consolidate as an educational resource in this stage of returning to school. In this way, contributions are identified as adjustments to ICT tools that allow students to access educational content offline, as well as the adaptation of digital educational platforms to different devices such as mobile phones and the development of digital content for the strengthening of reading and Mathematics. On the other hand, online tutorials, which during the remote school were consolidated as an exchange strategy with students, are sustained by facilitating dialogue between students from different areas and realities and favoring an exchange that supports the return to school. Likewise, with the aim of making the general population aware of the importance of returning to face-to-face schooling, CSOs conduct campaigns aimed at families and society, in order to ensure that students who dropped out of school during the pandemic can resume their educational trajectories.

Finally, it is worth highlighting the development of actions for the generation of diagnoses that guide the definition of action priorities, both at the school level and at the student level (gathering of information on the needs of the students as a means of diagnoses on the conditions linked to the return to face-to-face learning and the diagnosis of the status of schools), as well as the generation of tools that accompany the approach to problems related to this period of return to face-to-face learning (recording of nominal information of students and training for management teams to monitor students to identify and prevent situations of absenteeism and probable abandonment).

In the development of the lines of action submitted here, the CSOs highlight the opportunity that this period has meant for the expansion of joint work with especially local educational authorities. In this way, several of the aforementioned actions are conducted in a joint effort that manages to unite wills in pursuit of the promotion of the right to education in the current context.

The return to face-to-face learning in schools exposes growing complexities that coexist with opportunities and learning built in two years of construction of an alternative schooling. This new scenario brings complex and diverse challenges to educational governments in their mission to guarantee the right to quality education for all children and young people.

The construction of an innovative, flexible, and collaborative educational agenda is a necessity in the face of the urgencies that work in the territory reveals. This regional and plural agenda will be effective to the extent that it is informed by the evidence built at the national and regional levels, nurtured by the various studies developed during the pandemic, anchored in the experience developed based on territory, dynamic and flexible before emerging and focused on reaching the most disadvantaged spaces and groups.

The dialogues between the CSOs sought to be a space for the construction of contributions based on the actions and learning achieved during the interventions conducted by an organization group from the region with the incipient return to face-to-face learning school. These contributions are expected to collaborate in the spaces of exchange and construction of a new inter-American educational agenda.

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