

REINVESTING ^{IN} EDUCATION IN THE AMERICAS

SKILLS
EDUCATION 4.0
REINVESTMENT
HYBRID EDUCATION
TRANSFORMATION
DIGITAL

2021 REPORT

EDUCATION DIVISION
SOCIAL SECTOR



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Introduction

The arrival of coronavirus severely challenged education systems. Latin American and Caribbean countries rapidly closed their schools and implemented emergency distance education interventions. The region's students suddenly found themselves doing classes from home in a wide range of situations: some with an internet connection and others without access; some with sufficient space and resources and others not, with differences in the availability of devices; some with parents with time to support them and many others not, because their parents had to work.

At the IDB, we are accompanying the region's countries on their road to the safe reopening of schools and in-person and hybrid teaching. All our efforts focus on **Vision 2025: "Reinvest in the Americas"** an integral plan for Latin America and the Caribbean whose main purpose is to foster opportunities for sustainable growth for all. We have put an educational emergency response package at countries' disposal. Offering rapid approval and disbursement, it is accompanied by concrete tools to permit a safe physical return to school and the recovery of learning. At the same time, we are continuing to support countries in their educational transformation to achieve education systems on a par with the needs of the generations of the 21st century. An estimated US\$23,000 million is required to enable the region to reopen schools safely and recover learning as well as US\$221,000 million to achieve the education sector's transformation. Discontinuity of in-person schooling has not only educational and social effects, but will also impact the economy as a whole: according to an IDB education study to be released in 2022, the loss of learning will translate into a 17% loss of GDP for the region's countries.



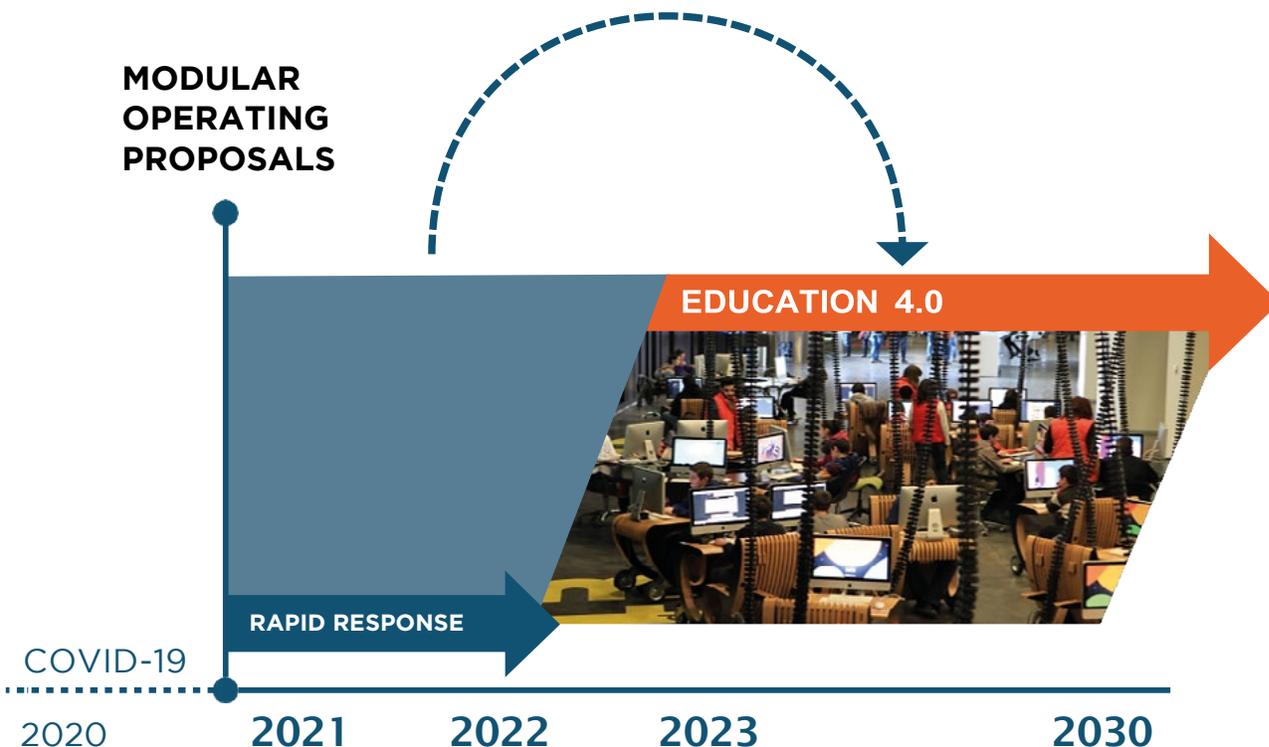
IDB Education Division

The Inter-American Development Bank supports the countries of Latin America and the Caribbean in promoting effective teaching and learning for all the region's children and young people. We have a group of experts in education based around the region who pursue five main lines of action with the goal of fostering the development of skills and lifelong learning as a strategy to ensure that children and young people can contribute productively to society, improve their well-being and be good citizens.

Lines of action:

1. Ensure access to relevant, high-quality learning opportunities throughout life.
2. Strengthen quality and relevance assurance mechanisms and promote continuous improvement of learning opportunities.
3. Consolidate and develop funding and co-funding mechanisms to improve the efficiency, effectiveness and coverage of skills development opportunities.
4. Leverage the use of technology to expand equitable access to learning opportunities and improve the efficiency of systems.
5. Actively promote the generation and use of evidence to inform decisions on skills development.

[Discover more in the IDB's Skills Development Sector Framework.](#)



Education in figures

On education, the Bank has combined the financing of emergency response solutions, designed to address the pandemic's short-term effects, with structural reforms to support the transformation of the region's education sector. In 2021, we provided US\$195 million in loans and more than US\$10 million in grants to support the reopening of schools through essential supplies and sanitary conditions, school meal programs, tuition waivers, high and low-technology distance education programs, assessment of learning losses accompanied by teacher training and tools to accelerate learning, tutoring programs and early warning systems to protect educational pathways, socio-emotional support and hybrid learning programs and the sector's digitization. Working together with the Coalition's private-sector partners, we identified high-impact interventions that are being implemented at the regional level and mobilized US\$6.5 million in grant resources from external donors.

Traditional financing:

Portfolio of active operations and technical cooperation

1,800 MILLION IN ACTIVE PORTFOLIO

33 MILLION IN TECHNICAL COOPERATION

Loans

30 PROJECTS UNDER IMPLEMENTATION

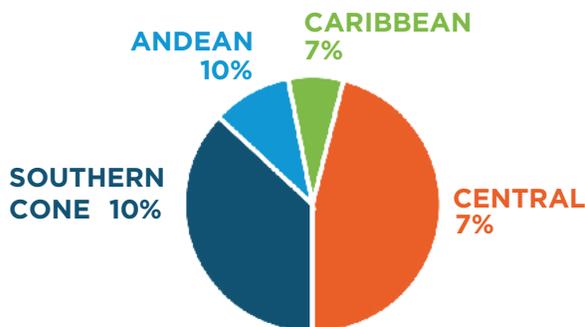
TOTAL: US\$2,080 MILLION

DISBURSED

55%

TOTAL: US\$1,140 MILLION

% ACTIVE OPERATIONS BY REGION



Technical cooperation

100 Technical cooperation initiatives implementation
US\$34.2 million

18 Technical cooperation implemented by third parties
US\$8.1 million

82 Technical cooperation implemented by IDB
US\$26.1 million

Loans approved 2021

 **Brazil**
US\$91 million

 **Haiti**
US\$50 million

 **Panama**
US\$50 million

 **Uruguay**
US\$40 million

Development of solutions: modular proposals

Rapid response to the emergency

The support we propose is a response to the emergency, with an emphasis on inclusion, quality and equity, and comprises some six modules of action: Educational recovery.

SAFE INFRASTRUCTURE AND SANITARY CONDITIONS

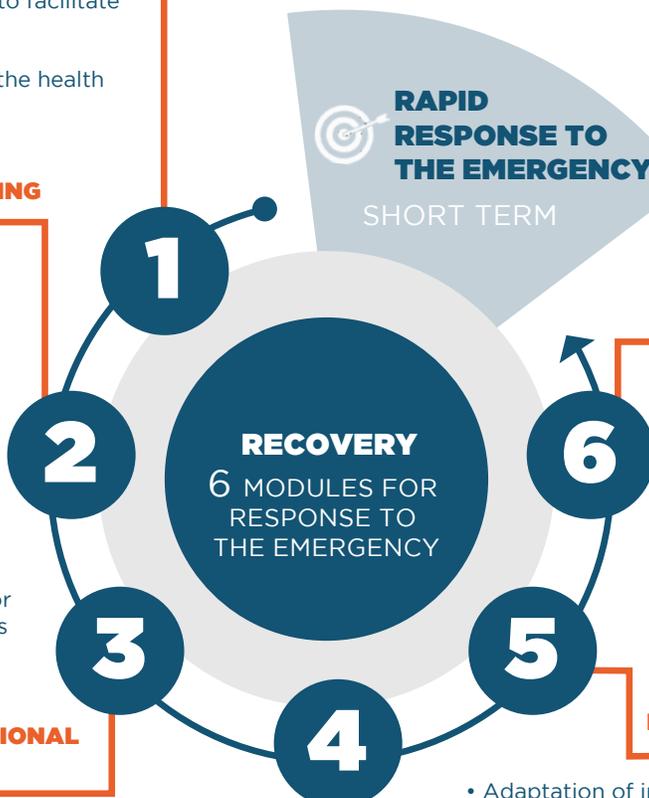
- Supplies for cleaning and disinfection of schools
- Adaptation of infrastructure to facilitate cleaning
- Expansion and adaptation of infrastructure to comply with the health protocol (distancing)

DEVELOPMENT OF LEARNING

- Detection of learning losses and gaps
- Prioritization in learning (minimum content)
- Tools for remedial learning
- Teaching training in effective pedagogical methods
- Awareness building and support for parents to accompany learning
- Acompañamiento y sensibilización de padres para acompañar aprendizajes
- Psycho-emotional support for teachers, students and families

PROTECTION OF EDUCATIONAL PATHWAYS

- Early identification and monitoring of students at risk of dropout
- Flexible modalities
- Economic support (transfers, tuition waivers, scholarships)
- Safe school environments



MANAGEMENT OF EDUCATION

- Use of data in centers for monitoring and responding to the health emergency
- Health protocols and for communication with families
- Contingency plan for emergencies

DIGITAL EDUCATION

- Adaptation of infrastructure and furniture
- Digital devices and resources
- Connectivity
- Platforms with content
- Training and support for teachers
- Low-tech options for isolated and vulnerable communities
- Monitoring and technical support

SCHOOL MEALS

- Direct supply of meals to schools
- Provision of food to families
- Provision of vouchers/transfers

Spotlight on initiatives and projects for educational recovery

Measurement of learning losses

The Bank is seeking to quantify the learning losses caused by COVID-19. The evidence from the few countries in the region that have carried out standardized tests underline two clear facts:

1. The only study to use causal analysis found large learning losses.
2. The pandemic's effect on the region's families was such that many students did not participate in the exams that took place in 2020.

Countries like Chile, Brazil, Peru and Mexico suspended exams during the pandemic. This simple fact has made it impossible to observe the pandemic's effects in many countries in the region. One key measurement that took place in São Paulo estimated a learning loss of close to 90%. In the other countries, a large drop in the students evaluated was observed. These losses are not confined to the lower part of the learning distribution but are also seen in the upper part. This is evident in both Colombia and Jamaica where student losses in the lower part of the distribution may be due to the pandemic's economic impact, while those in the upper part may reflect strategic behavior on students' part in response to changes in university admissions processes.

Tutoring with low-cost technology

Remote tutoring is among the most cost-effective interventions for the accelerated recovery of learning. That is why we have forged alliances with researchers and implementing partners to develop a regional project to mitigate fundamental learning losses in mathematics. So far, six jurisdictions have confirmed their participation in a randomized controlled trial to assess the impact of an intervention based on sending weekly text messages accompanied by personalized tutoring by telephone. This approach has shown proven results in other latitudes (an average 0.12 SD improvement in mathematics performance) and has numerous advantages in terms of accessibility and cost-effectiveness. Implementation of the pilots will begin with the resumption of school activities in 2022 and, if shown to be effective, could serve as the basis for a regional learning recovery and acceleration agenda.



Protection of educational pathways

The protection of educational pathways is a priority that has acquired even more importance as a result of the pandemic, which has significantly aggravated exclusion risk, particularly among secondary students. The IDB has developed a conceptual framework for strengthening Pathway Protection Systems. It has served as the basis for a loan in Uruguay to incorporate large-scale artificial intelligence solutions for the timely identification of students at risk of exclusion. We have also established a Regional Public Good with the participation of ten Mesoamerican countries for the exchange of best practices and the development of a prototype to strengthen pathway protection through early warning systems and flexible skills.

Development of learning

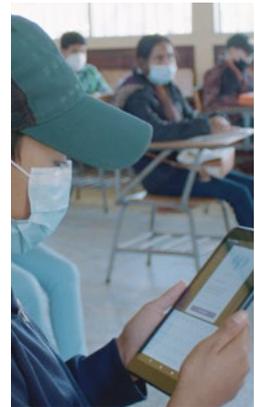
To expand coverage in areas of Honduras where no traditional educational services are available for the third cycle of primary education (7th, 8th and 9th grades), we sealed an agreement with the Honduran Institute of Radio Education (IHER), the Education Secretariat (SEDUC) and the Honduran Strategic Agency for Productive, Environmental and Social Projects (AEPAS-H) to provide flexible learning modalities for these young people. The evidence indicates that, under this modality, students perform above the national average in standardized Spanish and mathematics tests. In addition, students in the program have lower dropout rates (1.65% vs. 3.28%), but higher repetition rates (2.02% vs. 0%) when compared to those attended directly by SEDUC.

Safe and sanitary infrastructure

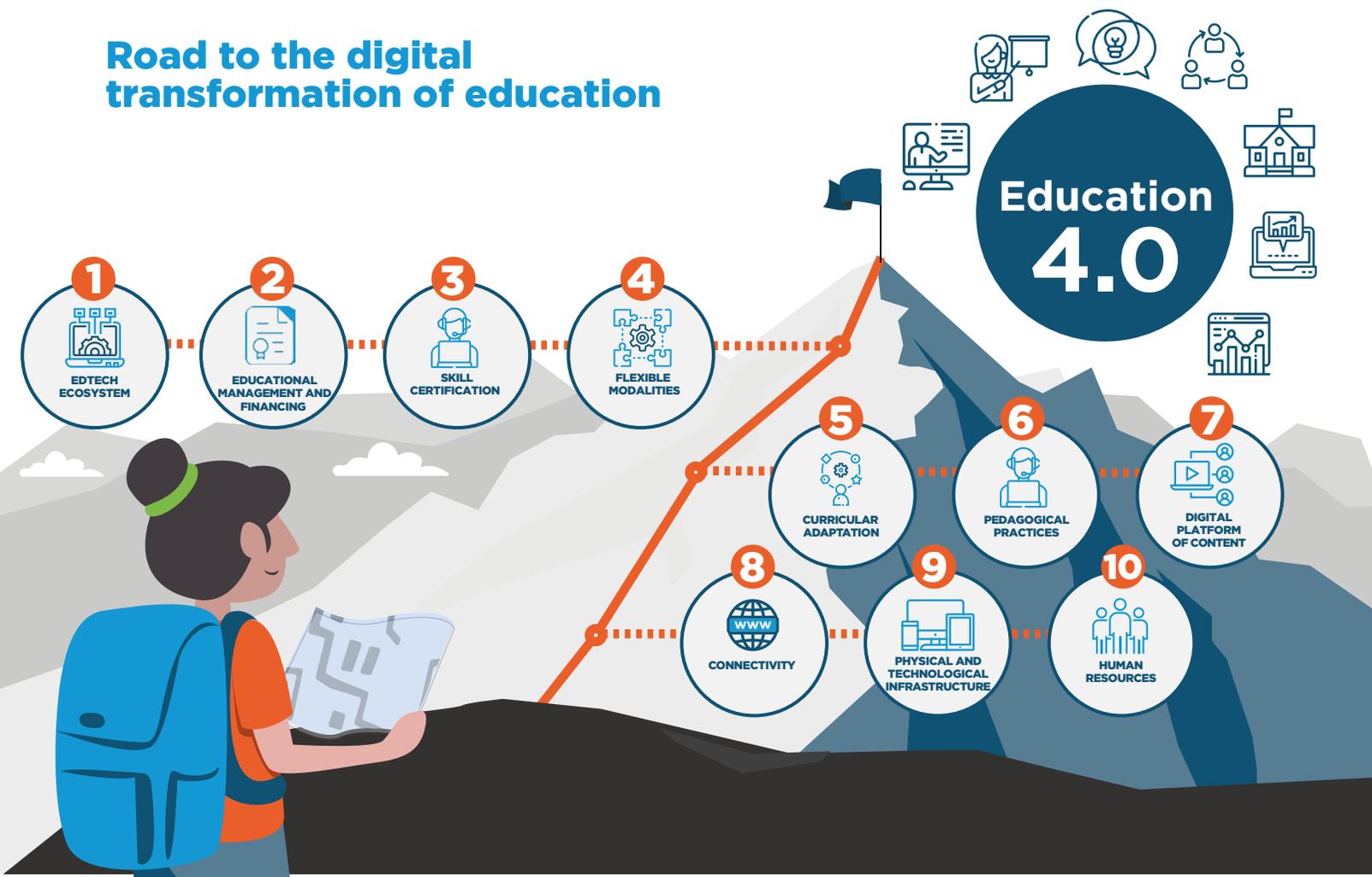
When considering the reopening of schools in the context of a pandemic, several key sanitary criteria must be borne in mind to allow students and teachers to return to class safely: ensuring social distancing, keeping schools clean and disinfected, ensuring that students and teachers come to school healthy and remain so, and providing access to washbasins. In Argentina, in the framework of the IV Educational Improvement Program (AR-L1118), schools received transfers to purchase hygiene and cleaning supplies, repair infrastructure to improve access to water (e.g. the installation of water pumps, raised water storage tanks and cisterns, treatment system) and to implement campaigns to raise awareness of the importance of keeping spaces clean and disinfected.

School meal program

To support and expand the Haitian government's response to the COVID-19 crisis and, in particular, food insecurity, the IDB approved the Social Protection Networks Program for Vulnerable People Affected by Coronavirus in 2021. This program finances the expansion of the school meal program, which benefits 100,000 primary-age children who live in areas of great food insecurity, providing them with a morning snack and a hot lunch with approximately 1,200 kilocalories per child per day.



Road to the digital transformation of education



We want to move towards student-centered education based on personalized, relevant and attractive learning, with teachers who use innovative pedagogical practices to promote learning, the use of digital technologies to accelerate and amplify learning, and the use of different times, spaces and teaching formats to multiply interaction between students and teachers, with pedagogical consistency. This high-quality, more inclusive and more flexible education that responds to the needs of the 21st century is what we refer to as Education 4.0.

How do we start to build **Education 4.0**?

Through education systems that focus on learning that is relevant for the students, with personalized, flexible educational pathways and motivating and safe environments that provide a real opportunity for all students; and by promoting a digital transformation of education that maximizes the use of technology to generate quality and equity in learning processes. To ensure that this **Education 4.0** does not reproduce the past inequalities of our education systems, it is vital to guarantee that all students have access to basic digital conditions, and to build policy frameworks that promote not only better quality, but also greater equity.

Spotlight on initiatives and projects for the transformation of education

Efficiency, equity and quality of spending

The crisis caused by the pandemic and the imminent reduction of investment in education call for improvements in the allocation of resources to increase both efficiency and equity. The Bank has implemented a research agenda and developed low-cost tools to help our countries spend better on education. These tools are being applied in Brazil, Colombia, Peru and Ecuador, and include:

- i) Formulas for Financing Supply and Demand that improve school financing systems in terms of transparency, equity and efficiency;
- ii) the establishment of Cost Systems at the school level to provide information for decision-making about the use of schools' resources;
- iii) systems of Allocation of Teachers and Students that use centralized mechanisms to assign teachers to the school where they are most needed and students to the school that will favor their attendance and learning.

The Digital Enrollment platform developed to assign teachers and students received the IDB's Prize for Innovative Teams in 2021.

Plan of digital transformation of education

At the IDB, we want to support the region's education systems in a move to a high-quality, inclusive and flexible Education 4.0 that meets the needs of the 21st century.

VISION OF FUTURE EDUCATION 4.0



Multiplies time, space and formats of interaction with pedagogical consistency¹



Digital technologies to accelerate and amplify learning and engage students⁴



Efficient management of processes and generation of **strategic information** for monitoring and decision-making.



Personalized learning that is relevant and attractive²



Student-centered to permit continuous learning³



Teachers encourage learning through innovative pedagogical practices



Change of school culture and the actors' roles in teaching-learning

To achieve Education 4.0, it is necessary to take the road of the digital transformation of education. This has two main pillars: the transformation of management and pedagogical practices through the adoption of technology. For both, we have diagnostic tools that enable education systems to know where they are and to make proposals on how to improve.

In addition, looking to Education 4.0, the IDB and the Organization of Ibero-American States (OEI) are supporting the region's countries in implementing and evaluating different innovative, flexible and high-quality hybrid models, with a strong commitment to equity and inclusion, prioritizing the transformation of schools with the most vulnerable students. Under a modular implementation framework, countries or education systems can select and combine the modules that best suit their context and needs, drawing up their own roadmap in line with their different levels of maturity. Experimentation and the documentation and evaluation of these initiatives will permit sustainable progress towards Education 4.0.

We are also working with Inter-American Dialogue and the World Bank to convene a [Committee for the Expansion of Connectivity of the Working Group on Technology and Innovation](#) to draw up proposals for expanding internet connectivity in Latin America and the Caribbean.



Skills

The acquisition of skills is a cumulative, dynamic and lifelong process. Skills are developed in different places: at home and in early childhood centers during the first years of life; at school during childhood and adolescence; and at universities, technical institutes, through online platforms and in the workplace during youth and adulthood.

Foundational skills: Let's All Learn to Read

Seven years after its launch, the Let's All Learn to Read (LALR) program has received the World Innovation Summit for Education Prize 2021, one of the most globally prestigious awards in education and known as the Nobel in education. LALR emerged in 2014 in Manizales, Colombia, thanks to technical cooperation between the team of the IDB's Education Division, the Luker Foundation and the Manizales Education Secretariat, in response to the learning poverty faced by the more than half of 10-year-olds in Latin America and the Caribbean who cannot read and understand a short text. Three experimental evaluations of the program, carried out by the IDB and Harvard University, all found evidence of improvements greater than those achieved by other traditional teaching methods, and these achievements have been adopted as public policy by Colombia and Panama.



Skills for life

At a time of constant transformation in which rapid changes are reshaping the social, economic and political order, we need new ways to train people and create good citizens. Today, more than ever, we need people who are persevering, flexible, creative, empathetic and curious and want to adapt and learn in uncertain environments. To address these challenges, the IDB launched the 21st Century Skills Initiative in 2019, joining forces with over 50 actors from the public and private sectors to improve and strengthen education and training systems through effective programs for the development of transversal skills and to foster the adoption of policies and training programs that offer inclusive, high-quality education in the region. We are supporting these processes through the development of innovative solutions, offering financing instruments, articulating collaboration with strategic partners and strengthening local and regional ecosystems.

We evaluate and certify #skills21

CLIC is a disruptive platform that evaluates and certifies transversal skills so users can effectively show a digital portfolio of skills.

We develop programs, content and prototypes

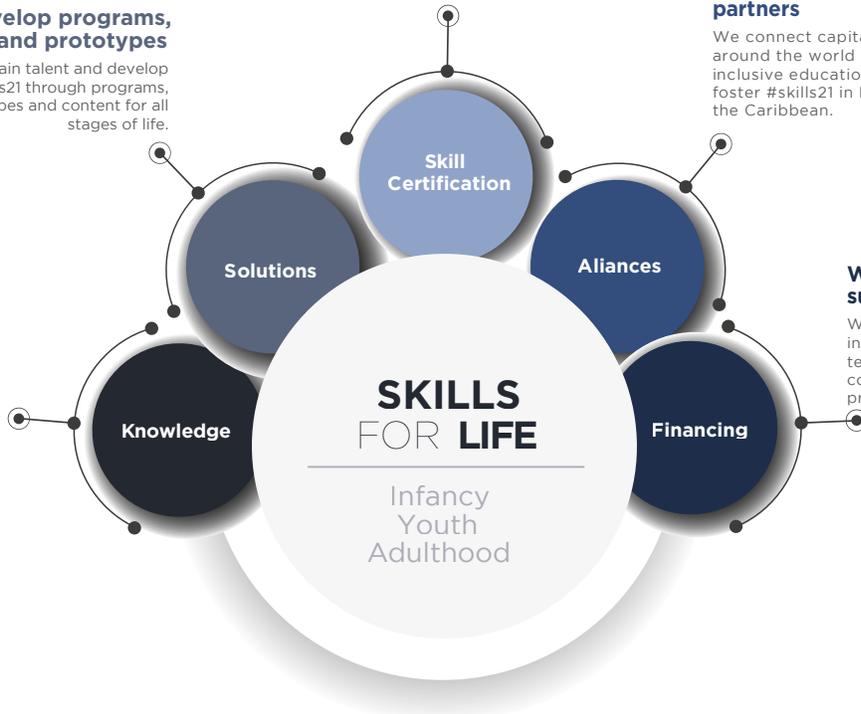
We train talent and develop #skills21 through programs, prototypes and content for all stages of life.

We build ecosystems through cooperation with partners

We connect capital and experts from around the world to generate inclusive education programs that foster #skills21 in Latin America and the Caribbean.

We generate knowledge to create solutions

We produce applicable knowledge needed to understand how individuals can be successful in their academic and professional pathways and the development of a full life.



We provide financial support

We offer financial assistance, including loansgrants and technical cooperation, to enable countries to implement #skills21 programs effectively.

What are the skills of the 21st century?

The term “21st Century Skills” refers to those skills that help people build productive and healthy lives. They help people, of any age, to live in and adapt to an ever more changing world. They include digital skills (such as computational thinking), advanced cognitive skills (such as critical thinking or problem-solving), skills related to the executive function (such as self-regulation and metacognition, which have a dynamic relationship with cognitive skills) and socio-emotional skills (such as self-esteem, perseverance and empathy). These skills never become obsolete and are suitable for many jobs and life situations.



CLIC Skills Certification

At the IDB, we are developing the CLIC skills certification platform to help young people around the region to validate and certify the transversal skills they need to acquire, regardless of sector, job or occupation. CLIC also helps users demonstrate these skills in the labor market through badges, digital portfolios and CVs. In line with the importance of a network of contacts for a successful professional life, they can, in addition, use CLIC to build a regional network of peers and mentors.

Skills for work: Technical and Vocational Education (TVET)

In 2019, the IDB, together with Germany's Federal Ministry for Economic Cooperation and Development (BMZ) and the Swiss Government, represented by the Swiss Agency for Development and Cooperation (SDC), launched the TVET Multidonor Fund (US\$13 million) to accelerate the transformation of training systems for work in Latin America and the Caribbean. It has so far financed 16 technical cooperation initiatives (US\$6.73 million) that offer innovative and scalable solutions to the most complex problems of training for work in the region. This joint project with the IDB's Labor Markets Division seeks to transform the region's training systems, from secondary and tertiary technical education through to all existing vocational training modalities.



Green skills

The transition to low-carbon economies will mean job growth in the green industries. To ensure the fairness of the transition to these green industries, the existing labor force must be retrained and the next generations prepared for the new jobs. The IDB, in collaboration with other areas of the Social Sector, is working with school-age young people to develop these skills and implement a series of social projects that add value to the region's climate agenda. One of these programs is with the government of Belize and seeks to train professionals in renewable energies. In it, the IDB has joined forces with Belize's Ministry of Education, Culture, Science and Technology (MOECST), Solar Energy Solutions Belize (SESB), the Belize Chamber of Commerce and Industry (BCCI) and other private-sector partners to launch a modern technical and vocational education and training (TVET) ecosystem for the Caribbean. Nova Scotia Community College, an institution with extensive experience in technical and vocational education and the development of skills for the green economy, will develop and implement a 2-year renewable energy program at the Belize City Institute of Vocational Technical Education (ITVET). The program will be launched in 2022.

Teachers

The IDB has published numerous studies and, in various countries of the region, provided technical assistance to support reforms of the teaching profession, addressing the following topics: (i) how to attract the best candidates to the profession; (ii) the best teacher training practices; (iii) the most effective teacher selection instruments; (iv) the most efficient mechanisms for assigning teachers; (v) the most effective monetary and non-monetary incentives for attracting the best teachers to the most vulnerable schools; (vi) the most effective teacher evaluation instruments; and (vii) how to train, select, assign and evaluate bilingual intercultural teachers.

In 2021, we joined forces with UNESCO and a group of international experts to develop a Framework for Professional Teacher Development in Hybrid Education. It focuses on pedagogy, quality standards and best practices for developing teaching skills in hybrid education. Specifically, it aims to help teachers to: (i) teach each student effectively using student-centered pedagogical practices; (ii) support each student's social-emotional and cognitive development so they all become healthy, productive and useful members of their communities and society; and (iii) develop the pedagogical and technical skills to apply the appropriate technological tools for the grade level, curricular goals and students' cultural and social needs.

Higher education

Our aim, at the IDB, is to foster a transformation of the post-secondary education system (universities and TVET) to provide equal opportunities of access and completion of relevant, high-quality training and to support institutions in their digital transformation. Our work in this field has two broad aims:

1. Not to lose the gains in equity achieved over the past 20 years and to democratize the access of the region's young people and, particularly, those most vulnerable to high-quality post-secondary training that is relevant for the labor market. For this, we have a project to consolidate systematic information about the financial support system and the costs incurred by the region's university students and to identify innovative financing and information mechanisms that promote access to post-secondary education.
2. To diversify the offer of high-quality post-secondary training and to develop a strategic vision of the institutions' digital transformation, taking advantage of openness and enthusiasm about technology (avoid going back). For this, we are collaborating with the Universia network and the Santander Foundation to measure and develop the ability of teachers to use technology effectively. We are also working with IDB Lab and HolonIQ to identify innovations at the post-secondary level and promote alliances between traditional providers and private actors.

Collaboration and mobilization of resources with strategic partners

IDB Lab projects

The Bank has a prolific education agenda with IDB Lab. In 2021, it launched seven projects and approved a further five, representing a total of more than US\$10 million. These projects seek innovative ways of addressing the challenges faced by the region’s education systems, such as literacy, over-age students, adaptive learning and inclusion of the migrant population. Support for these projects will permit progress in exploring innovative solutions to these challenges and identifying opportunities to scale up the solutions to other systems.

Brazil	Leveraging EdTechs to bridge learning gaps and prevent school dropout
Costa Rica	Reskilling for the agriculture of the future.
El Salvador Guatemala Honduras	Creating opportunities for the economic reinsertion of migrants returning from the Northern Triangle of Central America (RG-T3924)
Uruguay	Development of an open digital solution for learning literacy
Venezuela	Promoting innovation and educational entrepreneurship for the development of literacy skills in children in vulnerable populations in Venezuela
Surinam	Test of a hybrid model for corrective learning and the reincorporation of students in Suriname (Helping the progress of young people in education - HYPE)
El Salvador y Honduras	Payment-by-results of educational innovations



With the Education Above All Foundation (Qatar)

Qatar's Education Above All Foundation approved US\$2.95 million to support access to primary education in Haiti, providing tuition waivers for children not attending school in the departments of the Great South (hit by the 2021 earthquake). This funding complements a series of IDB projects that have financed tuition waivers in non-public primary schools in Haiti.

With the Finnish government

In 2021, the IDB and Finland's Ministry of Foreign Relations joined forces to provide professional support to teacher trainers in Guyana, Suriname and Jamaica on digital education and distance learning pedagogies, contributing to these countries' efforts to move towards more digital, resilient, inclusive and high-quality education systems.

IDB became a certified Grant Agent for the Global Partnership for Education (GPE) in 2021

This will enable us to provide non-reimbursable funds to low-income countries to support the transformation of their education systems, complementing IDB loans and technical cooperation. The GPE is a trust fund administered by the World Bank and, for almost two decades, has been providing funding and supporting solutions to build strong and resilient education systems so that more children in low-income countries, especially girls, receive the education they need to prosper and contribute to building a more prosperous and sustainable world.

Collaboration with the Education Commission

Experts from the division participated in several working groups of the Education Commission, a global initiative that fosters inclusive, high-quality education and promotes lifelong learning for all (Sustainable Development Goal 4).



Collaboration with the private sector

In February 2021, the IDB's President, Mauricio Claver-Carone, inaugurated the Group's historic Private-Sector Partners Roundtable on the Future of Latin America and the Caribbean. Building on this event, the IDB Group is working with private-sector partners to develop concrete collaboration initiatives that expand support for the region at this unprecedented time. On education, the objective was to initiate dialogue about specific solutions, including ecosystems to promote the education sector's digital transformation and to foster investment in hybrid educational infrastructure and the strengthening of conditions. In 2021, the Roundtable held two meetings at which the IDB presented the digital transformation strategy and the private-sector partners had the opportunity to present their initiatives in the region. Different types of organizations participate in this Roundtable: NGOs, companies that offer educational services, companies interested in investing in education, startups, EdTechs and implementers while the IDB serves as the articulator.



Collaboration with members of the IDB's 21st Century Skills Coalition

The [IDB's 21st Century Skills Coalition](#) supports the implementation of a new generation of education and training policies in Latin America and the Caribbean and promotes the development and strengthening of transversal skills in the region. In 2021, we implemented strategic collaboration initiatives with the following members of the Coalition:



Together with Finnish organization HundrED and the support of JP Morgan, we launched a global call for the identification of effective models for the development of 21st century skills. A number of experts from the Division participated in a group of 67 international education experts to review the 384 projects presented from 16 countries in the region and select the 15 most outstanding innovations.



Together with Think Equal, we are working on socio-emotional learning (SEL) programs for early childhood education in Colombia in a bid to contribute to end discriminatory mentalities and cycles of violence.



To expand the cultural industries with 21st century talent, we are working with Latin Grammy, Focusrite and the Colombian government, under the Sacúdete strategy, to implement a pilot program of musical education and evaluation of musical education in the learning of young people and the development of 21st century skills. The program will involve 100 trained facilitators and over 4,000 young people trained in music, creativity, production and entrepreneurship, and will culminate with a concert to showcase the young people's productions. The program is also expected to be implemented in Panama and Paraguay.



Habilidades Tech: Potenciando Mujeres en la Nube (Tech Skills: Boosting Women in the Cloud) is the name of a course offered by Amazon Web Services (AWS) and the Catholic University of Chile in a bid to narrow professional, technological and gender gaps. The program allocated 250 places exclusively for seven members of the Coalition in order to provide opportunities and concrete tools to accelerate the equal incorporation of women in technology, amplify their voice and foster their leadership.



The Forge Foundation and Amazon Web Services (AWS) are working together to help the region's young people start a career in cloud computing through the AWS re/Start program. This free, full-time course lasts four months and, once participants graduate, the Forge Foundation will put them in touch with job openings.



Together with the Wikimedia Foundation, we launched a call to strengthen digital literacy and Wikimedia projects from the standpoint of 21st century skills, reducing gaps in content and learning focused on digital citizenship. The program offered a free course for 200 students from 16 countries in the region and internship opportunities for ten young people in the Wikimedia movement.



With the support of Netflix, we launched the study *Detrás de la Cámara: Creatividad e Inversión para América Latina y el Caribe* (Behind the Camera: Creativity and Investment for Latin America and the Caribbean), the first publication of its kind in the entertainment industry focused on Latin America and the Caribbean. It serves as a reference guide for decision-makers in the region since it provides an account of the state of the audiovisual industry, its growth potential and its role as a driver of development. We are also working with Netflix on the creation of a technical cooperation project to provide training and support for vulnerable young people in Colombia so they can access growth opportunities in the industry. This will be achieved through the design and implementation of a Sandbox-audiovisual pilot program that will help consolidate the sector's ecosystem in Colombia.



The Sacúdete (Shake yourself) institutional strategy created to develop 21st century skills among adolescents and young people in Colombia received the backing of the IDB in the form of a loan of US\$50 million. The program hopes to achieve an improvement in transversal skills and rates of graduation from secondary education. With these resources, the goal is to impact 400,000 young people in by 2022 through the spaces provided by the program in the Sacúdete centers in 32 Colombian departments. The program also plans to establish strategic alliances to generate more employment and entrepreneurship opportunities in various economic sectors such as information technology, the green industry and the creative orange sector.



The IDB coordinated efforts that enabled 88 teachers in Honduras to take the ISTE Online Teaching Academy course on strategies to improve the quality and equity of online learning. The teachers corresponded to the third cycle of primary education and benefited from this free training on the development of skills and knowledge for teaching in virtual learning environments. In addition, they were offered the opportunity to join learning communities with teachers from Spain and other countries in the region to exchange experiences and good practices in virtual education.



Thanks to this collaboration between Google.org, IDB Lab, the IDB's Social Sector and local non-profit organizations, we were able to develop digital skills with online Google IT certification for over 12,000 young people and women from vulnerable populations in Mexico, Panama and Brazil.

In Belize, Google and the IDB are collaborating with the Education Ministry in an experimental evaluation of the effects of offering vulnerable young people a certified online course in data analysis.

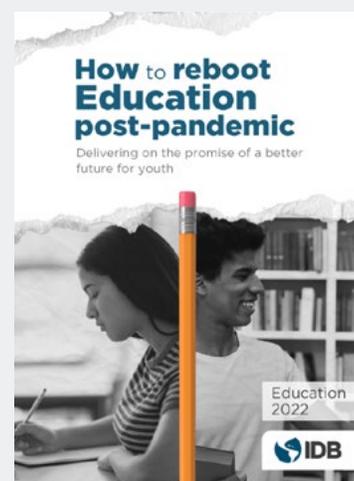


We are working closely with the Korea Education and Research Information Service (KERIS), a government organization that reports to South Korea's Education Ministry, to expand programs focusing on transversal skills and, specifically, to measure digital literacy and develop policies related to information and communications technologies (ICT) and digital skills. This collaboration will be implemented through the CLIC skills certification platform.

Knowledge

FLAGSHIP ‘Education: How to rebuild education after the pandemic?’

This flagship IDB publication on education describes the current socioeconomic situation and outlook and discusses how the COVID-19 pandemic has affected young people’s educational opportunities. It is important to understand that, although their ties with education systems have been maintained, some countries saw important changes in attendance and dropout due to the pandemic. This has been reflected in learning losses that could have consequences for the educational and employment pathways of the region’s young people, further affecting the social and economic situation they faced before the pandemic, particularly in the case of those in a vulnerable situation.



Publications:

Key publications on education by the Social Sector

Publication	N ^a of downloads
Behind the camera: Creativity and investment for latin America and the Caribbean	19452
COVID-19 e a reabertura das escolas: Uma revisão sistemática dos riscos de saúde e uma análise dos custos educacionais e econômicos	11196
Educar en tiempos de pandemia: Un nuevo impulso para la transformación digital del sistema educativo en la Argentina	7305
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Prizes and recognitions

Winner of the Superheroes of Development Prize 2021

If we continue to train teachers as we always have, how can we expect learning to improve? Among the hundreds of projects financed by the IDB across a broad range of sectors, the project awarded the Superheroes of Development Prize aimed to change how the region's teachers are trained, eliminating the chalk and talk method from classrooms.



The prize, awarded by the Education Quality Improvement Program (EQIP), recognizes that it is a good investment to change pedagogy in our classrooms.

Specifically, EQIP promotes higher forms of learning such as [Bloom's taxonomy](#) that include explaining ideas and concepts, applying information to new situations, establishing connections between ideas, justifying a stance and, at the highest level of learning, producing new original work. A rigorous evaluation of the project shows that learning improves when teachers are trained to abandon passive instruction with master classes.

Luker Foundation and IDB's "Let's All Learn to Read" wins the Nobel in education 2021

This program, which benefits over 700,000 children and teachers and has been in operation for seven years, received the World Innovation Summit for Education Prize 2021, one of the most globally prestigious awards in education and known as the Nobel in education. The Let's All Learn to Read" (LALR) program, which is already part of the public policies of Colombia and Panama, addresses the problem that, in Latin America, 51% of primary school students have a low performance in reading. In the lowest socioeconomic level, the figure reaches 71%, compared to an OECD average of 23%, representing a great disadvantage since education is the social and economic driver of development and reading is the key basis of learning. In Colombia, the National Education Ministry is implementing the initiative through its Todos a Aprender (All to Learn) program while, in Panama, it is being implemented on a national scale by an alliance between the Education Ministry, the Organization of Ibero-American States (OEI) and the IDB. In Brazil, the material is being adapted and a version in Portuguese prepared for its introduction in Manaus.

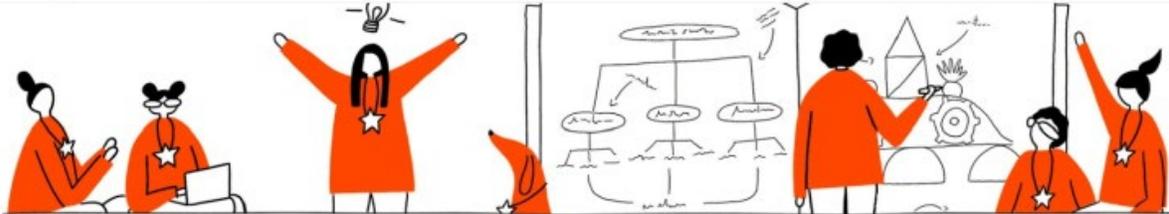


Digital Student Enrollment awarded Prize for Innovative Teams

We received the IDB's Prize for Innovative Teams 2021 in the Vision 2025 category for the Digital Student Enrollment program. This project stands out for the improvement achieved in the efficiency and equity of school enrollment processes and positions us as a strategic partner for the state's implementation of challenging projects to improve services to citizens.

PREMIO **A**
LOS EQUIPOS
INNOV**A**DORES

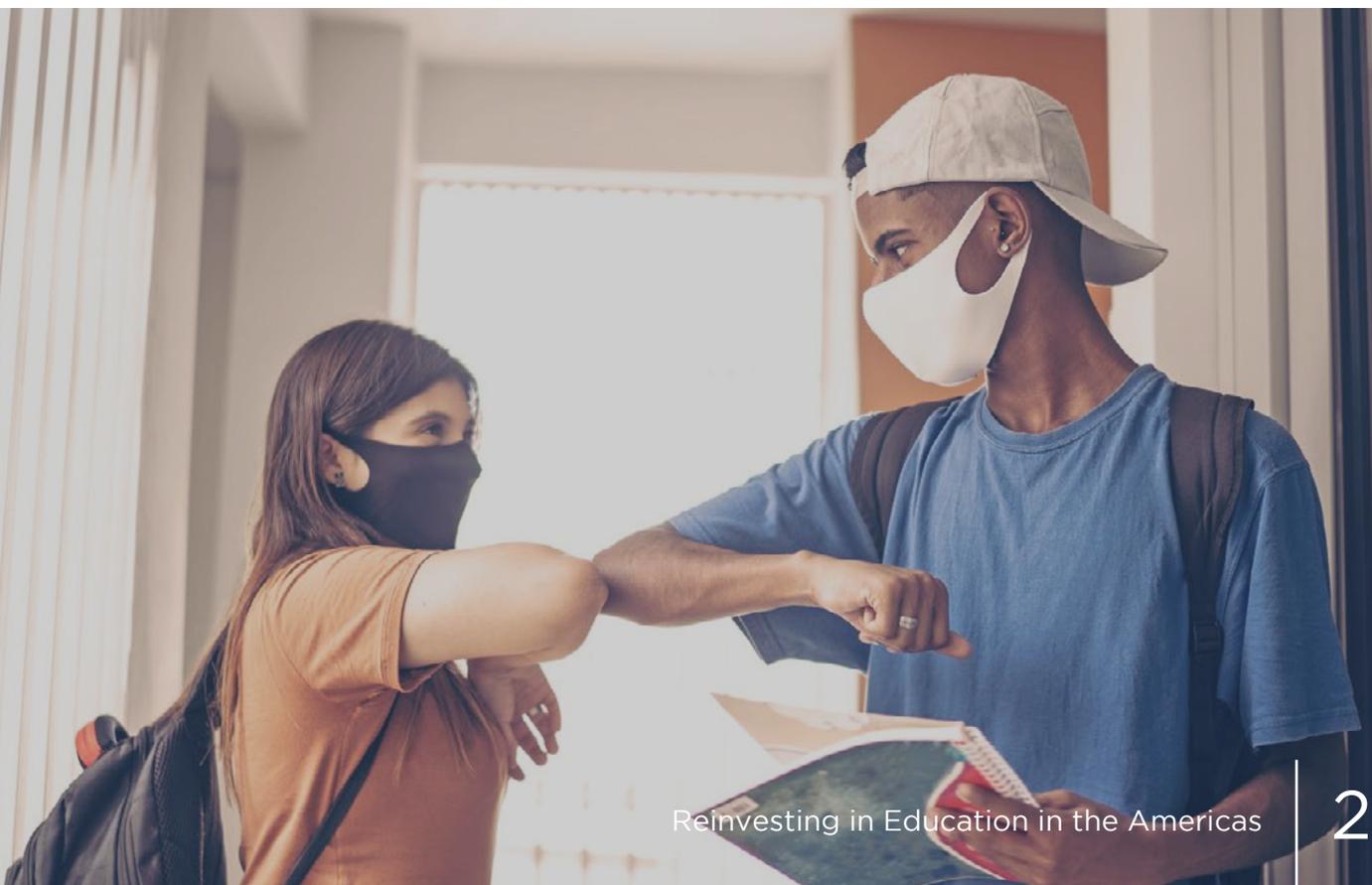
Edición Pablo Valenti



IDB's share of voice in education

In 2021, we provided valuable material in blogs, publications, social networks and online events for our consumers, using a narrative focused on creating innovative solutions to educational problems.

In the online conversation about education, the IDB is present in 19% of mentions, positioning it in third place after the World Bank and the OECD. Compared to 2020, the IDB showed an increase of two percentage points in mentions in education while the World Bank and the OECD experienced drops of seven and five points, respectively.



Videos

- **Recuperación educativa:** From the crisis to the transformation of education in Latin America and the Caribbean

<https://www.youtube.com/watch?v=E-RibHjAxUg>



- **Kolibri.** A technological platform for rural areas of Honduras to enable 3 million vulnerable young people to complete their secondary education.

General: Video

<https://youtu.be/Y4GxB7ezshQ>



Teachers' testimonials:

<https://youtu.be/2J8E1j1AmAU>



Student testimonial:

<https://youtu.be/ahgPJoulci4>



- **SIGED:** Education Information and Management Systems

https://www.youtube.com/watch?v=TQD_Clx2qIY



- **Educación Mesoamérica.** Reopening of schools and economic reopening

<https://vimeo.com/571667307>



REINVESTING IN
EDUCATION
IN THE **AMERICAS**

