REGIONAL WORKSHOP FOR ACCELERATED EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

November 28-30, 2023
Cali, Colombia

Final Report

ACRONYMS

Latin America and the Caribbean	**LAC**
Global Education Cluster	**GEC**
Accelerated Education	**AE**
LAC Regional Education Working Group	**GRE-LAC**
Accelerated Education Working Group	**AEWG**
Regional Network for Disaster Risk Reduction and Response	**REDLAC**
Ministry of Education	**MoE**
Flexible Educational Modalities	**FEM**
Children, Adolescents, and Youth	**CAY**
Non-Governmental Organizations	**NGO**
United Nations Organization	**UN**
Accelerated Education Programs	**AEP**
Inter-agency Network for Education in Emergencies	**INEE**

CONTENTS

1. INTRODUCTION

A regional workshop for Accelerated Education (AE) was held in Cali, Colombia from November 28 to 30, 2023. Its main goal was to strengthen the quality of AE policies and programs in the Latin America and Caribbean (LAC) region.

This workshop was developed by the Accelerated Education Working Group (AEWG) of the Inter-Agency Network for Education in Emergencies (INEE).in collaboration with the LAC Regional Education Working Group (REG-LAC) .

The workshop was an excellent example of collaboration and coordination among agencies. It was supported with funding from the European Civil Protection and Humanitarian Aid Operations (ECHO), the United Nations High Commissioner for Refugees (UNHCR), and the United States Agency for International Development (USAID). The venue for the workshop was provided free of charge by the Autonomous University of Cali (Colombia).

This collaboration emerged from the convergence of two different and dynamic lines of work:

LAC REGIONAL EDUCATION WORKING GROUP:

The REG-LAC was established in 2011 as part of the Regional Network for Disaster Risk Reduction and Response (REDLAC) to support Ministries of Education and coordination mechanisms to prepare for and respond to emergencies in the education sector (including risk management, disasters, and mobility). REG-LAC's activities are based on the Sendai Framework for Disaster Risk Reduction (SFDRR), the Comprehensive School Safety Framework (CSSF 2022-2030), and the Global Education Cluster (GEC) strategy, with the aim of ensuring the right to education for all children, adolescents and youth (CAY) in the region. Moreover, REG-LAC also represents the Education Sector in the Regional Inter-Agency Platform for Refugees and Migrants from Venezuela (R4V) to ensure consistency in coordinating educational responses and taking into account the growing scale of displacement in LAC.

ACCELERATED EDUCATION WORKING GROUP (AEWG):

The AEWG is a global inter-agency working group led by the INEE consisting of UN agencies, donors, Non-Governmental Organizations (NGOs), and other stakeholders that support Accelerated Education Programs (AEPs) and other flexible education opportunities for out-of-school CAY. The goal of the AEWG is to improve the quality of AEPs by developing tools and guidance to ensure relevant responses and support a harmonized approach to AE. The AEWG has developed a framework for quality AEPs, tools, and guidance to support the financing, design, implementation, monitoring, and evaluation for these programs. Furthermore, the group works with national education systems to institutionalize AEPs and strengthen systemic resilience in the face of crises.

1.1 JUSTIFICATION

In recent years, AEPs have been used increasingly around the world with expanded reach and scale to support education for out-of-school CAY.

OUT-OF-SCHOOL CHILDREN AND YOUTH IN LATIN AMERICA AND THE CARIBBEAN:

Despite improvements in access to high-quality education in the LAC region, a significant portion of CAY remain out-of-school. Mobility, inequality, poverty, violence, and prejudice against disadvantaged groups, such as Indigenous peoples, Afro-descendants, and children with disabilities, are some of the obstacles that prevent learners from accessing education in an environment where there are many hazards and vulnerabilities.

In addition, the COVID-19 pandemic had a significant impact on the health, well-being, and socioemotional status of CAY who did not attend school. This was due to the disruption of education, increased disengagement rates, and loss of learning opportunities. CAY lost an average of 1.5 years of learning during the pandemic, despite tremendous efforts by governments, educators, parents, and caregivers. According to the World Bank1, learning outcomes may have regressed by more than ten years after two years of school closures in the region. The most affected groups have been young people and those experiencing higher poverty levels. According to preliminary data from a number of nations, primary school losses are more pronounced than secondary education losses, especially for learners from lower socioeconomic backgrounds.

These collective learning losses will have long-term repercussions for the LAC region, exacerbating existing inequalities and jeopardizing future economic growth.

It's also important to note that the COVID-19 pandemic exacerbated socioeconomic and political crises contributing to an upsurge in migrant movements in the region. According to UNICEF2 figures, the result was 3.7 million displaced CAY requiring educational assistance. School drop-out rates are rising, with reports indicating that the Student Enrollment System (SIMAT) in Colombia alone registered over 300,000 CAY who dropped out of the educational system.

Additionally, Central American migration and the Venezuelan refugee and migrant crisis underscore the need to support out-of-school CAY who are over age for their grade. Most of these out-of-school CAY are from Venezuela and reside in the region (6.09 million as of March 20233). The largest host countries include Colombia (2.5 million), Peru (1.5 million), Ecuador, Chile, and Brazil.

ACCELERATED EDUCATION PROGRAMS AS A SOLUTION:

AEPs are a critical approach to allow students who have aged-out and have missed years of education to access age-appropriate education that meets their needs, is relevant, and leads to an accredited certificate.

1.2 Objectives

The workshop's overall objective was to improve the quality of AE policies and programs. The work shop brought together officials from Ministries of Education, international and local implementing partners, and educational specialists from UN agencies in eight LAC countries: Colombia, Ecuador, Peru, El Salvador, Honduras, Guatemala, Venezuela, and Chile.

The workshop focused on the INEE AEWG Accelerated Education: 10 Principles for Effective Practice to explore how to adapt these global good practices to each country while learning what has and has not worked in the region.

THE WORKSHOP WAS ORGANIZED IN RESPONSE TO THE GROWING NEED TO:

- Expand alternative/non-formal education opportunities to address the diverse learning needs of CAY who have aged-out, including those forcibly displaced due to violence and migration, those in crisis-affected areas, and those who lost learning opportunities during the COVID-19 pandemic.

- Improve the quality of AEPs through sharing and learning.

- Increase coordination and harmonization among AE stakeholders at the regional and national levels.

- Ensure that AEPs are integrated into national education systems and public policies.

- Take into account how AEPs could support a quick return to school for refugees and migrants and their integration into existing education systems/programs in host countries.

EXPECTED OUTCOMES OF THE WORKSHOP:

The workshop was designed to enable participants to:

- Identify the unique characteristics of AE in their context, its objectives, and goals, and distinguish it from other forms of alternative/non-formal education or flexible education models.

- Adapt and contextualize the 10 Principles for Effective Practice in each country.

- Evaluate the quality of AEPs against the contextualized 10 Principles for Effective Practice.

- Propose changes, improvements, and adaptations to AEPs based on good practices and lessons learned from countries in the region.

- Develop advocacy messages to encourage their respective countries to promote a coordinated approach to develop AE policies and systems or national-level reform, taking into account the needs of children, youth, and educators affected by crises and vulnerabilities.

- Share lessons learned among LAC countries about AE and flexible modalities.

1.3 Methodology

The workshop's design was led by the AEWG, with assistance from a committee consisting of representatives from the GRE-LAC. The workshop instruction was carefully designed to be participatory and learner-centered, incorporating the use of various teaching and learning methods to accommodate different learning styles. Activities included a mix of individual and group work (both national and mixed delegations, which enabled cross-country exchange and learning), as well as peer-to-peer teaching and learning, panels, forums, model-building, illustration, and role-playing. New concepts and knowledge were introduced and applied in different activities. All of the tools that were introduced to participants were used in the activities. The workshop also offered several opportunities for debate, as well as sharing experiences and lessons learnt from different countries.

Before the workshop, the AEWG facilitated a two-day Training of Trainers (ToT) for 18 facilitators from nine agencies to ensure the workshop could be facilitated in Spanish and to ensure all facilitators were familiar with the workshop material and facilitation roles. All facilitators were from the region and were assigned to a country where they work before the workshop. National facilitators helped their country delegation prepare for the workshop and finalize the content and agenda. This approach also supported strengthening regional capacity and encouraged follow-up at a national level.

Annex 1 details the workshop agenda.

1.4 Participants

A "national delegation" of experts and professionals actively involved in AE represented each country, including officials from the Ministry of Education, civil society organizations, and UN personnel.

A total of 83 participants from eight countries (Colombia, Ecuador, Peru, El Salvador, Honduras, Guatemala, Venezuela, and Chile) attended from NGOs, UN agencies. There was strong representation with twenty-two officials from Ministries of Education (MoEs) participating in the workshop, including the Director of Coverage and Equity from Colombia and the Vice Minister of Early Childhood and Primary Education from Venezuela.

Annex 2 contains a complete list of participants.

1.5 Training of Trainers

Before the workshop was carried out, the AEWG organized a two-day Training of Trainers (ToT) for 18 facilitators from nine agencies. This allowed the workshop to be conducted in Spanish and supported the opportunity for follow-up. These trainers were selected from member organizations of the LAC Regional Education Working Group, who were all based in the region. Each trainer was assigned to a delegation from one of the participating countries and conducted foundational work with their delegation to gather reference documents, identify topics of interest, and establish relationships before the workshop, which contributed to the effectiveness and smooth running of the training. In addition, the trainers were responsible for following up with their country's delegation, with assistance from the AEWG.

2. UNDERSTANDING ACCELERATED EDUCATION (DAY 1)

A general introduction to AE provided participants with an understanding of its specific characteristics, learner profiles, goals, and how it differs from other forms of alternative/ non-formal education. Understanding the role of AE within educational systems helped contextualize AE in each country and identify the main reasons why CAY are not attending school.

The country panel featuring Chile and Colombia explained these dimensions within the LAC region context.

2.1 What is AE? – Definitions, Types, Students

Key terminology from the AEWG was used to identify and clarify the differences between the many types of programs accessible to out-of-school CAY. The following are the main points of the AEWG definition of AE: a) flexibility; b) acceleration; c) for children, adolescents, and youth who are not in school but have aged-out and not age-appropriate for the relevant grade; and d) AEPs have to result in certification. Upon analyzing these variations, it becomes evident that certain programs—such as bridging, catch up or transitional programs, reinforcement/ remedial programs, and recovery programs—are frequently referred to as "AE" but are not.

ACTIVITY: WHERE DO EDUCATION PROGRAMS BE FIT? MATCHING PROGRAMS TO STUDENTS

Subsequently, participants worked in country groups to compile a list of all formal and non-formal educational programs in their country, including AE, and placed them in either formal on non-formal education. They also listed all out-of-school CAY and tried to match the programs with the students to determine which groups of learner were adequately served by the education system and where gaps in access and provision could be found. Each country shared its analysis with another country, which allowed for a comparison of systems and programs and allowed each delegation to examine other regional educational ecosystems in detail. This cross-country analysis was then used in subsequent activities.

FORMAL EDUCATION

NON-FORMAL EDUCATION
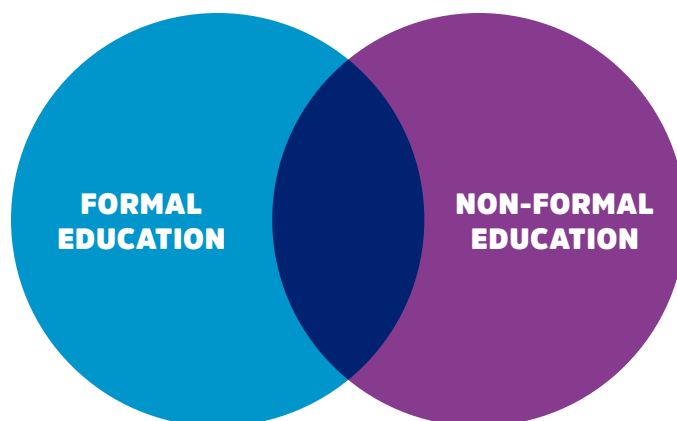
STUDENT PROFILE AND DECISION TREE FOR ACCELERATED EDUCATION PROGRAMS

The **AEWG Decision Tree** is a valuable and useful tool, used with the previous definitions, to determine "who goes where" based on examples of learners profiles provided by the facilitation team. Applying this tool to individual learner profiles allowed participants to determine which program options were appropriate for each profile and reinforced the understanding that AE is not a suitable option for all out-of-school CAY. It also stressed the significance of the role of teachers and the community in meeting the needs of out-of-school CAY.

2.2 Introduction to the AEWG 10 Principles for Effective Practice

Since 2015, the AEWG's dedication and efforts have led to the development of a conceptual framework that illustrates good practice in AE. The creation of the 10 Principles for Effective Practice and the accompanying Guide to the Principles have laid the foundation for improving the quality, design, implementation, and evaluation of AEPs. The AEWG's 10 Principles for Effective Practice were introduced and explained to participants focusing on students, teachers, program management, and Ministry of Education policy frameworks.

2.3 Accelerated Education Programs by Country: Chile and Colombia

A panel featuring Chile and Colombia went into detail about accelerated education initiatives in each country.

CHILE

Over the last five years, Chile's education system has faced challenges related to ensuring student access and retention. Overall, of the total number of students enrolled in 2022, 50,814 disengaged in 2023, representing a 1.7% disengagement rate. This rate was higher among male students (1.8%) compared to female students (1.5%).

The Chilean delegation presented three non-formal education initiatives designed to address the challenge of over- age out of school CAY:

a) The 'Contigo Aprendo' (I Learn with You) Literacy Program, which focuses on teaching adults to read and write, develop mathematical thinking, and acquire skills to certify completion of 4th grade.

b) The 'Catch Up' (Ponte al día) Program (UNICEF and World Vision), aimed at out-of-school migrant children and adolescents, focusing on basic skills, and strengthening learning

c) Re-entry Education Fund: A competitive fund that provides financial and technical support to civil society organizations working on re-entry education for children and adolescents with interrupted educational paths. This fund supports educational reinforcement through popular education methods.

The MoE is currently designing a system to protect education pathways. T he purpose is to integrate a set of educational policies that ensure the educational journeys of CAY and adults are relevant, inclusive, complete, and of high quality. This system's design gets technical support from the Inter-American Development Bank (IDB) and includes a data tracking model, a platform for visualizing educational progressions, training and capacity development, and a

governance framework responsible for its management.

COLOMBIA

The National Ministry of Education introduced the structure of its educational system as a decentralized system, where Secretaries of Education and educational institutions have curricular autonomy. The educational structure includes Flexible Educational Models (FEM) as part of formal education, designed to focus on groups of people affected by specific characteristics that have not been addressed in regular classrooms. For the population that has aged-out, the educational system offers a range of programs from basic primary to basic secondary and high school levels. The goal of these models is to eradicate issues such as having to repeat a grade or dropping out of school, while focusing on allowing access or re-entry into the educational system.

The FEM allows CAY to advance at least two grades in one year, making it easier for them to return to regular classes or complete their education. This progress is significant because it allows a smooth transition into the educational system and supports retention.

Regarding the population of school-age children outside of the educational system, classified by age groups based on 2022 data, it can be clearly seen that the highest percentage is at the age of 5 (17%), followed by the group between the ages of 15- and 16-years (14%).

At this time, there are four models that fall within the scope of accelerated education and are tailored to the needs of students who have aged-out:

- Accelerated Learning
- Secondary School Acceleration I and II
- Critical Thinking (Pensar)
- Horizons with Direction (Horizontes con Brújula)

*View the presentations by country: **Chile** and **Colombia**.*

3.1 **Ten Principles for Effective Practice**

Each of the AEWG 10 Principles for Effective Practice was assessed in detail by small, mixed-country groups through reading, discussion, and the study of a principle and its related strategies. Following the student-centered instruction model, each principle was presented through a series of activities, including role-playing, illustrations, model-building, and data analysis, which illustrated the relevance, application, and justification of each principle. The participants presented their principles to one another through a rotating "station" system. Each group showcased its principle at a designated station, while other groups circulated to learn about each principle. This section describes the presentation methods and activities employed for each principle.

The description and details of each principle can be found **here** (10 Principles for Effective Practice of the AEWG)

PRINCIPLE 1
The AEP is flexible and for over-age learners

The team introducing this principle wanted to stress the flexible characteristics that programs should have when they focus on students who have aged-out. To do this, they prepared a role-play, to explain the needs of the community in terms of accelerated education, the profiles that may arise, and the obstacles that students face, emphasizing the following:

- Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18.

- In collaboration with the MoE, or relevant education authority, define, communicate and regulate the age ranage for student enrollment in AEP.

- Make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion.

- Provide age-appropriate, introductory-level courses for learners who have never been to school in order to improve readiness skills.

PRINCIPIO 2
Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction

The team emphasized that an effective accelerated model uses student-centered, active, participatory pedagogy, and diverse teaching and learning strategies to meet the needs of all CAY.

Taking advantage of the materials provided, their task was to build a model of two classrooms. The first classroom represented a traditional classroom, while the second embodied Principle 2, displaying a participatory, peer-to-peer learning environment that fosters motivation and diverse skills development. This space also incorporated school gardens, reading projects, digital learning tools, and physical activities to promote a range of diverse types of student intelligence. Recyclable materials (boxes, paper, colors, flowers, wood, etc.) were used for this activity.

PRINCIPLE 3
AE learning environment is inclusive, safe and learning-ready

The team introducing this principle highlighted the value of creating an environment beneficial for learning. They discussed the need to involve other sectors, such as preventive healthcare, which includes providing access to clean water and adequate restroom facilities for boys and girls. Additionally, they highlighted the importance of implementing safety protocols to ensure that schools are safe and suitable for learning. The participants also discussed the need for effective referral systems or protocols and information to address any issues or risks that may arise in cases of school violence.

Accelerated education is part of the formal education system in many countries in Latin America and the Caribbean. The team also emphasized that it is crucial to comply with school regulations and norms. Despite the need for resources to establish and maintain schools, the educational community, including directors, teachers, families, and students, must ensure that schools are clean and properly maintained to provide a pleasant learning environment for students.

Ensuring that children and youth who attend accelerated education classes feel included in the school and are not excluded by the system is the greatest challenge.

Upon discussing and clarifying the concepts, the team built a model that reflected the following concepts: recreational spaces; adequate access and inclusion of children with special educational needs; safe, pleasant, and clean environments; separate restrooms for boys and girls; and dining areas for healthy eating.

PRINCIPLE 4
Teachers are recruited, supervised and remunerated

PRINCIPLE 5
Teachers participate in continuous professional development

Participants in this group focused on teachers and reflected on key competencies that an AE teacher's needs. They explored, through illustration, the ideal attributes of an AE teacher, and the real-world challenges that many teachers and education authorities face.

They focused on the difference of teachers in urban and rural environments , and the various challenges and positive aspects of AE teachers, emphasizing the significance of teachers roles in the lives of students. They also explored how new legislation might lead to more opportunities for students and educators.

The group decided to symbolize the teacher's contribution to the community as a tree. illustrating the range of skills and attitudes that teachers possess as well as the challenges related to salary, training and professional development opportunities and stability.

PRINCIPLE 6
Objectives, monitoring and funding are harmonized

This activity was based on the idea of examining this principle as a program cycle, including clear actions from each phase of the planning process.

The exercise started with a quantitative and qualitative characterization of the population, as well as the broader context, including teachers, schools, community, family, civil society organizations, international organizations, the Ministry of Education, and local governments. This characterization provided a foundation for an information system that received feedback from the results-tracking process, which makes it possible to keep track of progress and allows for informed decision-making.

The decision-making process included setting priorities, sectoral and intersectoral commitments, and budgeting/financing. This paved the way for process planning and design, aligning goals with processes, monitoring, and financing.

The model illustrated   the time, processes, tools, methodologies, communication, budget, coverage, and human resources required, among other things, must be defined in these two stages in order to then move on to implementation and follow-up, which includes learning monitoring, evaluation, and certification. All of this feeds into the accelerated education information system of the governing body, providing evidence for the continuation of public policy, and overcoming identified obstacles. It should be noted that the planning cycle was a rights-based model that centers on children and adolescents.
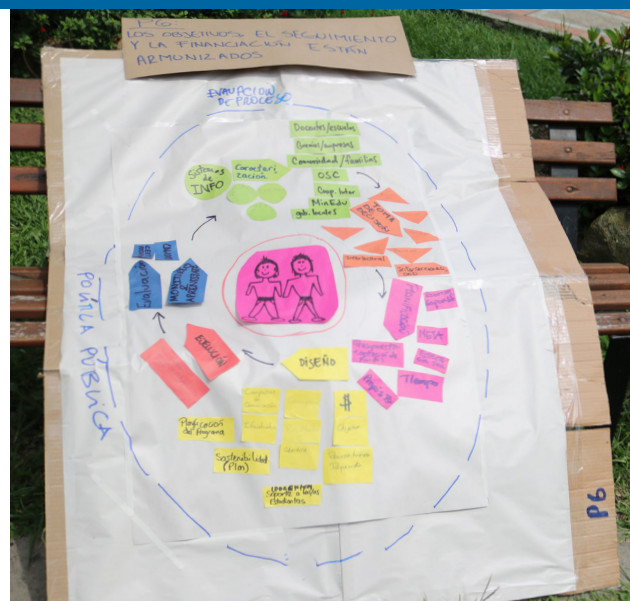
PRINCIPIO 7
The center is effectively managed

The team went over Principle 7in the AEWG Guide to the Principles and then brainstormed the most effective way to build a model that illustrated all of the essential components, without losing sight of the specific realities and contexts of the regional settings.

The model was divided into three key components (core AE components, cross-cutting AE components, and relationships among the administrative staff,

teaching staff, students, and community), all of which are interconnected and articulated within the educational system. The different paths that students would ideally follow were shown, stressing the need to create, design, and implement a model that adapts to diverse student needs.

In terms of the core/essential AE components, the team identified characteristics such as admission and selection, attendance, student progress, certification and/or graduation, and student transition as being essential phases for individuals participating in an AE program, with constant support from the educational system.

The cross-cutting AE components that were integrated into the model were: evaluation, monitoring, financial management, and supervision, which are essential to offer an inclusive and quality AE model.

Lastly, maintaining a positive and sustainable relationship among administrative staff, teaching staff, students, and the community was emphasized. Each of these groups has a vital role in the educational ecosystem, and their involvement is essential to ensure that diverse voices are heard and that the AEP effectively address the realities and needs of diverse learners.

PRINCIPLE 8
Community is engaged and accountable

The activity for Principle 8 was a role-play. Each team member took on the role of a different stakeholder in the community. The team chose to act out a Community Assembly, where they discussed an offer to implement an AEP in "Leticia Community, Las Tres Flechas Street."

Each community member stressed the essential elements of this principle, such as articulation among different community members to ensure support and contribution to the AEP; fostering local leadership and technical expertise, represented by a retired teacher from the community who could support teacher development; broadcasting the program and its

benefits to the community, as represented through socialization and conversation in community spaces, sports facilities, and recreational areas, allowing for the program and its benefits to be introduced to the community. This reinforced the community's overall awareness of the benefits of AEPs. This allowed the Assembly representatives

to discuss the issues that affect children and adolescents in their community, as a process to raise awareness and drive and sustain community efforts. The exercise emphasized the essential relationship between the school, community, and its stakeholders since the community can provide valuable resources, contextual knowledge, and articulation with the responsible authorities to legitimize AEPs.

PRINCIPLE 9 *AEP is a legitimate, credible education option that results in learner certification in primary education*

PRINCIPIO 10 *AEP is aligned with the national education system and relevant humanitarian architecture*

The group discussed both principles and identified common elements in their education systems (Chile, Colombia, El Salvador, and Ecuador), as well as shared challenges to advance the alignment and institutionalization of AEPs. In all four countries, AEPs are integrated into the formal education system and provide a pathway for transition to formal schooling. These programs are increasingly gaining appreciation and recognition within their respective communities.

One of the main challenges identified was having sufficient funding to cover demand and address the stigmatization that may arise for students participating in AEPs. Both principles were visually represented in an illustration , placing the Ministry of Education as the main entity responsible for deploying the different stakeholders involved in educational solutions, generating data, and securing sufficient funding to ensure program sustainability.
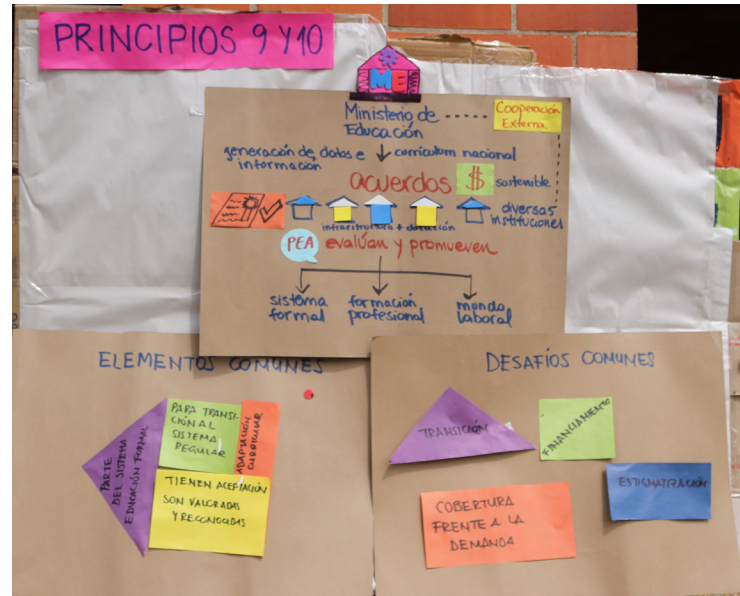
3.2 Accelerated Education Programs by Country: Guatemala, Honduras, and El Salvador

The next panel featured Guatemala, Honduras and El Salvador.

GUATEMALA

The delegation from Guatemala stressed the key aspects of their education system as they relate to accelerated education. In 2023, Guatemala reported 3,205,911 students enrolled in public education, an additional 871,368 students in the private sector and 171,018 students in cooperative or subsidized schools, totaling 4,248,297 students.

Guatemala's education system consists of two subsystems: the school education subsystem, which serves all levels and modalities of regular education, and the extracurricular education subsystem, which includes formal education programs (where the Ministry places AEPs), vocational training, and complementary training to support the previous two components.

The Formal Education programs include PEAC (Adult Education Correspondence Program), Flexible Modalities Programs for Middle Education, and the PRONEA (National Alternative Education Program). The complementary programs include VLE (Virtual Learning Environments) and the ME SUPERO (I outperform myself) Program.

HONDURAS

In 2023, there were 1,861,711 students enrolled in Honduras' education system, while 849,865 children and adolescents were not enrolled. In terms of educational programs , there are 22,015 government-run educational centers and 3,314 non-governmental educational centers that serve the country's educational needs.

The levels that are part of the formal education system are Pre-basic (0 to 6-year-olds), Basic (6 to 14-year-olds), Middle school (15 to 18-year-olds); and Alternative programs, which include youth and young adults (starting at age 15).

In Honduras, AEPs are introduced as an option included in alternative programs, designed for individuals to complete their middle school education in a shorter period of time. The Technical Baccalaureate program outlines the orientations for Accelerated Education, offering two distinct paths: one with a humanities focus and another with a military emphasis.

The following programs also fall within the framework of formal and non-formal education, along with the upcoming launch of the "Yo sí

puedo seguir" (Yes, I Can Continue) program, which will consist of an accelerated Primary education program for students from 1st to 6th grade; Distance Middle School Education System (SEMED); Community Culture Centers; SAT (Tutorial Learning System); Alfasic; INP (in Penal Facilities); Literacy Programs (Learn to read and write in 3 months); Education Recovery (I, II and III-Alternative Cycles) with "Educatodos"; and Night Schools (Addressing Education Recovery).

Lastly, other programs and resources also focus on learning recovery and leveling: Curriculum Pedagogy Strategy for homeschooling; Tutoring for basic and middle school; Educational Bridges; Learning Passport; Workbooks for 1st to 9th grade; and GANE Guides for basic, intermediate, fluency, and advanced levels.

EL SALVADOR

The delegation for El Salvador presented statistics and the major features of their education system related to accelerated education. There are a total of 5,906 educational centers and a total of 1,278,795 students in the country, 70,256 of whom are not part of the education system. Currently, accelerated education is a part of formal education focused on children and adolescents who have aged-out, which gives credit for five grades in two years.

The current legal framework is ***Article 59 of the "Grow Together" Law and Executive Agreement No. 15-1030***, which is currently undergoing review in line with the new national educational model. The program covers Cycles I and II for children and adolescents, and there is also another branch created for youth and adults

*See presentations by country: **Guatemala**, **Honduras** and **El Salvador**.*

3.3 Reflection and Contextualization of the Principles for Each Country

A critical aspect of AEWG 10 principles is contextualization. The Principles must be adapted to the local context in each country. The different delegations worked using the **AEWG Principles Checklist**, a useful tool for countries to review their country's AEPs' alignment with the 10 principles to see how AEPs in their country aligns with global good practice and make any adaptations to the Principles to ensure they are relevant to their context. This exercise helped each country delegation reflect and identify gaps and areas for improvement and then decide together the priority actions for a national AE Action Plan.

3.4 Research Panel: AE in Colombia, El Salvador, and Regionally (Peru, Ecuador, and Colombia)

Research from Colombia, El Salvador, and at the regional level were shared in this panel, through moderated questions and answers.

COLOMBIA

Accelerating Change for Children's (and Youth's) Education through Systems Strengthening (ACCESS), is a project resulting from a partnership among the University of Auckland, the Accelerated Education Working Group, and Dubai Cares. Its objectives are to:

- Understand the political economy of FEMs and how they impact and are integration in the education system

- Set a platform that brings together key stakeholders interested in working together to address the challenges related to better institutionalizing FEMs.

- Identify factors that facilitate or limit the integration of FEMs.

One of the key findings of the research is that Colombia has a solid regulatory framework related to Flexible Educational Models that focus on serving specific populations, particularly children in situations that render them more vulnerable compared to their peers.
It should be noted that Colombia has a decentralized education system that is able to be flexible and adapt to the circumstances of and specific contexts where it is being implemented. However, this flexibility can also be considered a weakness, since the autonomy of local authorities and educational institutions has sometimes led to a lack of coordination among the stakeholders who are implementing programs. Thus, there is a need to create a platform that brings together financing, implementation, and technical support to strengthen the sustainability of FEM, as well as look at the current statistics on children who are not part of the education system or who are enrolled in the system but have aged-out. In this regard, the experience of existing NGOs implementing FEMs in the country should be taken into account.

EL SALVADOR

The *Teacher Development Strategy for Flexible Accelerated Basic Education in El Salvador*, published in March 2022, was a product developed based on Dr. Marcela Hernández González's doctoral thesis for the University of El Salvador.

Her research highlights several limitations in the training of teachers who teach in Accelerated Education, which must be analyzed and addressed to improve the quality and effectiveness of AE in the country.

To address these gaps she recommends a professional pedagogical approach for teachers that combines theoretical and methodological elements, including developmental learning and educational projects, underpinned by action research and operative group methodologies..

The research highlights the practical applicability of the proposed strategy, emphasizing that partial implementation yielded positive results, contributing specifically to establishing training requirements and improving the educational expertise of AE teachers.

REGIONAL RESEARCH (COLOMBIA, ECUADOR, AND PERU)

The **Regional Guide to Adapt and Use Accelerated Education Programs to Mitigate Learning Losses and Deficiencies** was drafted by the LAC Regional Education Working Group, under the leadership of Plan International and within the framework of the regional module of the Multi-Year Resilience Program (MYRP), which is funded by Education

Cannot Wait (ECW) and the Canadian government.

This study developed its information gathering and documentary analysis process in Colombia, Ecuador and Peru, which are deemed to be the three main countries receiving migrant and refugee populations in the subregion.

This study methodology consisted of reviewing the enabling aspects and challenges related to AE regulations in the three countries, followed by the generation of comparative scenarios; an analysis of existing AEPs in Colombia, Ecuador, and Peru; and identifying different good practices to develop these programs. The ultimate goal was to provide general recommendations and guidance to governments, education service providers, and cooperation agencies to adapt the implementation of AEPs, taking into account the needs of migrant, refugee, and host community CAY.

The most representative findings were the recommendations made to the existing AEPs in the three countries, which were focused on 7 specific points that are outlined and detailed in the presentation, see below.

*See presentation slides **here**.*

4. CONTEXTUALIZATION AND DEVELOPMENT OF ACTION PLANS)

4.1 Good Practices in AE: Nigeria and Colombia

This panel focused on good practices for accelerated education from Nigeria and Colombia allowing for a comparison of programming from a different region.

NIGERIA

Dr. Chima Egbujuo from the Nigerian Educational Research and Development Council presented Nigeria's Accelerated Basic Education Program (ABEP), designed for children and youth aged 10-18 who have aged-out for their grades. He described how the Nigerian Accelerated Education Working Group has developed an action plan with clear priorities to integrate the ABEP into the existing legislative framework and policies under Universal Basic Education.

Some of the main achievements include:

- The ABEP has received national approval from the National Education Council and is included in Nigeria's education sector roadmap for 2024-2027.

- The ABEP has been rolled out on a national level.

- The political framework has been implemented in some states.

- National guidelines for implementation have been developed in partnership with the Nigerian Accelerated Education Working Group.

- Stakeholders have received training on the guidelines, and a contextualized teacher training package for ABEP was developed based on the AEWG's teacher training package. There are plans to institutionalize the training.

- The extension of the ABEP program to the entire country is being planned.

COLOMBIA

The Tejiendo Brújulas (Navigating Together) program was introduced as an example of good practice implemented in the Navigating Learning Horizons (HBA) classroom at the Santa Rosa ethno-educational institution, located in the Aguablanca sector, El Poblado II neighborhood, in the city of Cali. The "Tejiendo Brújulas" initiative aims to promote restorative values and practices in primary school. One of the activities is that students create wristbands to sell and generate income.

Every wristband that is created is more than just a thing: it is a living testament to every person's ability to transform differences into opportunities for purposes of growth and learning. It is a symbol of hope and a constant reminder that, together, we can build a better world.

4.2 Deep Dives on Specific Topics

Prior to the workshop, country delegations selected preferred topics for deep dive discussions. During the workshop, participants selected two topics where they were able to explore key issues, challenges, and share experiences with regional colleagues.

THE FOLLOWING TOPICS WERE SELECTED:

- Alternative education options for migrant/displaced CAY (2 groups)

- Assessment and follow up of AE learning outcomes

- Teacher ability and well-being Adapting curricula to Education in Emergencies

- Alternative and flexible models for vulnerable populations (Indigenous, rural, remote, and those affected by violence)

- Digital technologies to accelerate progress

- Programs to address learning gaps

- Alternative and flexible models to address formal education system saturation

- Follow-up on students in alternative pathways and transition to other pathways (including technical and vocational education and training)

Summary of Key Highlights from the Deep Dives.

ALTERNATIVE EDUCATION OPTIONS FOR MIGRANT/DISPLACED CAY

Common limiting factors are:

- Limited funding for AE
- Limited coverage of AEPs
- Challenges in identifying and addressing student needs
- AEPs are outside the Ministry's scope and rely heavily on international cooperation

In some countries in the region, such as Chile, there is limited experience in providing education to migrant and transient students, and identifying their needs has been a challenge. In others, such as Peru, border states were unprepared, so while access to education is guaranteed, there is a lack of dissemination of the regulations. In Honduras, education in emergency situations has not been officially established, although some schools do provide educational solutions to transient populations.

In Venezuela, there is no ministerial program for AE. Along with UNICEF, some initiatives have been launched, but only a pilot program has been implemented, which has not been institutionalized and does not lead to certification. El Salvador has implemented some strategies to address transient populations, with migration offices equipped with educational materials and counseling services available at border points and border schools. They focus on catching up on learning in a border setting. While this is useful, the education system does not record these students' information, so they have no proof of participating in these programs on their return or integration into formal education in the host country. Ecuador has curriculum adaptations as well as prioritization tactics, but educational materials and resources are not adapted, and, as a whole, there is no training for AE teachers. In Peru, the Local Educational Management Agency (Unidad de Gestión Educativa Local, UGEL) supports educational programming, and there is political will at the municipal level as well as a community reinforcement program.

Lastly, several countries stated that while there are no regulatory obstacles, they have identified several administrative obstacles to implement these types of programs, for example, in Ecuador, Chile, and Guatemala.

ASSESSMENT AND FOLLOW UP OF AE LEARNING OUTCOMES

In the forum on assessment and follow up of learning outcomes, participants shared their concerns about the challenges of incorporating assessment indicators that are not only able to measure learning but also the quality and retention of learning.

Likewise, they indicated that it is difficult to identify the adjustments required to make the programs respond effectively to educational needs without a proper assessment and follow-up process.

Throughout the session, the facilitation team showed the **AEWG monitoring and assessment toolkit**, listed below, emphasizing that each of these tools can be adapted based on the context and needs of participants and students:

- Theory of Change
- Goals and Indicators Menu
- Logical Framework Model
- Monitoring and Evaluation (M&E) Plan Model
- Indicator Tracking Table Model

Only the M&E Plan Model was reviewed due to the time constraint. The template was shown, and some examples of indicators were shared, including how they can be adjusted according to the AEP, context, and the frequency of monitoring.

PROGRAMS TO CLOSE LEARNING GAPS

Some national programs that focused on recovering learning loss were shared during this session, as well as their main challenges or gaps.

In Peru, despite enrollment having been extended and a program being created, migrant students do not directly enroll in schools. This is due to challenges such as inadequate infrastructure, insufficient teacher availability, and limited budget to launch the program. For example, Lima Aprende, a learning recovery program, has not been successful due to a lack of funding.

It was stressed that these types of programs are often short-term, but they actually need to last longer to be effective. Learning recovery is at the core of a diagnostic assessment of students who are already in school, and it mainly focuses on developing mathematical and writing skills.

Guatemala has an overall educational delay of 2 years, resulting in a significant backlog. Teachers are unprepared and unsure of how to address these challenges.

Venezuela has a television and radio show titled "Cada familia a la Escuela" (Every Family Goes to School) that was launched during the COVID-19 pandemic. The show provides essential content to help students progress to the next grade level. Building on this experience, it was discussed that it might be possible to develop a proposal for AE and a curriculum proposal to work on a platform that provides access toeducation. The greatest challenge is to be able to reach all CAY and keep them engaged.

Lastly, the participants identified some essential elements to develop programs to close the gap on learning losses, such as incorporating diverse characteristics of CAY and their specific learning needs into the census and accounting for the needs of teachers who will be leading the development of the program activities.

FOLLOW-UP ON STUDENTS IN ALTERNATIVE PATHWAYS TRANSITIONING TO OTHER PATHWAYS (INCLUDING TECHNICAL AND VOCATIONAL)

Following up on students who become part of AEPs and then transition to formal education is crucial, and so is tracking their academic performance.

Tracking students' complete educational path should be institutionalized in all countries in the region to add technical, human, operational, and programmatic resources to support its implementation.

Furthermore, the challenges in the formal education system must also be addressed, since some CAY who have been in AEPs are reluctant to return to regular classrooms, and remaining in the formal educational system for an extended period after transitioning from AE is difficult for many students.

The checklist helped identify priority areas, based on each country's and development needs. key activities to achieve the action points and identifies responsible departments/organizations. Annex 3 contains the complete action plans of the national delegations. The following table provides a brief summary of national priorities and major obstacles for each country

ANALYTICAL NATIONAL AE PLANS SUMMARY

	NATIONAL PRIORITIES TO IMPLEMENT AE PRINCIPLES	INSTITUTIONAL AND OPERATIONAL OBSTACLES
COLOMBIA	**Work on the data** to identify needs for Accelerated Education Programs	– Restricted information sharing. – Limited Information availability and recording. – Sustainability. – Resources.
	Position Flexible Educational Models (FEMs) within organizations and promote them as an opportunity.	– The needs of the members of the populations who have aged-out are overlooked. Limited opportunities for influence and positioning. – Lack of economic resources to support efforts.
	Advocate for funding for AEPs within government education budgets and those of other donor organizations.	– Government prioritization of other issues and lack of willingness to prioritize AE. – Insufficient resources for AE. – Lack of interest in prioritizing AE.

NATIONAL PRIORITIES TO IMPLEMENT AE PRINCIPLES	INSTITUTIONAL AND OPERATIONAL OBSTACLES

PERU

The Peruvian delegation conducted an analysis based on strategic action areas:

Students
1. Medium-term actions: Identify and characterize CAY who have aged-out.

Teachers
2. Medium-term actions: Strengthen teacher abilities and in-service training.

Management
3. Medium-term actions: Program monitoring and follow-up.

System
4. Medium-term actions: Implement educational proposals, flexibility, and diversification.

In Peru, the main challenges lie in developing an inclusive and relevant educational response for all children and adolescents. This response should address various operational aspects: students, teachers, management, system, and impact.

ECUADOR

- Seek institutional alliances to conduct a research study on out-of-school CAY using national budget funds.
- Develop a roadmap to promote educational access and improve educational offerings.

Activities

- Demand social accountability from the Citizen Sectoral Council established by public law and support its observance.

- Develop a helpdesk to start outsourcing the implementation of inclusive education programs.

- Introduce to city authorities and create citizen engagement and agreements.

- Include a research process in the roadmap that identifies out-of-school CAY by reviewing primary and secondary sources to determine their whereabouts.

- Sole operational authority over the AEPs belongs to the Ministry of Education.

- Existence of a singular AE program, which may not be adapted to the multiple needs of CAY in the territory.

- A dedicated contact point within the Ministry of Education is required to monitor progress and challenges in accelerated education, working with the National Education Thematic Group and tracking the roadmap results.

- Insufficient funding to increase coverage of the existing AEPs.

- Lack of effective strategies to assess learning outcomes for the existing AEPs.

- Incomplete country census data.

NATIONAL PRIORITIES TO IMPLEMENT AE PRINCIPLES	INSTITUTIONAL AND OPERATIONAL OBSTACLES

GUATEMALA

- Focus the attention of the Ministry of Education to serve CAY between the ages of 10 to 18 who have otherwise aged-out.

- Adapt the curriculum, learning materials, language of instruction, and learning methods of the AEPs to the needs of children who have aged-out and incorporate inclusive educational practices that take gender issues into account.

- Collaborate directly with teacher training institutions and national organizations to provide certified training for AEP teachers to improve their professional skills.

- Changes in government authorities.

- Budget.

- Community and partner engagement.

- Lack of human resources with sufficient time and skills.

HONDURAS

Develop and/or update the accelerated education curriculum to make it suitable and relevant, prioritizing literacy.

Main Steps:

1. Recognize and serve various populations: Migrants, Indigenous people, Afro-Hondurans, pregnant teenagers, rural CAY, and adults jóvenes y adultos.

2. Identify other divisions within the Ministry of Education that could be involved in these efforts and governance.

3. Identify good practices, resources, and databases.

4. Identify funding sources.

5. Develop tailored materials.

- The main obstacle is financial, but there is also a lack of a team with the capacity and willingness to work on this issue.

- Duplication of work.

- Lack of technical expertise in the subject matter.

- Staff rotation at the Ministry of Education.

NATIONAL PRIORITIES TO IMPLEMENT AE PRINCIPLES	INSTITUTIONAL AND OPERATIONAL OBSTACLES

VENEZUELA

- Make the Accelerated Education Program an official part of the Ministry of the People's Power for Education and confirm age groups

- Collaborate with the Research and Training Directorate and the Samuel Robinson Teacher's University, in partnership with UNICEF, to provide technical support to train AEP teachers and offer certified professional development opportunities.

- To ensure adequate funding and meet minimum standards, the program should account for several key components. These include endowment for financial resources, infrastructure for adequate facilities and equipment, qualified teaching staff for instruction, accompanying personnel for administrative and student support, supply of materials such as textbooks and technology, supervision to ensure adherence to standards, and effective management for program leadership and administration.

- Include withdrawal strategies and a plan for sustainability in AEP design.

- Ensure that financial management, supervision, monitoring, and assessment systems are in place and applied at AE centers through coordination between vice-ministries and the development of a supervision, monitoring, and assessment process.

1. Challenges in articulating communication among national and regional educational authorities.

2. Challenges in coordinating the agendas among educational stakeholders

3. Defining a comprehensive plan of execution.

NATIONAL PRIORITIES TO IMPLEMENT AE PRINCIPLES	INSTITUTIONAL AND OPERATIONAL OBSTACLES

CHILE

- Establish the concept of accelerated education within the framework of the educational reactivation plan.
- Review the Re-entry Classrooms program pursuant to the accelerated education principles.
- Support the implementation of a system to protect educational career paths.

- The Ministry of Education does not currently offer accelerated education programs.
- Articulating with civil society stakeholders is challenging.
- Availability of funding.

EL SALVADOR

- Development of a regulatory framework to make AEPs flexible and adaptable to students who have aged-out.
- Design a training and capacity-building process for educational managers to ensure the professional development of AE teachers.
- Develop a strategy for a committed and responsible community.

- Inconsistency between the regulatory framework and the educational model.
- Lack of prioritization of the training process within the Ministry of Education.
- Low acceptance in local communities.

The highlights of the last country panel are detailed below.

PERU

The Peruvian delegation introduced the "Crecer" (Grow) strategy, which focuses on supporting students who are falling behind in school by promoting the completion of two grades in one school year and growing their social-emotional skills. The strategy focuses on students in the 3rd, 4th, and 5th grade levels of primary education who are falling behind, as well as children who are entering the primary education system for the first time.

The intervention involves several stakeholders (Ministry of Education, Regional Directorate of Education/ Local Educational Management Unit, Schools, learning mediators, and strategy managers) who work together to reinforce skills through workshops, technical assistance visits, and peer-to-peer learning meetings. The advanced cycle offers multiple forms of educational support, categorized as follows:

- In-person: Regular student attendance at the educational institution (Alternative Basic Education Center, Learning Centers, Satellite campuses).

- Hybrid: Combines in-person sessions and tutorial assistance with student self-learning.

- Distance: Virtual learning (online platform) or periodic visits (either by the teacher or the facilitator).

In the hybrid and distance learning modalities, accelerated learning strategies are promoted for individuals over 18 years of age who have not completed their secondary education. Teaching is divided into subjects and combines both in-person and distance learning spaces, with an emphasis on developing independent processes, emotional support, and specific educational materials.

The main achievements include the creation of virtual classrooms for distance learning, the design of educational materials to promote self-learning in the advanced cycle, and the design of a strategy, adapted materials, and a technical standard (pending approval) in the primary education cycle for regular basic education.

On the other hand, the Peruvian delegation identified the lack of teacher training, communication and dissemination strategies, availability of materials, and budget allocation as the main challenges.

ECUADOR

The Ecuadorian delegation introduced its Educational Leveling and Acceleration Service (NAP, in Spanish), a formal education program designed to help school-age CAY with moderate or significant learning gaps catch up with their peers through an accelerated process, which would allow them to rejoin their age-appropriate grade or course.

The target population for the NAP program are children and adolescents between 8 and 18 years of age who are experiencing moderate or significant learning gaps or delay.

The main challenges in program implementation include: delivering the service in blended and distance learning modalities, managing the significant population of students with educational delays, implement strategies to prevent dropout rates and ensuring educational continuity, and extending the NAP service to include the high school level.

VENEZUELA

The National Accelerated Education Program in Venezuela has been introduced as an inclusive and integrative education strategy focused on supporting CAY who have had their education interrupted or are out of primary education for various reasons such as aging-out, vulnerability, and social risk. The program's goal is to reintegrate these students into the education system in an accelerated manner, providing them with comprehensive training and the opportunity to rejoin the educational system and processes, as well as receive social and emotional support.

Venezuela's accelerated education program is based on three principles:

➜ Humanitarian, social, comprehensive, empowering, co-responsible, inclusive, and inter- and trans-disciplinary.

➜ Guarantee equal access and opportunities for all participants in the program.

➜ Promote the development of scientific and technological skills and abilities of CAY who have aged-out.

The program's learning methodology employs project-based approaches across integrated training areas, and its certification is issued by the Ministry of the People's Power for Education, pursuant to Article 46 of the Fundamental Law for Education, which recognizes completion of the Primary Education Level.

See the presentations by country: **Peru**, **Ecuador** and **Venezuela**.

6. NEXT STEPS

The following steps were determined to improve the quality and coverage of AEPs in the LAC region based on the feedback from countries during and after the workshop, as well as during follow-up meetings with the facilitation team.

Promote the creation of National Working Groups on AE (in countries where they do not yet exist), to support the implementation of national action plans and ensure adequate follow-up (including communication on progress and impact, transparency for donors, etc.).

Organize national follow-up workshops to finalize and validate national action plans and develop short- and medium-term roadmap (with the corresponding budgets) for their implementation.

Develop a community of practice supported by the INEE's AEWG, where participants can share up-to-date information about their work in the country, learn from one another to address common challenges, and contribute to and benefit from global learning and evidence in AE through the AEWG. This can be achieved by leveraging the WhatsApp group created during the workshop and migrating it to an INEE Community of Practice channel, where the coordination team commits to publishing/sharing relevant AE-related content at least once a month, while other participants interact regularly.

Provide ongoing support from the AEWG and partnership with Ministries of Education, country stakeholders, and regional education advisors from agencies that hosted the workshop (particularly when

they are on a mission in the countries), to work together and provide support and follow-up on AE action plans. Scheduling bilateral meetings with each delegation, coordinated

by the country facilitators is recommended (these can be in-person or remote).

Seek continuous collaboration and commitment from host organizations and the AEWG to share regular updates, good practices, lessons learned, and common challenges. Organizing quarterly meetings by the Regional Education Working Group, the facilitation team, and the AEWG is recommended to follow up on this and follow up on progress and share ideas. Countries can join these meetings on an alternating basis to discuss their progress.

Ensure widespread dissemination of this report among stakeholders across the region to share experiences and the learning it contains and raise awareness about the potential of AEPs to address the needs of out-of-school CAY. A webinar will be held with all participants and other stakeholders as a first step to summarize the main conclusions and next steps.

Development and distribution of an updated event calendar for 2024 that includes specific AE events for all countries. The REG-LAC will work on this along with all country facilitators.

7. RESULTS OF THE WORKSHOP EVALUATION

An evaluation was conducted with all participants at the end of the workshop. Below is a summary of the main results.

The participants' responses showed a clear learning and understanding of the workshop contents: 70% answered the following question correctly - "Is accelerated education suitable for all out-of-school CAY?" (the correct answer is NO); 100% agreed that programs must address specific obstacles surrounding access and retention, and 98% agreed that parents/guardians/caregivers and the communities must be consulted and involved in the design and implementation of programs. Over 80% felt confident in their ability to design and implement an accelerated education program.

When asked, 'What is the most important thing you have taken away from this workshop?' learning, knowledge, latest information, capacity building, clarity on terminology, and the 10 Principles for Effective Practice were the most frequently mentioned by the majority of participants.

When asked to use one word to describe what they liked most about the workshop, the clear favorite, as seen below in the word cloud, was "exchange". Sharing, experiences, and methodology also ranked high on the list, as well as a famous TV character named Laura, who one of the delegation imitated a presenter in one of the role-plays.

The opportunity to gain experience and connect with colleagues and other countries, the exchange between delegations, strengthening of relationships, and sharing of experiences were other common points.

Participants acknowledged the workshop's motivating methodology and the engaging nature of its activities.

The main recommendation to improve the workshop was dedicating more time, especially to country exchange opportunities and national panels. Including a field visit and more evidence on AE was also suggested. There were some requests for salsa classes, too!

The principles most highly valued by participants were Principle 2 (on curriculum, education, and language), Principle 9 (on certification), as well as funding (part of Principle 6), while also being considered the most difficult to apply in practice.

8. ANNEXES

DAY 1 | NOVEMBER 28

TIME	SESSION TITLE	SESSION DETAILS
08:00-09:00	Registration	Participant Registration
08:30-09:30	Welcome *Icebreaker activity*	Workshop opening: Ministry of Education of Colombia, LAC Regional Education Group, INEE People Bingo to get to know one another!
09:30-11:00	Global definitons What are AEPs? *Actividad: ¿Quién va dónde?*	Formal vs informal vs No; Accelerated vs. Recovery and more. Introduction to AE and other Alternative Education programs - Definitions Working in mixed country groups to determine which programs are suitable for which students.

11:30-13:00	BREAK	
11:30-13:00	What type of educational programs are in your country? *Activity: Where do the education programs fit in?* Who are the out-of-school children and youth (OOSCY)? *Activity: Identify the key characteristics of the OOSCY and match students with programs*	Work in country teams, examine all educational programs in your country, and consider where they fit in the broader educational ecosystem. Who are the OOSCY in your country, and how do they fit in these alternative education programs?
13:00-13:15	Security briefing	Security briefing from the NRC for Colombia for all participants.

13:15-14:00	LUNCH	

14:00-14:45	Country panels	Opportunity to learn more about AE in **Chile** and **Colombia**.
14:45-15:15 15:15-17:30	10 Principles for Effective Practice	Country presentations led by each country. Introduction to the 10 Principles for Effective Practice. Working in mixed groups, conduct an activity to learn about one principle (with support from a facilitator.)

16:00-16:30	BREAK	

18:00	Reception (snacks)	Get to know other participants from the region.

DIA 1 | 29 DE NOVIEMBRE

TIME	SESSION TITLE	SESSION DETAILS
08:30-09:00	Welcome	Review of Day 1 Stand up / Sit down
09:00-10:00	Country panels	Opportunity to learn more about AE in **Guatemala, Honduras, and El Salvador.** Country presentations moderated by each country.
11:30-13:00	10 Principles for Effective Practice	Working in the same mixed groups, the presentations will be finished and a member of each group shall be selected to carry out the presentation.

10:30-11:00	BREAK	

11:00-11:30	10 Principles for Effective Practice	Working Groups for Principles 1 and 8 will perform their role-playing games before the whole group.

11:30-13:00	10 Principles for Effective Practice	A representative from each group will remain at a "station" and introduce the principle they have worked on to the rest of the participants. The participants, in their own groups, will visit each station to learn more about each principle.
10:30-11:00	BREAK	
11:00-11:30	10 Principles for Effective Practice	Working Groups for Principles 1 and 8 will perform their role-playing games before the whole group.
11:30-13:00	10 Principles for Effective Practice	A representative from each group will remain at a "station" and introduce the principle they have worked on to the rest of the participants. The participants, in their own groups, will visit each station to learn more about each principle.
13:00-14:00	LUNCH	
14:00-15:30	Contextualization of the Principles for Effective Practice	In country groups, use the AEWG Principles checklist to align your country's AEPs, contextualize the Principles, and identify gaps.
15:30-16:00	BREAK	
16:00-17:00	Research panel	Learn about some studies on AE in the region: Colombia, Peru, Ecuador, and El Salvador.

DAY 3 | NOVEMBER 30

TIME	SESSION TITLE	SESSION DETAILS
08:30-09:00	Welcome	Review of Day 2 Stand up/Sit down
09:00-10:00	Good practices	Learn about good practices in AE from Nigeria and Colombia. Get to know the opinions of teachers and students involved in AE!!
10:30-11:00	BREAK	
11:00-12:15	Thematic discussion	Participants select two of the ten thematic discussions that interest them the most. Each participant will attend two small group thematic discussions on the topics they have chosen and will have the opportunity to learn more with their colleagues.
12:1-13:30	Action Plans by Country	In country delegations: based on a specific number of principles that are most relevant in your country, develop an action plan to address THREE PRIORITIES to advance AE in your country.
13:30-14:30	LUNCH	
14:30-15:30	Country panels	Opportunity to learn more about AE in **Peru, Ecuador, and Venezuela**. Country-led presentations by each country.
15:30-15:45	Post-workshop questionnaire and assessment	Check how much you have learned and tell us what you liked or did not like about the workshop.
15:45-16:15	Conclusion	INEE, AEWG, and the LAC Regional Education Group
16:15-16:45	BREAK	

ANNEX 2 | PARTICIPANTS LIST

COLOMBIA

Juliana Iglesias	UNICEF
Sara Saldarriaga	World Vision
Laura Castillo	Save The Children
Carlos Javier Vargas	Flexible Educational Models Group CORPOEDUCACION
Elena Ilera	Flexible Educational Models Group United Way Colombia
Paola Rivera	Flexible Educational Models Group Ministry of Education of Cali
Alejandro Anaya	Ministry of National Education
Olga Lucía Fuentes	Ministry of National Education
Ana María Cárdenas	Ministry of National Education
Edwin Alexander Duque Olivia	Ministry of National Education
Juan Reyes	USAID
Arely Cecilia Pimienta	Professional in Flexible Education Models Ministry of Education of Riohacha
Liz Karime Gómez	Ministry of Education of Cúcuta
María del Pilar Trujillo	NRC

ECUADOR

José Alberto Flores Jácome	National Institute of Educational Assessment - INEVAL
Ana Valeria Jácome Jácome	UNESCO
Enma del Rocío Caiza Chulca	Ministry of Education - MINEDUC
Belén Espín Flores	Ministry of Education - MINEDUC
Juan Samaniego	DYA Self-Management and Development Center
María Fernanda Porras	UNICEF

CHILE

Carolina Rodríguez	Ministry of Education
Valeska Madriaga	Ministry of Education
Pablo Alfaro	UNICEF

PERU

Yanet Razzetto Espinoza .... Plan International
Deyssy Cruzcaya Lozano .... Save the Children Peru
Cadenas .... Panamerican Foundation for Development (PADF)
Roberto Avilés .... Peace and Hope
Rebeca Vargas .... Ministry of Education
Nora Delgado Díaz .... Ministry of Education
Miguelina Huaman .... World Vision
Daniel Yepez Barrionuevo .... Rehabilitation, Education and Work (RET)

EL SALVADOR

Gilberto Alexander Motto García .... Ministry of Education
Marcela Hernández .... Ministry of Education
Fabián Antonio Bruno .... Don Bosco University
Ingris Yessenia Hernández .... Don Bosco University
Marta Isabel Gómez .... UNICEF
Fátima Herrera .... Save the Children
Luz Emérita Murillo Quejada .... DAI
Elba Cecilia Hernández de Cabrera .... International Organization for Migration (OIM)
Elba Elizabeth Martínez de González .... USAID

HONDURAS

Cindy Ucles .... Ministry of Education
Ana Mirian López .... Ministry of Education
Gloria Sofia Centeno Miselem .... Ministry of Education
Eivy Zelaya .... Ministry of Education
Delmy García .... Ministry of Education
Wendy Lagos .... Save the Children
Hernan Torres Maldonado .... UNICEF

GUATEMALA

Mayra Lucrecia Solis Pérez .... Ministry of Education
Cesar Augusto Terry Maquín .... Ministry of Education
Lilian Viviana Tzul Pérez .... Pencil of Promise
Ilsy Arabelly Hernández Altún .... UNICEF

VENEZUELA

Gisela Marisol Toro de Lara .... MPPE

Hermes Flores Matamoros .... MPPE

Elizabeth Campos Zavarce .... Civil Association Building Futures

Sandra Torres .... Venezuela Catholic Education Association AVEC

Magaly de Jesús Arias Rojas .... Light and Life Foundation

Ivone Maya Ortega .... NRC

FACILITATORS | SUPERVISION | OTHER PARTICIPANTS

Martha Hewison	INEE AEWG	Workshop Leader: workshop design, content development, and pedagogy; facilitation of ToT
Marta Schena	NRC AEWG	Workshop Leader: workshop design, content development, and pedagogy; facilitation of ToT
Adriana María Pita	ACNUR	Facilitadora El Salvador
Carmen María de Henriquez	USAID Washington DC	Master of Ceremonies and Ecuador Facilitator
Catalina Prada	AEWG Fundación Carvajal	Master of Ceremonies
Cristina Sousa	ACNUR	El Salvador Facilitator
Daniela Uresty	UNICEF	Peru Facilitator
Felipe Calderon	UNESCO	Chile Facilitator
Hugo Reynaga	UNICEF	Peru Facilitator
Laura Tiana Alvarez	INEE	General support and coordination of the workshop, translation of content
Lizeth Estephany Cardozo	Plan International	Ecuador Facilitator
Lorena Becerra	NRC	Colombia Facilitator
María Eugenia López Maya	Fundación Carvajal	Chair of the plenary session
Mariana Cruz	EDC - Hub LAC	Honduras Facilitator
Maritza Lucumi	NRC	Colombia Facilitator

Ruth Custode	UNICEF	Venezuela Facilitator
Sussana Urbano	Save The Children	Guatemala Facilitator
Yohanny Carolina Carpio	Save The Children	Venezuela Facilitator
Ariel Solari	INEE	Additional participant of the INEE, added to the Honduras delegation
María Benavides	INEE	Additional participant of the INEE, added to the Chile delegation
Melissa Chiapetta	USAID	Additional participant of USAID, added to the Chile delegation

ANNEX 3 | ACTION PLANS

COLOMBIA

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
10 a	Work on the data	Establish Priority Themes What we want Observatory design Disseminate Create institutional commitment	Academia MEN ETC DNP ASCOFADE cooperation	Data exchange restriction Information availability and registry Sustainability Resources	Create the design Dialogue
10 b	Strategy to create political will	Position the FEMs within organizations. Socialize the FEMs as an opportunity	Federated municipalities MEN	Discourse which highlights the issue of invisibility of the population that has aged-out	Meeting of the minds Communication strategy. Include in development plans
10 e	Trying to get financial support for AEPs within educational budgets	Meetings with local administrations	Mayors, Education secretaries	Other priorities are established	Local meetings

ECUADOR

PRINCIPLE(S) RELATED TO ACTION POINT	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED	SHORT-TERM AND LONG-TERM ACTIONS
Principle 6	**6.a.** Focus on the overall global goal **6.b** Develop and implement a monitoring and assessment framework linked to objectives of plans and programs	**1.** Seek institutional alliances to conduct a research study on out-of-school CAY (Using funds from the national budget). **2.** Develop a roadmap to promote educational access and increase in educational offerings.	MINISTRY OF EDUCATION	**1.1.** Demand social accountability from the Citizen Sectorial Council created by public law and create adherence. **1.2.** Develop a group of supporting entities to begin outsourcing the implementation of inclusive education programs. **1.3.** Introduce the citizen manifesto to the competent authorities, with the support of the Ministry of Education in providing a platform for the presentation and negotiating agreements and commitments that foster collaboration and progress. **2.1.** Include in the roadmap a research process (Different from active search) that identifies CAY who are out of the system (Characterize the population, their profiles, etc.). Review primary and secondary sources to determine their location.

PERU

Who are they?	Where are they?	How many are there?	Offer
1. CAY with severe disabilities 2. CAY in orphanages * 3. CAY in regions without an educational offering 4. CAY from 0 to 3-year-olds 5. CAY with educational delay (for their age) 6. CAY who are 3-5, 6-13, 14-17 7. CAY who are migrants or refugees (3) 8. CAY who are Indigenous (3) 9. CAY who are hospitalized or suffer chronic illness 10. CAY who are Afro-Peruvian (3) 11. CAY in extreme poverty (3) 12. CAY who are deprived of personal freedom 13. CAY who are in the worst forms of child labor 14. CAY who are pregnancy or mothers 15. CAY who are undocumented Peruvian/Foreigners 16. CAY who are victims of trafficking, violence, terrorism	Rural regions/Urban/Indigenous communities 7. Impoverished zones in 2025 8. - Transition program according to condition (8) - Socio-emotional support programs (SE) - Accelerated Secondary and Primary Programs - Rules that exclude ages 9-13 who have aged-out - School reinforcement programs	-Approximately 84,000 (EBR/EBE) outside of the educational system (2021 to now) - 400,000 dropout and abandoned - 300,000+ migrants and refugees outside the system - 23,000 + unaccompanied minors - 20%+ with no access to the educational system - +/- 3% with disabilities - +/- 14% pregnant teens (20% in Amazonia) - +/- 40% Indigenous have no access to education - +/- 30% (3-5 years) have no access to education - +/- 5% Secondary-overaged 2% Primary-overaged - +/- 30% Adolescents suffer daily violence	-Accelerated Education Program: PPL (deprived of freedom) Literacy programs Adults over 14 REBANA/REBAJA programs -Regular Education Program: Hospitality service Alternative Tutorial/Housing Service Initial/Primary/Secondary EIB Rural Primary Acceleration (Project) School Reinforcement/ERCE -Special Basic Education: Prite SAE (internal/external) CEBES -CUNA MAS

AREAS	MEDIUM-TERM ACTIONS	FIRST STEPS	RESPONSIBLE PARTIES
STUDENT TEACHERS MANAGEMENT SYSTEM	1. Identify and characterize CAY who have aged-out 2. Strengthen the skills of teachers in service in Initial Education 3. Program monitoring and follow up. 4. Implement Educational, Flexibility, Diversification Goals 5. Repeat as needed	1.1 Geolocate students who are inside and outside the system 1.2 Data analysis 1.3 Track students who are not part of the system (look for them) 2.1 Analyze of teaching supply and demand 2.2 Design training programs 2.3 Design and implement a training program that includes socio-emotional skills 2.4 Educational and socio-emotional support 3.1 Draft and implement a plan for monitoring and assessment 4.1 Adapt curriculum 4.2 Flexible Educational Materials and Resources 4.3 Technical specifications for the modules. 5.1 Repeat and communicate the governance model 5.2 Repeat plan and communication 5.3 Strengthen Strategic Alliance	MINED-GORE-ALLIES. Ministry of Education-SAVE-WORLD-RET-PLAN Ministry of Education-UNICEF-SAVE-WORLD-RET-PLAN Ministry of Education – GORE- ALLIES TECHNICAL COOPERATION AND CIVIL SOCIETY

EL SALVADOR

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
Principle 1	Regulatory framework	Identify existing documents	Ministry of Education, Sciences and Technology, and allies (MINEDUCYT)	Inconsistency with the educational model	Develop a roadmap for building a regulatory framework
Principle 5	**1.** Designed the training process	Coordination with the National Child Development Agency (NCDA) Identify good practices Worktable with allies	MINEDUCYT and allies	Prioritize the training process within MINEDUCYT	Develop a roadmap with allies
	2. Strengthen educational managers	Coordination with the NCDA Identify good practices Worktable with allies	MINEDUCYT and allies	Prioritize the training process within MINEDUCYT	Develop a roadmap with allies
Principle 8	Community engagement strategy	Review of existing documents and experiences	MINEDUCYT	Low acceptance in local communities	Develop a community engagement strategy

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
Principle 2 The curricula, materials, and pedagogy are truly accelerated and suitable for accelerated education, and they use the appropriate language of instruction. Urgent need because it is already underway. Topics: Migration: Ensure that partners align with the Secretary of Education's vision	* Design the curriculum * Prioritize literacy. Efforts are being made, but not on a relevant basis.	**1.** Migrants, Indigenous, and Afro-Hondurans, pregnant adolescents, rural CAY and adults. **2.** Identify which other departments within the Ministry of Education can be integrated into these lines and subdivision. * Prioritize Accelerated Education. * Prioritize Education in Emergencies. **3.** Identify good practices, resources, and materials. **4.** Identify sources of funding. **5.** Develop differentiated materials (for students and teachers) - Establish timelines, organize technical teams (PSS, SEL) - specialized human resources, define budgets.	Honduras Delegation with Cluster support- This delegation is co-led by Ana Mirian and Cindy	The main obstacles are financial, limited work equipment with duplication of roles. Lack of technical expertise in the subject area.	Cindy suggests there are existing resources already, which just need to be contextualized. Identify existing resources and contextualize them. Identify existing resources.

GUATEMALA

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
1.A Focus on unschooled students and those who have aged-out. Typically, Education Programs (AEPs) are aimed at children and youth between the ages of 10 and 18.	Focus the Ministry of Education's attention on serving the CAY between the ages of 10 and 18 who have otherwise aged-out.	**1.** Informational meeting and general actions. **2.** General work plan and technical work actions.	Ministry of Education, UNICEF, Pencils of Promise and other members of the Education Cluster. Ministry of Education and supporting entities.	Changes in government authority Budget Community engagement and partners	Meeting with the Vice Minister of Extra-Curricular and Alternative Education.
2.D Adaptation of the AEP's curricula, learning materials, language of instruction, and learning methods to suit children who have aged-out and include inclusive educational practices that consider gender issues.	Activities timeline Human resources Identify costs Identify funding sources Identify strategic allies	**1.** Socialization of the timeline	Directorate General for Non-Formal Education Directorate General for Curriculum Vice-Ministry of Extra-Curricular Education Supporting entities	Changes in government authority Human Resources Budget	Establishment of a technical team (DIUR, Directorate General for Non-Formal Education)

GUATEMALA

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
5.D Collaborate directly with teacher training institutions and national structures to train AEP teachers, aiming to provide for their certified training for the professional skills.	Activities timeline Adaptation of specialized tools for teacher training Human resources Identify costs Identify potential funding sources	Coordination of needs with Ministry of Education officials.	Ministry of Education Supporting entities Universities	Changes in government authority Human Resources Budget	Curriculum review. Review of agreements or memoranda of understanding with university training organizations.
6.D Develop and implement a monitoring and assessment framework linked to the program's objectives and plans and use it to regularly report data.	TBD – To be completed after the first three items.				

VENEZUELA

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
Principle 1 Action B	Make the Accelerated Education Program official by the Ministry of the People's Power for Education in line with the Age Range.	**1.** Socialize the Minister of Education, via the Vice Minister and Director of Initial and Primary Education, on the workshop and agreements, among other highlights. **2.** Review the available materials. **6.** Officialize the program. **4.** Socialize with educational stakeholders. **5.** Dissemination process **6.** Program launch.	**1.** Department of Initial and Primary Education **2.** Vice-Ministry of Education **3.** Vice-Ministry of Educational Communities and Unity with the People	None identified	Short-term.
Principle 5 Action D	Collaborate with the Research and Training Directorate and the Samuel Robinson Magisterium University, in partnership with UNICEF for technical support.	**1.** Convene a meeting with UNICEF, Deans of Training and Quality, Magisterium, and the Vice Minister of Education **2.** Establishment of agreements **3.** Action Plan for articulation	**4.** Vice-Ministry of Initial and Primary Education **5.** Vice-Ministry of Education **6.** Vice-Ministry of Educational Communities and Unity with the People **7.** Convene UNICEF	Scheduling coordination.	Short-term.

VENEZUELA

PRINCIPLE(S) RELATED TO ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED	OBSTACLES	SHORT-TERM AND LONG-TERM ACTIONS
Principle 7 Action A	Coordination of the Vice Ministries. Generate a protocol for supervision, monitoring, and assessment.	**1.** Convening the Vice Ministries. **2.** Workgroups for the development and construction of the MPPE. **3.** Timeline for addressing the process. Monitoring the timeline for addressing the process.	**1.** Vice-Ministry of Initial and Primary Education. **2.** Vice-Ministry of Education. **3.** Vice-Ministry of Educational Communities and Unity with the People. **4.** Center for Development of Educational Quality Institutions and Organizations linked to the program.	**1.** Articulated communication between national and regional educational authorities. **2.** Coordination of schedules among educational stakeholders. **3.** Finalize the overall execution plan.	Medium-term

PRINCIPLE(S) RELATED TO THE ACTION POINTS	WHAT DO WE NEED TO DO?	MAIN STEPS	WHO IS INVOLVED?	OBSTACLES
Teachers	Establish the concept of accelerated education within the framework of the reactivation plan. It is identified that AEPs can be a relevant solution within the formal system as a preventive measure against educational disengagement.	Define the concept of accelerated learning in alignment with the Fundamental Learnings framework of the plan.	División de Educación General Equipo de Reactivación	MINEDUC no cuenta con programas de educación acelerada en su oferta actual.
Program management	Review the Re-entry Classrooms program in light of accelerated education principles, with the goal of defining adequate student profiles and transitions to formal education.	**1.** Systematization of the pilot project in Public Local Education Services. **2.** Define the suitable profile for this re-entry modality. **3.** Define funding.	General Education Division	Develop definitions and profiles to address the issue of aging-out of services.
Program management	Support the implementation of the Educational Pathways Protection System.	**1.** Characterization of out-of-school children and adolescents. Magnitude. **2.** Design active search strategies. Link between re-engagement agents and community organizations. **3.** Establish an inter-institutional table for protecting educational trajectories.	General Education Division	Interministerial and intersectoral coordination.

COLOMBIA

STATISTICAL INFORMATION

- Total Enrollment includes preschool, basic, middle school, and adult cycles: 9,966,211. 2022: Enrollment decreases by 138,000 students from 2018-2022

- Venezuelan enrollment evolution:
- 2018: 34,030
- 2019: 206,013
- 2020: 364,046
- 2012: 488,798
- 2022: 584,534

- Children and adolescents out of the educational system: 2022: 787,378
- 5-year-olds: 133,483
- 6 to 10-year-olds: 289,241
- 10 to 14-year-olds: 140,040
- 15 to 16-year-olds: 224,614

- Educational facilities: 18,023
- 8,455 (official)
- 9,568 (unofficial)

- Rural educational centers: 35,196 (official), Urban: 8,506 (official)

EDUCATION LEVELS

- Early Childhood: 0 to 4-year-olds

- Preschool: 4 to 5-year-olds

- Basic and Middle Education: Ages: 5-16 years, with 11 school grades. Middle school is compulsory, and emphasis is placed on its articulation withpost-middle education.

- Primary: 0-5th grade

- Secondary: 6th to 11th grades

- Higher Education

GENERAL COMMENTS

- It is important to note that the decline in enrollment would be even greater if we ignore the attention given to the Venezuelan population. Under this premise, the decrease would reach 688,990 students, approximately 6.84%.

- The levels that contribute the most to the decline in enrollment between 2018 and 2022 are primary education with 115,854 fewer students (-2.8%) and adult cycles with 122,543 fewer students (-16.2%).

- As of the end of 2022, it is estimated that the total number of children and youth between 5 and 16 years old outside the educational system is 787,378, which corresponds to 8.3% of the total population of school-age CAY. This figure is calculated based on population projections, which the DANE (National Administrative Department of Statistics) adjusts annually based on various variables.

- It is important to note that due to the issue of aging-out, the educational system includes students older than 16 years, a figure not included in the graph. As a result, the educational system included 611,124 students between 17 and 19 years old, as well as 286,021 students aged 20 or more; in both groups, there are students attending both regular education and adult cycles.

- In addition, while most of the population enters the educational system at the ideal age for transition (5 years old) or once they have aged-out, there are cases where students younger than 5 years of age start the transition, which in 2022 included 260,617 students.

- As for the school-age population outside the educational system by age ranges, based on the official cut-off information for 2022, it is evident that the highest percentage of the outside population is at the age of 5 (17%), followed by the range between the ages of 15 and 16 (14%).

- 5.95% of the enrolled population has aged-out.

STATISTICAL INFORMATION

Formal Education: Promotes the progressive guarantee of the fundamental right to education in the two cycles of early childhood (Pre-K and Kindergarten). General Education Law (Law 115 of 1994) and Statutory Law "Education is a Right" National Development Plan. Currently, Colombia does not recognize non-formal education, which refers to education for work and human development. Instead, it is integrated into public education services, aligning with the purposes of education established in Article 5 of Law 115 of 1994. It is offered to complement, update, and supplement knowledge and skills in academic or occupational areas and leads to obtaining vocational aptitude certificates.

ACCELERATED EDUCATION PROGRAMS

- Accelerated Learning

- Secondary School Program

- Life Skills Compass and more

- MP Think Implemented: Publicly and Privately

- Flexible educational models, leveling strategies, program

- Considering: Guiding Curriculum

- Quality references, curricular guidelines, basic competency standards, curricular orientations

- These are articulated with: Navigation Map, each school develops and implements its Institutional Educational Project (IEP) and Community Educational Projects (CEP)

- The offering is regulated by: Law 715 of 2001 (Decentralization)

Certified Educational Bodies and Educational Facilities

- Education is registered by: SIMAT Code
Student Enrollment Management System for Official Institutions-SIMAT

- Materials:

- Teacher guides

- Educational resources for students

- Teaching and learning resources

- Teacher and Director training

ACHIEVEMENTS AND CHALLENGES

- Guarantee the right to education for CAY in vulnerable situations (overage, migrant, displaced)

- Inter-institutional cooperation

- Have an FEM offering, strategies, and programs from both the public and private sectors

CHALLENGES

- Update Flexible Educational Models (FEM).

- Transition to inclusive and equitable IEP.

- Teacher training and support.

- Foster forming learning communities and systematize experiences.

- Monitor and assess implementation.

- Transition to other implementation schemes (educational practices).

- Ensure learning for students entering a modality. Achieve continuity in the educational system for students served in a modality.

- Establish a flexible curriculum framework to adapt to individual student needs, based on the national curriculum.

- Effectively integrate educational technology into the curriculum framework.

- Guarantee ongoing teacher training.

- Establish mechanisms to assess the modality's effectiveness.

- Achieve sustainability for the modality in the educational system.

EL SALVADOR

STATISTICAL INFORMATION

- Student enrollment: 1,278,795

- Out-of-school children and adolescents (ages 4-17): 319,985 (based on projected population data for 2023 and educational enrollment)

- Children not enrolled in Early Childhood Education (ages 4-6): 274,797

- Schools: 5,906, Sections: 81,212

- Private schools: 745, Public schools: 5,161

- Teachers: 49,150

EDUCATION LEVELS

- Early Childhood: 0- to 3-year-olds

- Preschool Education: 4- to 6-year-olds

- Primary 1st Cycle: 7 to 10-year-olds

- Primary 2nd Cycle: 10 to 12-year-olds

- Adolescence: Basic 3rd Cycle and High School

- Youth: Higher Education: 18-year-olds and older

MODALITIES

Formal Education: Education provided in authorized educational institutions, following a regular sequence of years or school cycles, with progressive curricular guidelines leading to degrees and titles.

Non-Formal Education: Education offered to complete, update, or supplement knowledge and skills in academic or vocational areas, without being subject to the level and degree system of Formal Education.

Youth and adult literacy, Vocational workshops, School meal programs, Entrepreneurial training, Youth Talent programs, Vocational workshops.

Informal Education: It is acquired freely and spontaneously, coming from people, organizations, mass media, traditions, customs, and other unstructured moments.

PROGRAMAS DE EDUCACIÓN ACELERADA

Accelerated Education Programs (Cycles I and II)

- Objectives and Goals: Provide educational opportunities for CAY who have aged-out to catch up and continue their formal education

- Curricular Contents: Prioritize achievement indicators

- Assessment: Project assessments and subject-based grading

- Flexibility and Adaptability: Flexible schedules, in-person, hybrid, and virtual modalities

- Teacher Training: Annual workshops for teachers and on-site support

- Accelerated Education for Youth and Adults

Curricular Framework

- Objectives and Goals: Designed for those in the formal education system who need to complete their studies in less time

- Curricular Contents: Prioritize achievement indicators

- Teaching Methods: Flipped classroom methodology

- Assessment: Subject-based assessments

- Flexibility and Adaptability: Requires eight hours of in-person attendance daily, Monday to Friday.

- Teacher Training: Certification for flexible modalities

Certifications

- Aligned through curricular prioritization based on achievement indicators for each grade; however, currently an exhaustive review of this prioritization is being made for transforming this modality.

- Cycle I and II: Upon completion of year 1, students receive a certificate for 4th grade. Upon completion of year 2, students receive a certificate for 6th grade.

- Youth and Adults: Each grade of Cycle III is awarded a certificate upon completion (7th, 8th, and 9th) in a period of 18 months. A general High School Diploma is awarded in a period of 12 months.

ACCOMPLISHMENTS

- Serves approximately 2,000 students per year.
- Implemented in 173 schools nationwide.
- Student certification up to the sixth grade of Basic Education.

CHALLENGES

- Ensure learning for students entering the program.
- Achieve continuity in the educational system for students served BY the program.
- Establish a flexible curriculum framework that adapts to individual student needs, based on the national curriculum.
- Effectively integrate educational technology into the curriculum framework.
- Guarantee ongoing teacher training.
- Establish mechanisms to evaluate the program's effectiveness.
- Achieve sustainability of the program in the educational system.

HONDURAS

STATISTICAL INFORMATION

- Annual enrollment at the national level: 1,861,711
- Out-of-school children: 849,865
- Budget: 38,109,509,221 Lempiras
- Schools: 22,051 government schools and 3,314 non-government schools.
- Total: 24,127

- Pre-primary education: 208,536
- Basic education (I and II): 963,435
- Basic education (III cycle): 276,144
- Secondary education: 147,516
- Alternative programs: 92,239

EDUCATION LEVELS

- Pre-primary education: Cycle I (0 to 3-year-olds), Cycle II (3-6 years)

- Basic education: Cycle I (6 to 8-year-olds), Cycle II (9 to 11-year-olds), Cycle III (12-14 years)

- Secondary education: High School Diploma-Technical and Vocational Diploma (15 to 18-year-olds)

- Alternative programs: Youth and Adults (starting at the age of 15)

ACCELERATED EDUCATION PROGRAMS

Recovery and Leveling of Learning:

- An educational curricular strategy for home-based learning, designed for teachers, parents, and tutors to address curricular content using adapted home activities.

- Workbooks for 1st to 9th grade: (Spanish, Math, Social Sciences, Natural Sciences) Complementing the educational curricular strategy for home-based learning, organized by knowledge area, and tailored to the student's age and grade level.

- Essential Contents by Cycle and Grade: A strategy led by the Directorate General of Curriculum and Evaluation (SDGEB-SDGEM) and 18 SDDCE from across the country, establishing 10 essential contents per curricular space for each grade, providing a framework for sharing with external partners and using different methods (tutors, workbooks, among others).

- Tutoring for Basic and High School: Learning Recovery Program with Tutoring Support.

- The purpose is to support students from the age of 6 to 15, so that they can recover the fundamental learning of Spanish and Mathematics, as well as Natural Sciences and Social Sciences in some cases. The tutoring is carried out through face-to-face meetings or telephone calls, with the support

of teacher tutors, for a period of 8 to 10 weeks.

- GANE Guides (Basic, Intermediate, Fluency, and Advanced): A Learning Guide for Leveling in Spanish, starting from the basic level, aims to support learning and development of basic reading and writing skills, as well as reading comprehension. Each lesson enables teachers, parents, tutors, or caregivers to lead activities that help children systematically acquire phonological awareness, knowledge of the alphabetic principle, and the ability to decode written texts. Additionally, through listening or reading short texts, children can develop literal comprehension and expand their vocabulary.

- A flexible and innovative strategy providing access to resources that complement curricular content in various knowledge areas, tailored to each age group, and fostering life skills and workforce readiness. This approach also fosters life skills and workforce readiness, and enables teachers to access diverse resources, offering interactive and individualized learning experiences for students both in and outside the classroom.

- Educational Bridges: A flexible and participatory strategy enabling the leveling of basic education for out-of-school or at-risk students due to social, natural, economic, and/or political causes. Facilitates the acquisition of life skills as a resilient way to confront, reduce, and prevent exposure to harm, restoring the confidence of CAYs.

- Learning Passport: A flexible and innovative learning recovery strategy providing access to resources that complement curricular content in various knowledge areas, tailored to each age group, and fostering life skills and workforce readiness. Accelerated Education.

- Accelerated bachelor's degree in science and Letters (Governmental and Non-Governmental) - B.CC.LL.

- An alternative educational modality for youth and adults covering the prioritized curriculum of 10th and 11th grade in 12 months (1 year). Night Schools (Accelerated Primary): An educational modality for those over 15 years old, allowing them to complete grades 1-6 in three (3) years.

- Non-Formal Education – People's Culture Center: Offers occupational training workshops targeting youth and adults over 15 years old, aiming to integrate them into the business world, promoting entrepreneurship and the country's economy.

ACCOMPLISHMENTS

- Recovery and leveling learning resources hosted on the Educatrachos platform, accessible to students, parents, and teachers.

- Significant reduction in the number of school-age children who are not part of the educational system.

- Implementation of the "Yo sí puedo seguir" (Yes, I Can Continue) program in 2024, offering an accelerated education modality.

CHALLENGES

- Offer alternative AE modalities for the third cycle of basic education.

- Identify, offer, and seek funding for alternative, flexible, and innovative educational modalities responding to out-of-school children and adolescents in vulnerable situations and rural areas.

- Offer accelerated education modalities as a response, especially in marginalized urban sectors and communities in danger of violence.

- Offer socio-emotional attention and learning recovery strategies.

- Implement the national learning recovery strategy for children and adolescents.

- Provide bilingual and intercultural education to Indigenous and Afro-Honduran communities, given Honduras' multicultural and multilingual nature.

GUATEMALA

- Enrollment (Public Education) 3,205,911 students

- Private Section / Cooperative Sector: 871,368/ 171,018 students

EDUCATION LEVELS

- Formal Education
- School Education Subsystem
- Initial Education
- Pre-primary Education
- Primary Education
- Basic Middle Education
- Diversified Cycle

- Extracurricular Education Subsystem
- Education Programs
- Formal Education
- Vocational Education
- Complementary Education

ACCELERATED EDUCATION PROGRAMS

- Formal Education; Adult Education Correspondence Program: Offers an educational program for youth and adults who have not started or completed their Primary Education level studies.
- Accelerated Primary Education in 2 years, divided into 2 phases, for individuals aged 13 and above
- Flexible schedules and calendar
- Self-learning
- Hybrid and distance learning modalities
- Formal Education: Flexible Modalities Program for Middle Education: Offers flexible educational modalities for individuals who cannot attend the School Education Subsystem.
- Basic and diversified cycles, completed in 2 years, divided into 2 phases
- Personalized time management
- Integrated Modules
- Basic Cycle for individuals aged 15 and above
- Diversified: 17-year-olds and above
- Hybrid modality
- Formal Education: National Alternative Education Program (Programa Nacional de Educación Alternativa, PRONEA): Targeted at the population who can read and write and wishes to begin or complete their studies at the Primary or Middle Education level.

The program operates through a virtual platform, offering online distance education and self-learning modules in print.
- Levels: Primary, Middle Education (basic and diversified cycles).
- Flexible.
- Self-learning.
- Virtual platform usage.
- Primary: 13-year-olds and older.
- Basic Cycle: 15-year-olds and older.
- Diversified Cycle: 17-year-olds and older.
- Distance learning modality. Evaluation days are held to assess student proficiency.
- Complementary Program:
Virtual Learning Environments (VLE): Community educational spaces that facilitate access to extracurricular programs through technological tools and tutor support.

- Community spaces with technological equipment.
- Virtual training courses.
- Educational accompaniment and mediation by a tutor.
- Flexible modalities of extracurricular education. Accelerated Education.
- "I Will Overcome" Program: Provides an opportunity for adolescents and youth who are outside the National Education System to start or continue their Middle Level studies through a flexible modality.
- "Search Brigades" that locate students who have dropped out-of-school
- Primary level: Adult Education Correspondence Program (PEAC) and National Alternative Education Program (PRONEA).
- Basic Cycle: PRONEA and Flexible Modalities for Middle Education.
- Diversified Cycle: PRONEA and Flexible Modalities for Middle Education.
Vocational Training: Municipal Centers for Training and Human Development (CEMUCAF).
Strategic alliances:
1) Join Me in Growing
2) Mental Health and Psychosocial Support
3) Improved Learning, Psycho-Emotional Support, and Resilience
4) "I Will Overcome" Search Brigades
5) Technology in the Classroom, Virtual Environments
6) School Meals
7) Technical Schools of Field
8) School Infrastructure Upgrades

ACCOMPLISHMENTS

- In extracurricular educational coverage.
- International coverage with Guatemalan students residing in the United States, Mexico, and Canada.
- Certification of national and international skills: the United States, Mexico, and Canada.
- Technical Centers for Adult Education implemented in 13 departments.
- Strengthening of the Search Brigades (Me Supero Program)

CHALLENGES

- Budgetary
- Hiring of extracurricular education technicians at the departmental level.
- Job stability for extracurricular education technicians.
- Adaptation of the National Base Curriculum to suit the needs of the population.
- Continuous updating of printed materials. C18.

ECUADOR

STATISTICAL INFORMATION

- Enrollment: 4,272,849 children and adolescents
- Students from other countries:
- Colombia: 4254
- Venezuela: 23034
- Peru: 691
- Other: 4,280
- Schools: 15,489

EDUCATION LEVELS

- Initial Education
- General Basic Education
- High School Diploma with focus on Science
- High School Technical Diploma
- Educational Sustainment: Public, Municipal, Mixed Funding, Private
- Modalities: In-person, Hybrid, Distance Learning
- Educational Offers:
- Public Distance Learning
- Initial Education: Age: 3-4 years
- General Basic Education
a. Preparatory Sublevel
b. Basic Primary Sublevel
c. Basic Middle Sublevel
d. Basic Higher Sublevel
e. High School Diploma levels 1, 2, 3
- Specialized and Inclusive Education
- Intercultural Bilingual Education
- Complementary Arts Education Diploma
- Education for Young and Adults (EFYA)

ACCELERATED EDUCATION PROGRAMS

"*Encontrémonos*" (Let Us Meet): Formal education for youth and adults with incomplete schooling. This includes literacy, post-literacy, upper basic, and high school education offered in various flexible formats that accommodate the needs of young people and adults who have not yet earned their high school diploma..

Educational Leveling and Acceleration Service - NAP: A formal education service designed to level the knowledge and skills of school-age children and adolescents who have a moderate or significant educational delay. This service provides the foundational support necessary for these students to achieve the expected educational outcomes through an accelerated process, enabling them to rejoin the grade or course appropriate for their age. Curricular Guidelines for the Extraordinary Educational Service: Educational Leveling and Acceleration - NAP and Curricular Guidelines for the Extraordinary Educational Service of Educational Leveling and Acceleration - NAP for Upper Basic General Education.

Population: Target population - School-age children and adolescents between 8 and 18 years old who have a moderate or significant educational gap or delay.

NAP Service Attention and Promotion: Students in the Elementary and Middle sublevels who pass all subjects in a school year are promoted by 2 grades, while students in the Upper sublevel who pass all subjects in a school year are promoted by up to 3 grades.

For the Elementary, Middle, and Upper sublevels of

General Basic Education. The curricular content is organized over 10 months, during which essential learnings and skills are developed.

- Accelerated/Intensive Education: Service for Young People, Adults, and Older Adults with Incomplete Schooling
- Modalities:
- In-person (Literacy, Post-literacy, Upper Basic Education, Unified General High School Diploma, Technical High School Diploma)
- Hybrid (Literacy, Post-literacy, Upper Basic Education, Unified General Education, Technical High School Diploma)
- Distance learning (Higher Education, Unified General High School Diploma).

Attendance figures from PRIM: 4,601 students in the first semester, 2,567 students in the second semester, and 355 trained teachers

- Service for Youth and Adults: Context of confinement: 13,833
- Hybrid: 1,396,074
- Distance Learning: 87,019

CHALLENGES

Implement the Service in hybrid and distance learning modalities
- Update the Management Model, guidance materials, and guidelines.
- Concentration of students with educational gaps
- Due to geographical dispersion, alternatives are being considered for addressing the needs of the population with educational gaps or delays.

Prevention of dropout, and educational continuity.
- Activation of specific roadmaps, processes, and strategies to prevent dropout from the National Education System.
- Support for re-entry into age-appropriate educational levels.
- Expansion of the NAP service to the High School level.
- Addressing the needs of the members of the population who have aged-out within the High School education level.

PERU

STATISTICAL INFORMATION

- Regular Basic Education (EBR):
Enrolled students: 8,405,559
1,726,166 – Initial
3,847,053 – Primary
2,832,340 – Secondary
105,940- Alternative Basic Education (EBA) schools
- Enrolled students:
188,6132,415, Educational institutions

GENERAL COMMENTARY

In 2020, the percentage of students behind in school and enrolled in primary education at the national level was 3.7% (140,936 students).
- On average, 110,000 students with school gaps were recorded in primary education in 2022, along with 108,463 students who dropped out, suggesting that over 200,000 students are currently behind in school.
- A report by the Ministry indicates that 8 out of 10 adolescents who did not complete their Regular Basic Education (EBR) had conflicts with the law.

EDUCATION LEVELS

- Regular Basic Education
- Initial Education
- Primary Education
- Secondary Education
- Alternative Basic Education
- Initial Cycle
- Intermediate Cycle
- Advanced Cycle
- Special Basic Education

ACCELERATED EDUCATION PROGRAMS

- Grow Strategy; Primary Education-EBR
Aims to support student retention, timely completion, and achievement of learning outcomes for students who are behind in school by promoting the completion of 2 grades in 1 school year.

- Strengthens the socio-emotional skills of students to help them achieve their learning goals.
- Target Population:
- Students in the 3rd, 4th, and 5th grades of primary education who are behind in school..
Children and adolescents entering the primary education system for the first time with school gaps.
- Grow Classroom:
- Classroom with 10 to 15 students from 3rd to 5th grade.
- Integrated into the school's management.
- Teacher (Facilitator) with high expectations for student learning.
Assessment of learning
- Encourages respectful interaction with high expectations.
- Promotes the development of socio-emotional skills.
- Promote multi-level teaching.
- Provide individual and group feedback.
Planning
- Development of skills from the National Curriculum.
- Emphasizes learning in communication and mathematics, with worksheets tailored for multi-level teaching.
- Promotes socio-emotional skills such as self-esteem, emotional regulation, self-efficacy, and assertive communication.
- Assessment:
For learning (ongoing feedback). How can learning help promote students two grades?

- Enrollment in 2 grades simultaneously.

- Progress in learning is monitored throughout the school year.
By the end of the school year, students are promoted 2 grades if they achieve learning outcomes close to the expected standard for their grade.

Advanced Cycle (EBA)
- In-person: Regular attendance at educational institutions (CEBA, CA, Satellite campuses).
- Development of skills from the National Curriculum.
- Targeted at individuals aged 18 and over with incomplete secondary education.
- Organized by fields of knowledge (projects, learning experiences).
- Combines in-person and distance learning.
- Emphasizes the development of autonomous learning processes.
- Provides socio-emotional support.
- Completion of 2 grades in 1 year.
- Supported by educational materials.
Hybrid: Combines in-person sessions and tutorial assistance with autonomous student learning processes.
Distance Learning: Supported through virtual platforms or occasional visits by the teacher or facilitator.

ACCOMPLISHMENTS

"Grow" Strategy: Regular Basic Primary Education
- Development of a technical standard for advancement.
- Strategy design.
- Materials under development
Advanced Cycle – Alternative Basic Education
- Establishment of virtual classrooms for distance learning.
- Design educational materials to promote autonomous learning.

CHALLENGES

"Grow" Strategy: Regular Basic Primary Education
- Budgetary constraints
Advanced Cycle – Alternative Basic Education
- Teacher training
- Communication and dissemination
- Provision of educational materials

CHILE

- Pre-Kindergarten Education: 741,640
- School Education: 3,631,023
- Higher Education: 1,341,437
- Students disconnected from Education:
 2018: 42,576
 2019: 40,757
 2020: 45,865
 2021: 27,768
 2022: 44,845
- Number of Institutions with Public Funding: 11,123
- 2023 Budget: 160,480,431(in thousands of USD)

EDUCATION LEVELS

Pre-Kindergarten Education:
- 1st Level Nursery: 85-day to 2-year-olds.
- 2nd Level Middle: 2 to 4-year-olds.
- 3rd Level Transition: 4 to 6-year-olds.
Transition levels are mandatory (Junju, VTF, Integra)
- Basic Education (Public Municipal Education, Public Schools with School Learning Enhancement Programs, Subsidized Private Schools, Paid Private Schools)

First Cycle:
- Basic: 6-year-olds.
- Basic 2nd grade: 7-year-olds.
- Basic 3rd grade: 8-year-olds.
- Basic 4th grade: 9-year-olds.
Second Cycle:
- Basic 5th grade: 10-year-olds.
- Basic 6th grade 11-year-olds.
- Basic 7th grade: 12-year-olds.
- Basic 8th grade: 13-year-olds.

Middle Education (Public Municipal Education, Public Schools, Subsidized Private Schools, Paid Private Schools)
First Cycle:
- Middle 1st grade: 14-year-olds.
- Middle 2nd grade: 15-year-olds.
Second Cycle:
- Middle 3rd grade: 16-year-olds.
- Middle 4th grade: 17-year-olds.

Higher Education (Public and Private Universities, Public Technical Training Centers, Paid Technical Training Centers)
- University Careers: 8 semesters or more.

MODALITIES

- Education is manifested through formal or regular teaching, non-formal teaching, and informal education.
- Formal or Regular Teaching is delivered systematically and sequentially. It consists of levels and modalities that ensure the unity of the educational process and facilitate continuity throughout a person's life.
- Non-Formal Teaching is any formative process implemented through a systematic program, not necessarily evaluated, but recognized and verified as valuable learning, potentially leading to certification.
- Informal Education is any process related to personal development within society, facilitated by interaction with others, without the guidance of an educational institution. It is acquired in an unstructured and unsystematic way through the family nucleus, media, work experience, and the surrounding environment.

ACCELERATED EDUCATION PROGRAMS

- Humanistic, Social, Comprehensive, Empowering, Co-Responsible, Inclusive, Interdisciplinary and Transdisciplinary.
- Ensure equal access and opportunities for all participants in the program.
- Promote the development of scientific and technological skills and abilities of CAY who have aged-out.

- 2nd Year of Implementing the Educational Reactivation Plan: 3 Key Areas
- Coexistence and Mental Health
- Comprehensive Learning
- Reconnection and Attendance
- Reporting system for dropouts and attendance. Raised awareness of the issue.
- DIA Reactivation.
- Curriculum Prioritization

- Design and implement a System for Protection of Educational Pathways.
- Curriculum Redesign Program.
- Expanding regulations for inclusive education.
- Capacity Building
- Flexible Solutions

VENEZUELA

STATISTICAL INFORMATION

- 22,147 children reported from January 2022 to October 2023, engaged in private alternative education programs, public technical training centers, and paid technical training programs
- University Programs: 8 semesters or more.
- Technical-Progressional Programs: Less than 8 semesters.

EDUCATION LEVELS

- The Basic Education Subsystem: is structured into three levels: Initial Education, Primary Education, and Middle Education.

- Initial Education

- Maternal and pre-school education for children aged zero (0) to six (6) years of age.

- Primary Education: Six (6) years of age, leading to the Primary Education Certificate (covers Phases I and II of Basic Education)

- Middle education includes three options, all of which lead to the corresponding diploma:
- General Middle Education lasts for five (5) years of age, from first to fifth grade (includes Phase III of Basic Education and diversified middle education in humanities and sciences)

- Technical Secondary Education lasts for six (6) years of age, from first to sixth grade.
- Young and Adult Education is structured into six (6) periods.
- University Education: Encompasses undergraduate and graduate university levels.

ACCELERATED EDUCATION PROGRAMS

- National Accelerated Education Program (NAEP)

It is an inclusive psychosocial and physical strategy that provides support to children and adolescents whose education has been interrupted or who are out of the primary education system due to having aged-out, vulnerable, or at social risk. The program aims to reintegrate them into the system in an accelerated manner, offering them comprehensive training and the opportunity to resume their educational activities and processes, along with socio-emotional support.
- Integrated Teaching Areas:
- Language, Communication, and Culture
- The Natural and Social World
- Creation, Innovation, and Productive Pedagogy
- Physical Education and Sports
- Project-based Learning Methodology.
- Structure:
- Initial Characterization and Assessment: Cycle 1: Periods: Integration (Equivalent to 1st grade) Educational Strengthening (Equivalent to 2nd grade)
- Appropriation (Equivalent to 3rd grade)

Cycle II:
Educational Self-Management (Equivalent to 4th grade)
Process Consolidation (Equivalent to 5th grade)
Certification of Learning (Equivalent to 6th grade).

- Socio-emotional support activities are embedded throughout the entire program
- Cycle 1: Fully qualitative and descriptive evaluation, considering the students' anthropobiopsychosocial and economic characteristics.
- At the end of the learning certification period in Cycle II, both qualitative (literal) and quantitative evaluations will be used, representing the student's numerical performance.
- Evaluation expressions go up to letter "D"
- Based on Article 44 of the Fundamental Law for Education and Circular No. 7, dated October 15, 2007.

ACCOMPLISHMENTS

- Having a theoretical and methodological framework that supports the program.
- Developing a curriculum strategy aligned with the program and consistent with the Bolivarian Curriculum.
- Guidelines for teachers and socio-emotional support within the program.
- Strategic partnerships with member organizations of the Education Cluster and policies of the Ministry of the People's Power for Education (MPPE).
- Development of flexible models to serve the population consisting of 15 to 18-year-olds.

CHALLENGES

- Formalize the program within the national Education System.
- Incorporate and certify the target population.
- Improve collaboration efforts between organizations and the MPPE to achieve common objectives.
- Address the root causes that necessitate the existence of this institution.
- Integrate the program into the MPPE's Digital Platform.
- Incorporate intercultural and bilingual themes into the program.

REGIONAL WORKSHOP FOR AC-CELERATED EDUCATION IN LATIN AMERICA AND THE CARIBBEAN