



Beyond Oil

Education for Growth, Inclusion
and Human Flourishing in
Venezuela



DAVID ROCKEFELLER CENTER
FOR LATIN AMERICAN STUDIES
HARVARD UNIVERSITY



Strategies for Foundational Learning Recovery in Venezuela



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10:35- 11:20

Moderated by **Valeria Ortiz Jaramillo**



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OF EDUCATION

Strategies for foundational learning recovery in Venezuela

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Harvard Graduate School of Education

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Agenda

- 1. The Learning Crisis in Numbers**
- 2. Learning and Learning Recovery**
- 3. Global Lessons for Learning Recovery**



1. The learning crisis in numbers

*A country held back by
learning loss*



Children are being left behind by exclusion and underinvestment



3M

not attending
school regularly



Annual public spending
per student in Venezuela
in 2023 was **USD 232**

Latin America
USD 3,081

OECD countries
USD 9,291



Third graders cannot read fluently

68%

of third graders show reading delays.

+40%

read 68 words per minute or fewer

47%

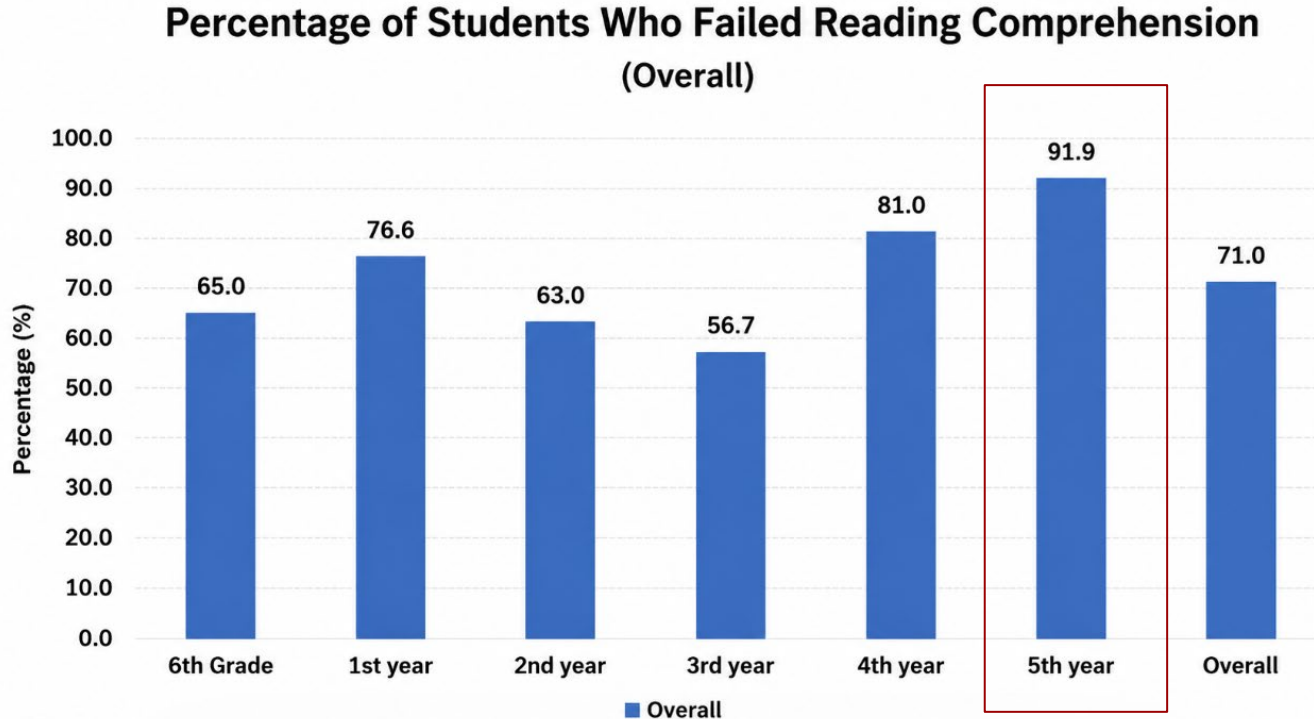
report having learned less during remote schooling

Reading fluency, 3rd grade, (words per minute)





In 2024, over 90% of students graduating failed to reach minimum reading comprehension levels.



The impact of the pandemic in LAC was greater among the most vulnerable students



The **richest 10%** experienced learning losses equivalent to **22% of a school year**

VS.

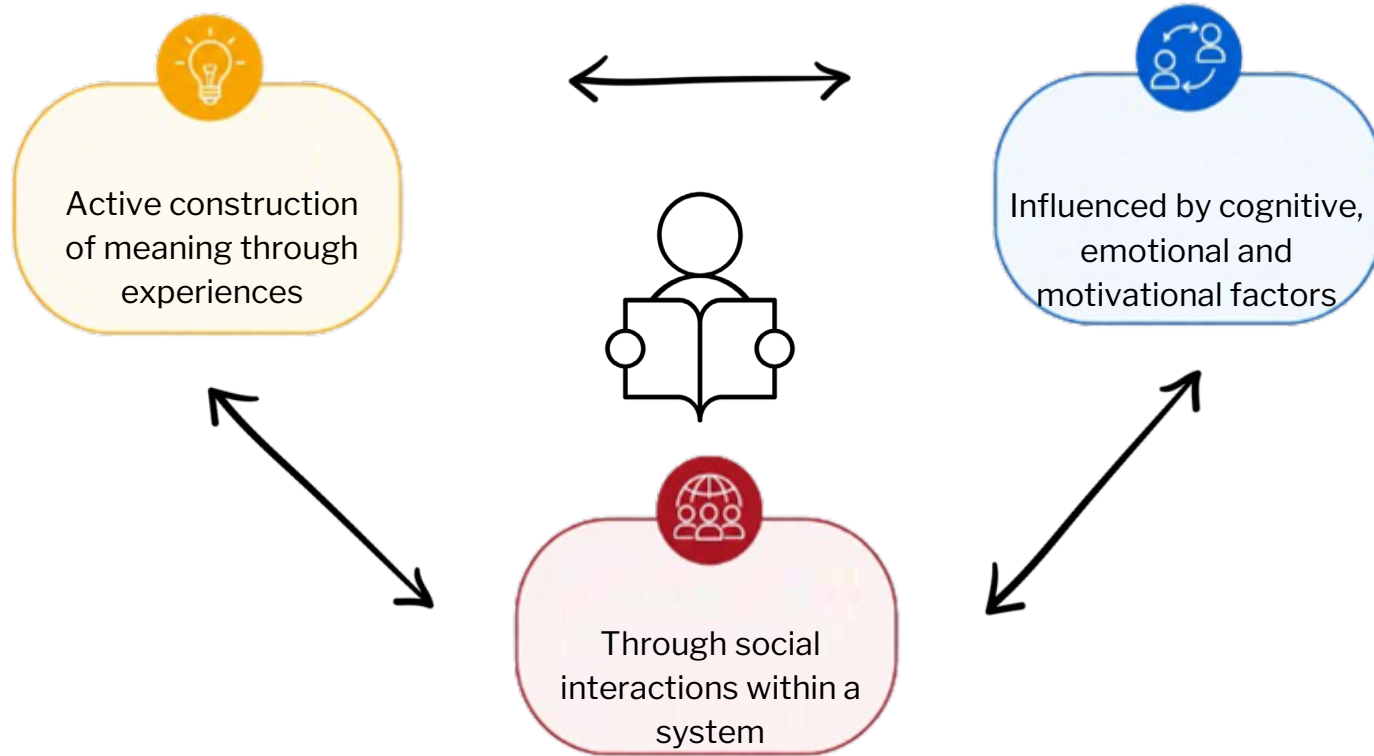
The **poorest 10%** lost the equivalent of **81% of a school year**



2. Learning and Learning Recovery

Recovery is cognitive, emotional, and social

Learning as a dynamic and continuous process





Learning Recovery and Acceleration

Recovery

- Regain **essential learning**
- Helps students **catch up** after disruption

Acceleration

- Goes beyond catching up
- **Consolidates** core learning
- Effective, targeted instruction



3. Global lessons for learning recovery

Lessons from global evidence and practice for Venezuela



Rapid Framework:

A practical approach to learning recovery and acceleration

R



Reach

Get all children back to school and engaged in learning.

A



Assess

Assess learning levels to understand gaps.

P



Prioritize

Prioritize the foundational skills that matter most.

I



Increase

Increase the effectiveness of instructional time.

D



Develop

Develop systems and capacity for lasting improvement.



Assess learning levels regularly

System Level

Lessons can be drawn from:


 **Chile- SIMCE**
 **Mexico- RIMA**

→ System-level learning assessment measures

Classroom Level

Lessons can be drawn from:

 **Chile- DIA**
→ Assessment tools for foundational learning and socioemotional wellbeing

 **USA- TeachFX**
→ AI gives teachers frequent and personalized feedback.



Prioritize teaching the fundamentals

Foundational learning

- Has lasting value
- Supports future learning
- Transfers across subjects

Reading, mathematics, socioemotional skills

Key components

- **Alignment** across curriculum, assessment, and teacher training
- Prioritized **instruction**
- School-level **flexibility**

Lessons can be drawn from:

Chile- Curriculum prioritization

→ for all subjects between 2023 and 2025.



Venezuela- Leo, Juego y Aprendo

→ Reading program from Universidad Metropolitana

A 51% increase in reading comprehension was observed over two years.

Increase the amount of learning within classrooms



Effective recovery strategies

- Targeted instruction
- Structured pedagogy
- Tutoring
- Self-guided learning
- Expanded learning time

System priorities

- Scale proven interventions
- Strengthen teacher development

Lessons can be drawn from:

India- Pratham

→ TaRL (Targeted instruction)
GEEAP Report: Great Buy

Chile- Conectado Aprendo and Mineduc

→ Tutoring programs
can improve student achievement by
0.29 SD.

Evidence-Based Actions to Improve Learning Now

1 Prioritize foundational skills

2 Diagnose national learning levels and in class monitoring

3 Scale proven interventions

4 Offer targeted support and effective instruction



Thank you

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