Recommendations to Recover Learning Losses
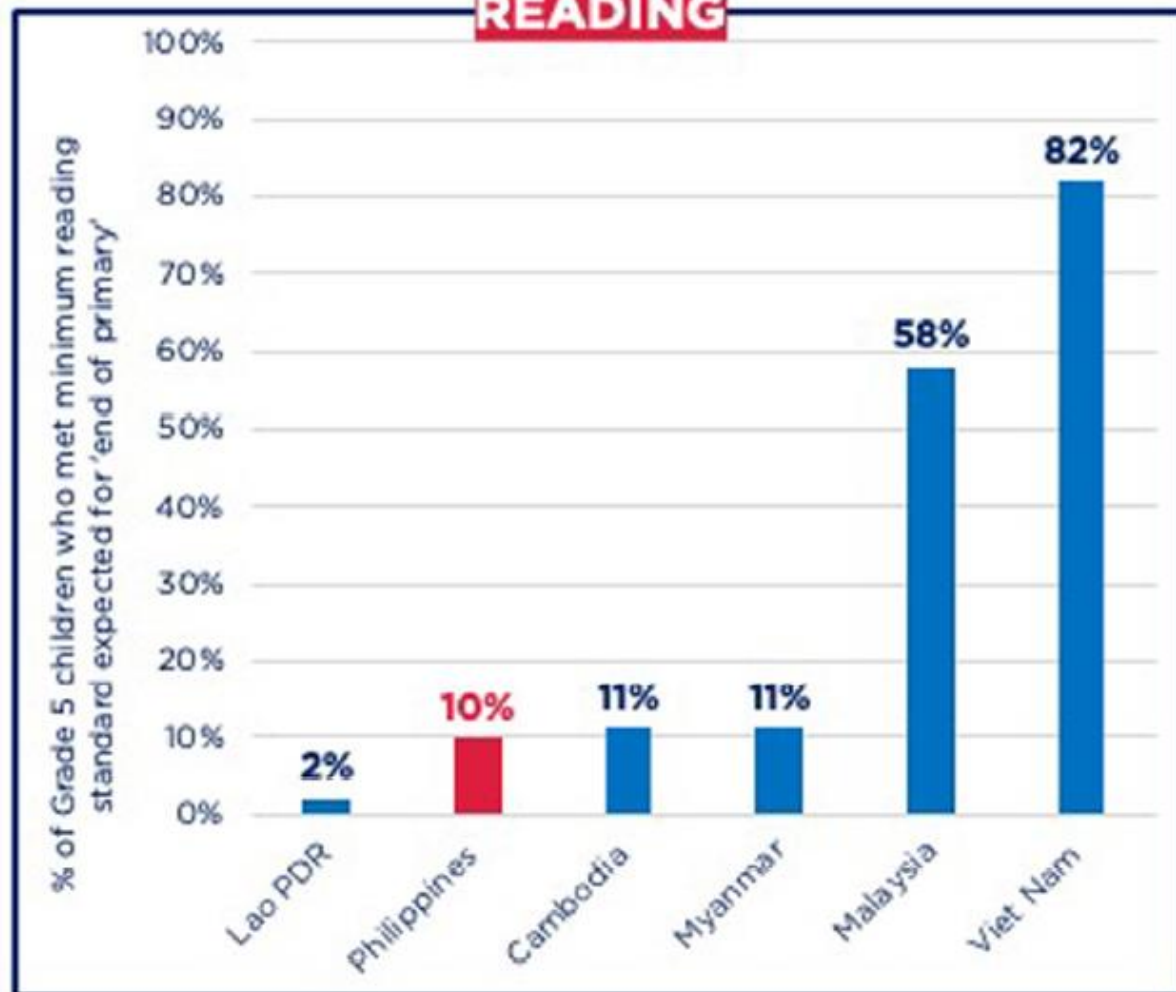
Isy Faingold, Chief Education
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unicef
for every child
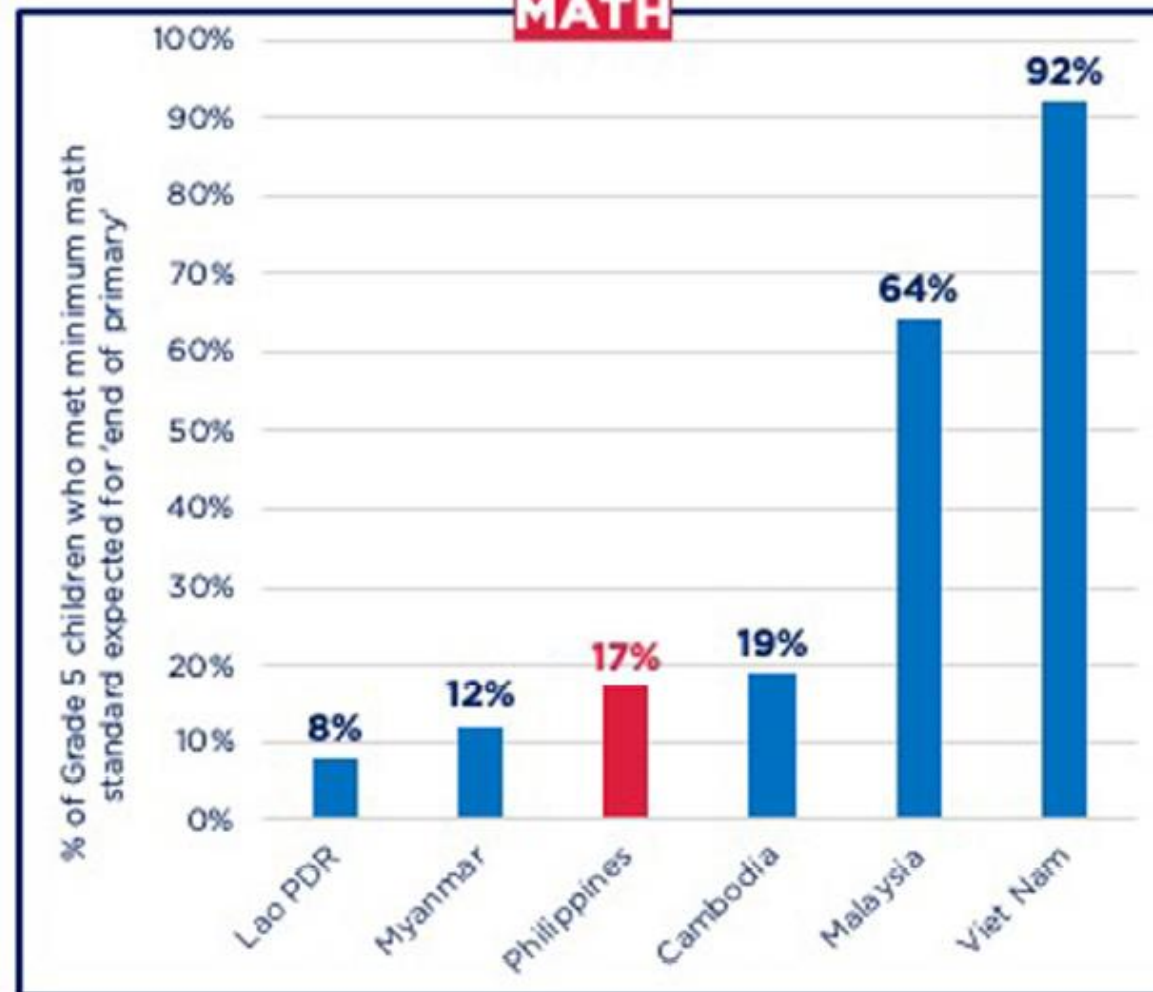
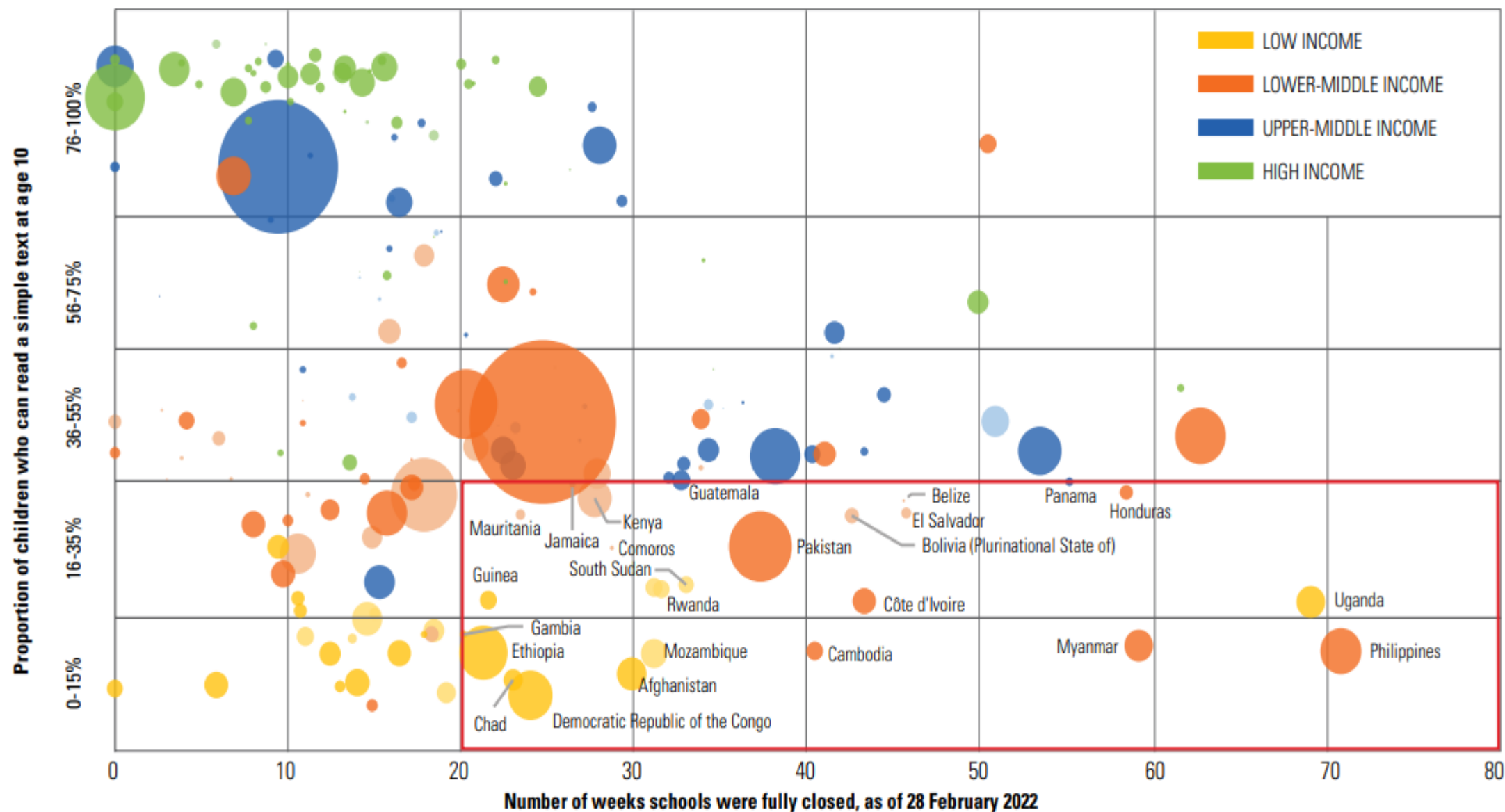# SEA-PLM: Percent of Grade 5 students meeting the minimum expected standards: Reading: 10% / Mathematics: 17%

FIGURE 2. Proportion of children who can read a simple text and duration of school closures, as of 28 February 2022

Number of weeks schools were fully closed, as of 28 February 2022

Proportion of children who can read a simple text at age 10

LOW INCOME
LOWER-MIDDLE INCOME
UPPER-MIDDLE INCOME
HIGH INCOME

Guatemala
Belize
Panama
El Salvador
Honduras
Mauritania
Kenya
Jamaica
Bolivia (Plurinational State of)
Comoros
Pakistan
South Sudan
Guinea
Côte d'Ivoire
Rwanda
Uganda
Gambia
Ethiopia
Mozambique
Cambodia
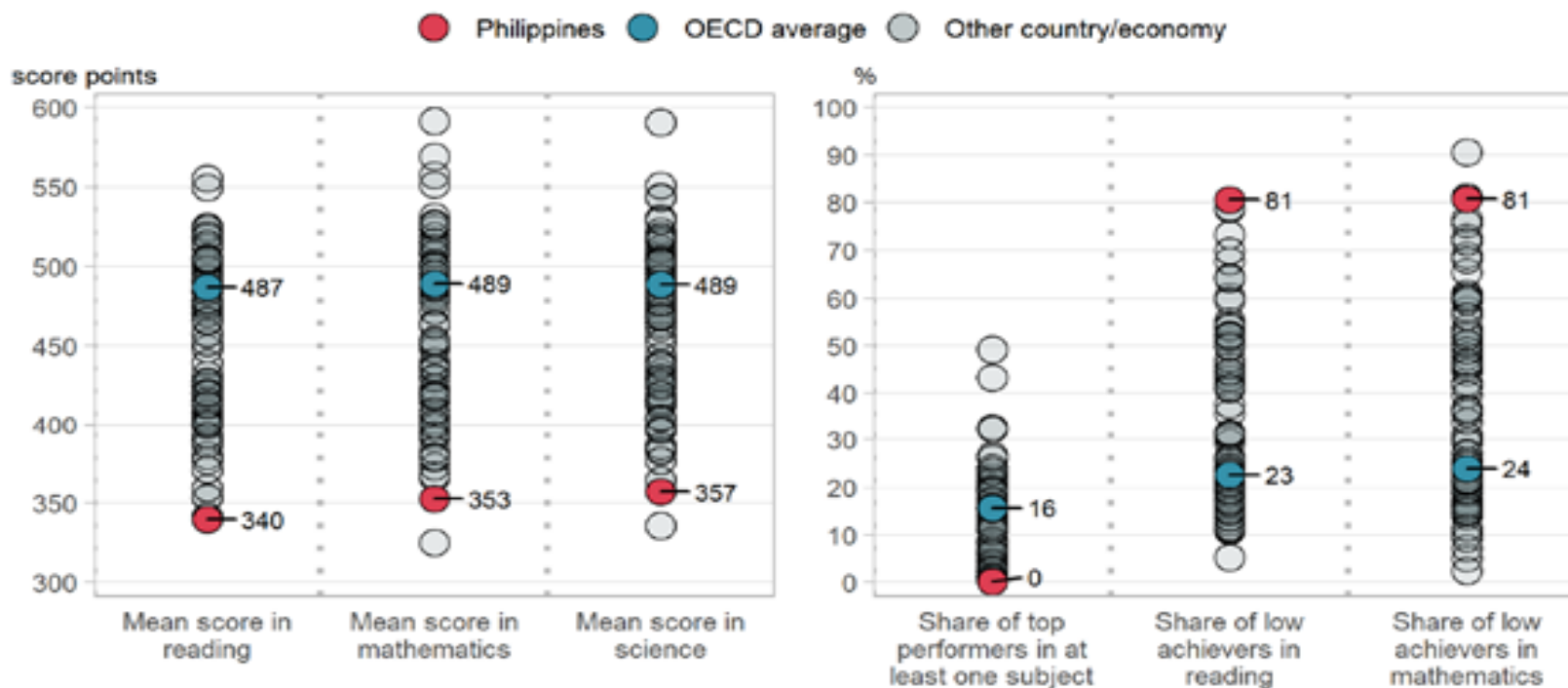Myanmar
Afghanistan
Philippines
Chad
Democratic Republic of the Congo

Learning Crisis before the pandemic PISA 2018 results

65% reported being bullied at least a few times in a month (OECD average 23%)

80% did not achieve minimum proficiency in reading, math

● Philippines ● OECD average ○ Other country/economy

Note: Only countries and economies with available data are shown.
Source: OECD, PISA 2018 Database, Tables I.1 and I.10.1.

Growth Mindset and Learning Results

Source: OECD, PISA 2018 Database, Tables III.B1.14.2 and I.B1.4.
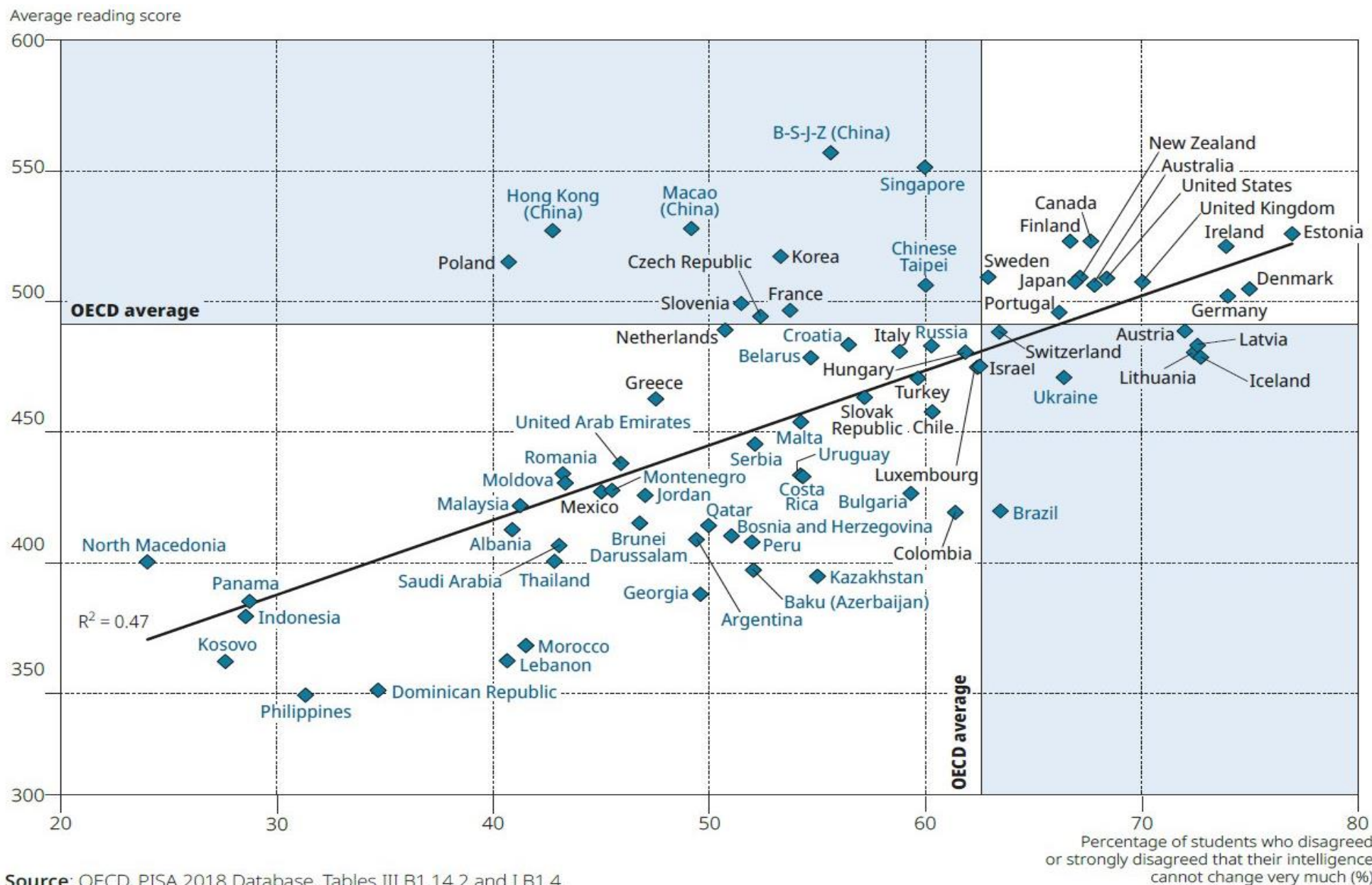
Findings from UNICEF Longitudinal Study

From 2015 to 2020 following a cohort of more than 3,400 children

Re-confirmation of Learning Crisis

- Mathematics: No student in the study appeared to have the necessary foundational skills required to understand the Grade 4 mathematics curriculum.

- Literacy: 25% of students at Grade 4 achieved the level of reading and understanding expected but approximately 50% understood the meaning of short texts in 3 languages: mother tongue, Filipino and English.

- Children from conflict-affected areas were on average two years behind their peers in the other groups. Children in conflict-affected areas also demonstrated lower levels of social-emotional skills.

- Those who attended pre-school (child development centers) consistently outperformed those who didn't.

# Pre-School Attendance and Socio-Emotional Learning
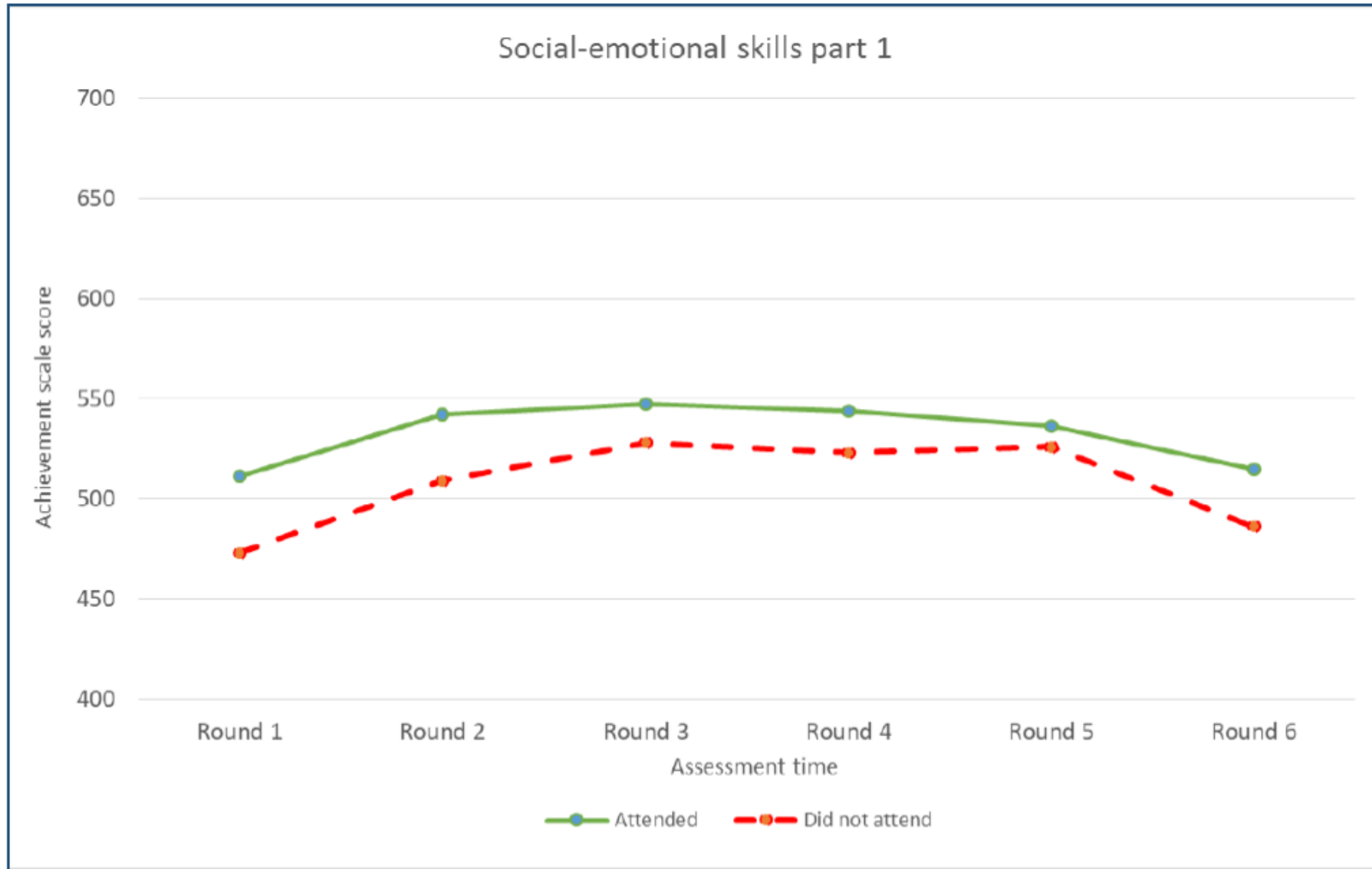
Foundational and Socio-Emotional Skills

Correlating variables	Round	N*	Pearson correlation coefficient	Sig. (2-tailed)
Literacy and SEDS pt. 1	1	4162	0.353**	0.000
	2	4451	0.357**	0.000
	3	3821	0.337**	0.000
	4	3403	0.427**	0.000
	5	3539	0.412**	0.000
	6	3431	0.376**	0.000
Mathematics and SEDS pt. 1	1	4161	0.349**	0.000
	2	4451	0.309**	0.000
	3	3822	0.291**	0.000
	4	3403	0.364**	0.000
	5	3539	0.318**	0.000
	6	3431	0.361**	0.000
Literacy and SEDS pt. 2	5	3480	0.325**	0.000
	6	3431	0.345**	0.000
Mathematics and SEDS pt. 2	5	3480	0.258**	0.000
	6	3352	0.332**	0.000

* Pairwise deletion was used for missing data

** Denotes correlation is significant at the 0.01 level (2-tailed).

Socio-Emotional Learning and Gender

Social-emotional skills

Girls — Boys
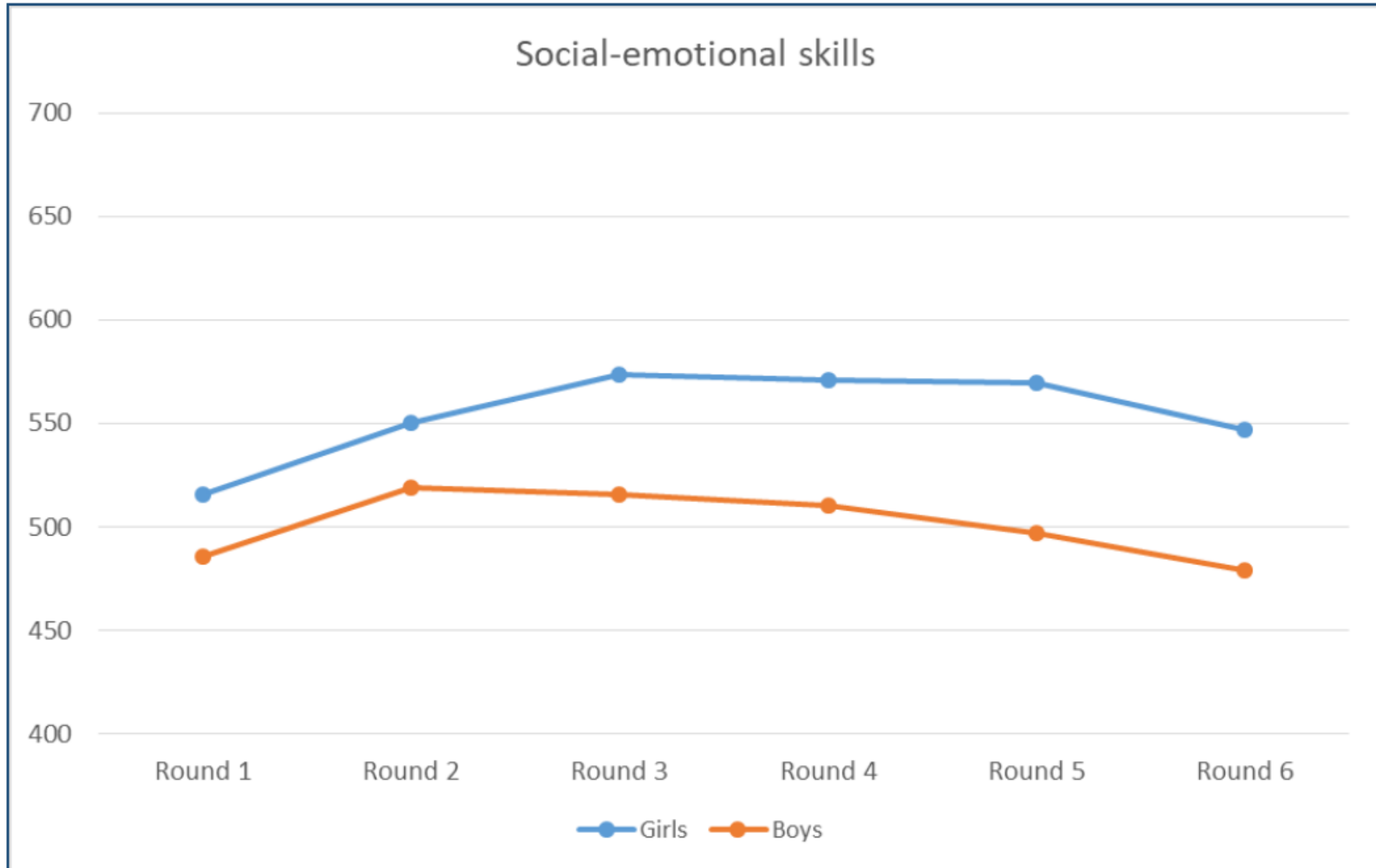
COVID-19 pandemic school closures and the devastating effects of natural disasters have exacerbated learning poverty and inequalities.

COVID-19 Impacts
on Education and Economy

- **Increased inequality:** High dropouts among disadvantaged and uneven access to internet and gadgets for learning.

- **Learning loss:** Learning-Adjusted Years of Schooling is estimated to go down by 1.30-1.86 years

- **Foregone earnings per individual:** PV loss of average annual earning by $844 - 1,208 (in 2017 PPP$).

RAPID Framework

REACH every child and keep them in school.

- ✔ Reopen schools safely and keep them open
- ✔ Promote returning to the classroom through back-to-school campaigns
- ✔ Provide cash transfers
- ✔ Use early warning systems to identify at-risk students

ASSESS learning levels regularly.

- ✔ Assess learning losses at national/sub-national level
- ✔ Provide teachers with tools for classroom level measurement

PRIORITIZE teaching the fundamentals.

- ✔ Adjust curriculum across and within subjects
- ✔ Prioritize numeracy, literacy, socioemotional skills
- ✔ Focus instruction on closing the gaps between desired and actual student learning in specific subjects

INCREASE the efficiency of instruction, including through catch-up learning.

- ✔ Use approaches that align instruction with learning needs: targeted instruction; structured pedagogy; tutoring; self-guided learning
- ✔ Support teachers continuosly; build practical pedagogical and digital skills
- ✔ Expand instructional time
- ✔ Enhance learning with technology

DEVELOP psychosocial health and well being.

- ✔ Build teachers' capacity to support their students' wellbeing and identify students in need of specialized services
- ✔ Support teacher wellbeing and resilience
- ✔ Invest in students' safety, nutrition, and access to water, sanitation, and hygiene facilities

Recommendations for Learning Recovery

- Reopen all pre-schools and keep schools and learning centers reopened

- Conduct nationwide rapid literacy and numeracy assessments and implement remedial programmes with an equity focus

- Develop socio-emotional learning strategies and mental health and psychosocial support for students and teachers

- Reprioritize Early Childhood Education, expanding access and quality, and identify more effective institutional arrangements

- Launch a national digital learning programme: internet connectivity to all schools and devices with learning content for rural and last-mile schools

Recommendations for Learning Recovery

- Elevate the value of the teaching profession and provide more support to teachers

- Develop policies for parental engagement in education, including stronger teacher-parent coordination and parent-to-parent support

- Increase budget allocation and investments in the education system for the implementation of BEDP 2030

  - 6% of GDP and 20% of national budget

  - 10% of education budget to early childhood

  - Double special education funds (from 1% to 2%) at LGU level

  - Promote partnerships with the private sector and create incentives for more private investment in education