

Recovering Learning Losses from the COVID-19 Pandemic

Based on **ADB Brief No. 217**, prepared by:

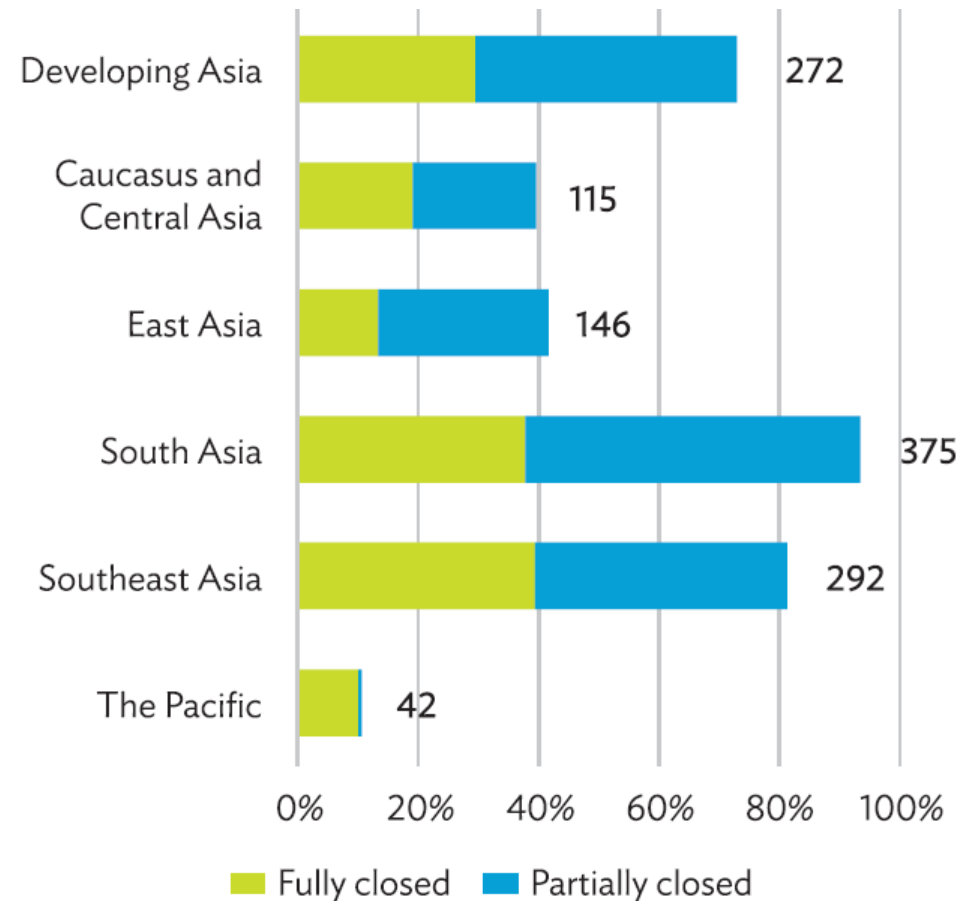
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Asian Impact Webinar #49

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School closures – coming to a close

Instruction days closed (% and number), February 2020 to October 2021



1. Projected losses in absence of remedial measures



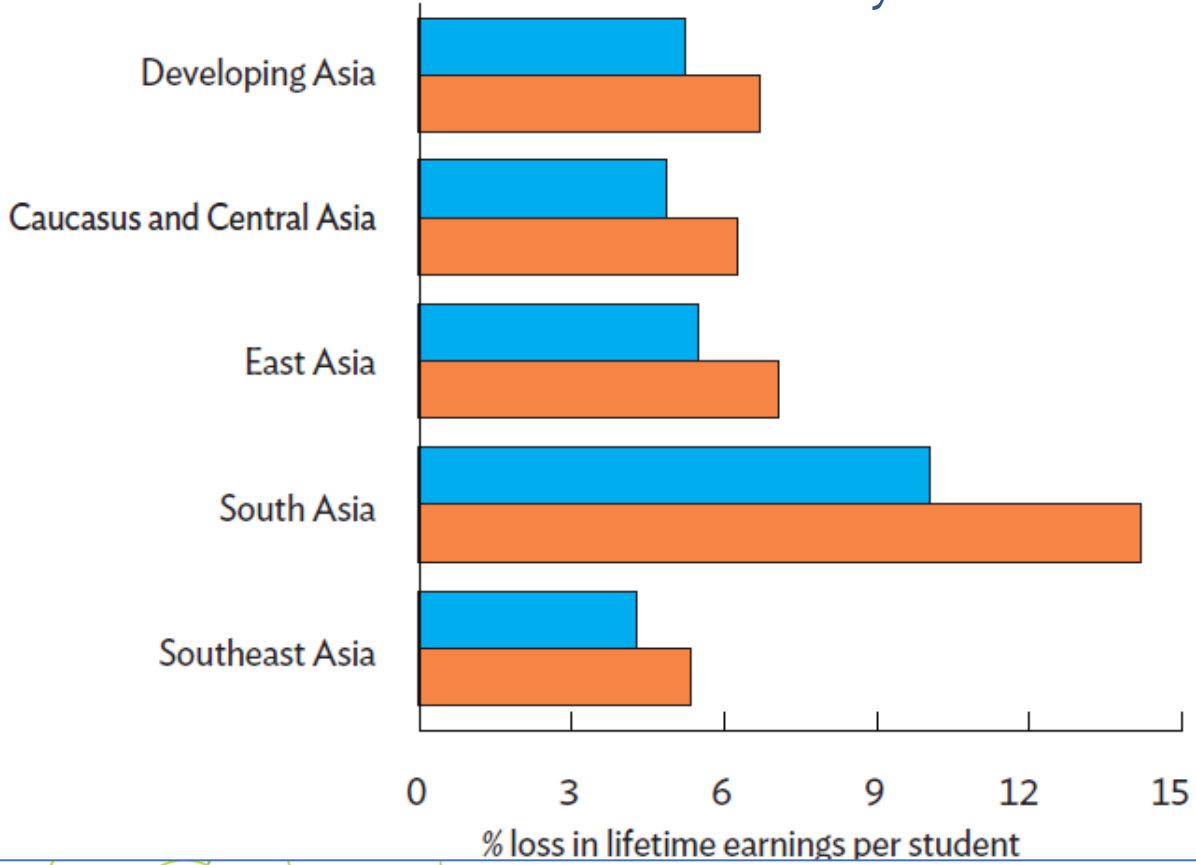
Projected learning and earnings losses in absence of remedial measures

- Students in developing Asia are projected to lose over half a year of learning-adjusted schooling.
- Less learning -> lower ability to earn income.
- Estimated \$3.2 trillion in lost lifetime earnings – 13% of developing Asia's GDP in 2020.
- This is a conservative estimate (see *Asian Development Outlook 2022 Special Topic* for more details).

Projected gender and wealth gaps

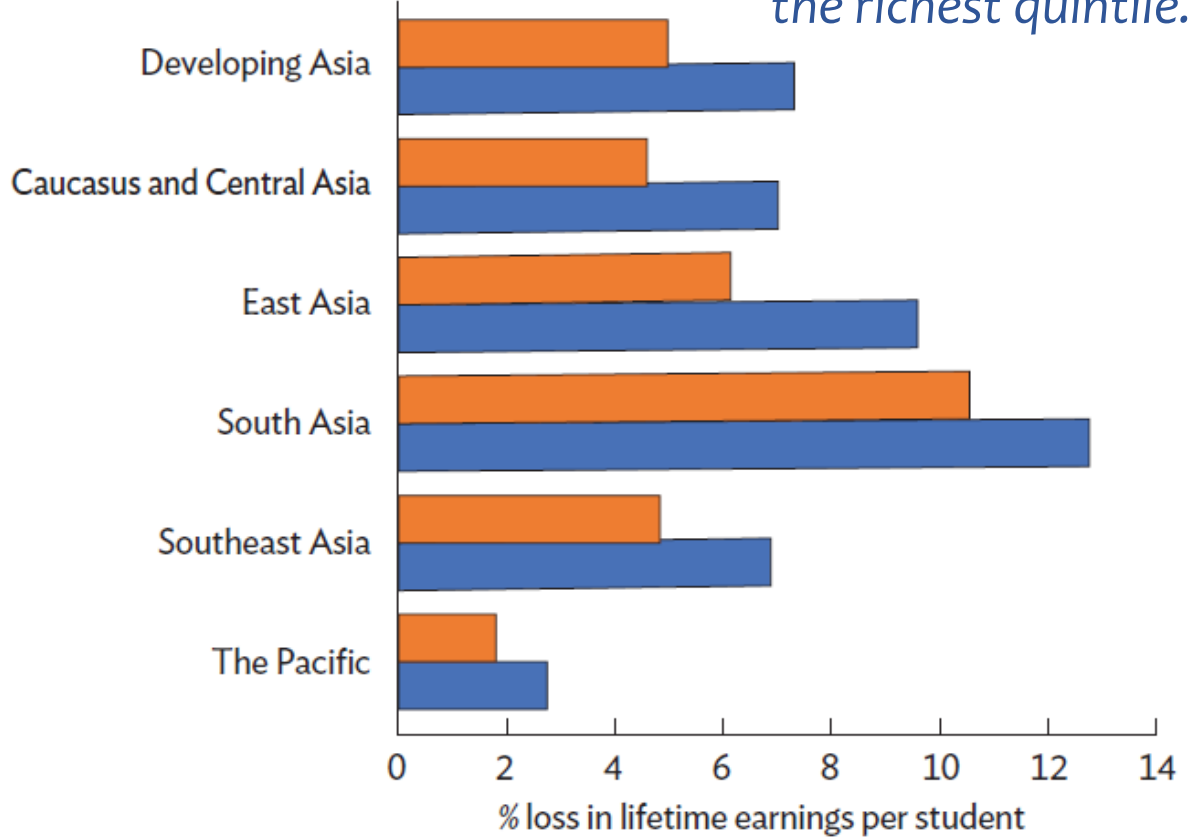
Male
Female

Girls incur 28% more earning loss than boys.



Richest quintile
Poorest quintile

The poorest quintile incur 47% more earnings loss than the richest quintile.



From projections to assessments

- Review of 35 studies from mostly advanced economies shows an average of a half year of learning lost (Patrinos et al. 2022)
- Losses much greater for children from poor families (Evans and Moscoviz 2022).
- But reasons for hope:
 - Impact evaluations of innovative remote solutions show promise in limiting learning losses (Angrist et al. 2022).
 - Remedial education campaign in rural Tamil Nadu, India coincided with two-thirds of learning gap closing in four months (Singh et al. 2022)

2. Three broad approaches to learning loss recovery

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KEY POINTS

- School closures led to substantial learning losses that urgently need to be recovered to prevent lasting impacts on student progression, human capital formation, and livelihoods.

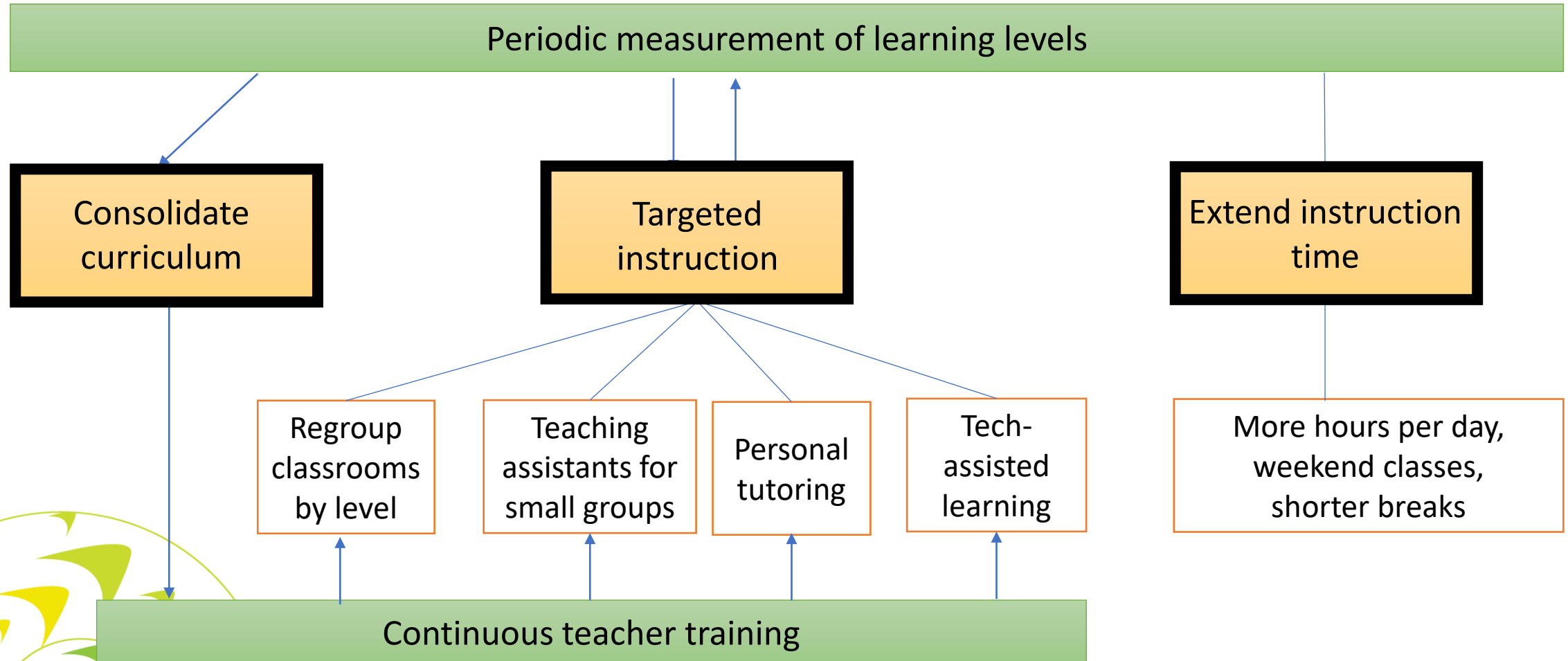
How to Recover Learning Losses from COVID-19 School Closures in Asia and the Pacific

Enabling factors for recovery approaches

- **Periodic student assessment**
 - Nationally representative learning survey using a standardized test focused on literacy and numeracy (for policymakers)
 - Periodic formative assessment of individual students' learning levels (for teachers and administrators)
- **Continuous teacher training**



Losses can be recovered using proven approaches for improving learning



Supporting policies for re-enrollment

- Community monitoring and mobilization efforts
- Financial incentives, social safety nets.
- Public information campaigns sensitive to reasons for dropout



Discussion

- Optimal mix of approaches for a coherent recovery strategy depends on pre-pandemic situation and nature of school closure.
- Also depends on resource availability (financial, human).
- Next: Panel discussion hosted by ADB Chief Economist Albert Park

