Addressing learning losses: From crisis to recovery and transformation

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Detrimental impacts of the pandemic on children’s learning and well-being

- Estimated 70% of 10 year olds unable to read
- 2 TRILLION hours of in-person instruction lost
- 24 MILLION additional students may drop out
- 10 MILLION more girls at risk of early marriage
- More than 167 MILLION children lost access to early childhood education services
- 34% increase in depression and anxiety
- 17 TRILLION USD loss in future earnings
- 370 MILLION children missed school meals
- 9 MILLION additional children at risk of child labor
Inequalities exacerbated

Prolonged school closures have deepened existing disparities in education.

Proportion of children who can read a simple text, and duration of school closures
Learning poverty dramatically increased

COVID-19 increased the learning poverty rate in low- and lower-middle income countries from 57% to 72% in three years.

If countries keep their commitments, learning poverty will be reduced to 38% from pre-pandemic levels.

Learning poverty rate in 2019–2022 and simulation from 2023 to 2030, low- and lower-middle income countries

Source: Post-COVID simulation data are based on World Bank estimates (confidential/unpublished), UNESCO Institute for Statistics (UIS) data on 2030 benchmarks and author’s analysis.

Note: The reduction of learning poverty is assumed to be proportional to the annualized reductions in “Will every child be able to read by 2030? Defining learning poverty and mapping the dimensions of the challenge”, Working paper, World Bank (2021).

Note 2: The 38 per cent line represents the average of the self-reported 2030 target (UIS).
Addressing the learning crisis: UNICEF response

Focusing on the most marginalized children, including in humanitarian settings. Digital learning as a catalyst for transformation.
Take **urgent action NOW** to recover the learning losses and transform education

- **Reach** and **retain** every child in school
- **Assess** learning levels
- **Prioritize** teaching the fundamentals
- **Increase** catch-up learning and progress
- **Develop** psychosocial health and well-being

**Protect and increase education financing**
In **India**, community-based learning reached 160,000 primary aged children (50% girls) with foundational literacy and numeracy lessons.

In **Iraq**, blended learning enabled ~4.2 million children to access education.

In **Indonesia**, children’s literacy skills increased through early grade literacy and tailored instruction.

In **Madagascar**, 90,085 children (50% girls) participated in catch-up classes.

In **Equatorial Guinea**, 14,032 children (52% girls) participated in summative learning assessments.

In **Nigeria**, children’s literacy skills increased through a teaching at the right level intervention using mother tongue instruction.

In **Jordan**, the Learning Bridges blended learning programme reached 500,000 students (65% girls) in Grades 4 to 9.

In **State of Palestine**, 54,971 children (28,585 girls) were reached with well-being, mental health and psychosocial support.

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In **Jordan**, the Learning Bridges blended learning programme reached 500,000 students (65% girls) in Grades 4 to 9.

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In **Indonesia**, children’s literacy skills increased through early grade literacy and tailored instruction.
Thank you.