

WHERE ARE WE ON EDUCATION RECOVERY?



WHERE ARE WE ON EDUCATION RECOVERY?

© United Nations Children’s Fund (UNICEF), 2022

ISBN: 978-92-806-5337-3

Permission is required to reproduce any part of this publication. Permission will be freely granted to educational or non-profit organizations. Please contact: UNICEF, Attn: Permissions, 3 United Nations Plaza, New York, NY 10017, USA, email: nyhqdoc.permit@unicef.org.

The statements in this publication are the views of the author(s) and do not necessarily reflect the policies or the views of UNICEF.

The designations employed in this publication and the presentation of the material do not imply on the part of the United Nations Children’s Fund (UNICEF) the expression of any opinion whatsoever concerning the legal status of any country or territory, or of its authorities or the delimitations of its frontiers.

This joint report reflects the activities of individual agencies around an issue of common concern. The principles and policies of each agency are governed by the relevant decisions of its governing body.

UNICEF Photographs—UNICEF photographs are copyrighted and are not to be reproduced in any medium without obtaining prior written permission from UNICEF. Requests for permission to reproduce UNICEF photographs should be addressed to UNICEF, 3 United Nations Plaza, New York 10017, USA (email: nyhqdoc.permit@unicef.org).

Designed by Big Yellow Taxi, Inc.

Cover photo: © UNICEF/UN0443369/Dejongh

ACKNOWLEDGEMENTS

First and foremost, the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Bank would like to thank all the ministries of education, teachers and families that have worked tirelessly to recover the education of millions of children during the pandemic. We would also like to thank the 122 UNICEF country/area offices and national committees that responded to the survey which contributed to the major findings of this report.

UNICEF has led the preparation of this publication with substantive contributions from UNESCO and the World Bank. The core team consisted of: UNICEF (Anna Alejo, Pragma Dewan, Aisling Falconer, Nicolas Reuge, Haogen Yao), UNESCO (Borhene Chakroun, Gwang-Chol Chang), and the World Bank (João Pedro Azevedo, Alonso Sánchez), under the overall guidance of Stefania Giannini, Robert Jenkins and Jaime Saavedra.

The team thanks Ellinore Ahlgren, Omar Arias, Karen Avanesyan, Cecilia Baldeh, Jessica Bergmann, Matt Brossard, Manuel Cardoso, Christopher Castle, Michael Crawford, Ruth Custode, Yacouba Djibo Abdou, Thomas Dreesen, Akihiro Fushimi, Sonia Guerriero, Linda Jones, Maki Katsuno-Hayashikawa, Huong Le Thu, Margaret Kelly, Beifith Kouak Tiya, Priya Marwah, Elspeth McOmish, Asif Memon, Suguru Mizunoya, Anja Nielsen, Maria Eugenia Oviedo, Alassane Ouedraogo, Halsey Rogers, Kenneth Russell, Jutaro Sakamoto, Justine Sass, Sobhi Tawil, Tania Gonzalez Veiga, Patrick Walugembe and Jean Luc Yameogo for their inputs and comments. The support of advocacy and communication colleagues Stefano De Cupis, Cynthia Guttman, Kristyn Schrader-King, Georgina Thompson and Ann Marie Wilcock was greatly appreciated. Production assistance was provided by Nancy Vega. We apologize for any omissions and express our sincerest thanks to everyone, whether named here or not, who graciously gave their time and expertise.



FOREWORD

As UN Secretary-General António Guterres has said, without urgent action to recover learning that was lost before and during COVID-19, the world faces a generational catastrophe.

We know what needs to be done to avert this catastrophe and give all children – particularly the most vulnerable – an equal chance to learn and reach their potential.

Governments must work urgently to:

Reach every child and retain them in school;

Assess learning levels;

Prioritize teaching the fundamentals;

Increase catch-up learning and progress beyond what was lost; and

Develop psychosocial health and well-being so every child is ready to learn.

But the question remains: are decisionmakers rising to the challenge and taking these crucial steps?

As this report reveals, a quarter of low-income countries surveyed do not know how many students have returned to school. It also shows that only half of all low-income countries surveyed have national or regional plans to measure student learning. While two thirds of countries have implemented an abbreviated/prioritized curriculum, only 40 per cent of countries are implementing learning recovery strategies at a national scale.

Further, the report highlights some existing and equally alarming data reflecting a lack of investment in addressing the staggering levels of learning loss globally. It reiterates that, on average, countries allocated only 3 per cent of their COVID stimulus package to education. The share of both official development assistance (ODA) and humanitarian aid given to education has also declined during the pandemic. Specifically, the share of ODA allocated to education fell from 8.8 per cent in 2019 to 5.5 per cent in 2020, and the share of humanitarian aid given to education was cut from 2.9 per cent in 2019 to 2.5 per cent in 2021.

We know that even before the pandemic more than half of 10-year-olds in low- and middle-income countries were unable to read or comprehend a simple story. Now that figure is estimated to be as high as 70 per cent. This has been exacerbated by two years of COVID-19-related school closures, which have deepened education inequality. In fact, nearly 153 million children missed more than half of their in-person schooling over the past two years, with more than 62 million of them having missed at least three-quarters of in-person schooling. And we know that the most vulnerable children are paying the heaviest price, with evidence of disproportionate learning loss among children from disadvantaged backgrounds, children living in rural areas, children with disabilities and younger students.

As we look to the Secretary-General's Transforming Education Summit in September, we call on governments to act on these alarming facts. It is our hope that they will come to the summit ready to report on how they have responded so far, and what they commit to doing next.

Building on innovations deployed during the pandemic, we must see a global shift in the way education is delivered, and how students learn. Through immediate urgent action, followed by sustainable, long-term support for education recovery that first and foremost targets the most vulnerable children, we can – and must – end the learning crisis. Our collective future depends on it.

Stefania Giannini,

Assistant Director-General
for Education
UNESCO



Robert Jenkins,

Global Director,
Education & Adolescent
Development
UNICEF



Jaime Saavedra,

Global Director,
Education Global Practice
The World Bank



CONTENTS

	ACKNOWLEDGEMENTS.....	4
	FOREWORD.....	5
1	INTRODUCTION	7
2	THE DISRUPTION: School closed, learning lost	8
	School closures.....	8
	Learning loss and gaps.....	9
	THE RAPID Learning Recovery Framework.....	10
3	REACH every child and retain them in school	12
	Why track the return to school?.....	12
	What’s the status quo?.....	13
	How to better reach and retain.....	13
4	ASSESS learning levels	14
	Why assess learning?.....	14
	What’s the status quo?.....	15
	How to better assess learning.....	15
5	PRIORITIZE teaching the fundamentals	17
	Why prioritize?.....	17
	What’s the status quo?.....	18
	How to better prioritize.....	18
6	INCREASE catch-up learning	19
	Why catch up on learning?.....	19
	What’s the status quo?.....	20
	How to better implement learning recovery strategies.....	21
7	DEVELOP psychosocial health and well-being	23
	Why support whole-child development?.....	23
	What’s the status quo?.....	24
	How to better support whole-child development.....	25
8	CONCLUSION: Enabling not only recovery but also transformation	26
	Endnotes.....	29

1 INTRODUCTION

Two years have passed since the onset of the COVID-19 pandemic. During those two years, we saw the largest education crisis ever, with most countries closing their schools as a strategy to mitigate the spread of the pandemic: at its peak, 90 per cent of learners worldwide were concerned by school closures, with devastating consequences in terms of learning and earnings losses.

The [State of the Global Education Crisis: A Path to Recovery](#) took stock of the overall consequences, but the magnitude of the shock is still not fully understood. This crisis has in many ways exacerbated existing inequalities in education, which is why a focus on equity and learning recovery is paramount as children return to school.

Through [Mission: Recovering Education 2021](#), UNESCO, UNICEF, and the World Bank joined forces to provide guidance and support to countries in navigating the crisis. The collaboration is ongoing as education systems continue to weather the storm of the unfolding pandemic. As schools have reopened, it may be tempting for countries to resume business as usual in their education systems, making the assumption that all children and youth will automatically return to school and that when they do, their learning will soon be back on track. This would be a mistake. To avoid a permanent negative impact on human capital accumulation and social inclusion for this generation, it is important for education systems to adopt learning recovery programmes consisting of a contextually appropriate mix of evidence-based strategies to address the challenge of recovering education. Learning recovery programmes can utilize actions that, when combined, bring students back to school and ensure they stay there, measure learning levels, prioritize curriculum fundamentals and essential missed content, increase the efficiency of learning with supplemental measures, and provide psychosocial well-being and protection.

From 3-11 March 2022, a pulse survey was administered through UNICEF country offices and UNICEF national committees to assess the extent to which countries were effectively engaged in learning recovery. A total of 122 country responses were provided in consultation with ministries of education officials.

This report builds on the survey's results and other sources to present the importance of and progress made in five key actions for education recovery: tracking the number of children that are back in school (**Reach and Retain**); measuring students' current learning levels (**Assess**); adjusting the curriculum to focus on fundamentals (**Prioritize**); implementing remediation and catch-up programmes at scale to address learning losses (**Increase**); and providing additional measures for children's well-being (**Develop**). The report also looks at sustainable financing to not only recover but also transform education. By taking stock of the measures currently being implemented by countries, this report aims to spur countries into accelerating further action for learning recovery.



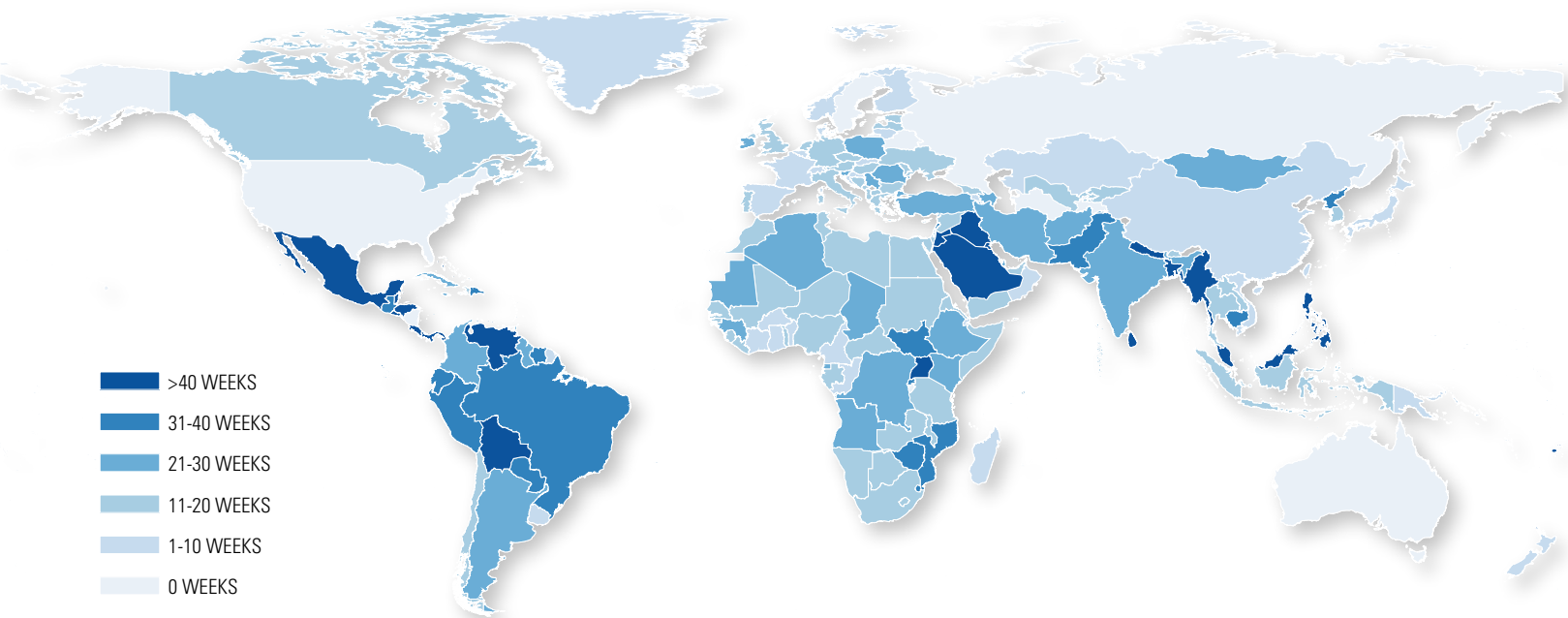
2 THE DISRUPTION: School closed, learning lost

SCHOOL CLOSURES

Two years into the pandemic, schools have been fully closed for 20 weeks and partially closed for an additional 21 weeks, on average across countries (see *Figure 1*). Data from the [UNESCO Global Monitoring of School Closures](#) reveal that about 1 in 10 countries have fully closed their schools for over 40 weeks. Schoolchildren around the world have missed an estimated 2 trillion hours – and counting – of in-person learning since the onset of the pandemic and subsequent lockdowns.



FIGURE 1. Duration of full school closures, as of 28 February 2022



Source: UNESCO Global Monitoring of School Closures.

Today, about two in five learners continue to experience significant disruptions to education.

According to [UNESCO](#), at the end of February 2022, while a majority of countries have fully opened schools, 42 countries have opened schools partially and six countries still have their schools fully closed.¹

The chain effect of school closures could be staggering and felt far beyond education. In addition to missed learning, school closures deprive children of the benefits to their safety, health, [nutrition](#) and overall well-being provided by schools. The impacts of school closures are wide-ranging: estimates suggest 10 million more children could fall [off-track in early childhood development](#) as a result of early childhood care and education closures in the first 11 months of the pandemic.² School closures also pose long-term economic consequences: the current generation of learners could stand to lose as much as [\\$17 trillion dollars](#) in lifetime earnings in present value as a result of school closures, representing 14 per cent of today's global GDP.³

LEARNING LOSS AND GAPS

Prolonged school closures have deepened existing disparities in education. Figure 2 presents each country according to the proportion of children who can read a simple text at approximately age 10 and the number of

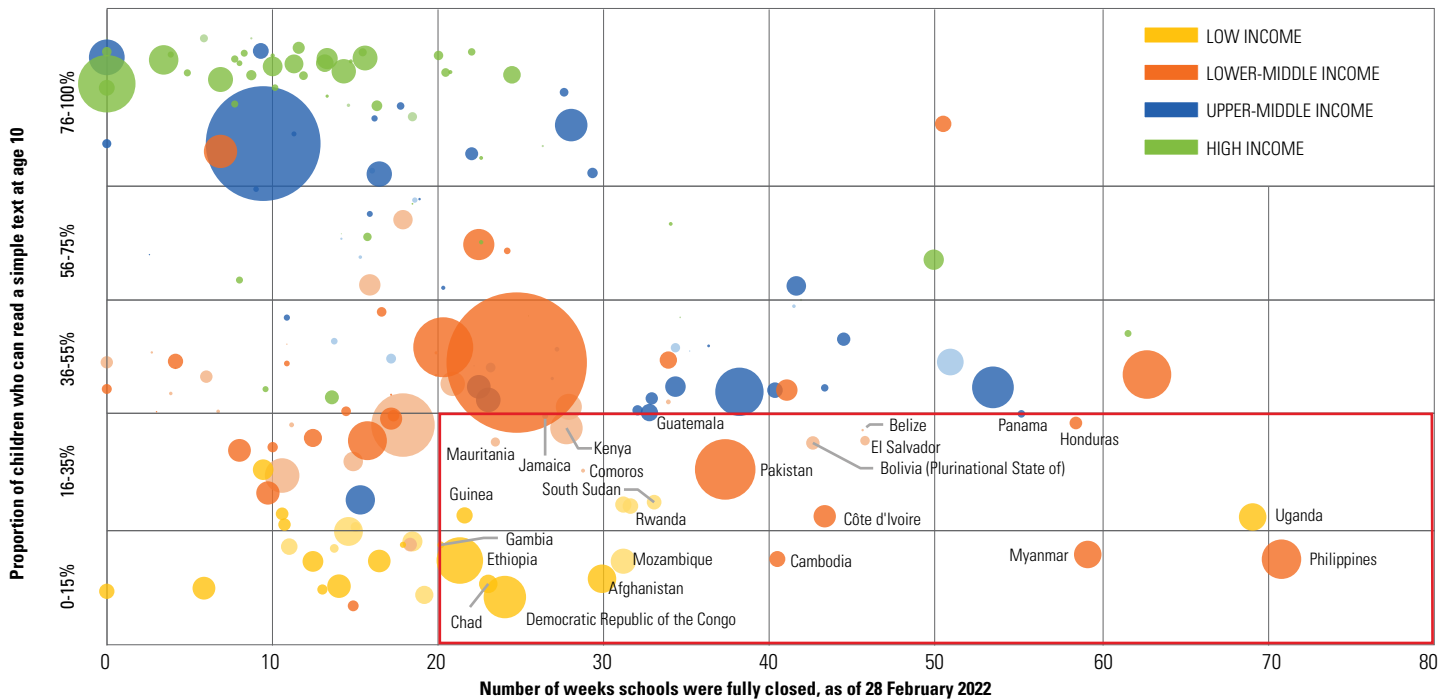
If I can help it, I won't let any child drop out of school, even during a pandemic.

Manpreet, 22, India

weeks its school system has been fully closed, as of 28 February 2022. Many countries that had poor learning outcomes prior to the pandemic also tended to have longer school closures (at the bottom right of the figure), and prolonged disruptions to schooling exacerbated these inequalities.

Our review of existing studies of both simulated and actual observed effects of the pandemic show declines in learning as a result of COVID-related school closures (*see Figure 3*). **Among the 104 countries and territories covered by existing literature, 4 out of 5 had learning losses.** More precisely, 87 countries and territories report losses, two report gains, five report mixed results, and 10 report neither significant losses nor gains.⁴ It is important to note that the reported impacts of the pandemic are based on different assessments across the literature. Moreover, in our literature review, only 35 of 104 countries had reported information on the actual impact of school closures on learning. We still do not know the true effects of the

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



Source: Authors' calculations using learning poverty data (reflecting late-primary level of reading) from UNESCO and the World Bank and MICS Foundational Learning Skills data (reflecting early-grade level of reading) from UNICEF Global Databases, 2011–2020, and data on school closures from the UNESCO Global Monitoring of School Closures.

Note: Foundational learning skills data is used for countries without learning poverty data (Central African Republic, Gambia, Ghana, Guinea-Bissau, Kiribati, Lesotho, Mongolia, Nepal, Sao Tome and Principe, Sierra Leone, Palestine, Suriname, Tonga, Turkmenistan, and Zimbabwe). Lighter shades indicate the skills attainment data were imputed for the country. The size of the circle represents the 2020 estimate of each country's population aged 10–14 years retrieved from the UN Population Division.

pandemic on learners in more than 80 per cent of countries and territories around the world.

Learning losses are worst for the most vulnerable children. Studies suggest girls often suffered larger learning losses than boys: in [rural Pakistan](#), girls experienced greater learning losses than boys across nearly all competencies and grades⁵, and in [England \(United Kingdom\)](#), primary school girls were 1.3 months behind in reading by summer 2021, compared to boys who were 0.6 months behind.⁶ Globally, UNESCO's [When Schools Shut](#) report shows that gendered norms and expectations have also affected pupils' ability to participate in remote learning and return to school.⁷

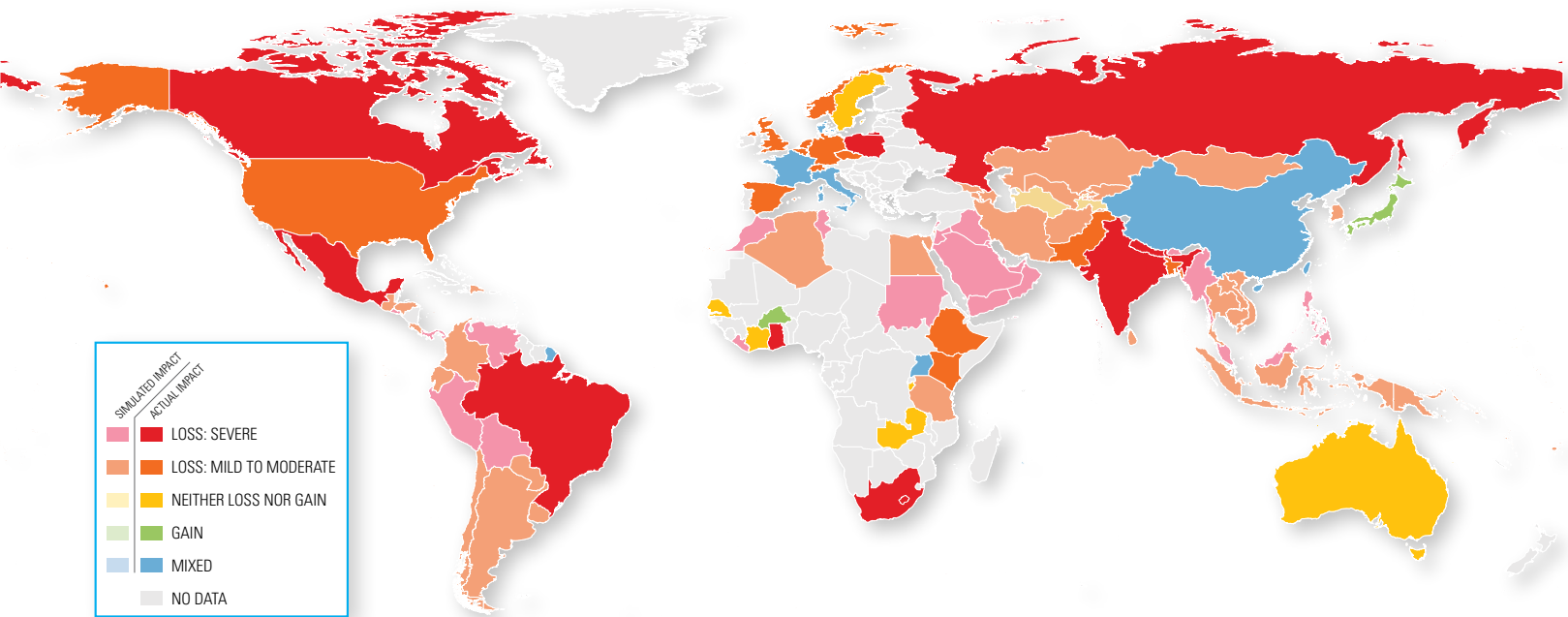
Larger losses are also observed among socioeconomically disadvantaged students and students in rural areas: in [Mexico](#), household survey data show much more severe learning losses among students of low socioeconomic status⁸, and in Ethiopia, the learning of primary students in rural areas was one third of the normal rate, compared with less than half in urban areas.⁹ Younger students also

[COVID-19] doesn't create much new, it just amplifies what already exists. So, the students who struggle with school, the students who prosper in school, who thrive in it and Coronavirus emphasises that.
Young boy, Australia

typically had greater losses: in [India \(rural Karnataka\)](#)¹⁰, in [Brazil \(São Paulo\)](#)¹¹ and among online tutoring platform participants in [Kenya](#)¹², larger losses were observed among students in earlier grades than in later grades.

THE RAPID LEARNING RECOVERY FRAMEWORK
 The COVID-19 pandemic exposed and widened deep inequalities, and it's clear that the most vulnerable have been disproportionately affected by school closures. Through [Mission: Recovering Education 2021](#), UNESCO, UNICEF and the World Bank joined forces to provide guidance and support to countries navigating the crisis.

FIGURE 3. Impact of school closures on learning result, based on literature as of 28 February 2022



Source: Based on 65 studies reporting simulated (lighter shades) and actual observed (darker shades) learning losses/gains, covering a total of 104 countries and territories.

Note: Categorization of severity of learning loss is based on the distribution of values ('Severe' = top tercile of distribution). Losses are considered severe if ≥ 0.30 decrease in standard deviations, ≥ 6 months behind, ≤ 30 per cent of in-person equivalent, ≥ 5 percentage points decrease in share of students able to do tasks/reaching proficiency, ≥ 10 per cent decline in performance, ≥ 10 per cent decline in learning-adjusted years of schooling, or ≥ 50 per cent decline in instructional loss (average share of the school year lost). Losses are categorized based on the largest reported loss, regardless of age/grade and subject.

The global priority amidst this crisis remains to ensure that every girl and boy is sufficiently supported to return to school and catch up on missed learning.

Across four brief chapters, this report presents the importance of and progress made in the five key actions for education recovery encapsulated by RAPID – **Reach** every child and **retain** them in school, **Assess** current learning levels, **Prioritize** fundamentals, **Increase** catch-up learning, and **Develop** psychosocial health and well-being. The report provides suggestions to strengthen such recovery within each element of the framework. It references the pillars of the [Framework for Reopening](#)

[Schools](#)¹³, and is based on the results of a short survey (hereinafter referred to as the Pulse Survey) administered in early March 2022 to UNICEF country offices and UNICEF national committees, which received 122 responses.

Finally, the report discusses critical considerations necessary for the return to learning – protect and expand education budgets, build on lessons learned from remote learning, support teachers, engage the community, and coordinate across partners. These considerations can help to successfully implement the five elements of RAPID and pave the way toward transforming education in the post-pandemic era.

FIGURE 4. The RAPID Learning Recovery Framework



3 REACH

every child and retain them in school

WHY TRACK THE RETURN TO SCHOOL?

Even before COVID-19 hit, [258 million](#) primary- and secondary-school age children and youth were out of school.¹⁴ In 2020, an estimated [24 million students](#) from pre-primary to tertiary were deemed at risk of not returning to school due to COVID-induced education disruptions.¹⁵ Emerging data on dropouts show the real impact of school closures on children's school participation: in [Uganda](#), about 1 in 10 students at the primary and secondary levels did not report back to school at reopening¹⁶, and in [Kenya](#), a survey of 4,000 adolescents aged 10–19 years found that 16 per cent of girls and 8 per cent of boys did not return to school at reopening¹⁷.



We also know that the longer children and youth remain out of school, the less likely they are to return.¹⁸ In order to develop strategies to get all learners back in school and learning, we first need to identify all the children and youth who are not in school, including those who have dropped out of school.

WHAT'S THE STATUS QUO?

According to the data collected by UNICEF's Pulse Survey, a majority of respondents indicated information is available on children who are back in school. Among the survey respondents, 75 per cent of low- and lower-middle-income countries, compared to 90 per cent of upper-middle- and high-income countries, mentioned that policymakers have information on the number of children who have returned to school (see Figure 5). This is similar to findings from a year ago¹⁹ where 85 per cent of countries were able to provide such an estimate. In addition, 75 per cent of such respondents said their countries have **nationwide** data on children returning to school. However, nationwide information isn't available in all countries. Among those with available information, one third of low-income countries reported that such information is partial/sub-national or based on very limited school-level data.

It is crucial for countries to understand which groups of children do not return to school. Drop-out is multi-causal, which is why in addition to attendance and student achievement, it is important to consider how outside-school factors like financial constraints, family situation, peers and lack of community support may affect a student's risk of dropping out. Being able to disaggregate information on the number of children returning to school by gender, location, disability or belonging to any other disadvantaged group will help countries track those who do not return. In 2021, school-based mechanisms to track students from vulnerable groups not returning to school were only reported by approximately a third of countries, and only upper-middle- and high-income countries frequently reported the use of this measure.²⁰ UNICEF's Pulse Survey in 2022 finds that among those reporting availability of information on school returnees, more than 80 per cent can disaggregate data by gender, while less than a quarter can disaggregate by disability status. With disaggregated data, local school-level and education officials can proactively reach out to students with measures to re-enroll.

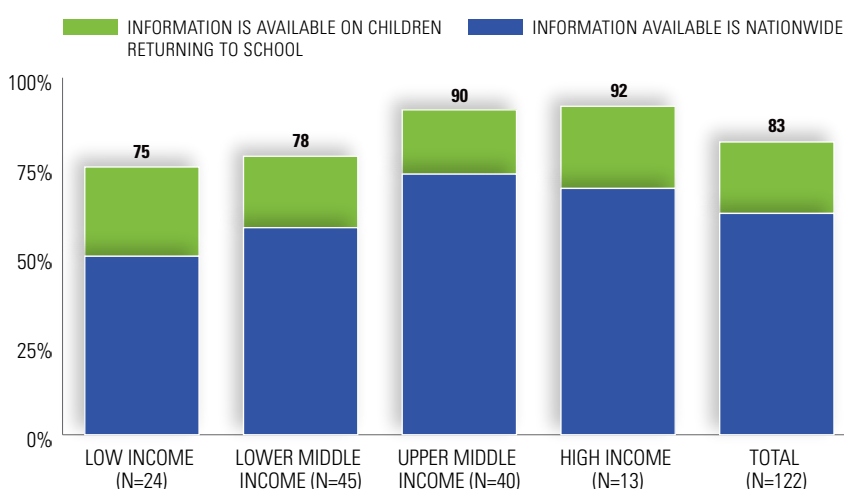
Some girls did not go back to school after COVID-19 because they are afraid.

Laetitia, 17, Chad

HOW TO BETTER REACH AND RETAIN

As schools reopen, it is crucial to monitor children's re-enrolment and understand why some children have not returned to school. Developing early-warning systems to identify students at risk of dropping out can help target outreach interventions. Back-to-school communication campaigns, both general and targeted to at-risk students, can help increase re-enrolment rates. It is important to communicate to parents about the value of schooling and learning, and assure them that it is safe to send their children back to school, as parental concerns about health risks may prevent children from returning and staying in school. Actionable strategies to address socio-economic barriers to re-enrolment include ensuring services are free or as low-cost as possible, informing parents about available scholarships or introducing cash transfers to children from poor families. Looking into the future, emphasis should be placed on further strengthening Education Management Information Systems (EMIS) so as to ensure real-time and individualized monitoring of staff and students. Regular school-based tracking measures can also help gather disaggregated data for student groups most at risk.

FIGURE 5. Share of countries reporting that information is available on children who have returned to school



Note: UNICEF Pulse Survey, March 2022. Only countries that responded that information is available on children returning to school (101 countries) were asked the scale at which information was available.

4 ASSESS

learning levels

WHY ASSESS LEARNING?

Understanding children's current learning levels will better direct their learning recovery journey. To tackle the learning crisis, countries must first address the learning data crisis by assessing students' learning levels. As students return to school, assessing their learning levels is paramount to accelerate learning recovery.



It is important to understand if the spread of learning outcomes worsened since the start of the pandemic. When children are not assessed on where they are in their learning, they are more likely to miss out on the foundational knowledge and skills upon which all future learning is built. Estimating how much learning was lost, as well as what specific content was lost, will help countries design appropriate learning recovery strategies. At the global and national levels, data on learning loss could set the baseline for recovery efforts and mobilize resources where they are needed most. At the school and classroom levels, diagnostic assessment data is essential to help teachers gauge students' learning levels and identify learning gaps in order to inform instruction.

It is critical for policymakers, school administrators and teachers to have access to learning data that reflect their context, and for learning data to be disaggregated by various sub-groups of students, so that they can target instruction and accelerate students' learning recovery.

WHAT'S THE STATUS QUO?

Globally, only one sixth of countries have published actual data on the change in learning results due to the pandemic (see Figure 3). The majority of countries, mostly of low and middle income, have either simulations of the effects of the pandemic or no data at all. A recent mapping of assessments, including international large-scale assessments and household surveys, reveals the extent of data gaps that have prevailed over the last decade: across countries, about a quarter do not have data on foundational literacy and numeracy, and across age groups, less than two in five countries have assessment data on young children of about 5 years old.²¹ Existing global efforts to strengthen measurement include the [Learning Data Compact](#), which aims to improve the availability and timeliness of assessment data in low- and middle-income countries; the [COVID-19: Monitoring the Impacts on Learning Outcomes \(MILO\)](#) project, which measures learning outcomes in six countries in Africa; and the [MICS Foundational Learning Skills](#) module, which covers both in- and out-of-school children aged 7–14 years.

Based on UNICEF's Pulse Survey, three quarters of respondents said their countries are implementing remediation measures to mitigate learning loss. Of these respondents,

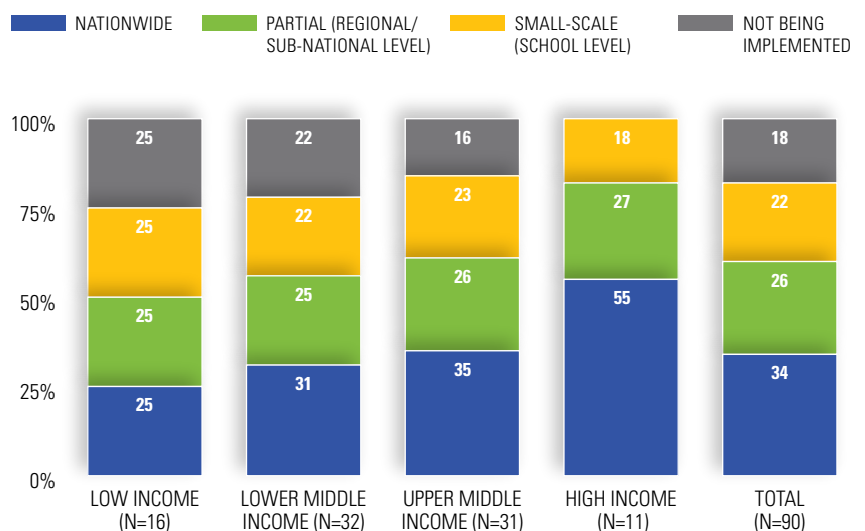
60 per cent mention their countries have a systematic plan to measure learning after reopening at a national or regional level (see Figure 6). This shows an improvement from 2021²² when only [a little over one third](#) of countries reported having taken steps to assess students in a standardized way.

Plans to measure student learning vary markedly by income level. Half of respondents from low-income countries report a systematic plan at national or regional level, while the remaining indicate that data on student learning will be measured at a small scale (or at the school level) or not measured at all. Nationwide assessments are often administered only for certain grades/ages. In countries that report the use of school-level plans to measure learning, schools could be using diagnostic assessments to help teachers understand students' learning levels as they reenter classrooms. In comparison, over 80 per cent of responding high-income countries report having a systematic plan to measure learning levels upon children's return to school either nationwide or at the regional level.

HOW TO BETTER ASSESS LEARNING

Improving the measurement of learning for all children means boosting the availability of regular, timely and inclusive assessments. Large-scale learning assessments must reach those who are often excluded or underrepresented, such as children in low- and middle-

FIGURE 6. Share of countries reporting a systematic plan to measure children's learning upon school reopening



Note: UNICEF Pulse Survey, March 2022. Only countries that responded that remediation programmes are being implemented to mitigate learning loss (90 countries) were asked whether they have a systematic plan to measure children's learning upon school reopening.



© UNICEF/UN0467983/KABUYE

income countries, out-of-school children and children with disabilities.

An important first step in the assessment cycle is understanding students' individual learning levels through the use of a diagnostic assessment. There are simple, ready-made diagnostic tools teachers can use to understand and assess current learning levels, and governments should ensure that teachers have adequate support to use them. Information from these assessments is critical to designing lesson plans, remediation activities and catch-up programmes that target instruction to students' current needs.

Within classrooms, teachers should then be supported in conducting formative (assessment *for* learning) and

School closures disrupted learning and led to poor performance among our students.

John Kalumo, headteacher, Malawi

summative (assessment *of* learning) assessments, especially in light of COVID-related disruptions such as remote learning modalities and abridged curricula. Formative assessment, in particular, plays a key role in accelerating the learning recovery process, as it provides ongoing feedback to both teachers and learners in order to adjust their practices accordingly.²³ In supporting the use of assessments where capacity is limited, countries should prioritize measuring foundational learning at the classroom level.

5 PRIORITIZE

teaching the fundamentals

WHY PRIORITIZE?

Even before COVID-19, the world was grappling with a learning crisis. Pre-pandemic data show half of ten-year-olds living in low- and middle-income countries were unable to read or understand a simple story.²⁴ Today, this figure is estimated to be as high as 70 per cent due to school closures.²⁵ As basic literacy and numeracy are the building blocks for a life of learning²⁶, children will be unlikely to meet learning standards at each grade without developing these foundational skills.

By September 2021, around 131 million schoolchildren in 11 countries had missed three quarters of their in-person learning due to COVID-induced school closures. Among them, 59 per cent – or nearly 77 million – missed almost all in-person instruction time.²⁷



Evidence from past emergencies and the simulations on economic losses have shown that school closures may cause long-term damage and could affect cohorts of children with lower educational attainment, including lower earnings and higher unemployment in adulthood.

A large driver of this issue is that, even before the pandemic, most national curricula were characterized as overambitious, designed for ideal teachers and students and ignoring the realities on the ground.²⁸ COVID-19 has exacerbated this problem by further reducing the instructional time students receive and increasing the number of children without even minimal levels of literacy and numeracy.

Without action, learning losses compound over time and students who are behind, stay behind. Given the staggering loss in instruction time, learning recovery efforts should focus on essential missed content and prioritizing the most fundamental skills and knowledge needed to move ahead. Doing so will require ensuring that curricula are focused on the core skills and knowledge children will need at their respective grades.

WHAT'S THE STATUS QUO?

Based on UNICEF's Pulse Survey, consolidating the curriculum appears to be a measure more commonly adopted by low- and lower-middle-income countries, with 70 per cent of respondents from these countries reporting they abbreviated curriculum either nationally or at regional level (see Figure 7). This is an increase from 2021, when around half of low-income countries reported prioritization of certain areas of the curriculum or certain skills.²⁹ In comparison, only one in five high-income responding countries indicated making such changes to the curriculum, likely due to shorter periods of school closures.

HOW TO BETTER PRIORITIZE

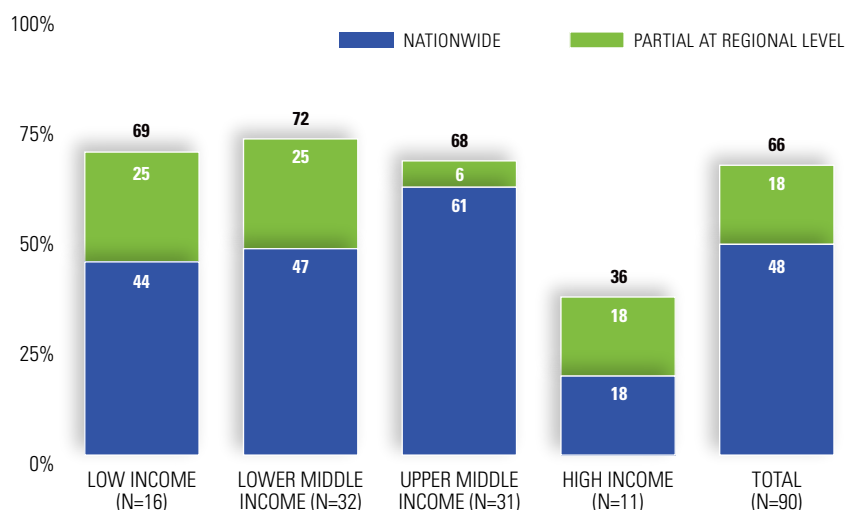
Adjustments to curricular content are vital to support learning recovery. Countries can consolidate curricula across and within subjects to prioritize the most important skills and knowledge required for a student at each grade. Priority should be given to those skills that are pre-requisites for further learning, including foundational learning such as literacy, numeracy and basic social-emotional competencies. Priority should also be given to essential missed content, which can be identified through the assessments of current levels of learning.

Here at the school, the teacher uses the blackboard to teach and correct us. When we were studying from home, this was more difficult because she wasn't there to correct us.

Ariadna, 10, Ecuador

In the long term, countries must also rethink the process of curriculum reform. While the temptation to overload the curriculum is high, curricula should be designed to meet students where they are – so that at any time, they are studying material adjusted to their level – and to cover what they need to know to successfully enter the next grade. Operationally, this entails forming teams of curricular experts who can identify the fundamentals, pre-requisites and essential missed content, and then produce materials such as updated subject- and grade-specific learning objectives, teacher guides, and other curricular documents. This may also warrant using teaching and learning materials – such as textbooks and student books – flexibly, so that these are aligned to students' learning levels and not necessarily their current grade. Teachers need to be provided with clear guidance in the form of training on the consolidated or prioritized curriculum. Finally, care must be taken to adjust the contents of future learning assessments accordingly to ensure they are aligned with what is being taught now.

FIGURE 7. Share of countries reporting abbreviated/prioritized curriculum



Note: UNICEF Pulse Survey, March 2022. Only countries that responded that remediation programmes are being implemented to mitigate learning loss (90 countries) were asked about adjustment measures and their scale of implementation.

6 INCREASE catch-up learning

WHY CATCH UP ON LEARNING?

Studies from low- and middle-income countries show major system-wide learning losses as a result of the pandemic. Although the literature on learning losses has largely focused on academic learning, it is important to note schools are also a place for social and emotional learning, and school closures can have an impact on children's emotional regulation, self-efficacy and social skills.³⁰ While affecting all learners, consequences for those in the early years are especially concerning: pre-primary school closures deprive young children of holistic development, including that of social and emotional skills, which are fundamental to further learning.



Myriad factors contribute to learning losses, even when remote learning options are offered by countries. These include access to and preparedness for remote learning, with estimates revealing that a third of students from pre-primary to upper secondary schools [cannot be reached](#) by digital and broadcast remote learning programmes.³¹ Teachers were often ill-prepared for delivering remote/online instruction: in 2021, only 22 per cent of low-income countries reported providing special training to teachers for remote instruction.³² Other factors include limited parental support, particularly among [less-educated parents](#)³³ and [low-income households](#)³⁴. The lack of adult support at home, often due to competing pressures of work or care for elderly family members, can also be due to the loss of caregivers: [over five million children](#) worldwide are estimated to have lost a parent or caregiver to COVID-19.³⁵ Additionally, evidence suggests the lack of in-person [peer interactions](#) during school closures can contribute to learning losses.³⁶

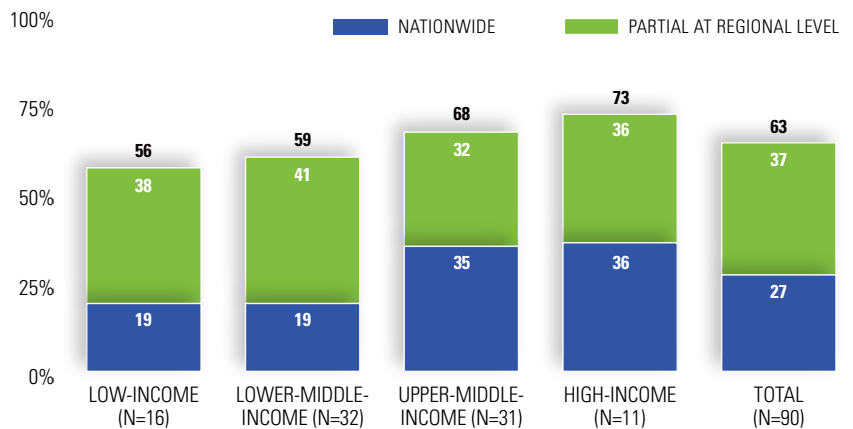
WHAT'S THE STATUS QUO?

In March 2022, UNICEF's Pulse Survey requested countries about information on remediation programmes being implemented and their scale.

Among respondents with any remediation programmes, more than 60 per cent of responding countries are providing support to teachers for targeted instruction. However, the scale at which teacher support is provided varies. Only a quarter of respondents report that support for teachers to adapt their teaching is provided nationwide (*see Figure 8*). Amongst low- and lower middle-income countries, this proportion seems even smaller, with less than 20 per cent of respondents reporting that such support for teachers is provided nationwide.

Evidence shows that well-designed programmes, including micro-teaching small groups of students, pull-out interventions such as tutoring and one-on-one coaching, and acceleration (i.e., focusing on only the most important skills and knowledge for a specific grade) are effective at helping students catch up with learning.³⁷ A year ago, over two thirds of countries reported that remedial measures

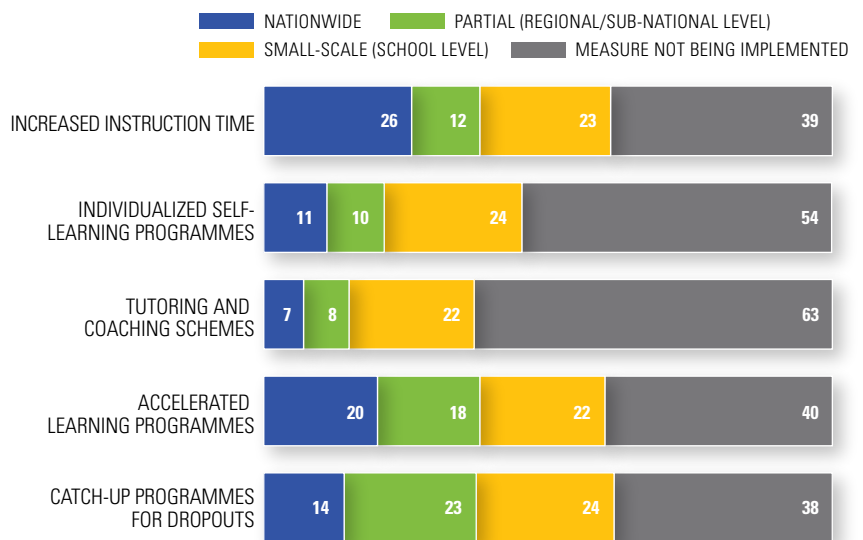
FIGURE 8. Share of countries reporting support for teachers to adapt their teaching to students' learning levels



Note: UNICEF Pulse Survey, March 2022. Only countries that responded that long- or short-term remediation programmes are being implemented to mitigate learning loss (90 countries) were asked about support to teachers.

to address learning gaps were widely implemented for primary- and secondary-school students when schools reopened.³⁸ However, data from UNICEF's Pulse Survey in 2022 shows that some recovery measures are more prevalent than others. Only 21 per cent of responding countries are implementing self-guided individualized programmes and 15 per cent are implementing tutoring and coaching programmes nationally or sub-nationally, likely

FIGURE 9. Types of learning recovery strategies being implemented and their scale of implementation



Note: UNICEF Pulse Survey, March 2022. Only countries that responded that remediation programmes are being implemented to mitigate learning loss (90 countries) were asked about learning recovery strategies and their scale of implementation.

because such measures require higher resource investment. Strategies such as extended instruction time and accelerated learning and catch-up programmes are more widespread, with around 40 per cent of respondents indicating these measures are being implemented either nationwide or sub-nationally (see Figure 9).

Countries that had longer full school closures are more likely to implement these learning recovery strategies nationwide. This is particularly noticeable among high- or upper-middle-income responding countries: more than two thirds of those with over 20 weeks of full school closure report implementing at least one such strategy nationwide, compared to about a third of those with 20 or fewer weeks of full school closure (see Figure 10). Low-income countries face more challenges with at-scale learning recovery strategies. **Among countries with longer school closures (>20 weeks), low- or lower-middle-income countries were 42 per cent less likely than richer countries to implement at least one of these learning recovery strategies nationwide.**

HOW TO BETTER IMPLEMENT LEARNING RECOVERY STRATEGIES

Every education system must adopt a learning recovery programme comprised of a mix of evidence-based, contextually appropriate strategies. Doing so can help ensure that this cohort of students receives an education equivalent to that received by previous generations, despite lost time. Multiple strategies can be adopted to accelerate learning recovery.

Countries can increase the efficiency of classroom instruction through new or reinforced instructional approaches that have been empirically proven to accelerate learning and recover learning losses. For instance, [targeted instruction](#), which may group students according to their current learning needs rather than their age or grade, has been shown to improve learning outcomes by up to 0.75 standard deviations.³⁹ It will be important to train teachers in using diagnostic assessments to identify students' learning levels, knowledge and skills gaps, and adapting instruction accordingly.⁴⁰ Aside from a lack of training, barriers to differentiated instruction can include low teacher supply or excessively high pupil-teacher ratios. In such

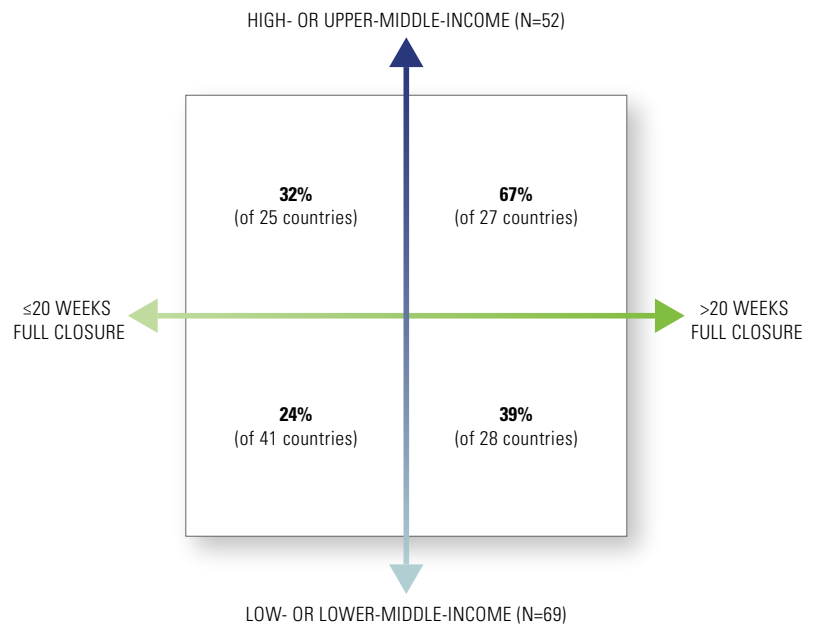
I missed that at school I sit in a bright room and not in front of a computer and I like being with my friends and teachers.

Marta, 10, Georgia

cases, it will be important for countries to address such issues in order to realistically implement these strategies.

In addition to skills training in new instructional approaches, teachers will need training to cope with lower levels of learning and provide psychosocial support to their pupils. Supporting teachers with continuous professional development, mentoring and specialized personnel (such as ICT staff) will be vital for implementation of learning recovery strategies. For example, new or refresher training on incorporating relevant and accessible digital technology into instruction can strengthen teachers' digital skills gained during remote teaching. Such training should cover digital pedagogy, lesson planning, conducting assessments and using the data, and peer-to-peer interaction. Teachers

FIGURE 10. Share of countries reporting at least one nationwide learning recovery strategy, by country income group and length of school closure



Note: UNICEF Pulse Survey, March 2022. A total of 121 countries are included in the figure, representing responses to whether the following learning recovery strategies are being implemented: support for teachers to adapt their teaching to students' learning levels, increased instruction time, individualized self-learning programmes, tutoring and coaching (including financial support), accelerated learning programmes/other shorter timeframe interventions, and catch-up programmes for children who have dropped out. The figure doesn't include Kosovo (in the context of United Nations Security Council resolution 1244 (1999)) for which school closures data are not available. Data on school closures are taken from the UNESCO Global Monitoring of School Closures.



can then use a variety of tools for assistance with adaptive teaching and review of concepts in classrooms. With improved knowledge and familiarity with digital tools, teachers can help students identify self-guided learning programmes or tutoring resources for subjects where they need the most help.

Classroom instruction can be reinforced with recovery strategies such as self-guided learning programmes and small group tutoring. Self-guided programmes let students progress at their own pace and can be delivered through paper and pencil, or via computer-assisted, often adaptive, programmes. Small-group tutoring has been proven effective at recovering learning, even when those delivering the tutoring are not home room teachers. Under this approach with a longer-term view, we must also realise

that multiple learning pathways should be enabled so that all children can follow a learning pathway that is appropriate for their context/goals. This is particularly true in cases where disparities have increased, and children require more dynamic pathways to complete their learning journey.

Finally, another policy option for accelerating learning recovery is expanding instructional time. This can involve modifying the school calendar by adjusting start/end days or shortening holidays, offering summer school, or extending the school day or week to cover more hours. Additional instructional time should be used wisely, ideally in tandem with pedagogies to improve the efficiency of instruction, and with attention to the needs of teachers with domestic and care-giving responsibilities.

7 DEVELOP psychosocial health and well-being

WHY SUPPORT WHOLE-CHILD DEVELOPMENT?

Even before COVID-19, we knew that schools were an important platform for providing other essential services, in addition to education, that help promote children's overall well-being. Without schools, children have missed meals, vital health services, vaccinations and psychosocial support, which all additionally create incentives for parents to send their children to school. These needs have increased substantially. Estimates suggest that 370 million children in 150 countries missed out on school meals at the peak of school closures.⁴¹ Many learners also lost access to gender-specific support often provided through schools, such as for menstrual hygiene management information, support and supplies.⁴²



Evidence from the pandemic has further shown that there is a child and youth mental health crisis within a crisis. Simultaneously, there are increasing risks of violence, particularly gender-based violence, and child labour that will go under-reported the longer a child remains out of school. As a result of the pandemic, the prevalence of anxiety disorders and major depressive disorders for adolescents aged 10–19 years increased by [34 per cent](#)⁴³; an estimated [9 million additional children](#) are at risk of child labour by end of 2022⁴⁴; and [10 million more girls](#) may be pushed into early marriage between 2020 to 2030.⁴⁵ According to findings from the [UNESCO/IEA Responses to Educational Disruption Survey \(REDS\)](#)⁴⁶, many students felt lonelier, and were worried about how the disruption impacted their learning and will affect their future education. Without comprehensive support and referral systems in place, we are unable to provide children and youth with the necessary tools to return to learning.

WHAT'S THE STATUS QUO?

UNICEF's most recent survey focuses on **additional measures** being taken to support the well-being of children upon returning to school. The goal is to understand the extent to which well-being measures have increased compared with existing levels since schools have reopened.

Forty-five per cent of responding countries report that there have been significant additional measures for WASH

When I got back at school my nutrition got better, because I got those extra meals that I was lacking from home

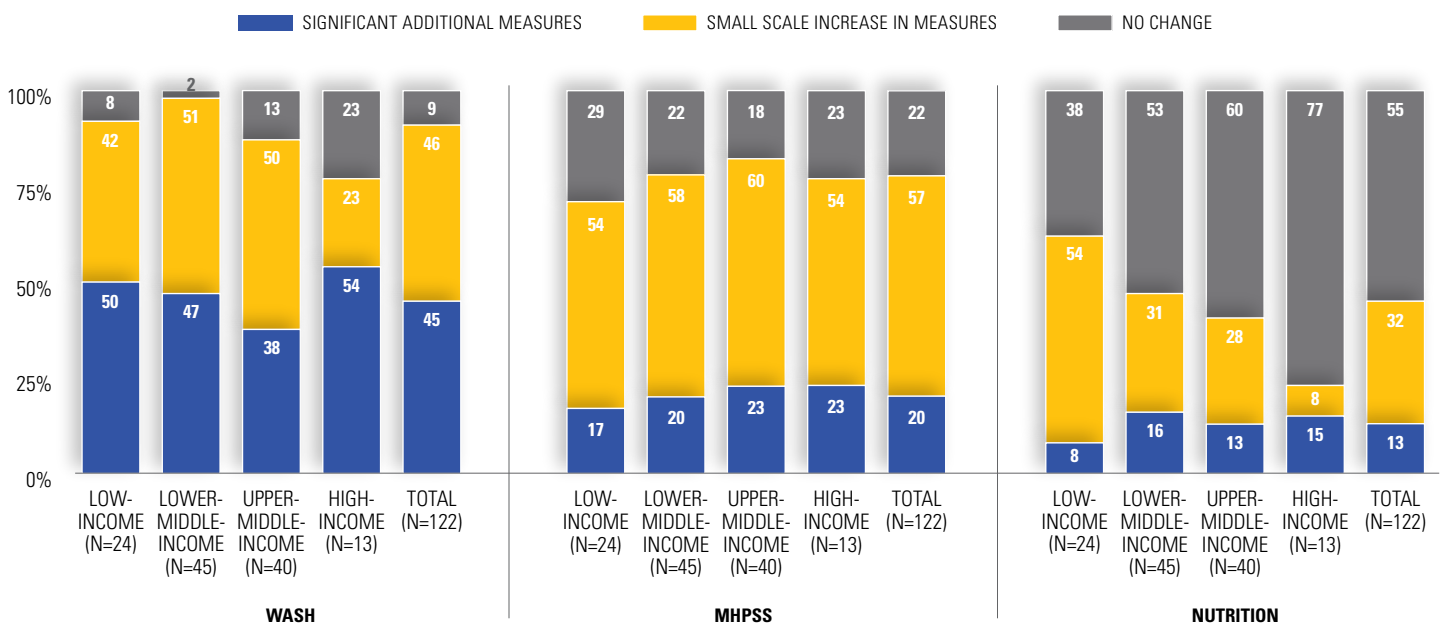
Favour, 12, South Africa

(water, sanitation and hygiene) services (see Figure 11). This is in line with earlier findings from 2020 and 2021.⁴⁷ Improvements in school facilities and WASH are essential for inculcating routines such as handwashing for safe school reopening.

However, additional measures for MHPSS (mental health and psychosocial support) and school nutrition were limited. In 2021, middle- and high-income countries reported providing psychosocial and mental health supports for learners.⁴⁸ This type of support was much less frequently reported by low-income countries. Responses to the latest survey reflect an increase in attention to mental health support. While only 20 per cent of responses indicate significant measures have been taken, 57 per cent of respondents indicate a small-scale increase in measures for mental health.

Lastly, only 45 per cent of respondents to the latest survey reported that some additional measures have been taken (compared to existing levels) for school-based nutrition

FIGURE 11. Additional measures being taken for student well-being after school reopening



Note: UNICEF Pulse Survey, March 2022. All survey respondents were asked about additional measures for student well-being (122 countries) and are represented in the chart.

services. Very few respondents from low-income countries (8 per cent) reported their countries have taken significant additional measures for school nutrition despite their high rate of dependency on school meals to meet the nutritional needs of children. These findings don't demonstrate any significant change from 2021.⁴⁹

HOW TO BETTER SUPPORT WHOLE-CHILD DEVELOPMENT

Children learn best when they are healthy, well-nourished and safe. Focusing on the health and well-being of children not only contributes to increased attendance and retention but is also essential for the child to be ready to learn, especially in the context of the COVID-19 pandemic. Providing nutritious meals and safe WASH contribute to attendance, especially for the most marginalized.

Ensuring children are protected and there are spaces and opportunities for play and access to MHPSS are also critical to allow children to focus on learning. Doing so will also mean providing greater support to teachers and schools to ensure tailored and comprehensive services meet students' needs. These include training teachers on

I feel like I don't know which is the right direction. [I feel] confused, anxious, and slightly disoriented. There is no one to show me the way...that feels really difficult.

Older girl, Indonesia

psychosocial support that can be provided in classrooms and strengthening referral systems for the provision of MHPSS for teachers and students. This may also require cross-sectoral collaboration across Ministries involving sectors such as education, health, nutrition and child protection.

Finally, it is important to also safeguard the well-being of teachers and other school personnel. This can be achieved via in-person or virtual peer support groups, or MHPSS trainings created for teachers. In the near term, it is also critical to prioritize and monitor COVID-19 [vaccination for teachers and school personnel](#).⁵⁰



8 CONCLUSION: Enabling not only recovery but also transformation

There are three main priorities under [Mission Recovering Education](#): all children and youth are back in school and receive tailored services needed to meet their learning, health, psychosocial well-being, and other needs; all children receive support to catch up on lost learning; and all teachers are prepared and supported so they can address learning losses among their students and incorporate relevant and accessible digital technology into their teaching.



The RAPID Learning Recovery Framework presented in this report underlines the key measures needed to achieve these goals. However, success across these key measures depends on a few critical considerations:

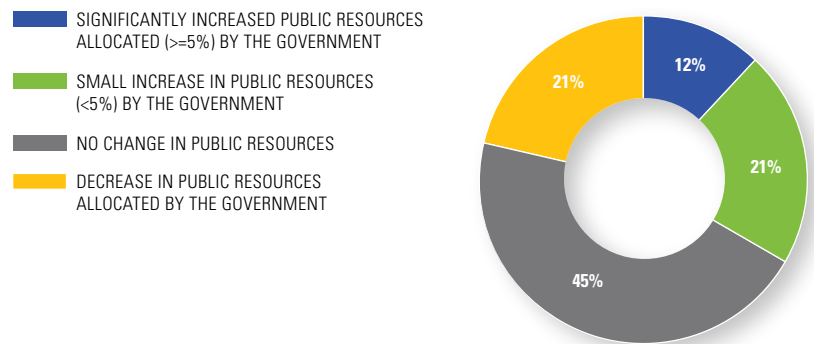
Sustainable funding for education must be prioritized for effective recovery. The [Paris Declaration of the 2021 Global Education Meeting](#)⁵¹ urges all governments to increase resources for education, use them effectively, and ensure inclusive and equitable quality education. While post-pandemic data on public education expenditure is still sparse, survey respondents indicate that only one third of countries have increased public resources

for education. Forty-five per cent of respondents indicated there will be no change in public resources for education for this school year as compared to the previous year (see *Figure 12*). With rising inflation, that is not just limited to high-income countries⁵², real education budget amounts for the current school year are expected to be even lower than in the previous school year. More alarmingly, a quarter of countries with longer periods of school closures (> 20 weeks) reported a decrease in their education budget.

On average, countries allocated only 3 per cent of their [COVID stimulus packages to education](#), and in low- and lower-middle-income countries, that figure is even less than 1 per cent.⁵³ It has also been confirmed that the share for education has declined during the pandemic in both the [official development assistance](#) (from 8.8 per cent in 2019 to 5.5 per cent in 2020) and the [humanitarian aid](#) (from 2.9 per cent in 2019 to 2.5 per cent in 2021).⁵⁴ Without access to adequate resources, education recovery will not be possible.

Education recovery and transformation must build on the lessons learned from the pandemic. Different remote or blended education modalities were implemented during the last two years, with a mix of high-, low- and no-tech innovations which were critical to ensure continuity of schooling. The same innovations can also be beneficial as schools reopen for mitigating learning losses and supporting curricula implementation by providing new resources and learning material for teachers and different modalities to reach the most marginalized children. Considering that any education system can face national or local school closures, a combination of digital platforms, offline support (such as phone calls/home visits), take-

FIGURE 12. Change in public resources for the current school year



Note: UNICEF Pulse Survey, March 2022. The chart shows the percentage of countries with valid responses (107 countries). Fifteen country offices responded, 'Don't know' and are not included in the chart.

home material or broadcasted messages can be used for education continuity and built into preparedness activities including contingency planning.

Teachers are at the frontline of recovery and need multi-faceted support. The Mission: Recovering Education 2021 emphasizes that all teachers must receive training to incorporate remedial education approaches and social-emotional learning into their pedagogy; they should also receive training, or other support, on how to deliver remote instruction. In addition, teachers need assistance to build their resilience by ensuring their well-being, providing opportunities for mentoring and peer learning and fostering intrinsic motivation.

Engaging the education community is a keystone of learning recovery. Engaging parents, youth leaders, and community leaders and members is a prerequisite to address concerns, promote buy-in for innovations, and ensure a safe, widely accepted learning transformation. Children who are supported at home perform better in reading. For children in the poorest households, having someone read books to them doubles their chances of learning to read. Reading at home requires reading materials, but only approximately 50 per cent of younger children have at least one book at home.⁵⁵ Reading at home also requires parents who know how to read and who have the time to spend with their children. Providing information to parents has positive effects on learning: parents can make a bigger difference when they know how their children are performing in school. Learning solutions co-created with communities, or at least supported by them, are more likely to be sustainable and endorsed by the education community.

Education partners must align with nationally led recovery plans. Whether all children can return to learning will hinge on coordination at all levels, from national level governments and donors to local administrative units. Effective coordination will require wide and frequent consultation with stakeholders and will need to be informed by voices of children and youth in the decision-making process. Partners must focus on reaching the most marginalized children: for example, projections indicate that 11 million girls might not return to school.⁵⁶ Hence all stakeholders must adapt re-enrollment and learning recovery measures to ensure every child is able to return to school.

Accountability systems should be strengthened or put in place. A key ingredient to strengthen accountability is to solve the data crisis: a strong emphasis must be placed on further strengthening EMIS to ensure real-time and

I love school because I learn new things and I play with my friends.

Houssein, 7, Lebanon

individualized monitoring of staff and students. School-based tracking and learning assessment systems can also help gather disaggregated data on attendance and learning for the student groups most at risk. Up-to-date and easily available data can help caregivers and children demand improved learning opportunities.

Collectively, we need to make education and learning a political priority. We must support education recovery at scale, or we will lose this generation of children and youth.



ENDNOTES

- 1 Following [UNESCO's definition](#) of school closures, schools are considered 'fully closed' when closures affect most or all (at least 80 per cent) of the student population enrolled from pre-primary through upper secondary levels. Schools are considered 'partially closed' when schools are either closed in certain areas only, for some grade levels/age groups only, or are operating with limited capacity. Finally, schools are considered 'fully open' when the majority of schools (at least 80 per cent) are being held exclusively in person.
- 2 McCoy, Dana C., et al., 'Global estimates of the implications of COVID-19-related pre-primary school closures for children's instructional access, development, learning, and economic wellbeing', *Child Development*, vol. 92, no. 5, 25 August 2021, pp. e883-e899.
- 3 The World Bank, UNESCO and UNICEF, *The State of the Global Education Crisis: A path to recovery*, The World Bank/UNESCO/UNICEF, Washington, D.C./Paris/New York, 2021.
- 4 Our review of the literature finds simulated/actual gains in Burkina Faso and Japan; mixed results in China, Denmark, France, Italy and Uganda; and neither gains nor losses in Australia (New South Wales), Burundi, Côte d'Ivoire, Marshall Islands, Nauru, Senegal, Sweden, Tajikistan, Turkmenistan and Zambia.
- 5 Idara-e-Taleem-o-Aagahi, *Measuring the Impact of Covid-19 on Education in Pakistan*, Idara-e-Taleem-o-Aagahi, 2021.
- 6 Renaissance Learning and Education Policy Institute, *Understanding Progress in the 2020/21 Academic Year: Findings from the summer term and summary of all previous findings*, Department for Education, October 2021.
- 7 United Nations Educational, Scientific and Cultural Organization, *When Schools Shut: Gendered impacts of COVID-19 school closures*, UNESCO, Paris, 2021.
- 8 Hevia, Felipe J., 'Estimation of the fundamental learning loss and learning poverty related to COVID-19 pandemic in Mexico', *International Journal of Educational Development*, vol. 88, no. 102515, 2022.
- 9 Kim, Janice, et al., 'Learning inequalities widen following covid-19 school closures in Ethiopia', RISE Programme, 4 May 2021, <<https://riseprogramme.org/blog/learning-inequalities-widen-COVID-19-Ethiopia>>, accessed 22 March 2022.
- 10 ASER Centre, *Annual Status of Education Report 2020: Karnataka*, ASER Centre, 2021.
- 11 Lichand, Guilherme, et al., 'The Impacts of Remote Learning in Secondary Education: Evidence from Brazil During the Pandemic', SSRN Scholarly Paper, Social Science Research Network (SSRN), 2021.
- 12 Whizz Education, *Measuring the Impact of COVID-19 on Learning in Rural Kenya*, Whizz Education, April 2021.
- 13 UNESCO, UNICEF, World Bank, WFP, and UNHCR, 'Framework for Reopening Schools', 2020.
- 14 UNESCO Institute for Statistics, 'New Methodology Shows that 258 Million Children, Adolescents and Youth Are Out of School', UIS Fact Sheet no. 56, UIS, Montreal, September 2019.
- 15 United Nations Educational, Scientific and Cultural Organization, 'UNESCO COVID-19 Education Response: How many students are at risk of not returning to school?', Advocacy paper, UNESCO, New York, 30 July 2020.
- 16 Uganda National Examinations Board, *Effects of COVID-19 Pandemic on Teaching and Learning at Primary and Secondary Education Levels in Uganda – 2021 Report*, National Assessment of Progress in Education, Uganda National Examinations Board, Kampala, 2021.
- 17 Presidential Policy and Strategy Unit (Kenya) and Population Council, *Promises to Keep: Impact of COVID-19 on adolescents in Kenya*, Presidential Policy and Strategy Unit (Kenya) and Population Council, Nairobi, 2021.
- 18 United Nations Children's Fund, *Ebola: Getting to zero – for communities, for children, for the future*, UNICEF, New York, March 2015.
- 19 UNESCO, UNICEF, World Bank, and OECD, *What's Next? Lessons on Education Recovery: Findings from a survey of Ministries of Education amid the COVID-19 pandemic*, UNESCO/UNICEF/World Bank/OECD, Paris/New York/Washington, D.C., 2021.
- 20 Ibid.
- 21 Yao, Haogen, et al., 'Mind the gap(s): Are we seeing the full picture of children's skill development?', UNICEF Evidence for Action, 27 October 2021, <<https://blogs.unicef.org/evidence-for-action/mind-the-gaps-are-we-seeing-the-full-picture-of-childrens-skill-development/>>, accessed 10 March 2022.
- 22 UNESCO, UNICEF, World Bank, and OECD, *What's Next? Lessons on Education Recovery*.
- 23 Jenkins, Robert and Rukmini Banerji, 'How can formative assessment foster learning as schools reopen?', UNICEF Evidence for Action, 3 March 2021, <<https://blogs.unicef.org/evidence-for-action/how-can-assessment-foster-learning-as-schools-reopen/>>, accessed 10 March 2022.
- 24 Azevedo, João Pedro, et al., *Ending Learning Poverty: What Will It Take?* (English), World Bank Group, Washington, D.C., 2019.
- 25 The World Bank, UNESCO and UNICEF, *State of the Global Education Crisis*.
- 26 Herbert, Alicia, et al. 'The urgent need to focus on foundational skills', World Bank, 4 November 2021, <<https://blogs.worldbank.org/education/urgent-need-focus-foundational-skills>>, accessed 24 March 2022.

- 27 United Nations Children's Fund, *Education Disrupted: The second year of the COVID-19 pandemic and school closures*, UNICEF, New York, 2020.
- 28 Cunningham Roger, "Getting it right: Curriculum reform in Eastern & Southern Africa", UNICEF Connect, 1 November 2018, <<https://blogs.unicef.org/blog/getting-right-curriculum-reform-eastern-southern-africa/>>, accessed 24 March 2022.
- 29 UNESCO, UNICEF, World Bank, and OECD, *What's Next? Lessons on Education Recovery*.
- 30 Yorke, Louise, et al., 'The Importance of Students' Socio-Emotional Learning, Mental Health and Wellbeing in the time of COVID-19', RISE Insights, RISE Programme, 15 March 2021.
- 31 United Nations Children's Fund, *COVID-19: Are children able to continue learning during school closures?*, UNICEF, New York, 2020.
- 32 UNESCO, UNICEF, World Bank, and OECD, *What's Next? Lessons on Education Recovery*.
- 33 Haelermans, Carla, et al., 'Sharp Increase in Inequality in Education in Times of the COVID-19-pandemic', *PLOS One*, vol. 17, no. 2, 2 February 2022.
- 34 Wolf, Sharon, et al., 'Learning in the Time of a Pandemic and Implications for Returning to School: Effects of COVID-19 in Ghana', CPRE Working Papers, Consortium for Policy Research in Education (CPRE), 2021.
- 35 Unwin, H. Juliette T., et al., 'Global, regional, and national minimum estimates of children affected by COVID-19-associated orphanhood and caregiver death, by age and family circumstance up to Oct 31, 2021: an updated modelling study', *The Lancet Child & Adolescent Health*, 24 February 2022.
- 36 Moliner, Lidon and Francisco Alegre, 'COVID-19 Restrictions and Its Influence on Students' Mathematics Achievement in Spain', *Education Sciences*, vol. 12, no. 105, 3 February 2022.
- 37 UNESCO and Global Education Coalition, *Don't Remediate, Accelerate! Effective catch-up learning strategies – Evidence from the United States*, UNESCO/Global Education Coalition, Paris, 12 August 2020.
- 38 UNESCO, UNICEF, World Bank, and OECD, *What's Next? Lessons on Education Recovery*.
- 39 Abdul Latif Jameel Poverty Action Lab, 'Teaching at the Right Level to improve learning', J-PAL, September 2019, <<https://www.povertyactionlab.org/case-study/teaching-right-level-improve-learning>>, accessed 20 March 2022.
- 40 For resources on Teaching at the Right Level, visit [FL Hub – Teaching at the Right Level](#).
- 41 Borkowski, Artur, et al., 'COVID-19: Missing More Than a Classroom – The impact of school closures on children's nutrition', *Innocenti Working Papers No. 2021-01*, UNICEF Office of Research – Innocenti, Florence, 2021.
- 42 UNESCO, *When Schools Shut*.
- 43 Santomauro, Damian F., et al., 'Global prevalence and burden of depressive and anxiety disorders in 204 countries and territories in 2020 due to the COVID-19 pandemic', *The Lancet*, vol. 398, no. 10312, 6 November 2021, pp. 1700-1712.
- 44 International Labour Organization and United Nations Children's Fund, *Child Labour: Global estimates 2020, trends and the road forward*, ILO and UNICEF, New York, 2021.
- 45 United Nations Children's Fund, *COVID-19: A threat to progress against child marriage*, UNICEF, New York, 2021.
- 46 Meinck, Sabine, Julian Fraillon and Rolf Strietholt, *The Impact of the COVID-19 Pandemic on Education: International Evidence from the Responses to Educational Disruption Survey (REDS)*, UNESCO/IEA, Paris/Amsterdam, 2022.
- 47 UNESCO, UNICEF, the World Bank, and OECD, *What's Next? Lessons on Education Recovery*.
- 48 Ibid.
- 49 Ibid.
- 50 United Nations Educational, Scientific and Cultural Organization, 'UNESCO and Education International call on governments to consider teachers and school personnel as a priority group in COVID-19 vaccination efforts', UNESCO, 14 December 2020, <<https://en.unesco.org/news/unesco-and-education-international-call-governments-consider-teachers-and-school-personnel>>, accessed 25 March 2022.
- 51 Global Education Meeting, *Paris Declaration: A Global Call for Investing in the Futures of Education*, 2021.
- 52 Reinhart, Carmen, and Clemens Graf Von Luckner, 'The Return of Global Inflation', World Bank, 14 February 2022, <<https://blogs.worldbank.org/voices/return-global-inflation>>, accessed 18 March 2022.
- 53 United Nations Educational, Scientific and Cultural Organization, *Uneven Global Education Stimulus Risks Widening Learning Disparities*, 2021.
- 54 Calculation based on data extracted from <https://stats.oecd.org/> and <https://fts.unocha.org/> on 11 March 2022.
- 55 Brossard, Mathieu, et al., 'Parental Engagement in Children's Learning', *Innocenti Research Brief 2020-09*, UNICEF Office of Research – Innocenti, Florence, 2020.
- 56 United Nations Educational, Scientific and Cultural Organization, 'Girls' education and COVID-19: New factsheet shows increased inequalities for the education of adolescent girls', UNESCO, 9 March 2021, <<https://en.unesco.org/news/girls-education-and-covid-19-new-factsheet-shows-increased-inequalities-education-adolescent>>, accessed 24 March 2022.

WHERE ARE WE ON EDUCATION RECOVERY?

