On average, schools in the East Asia and Pacific region have been fully closed for 18 weeks, as of 28 February 2022, according to the UNESCO Global Monitoring of School Closures. By the end of February 2022, nearly a third of countries in the region saw durations of full school closures beyond the global average of 20 weeks. The total duration of school closures (fully closed and partially closed) ranges from 0 weeks in Nauru to 87 weeks in Indonesia. Schoolchildren in the region have lost near 400 billion hours of in-person learning.

Pre-COVID, and among countries with available data, the proportion of children who can read a simple text ranged from 2 per cent in the Lao People’s Democratic Republic to 82 per cent in China. A growing body of evidence shows substantial losses and worsening inequalities in learning outcomes as a result of COVID-related school closures. Under a pessimistic scenario, students in the region could lose an estimated 0.9 learning-adjusted years of schooling. In Indonesia, students are predicted to lose up to 11 points on the Programme for International Student Assessment (PISA) reading scale and 249 dollars in future individual earnings due to the four-month closure period from 24 March 2020 to the end of July 2020. In Cambodia, an analysis of the Grade 6 national learning assessment results supported by UNICEF revealed the proportion of low achievers who failed to meet the basic proficiency level increased from 34 per cent to 45 per cent in Khmer language and from 49 per cent to 74 per cent in math between 2016 and 2021. School closures in the region have long-term implications for its learners: current learners in East Asia and Pacific could stand to lose close to 6 trillion dollars in future earnings.
IS INFORMATION AVAILABLE ON CHILDREN WHO HAVE RETURNED TO SCHOOL? (N = 13 COUNTRIES)

- **YES**: 11
- **NO**: 1
- **DON'T KNOW**: 1
- **SCHOOLS ARE STILL FULLY CLOSED**: 8

Malaysia has developed an early warning system for children at risk of dropping out, and the Ministry of Education tracks out-of-school children in collaboration with local authorities and community leaders. In Thailand, a nationwide initiative to identify children not returning or at risk of not returning is underway.

ASSESS LEARNING LEVELS.

Papua New Guinea developed Booster Packs, which contained a set of diagnostic tests for teachers to assess students’ learning levels. In Mongolia, the first classes upon school reopening were dedicated to formative assessments, the results of which informed the design of catch-up classes.

IS YOUR COUNTRY IMPLEMENTING REMEDIATION PROGRAMMES TO ADDRESS LEARNING LOSS? (N = 13 COUNTRIES)

- **YES**: 2
- **NONE (E.G., SCHOOLS REOPENED AS THEY WERE/ARE STILL CLOSED)**: 11

2 COUNTRIES HAVE A NATIONWIDE SYSTEMATIC PLAN TO MEASURE LEARNING WHEN CHILDREN RETURN.

PRIORITY TEACHING THE FUNDAMENTALS, INCREASE CATCH-UP LEARNING AND PROGRESS BEYOND WHAT WAS LOST.

Among countries with remediation programmes, which measures are being implemented and at what scale? (N = 12 COUNTRIES)

- **ABBREVIATED/PRIORITY CURRICULUM**: 7
- **SUPPORT FOR TEACHERS TO ADAPT TEACHING TO STUDENTS’ LEARNING LEVELS**: 7
- **INCREASED INSTRUCTION TIME**: 7
- **INDIVIDUALIZED SELF-LEARNING PROGRAMMES**: 7
- **TUTORING AND COACHING SCHEMES**: 7
- **ACCELERATED LEARNING PROGRAMMES**: 7
- **CATCH-UP PROGRAMMES FOR DROPOUTS**: 7

- **NATIONWIDE**: 4
- **PARTIAL (REGIONAL/SUB-NATIONAL LEVEL)**: 6
- **SMALL-SCALE (SCHOOL LEVEL)**: 2
- **NOT BEING IMPLEMENTED**: 1

In Cambodia, a remedial teaching package was developed for primary schools. In Malaysia, a digital community for teachers was established to support them in delivering blended learning after school reopening. In the Lao People’s Democratic Republic, teachers receive professional development on blended learning and digital skills.

Note: Data in graphs are based on UNICEF’s Pulse Survey administered through UNICEF country offices and UNICEF National Committees between 3–11 March 2022. Unless hyperlinked, information on country examples is based on qualitative responses from the same survey. Caution is advised in generalizing the results represented in the figures, as only a limited number of countries in the region are covered by the survey responses.

DEVELOP PSYCHOSOCIAL HEALTH AND WELL-BEING SO EVERY CHILD IS READY TO LEARN.

In China, a daily monitoring system tracks teachers’ and students’ physical well-being. In Thailand, schools follow safe school operation guidelines developed as a partnership between the Ministry of Education, Ministry of Public Health and UNICEF.

HAVE ANY ADDITIONAL MEASURES BEEN TAKEN FOR IMPROVING STUDENT WELL-BEING IN SCHOOLS? (N = 13 COUNTRIES)

- **WATER, SANITATION AND HYGIENE (WASH)**: 8
- **SCHOOL NUTRITION**: 8
- **MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS)**: 5

- **SIGNIFICANT ADDITIONAL MEASURES**: 4
- **SMALL-SCALE INCREASE IN MEASURES**: 6
- **NO CHANGE**: 3