Schooling disrupted – schooling rethought

UNESCO

Andreas Schleicher

Big picture

- Place education at the centre of efforts on recovery and resilience (Itay)
  - School closures reversed decades of learning gains (Albania)
    - long-lasting economic and social effects, amplifying disadvantage
- A whole-of society project
  - Co-operation with other Ministries (Ecuador)
  - Focus on vulnerable children (including refugees), protecting rights of children (Iran)
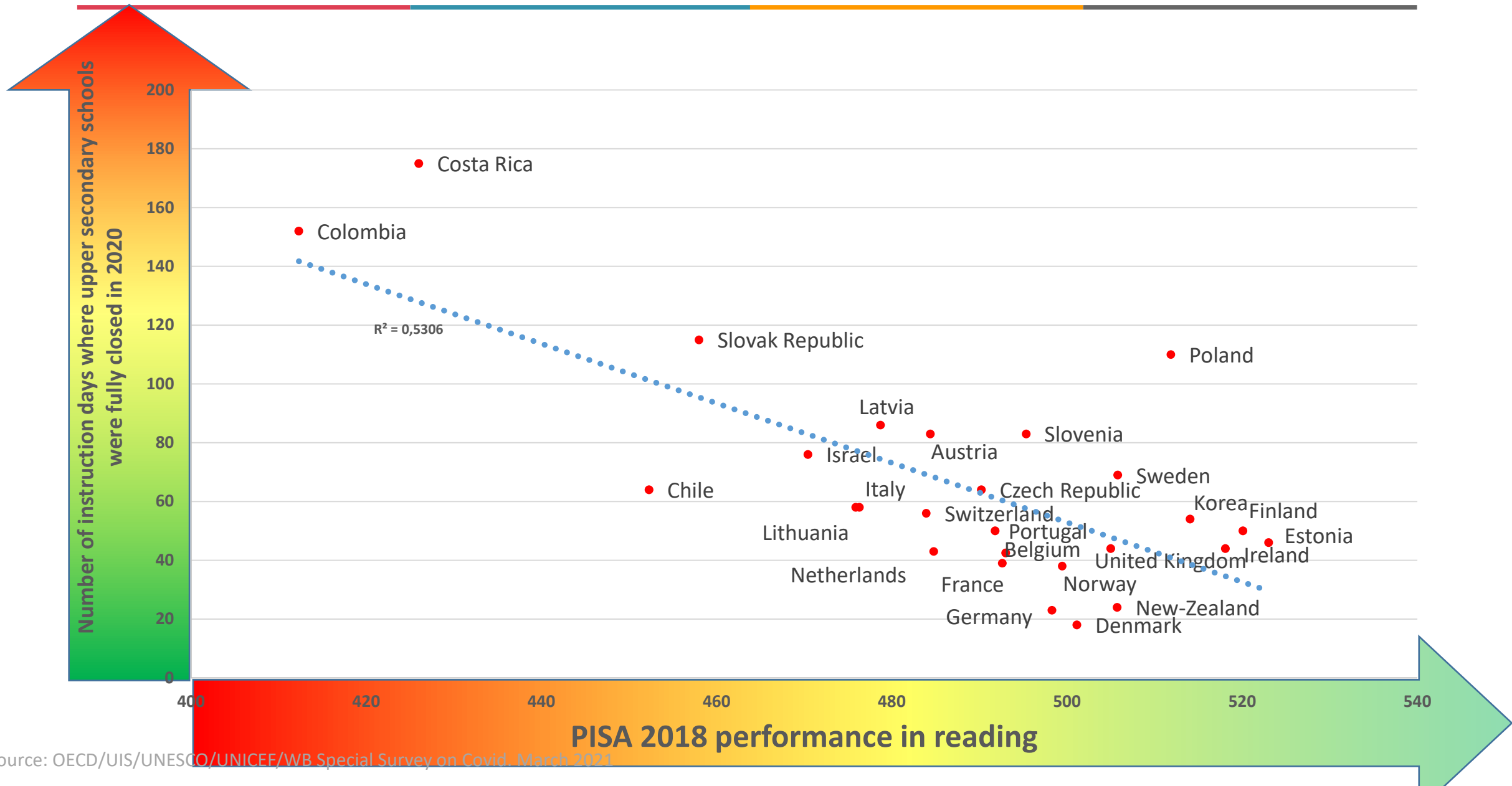
Immediate concerns

- Keep schools open and safe
  - Reconcile medical and health considerations, ensure teacher vaccination (Canada)
- Investment in multi-modal contingency strategies
  - Adjustment of school curricula, investment in digital and non-digital resources as well as teacher capacity (India, Lao PDR, Mauritius, Oman)
- Getting priorities right
  - Where school capacity is limited, prioritise young children and disadvantage for presential learning (Bahrain, Maldives)
  - Cater for special needs, including through new technologies (Bahrain)
  - Invest in lateral capacity development and incentivise experience sharing (Portugal)
  - Balancing cognitive, social and emotional capabilities and mental health (Canada, Portugal)
- Ensure reliability and predictability of services for students and parents
  - Ensure all students have regular and dedicated contact and strengthen social services in schools (Congo, Venezuela)
  - 'Learn at home', social and emotional support for students and families (Ecuador)
  - Avoid long phases of distant learning, daily schedules for hybrid learning work better than weekly or monthly schedules
  - Combine transparent criteria for service operability with flexibility to implement these at the frontline, focus on multimodal digital solutions (Bahrain)
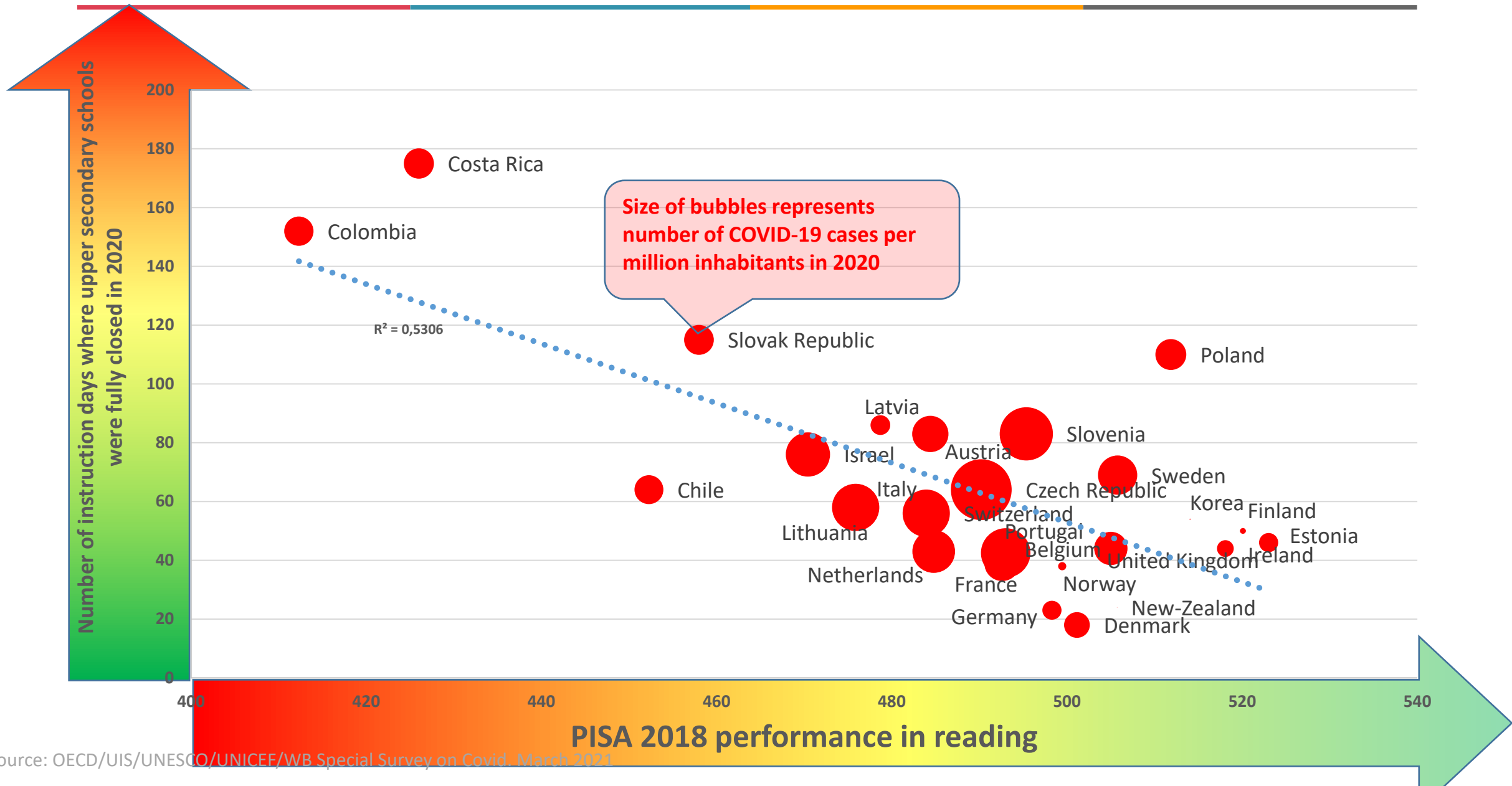
Issues beyond the immediate crisis

- Focus on equity
    - Address dropout and geographic disparity (China, Portugal)
    - Redouble investments in remedial education (Canada, Romania)
    - Recognise and support the role of teachers in addressing inequality (Portugal, Romania)
    - Better align resources with needs, use funding formulas to ensure that resources reflect social and economic conditions of students and schools (Ecuador, Oman)
    - Redesign technical and professional education to reduce dropout (Italy)
- Invest in development, provision and quality assurance of digital technologies
    - Recognise both the potential and the limits of digital technologies (Romania)
    - Subsidise digital access and collaborate with internet providers (Ecuador, Malta)
    - Include teachers in the design of digital solutions, involve teachers in coaching, mentoring and knowledge mobilisation (India)
- Strengthen resilience of school systems
    - 'Help schools to be the last institutions to close' (Romania)

Quality of learning outcomes and instructional days lost

Number of instruction days where upper secondary schools were fully closed in 2020

200
180
160
140
120
100
80
60
40
20
0

R² = 0,5306

Costa Rica
Colombia
Slovak Republic
Poland
Latvia
Slovenia
Israel
Austria
Sweden
Chile
Italy
Czech Republic
Korea
Finland
Switzerland
Estonia
Lithuania
Portugal
Ireland
Belgium
Netherlands
France
Norway
United Kingdom
Germany
New-Zealand
Denmark

400   420   440   460   480   500   520   540

PISA 2018 performance in reading

Quality of learning outcomes and instruction days lost

Size of bubbles represents number of COVID-19 cases per million inhabitants in 2020

R² = 0,5306

Number of instruction days where upper secondary schools were fully closed in 2020

PISA 2018 performance in reading

Costa Rica
Colombia
Slovak Republic
Poland
Latvia
Slovenia
Israel
Austria
Sweden
Chile
Italy
Czech Republic
Korea
Finland
Switzerland
Lithuania
Portugal
Estonia
Belgium
Ireland
Netherlands
France
United Kingdom
Norway
Germany
New-Zealand
Denmark

Quality of learning outcomes and instruction days lost

Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

Current and planned increases/decreases in educational investment

	Public expenditure in school year 2019/2020		Public expenditure in school year 2020/2021	
Increases	Belgium (flemish community), Colombia, Estonia, Finland, France, Germany, Israel, Italy, Japan[1], Latvia, Lithuania, Netherlands, Norway, Slovak Republic, Slovenia, Spain, Sweden, Turkey, Russian Federation	61%	Austria, Belgium (flemish community), Canada, Colombia, Czech Republic, Estonia, Finland, France, Germany, Ireland, Israel, Japan[1], Latvia, Lithuania, Netherlands, Norway, Slovenia, Spain, Sweden, Turkey, Russian Federation,	66%
No changes	Austria, Canada, Chile[2], Costa Rica, Czech Republic, Hungary, Ireland	23%	Costa Rica, Hungary, Slovak Republic	10%
Don't know	Denmark, Korea, New Zealand, Poland, Switzerland	16%	Chile[2], Denmark, Italy, Korea, New Zealand, Poland, Switzerland	24%
Total	31		29	

Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

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4 QUALITY EDUCATION

School and university dropout & learning loss

School Closures reversed decades of gains in learning

Silvia Montoya   *Director, UNESCO Institute for Statistics*   March, 2021

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# School Closures reversed decades of gains in learning

School Closures

- A deep economic **crisis with heterogeneous effects on** living conditions and countries capacities
- School Closures **caused a disruption that forced** countries to deploy emergency teaching and learning strategies

Understanding Impact on Learning

- Variety of **departing points, context and capacity** to respond
- Important **inequity levels at departing point**
- Heterogeneous closures **in terms of lengths and nature of disruption**
- **Country capability and capacity** to monitor changes and **identify 'bright spots' and best-practices**

Emergency learning and teaching responses

- Different **natures of emergency remote teaching** -such as the delivery of educational content via internet, television or radio.
- Targeted support at groups **in disadvantage** desired but not very common
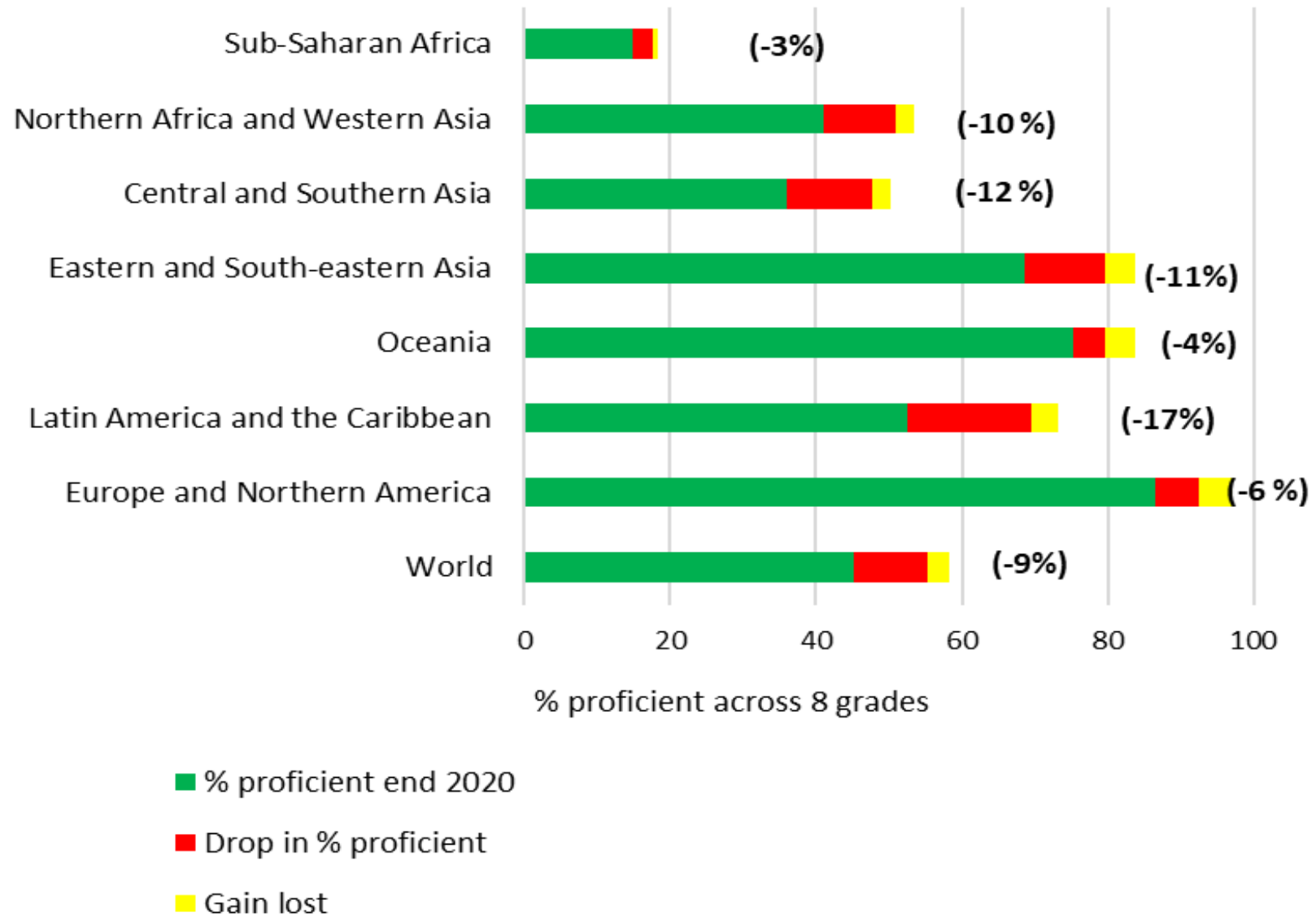- **Impact on budget and** economic situation restricts response
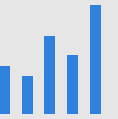
Focus on ensuring sound policy responses

The increase in absolute numbers of children BELOW the minimum level of proficiency (MPL) is related directly with the length of closures and the percentage of children close to the the MPL

LEARNING LOSSES FROM THE PANDEMIC PER REGION FOR GRADES 1 TO 8

Sub-Saharan Africa (-3%)
Northern Africa and Western Asia (-10 %)
Central and Southern Asia (-12 %)
Eastern and South-eastern Asia (-11%)
Oceania (-4%)
Latin America and the Caribbean (-17%)
Europe and Northern America (-6 %)
World (-9%)

0   20   40   60   80   100

% proficient across 8 grades

■ % proficient end 2020

■ Drop in % proficient

■ Gain lost

Evidences shows Evidence shows **1.5 to 2 weeks of learning lost per week lost of face to face instruction**. Average loss per student is 25 weeks in 2020..
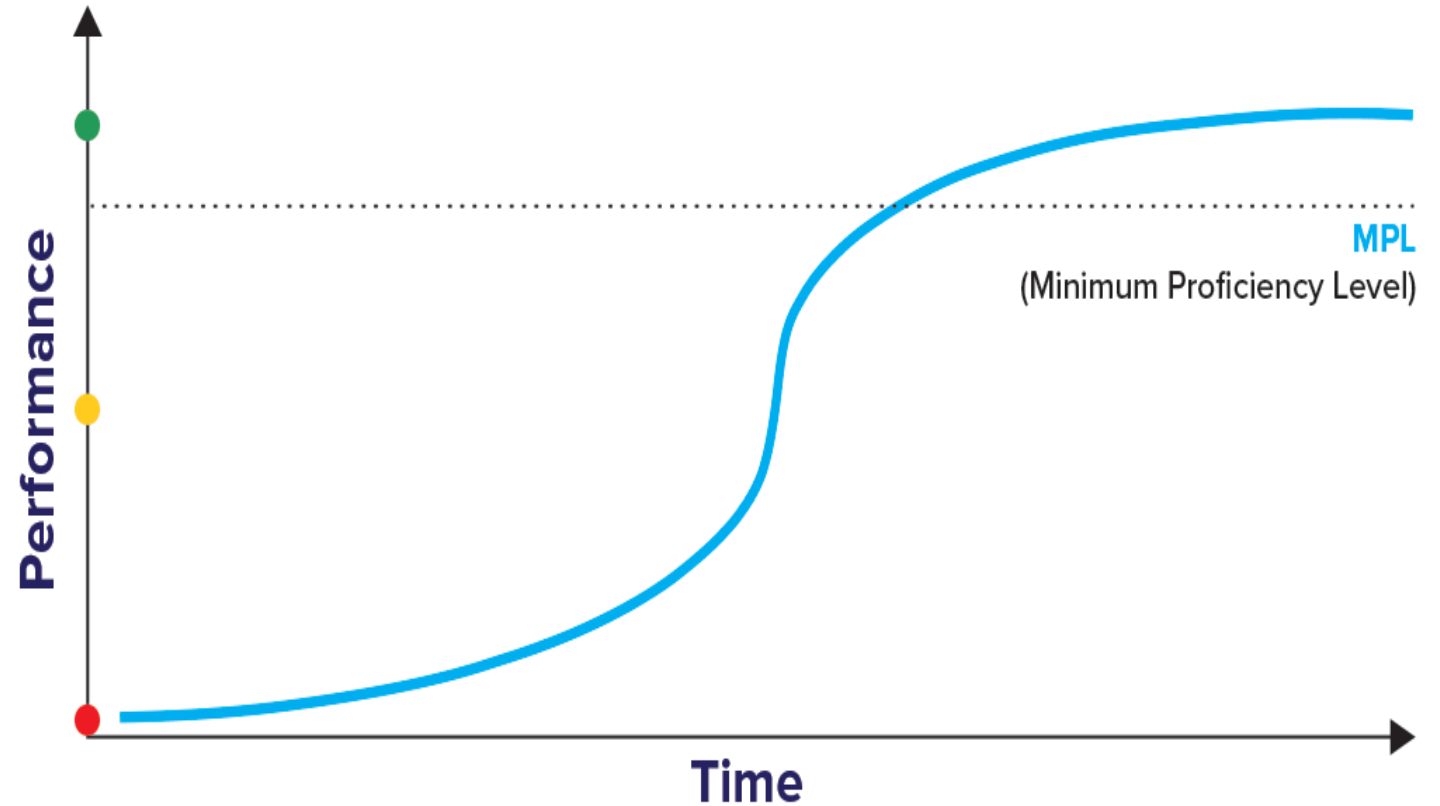
Learning Inequality has increased as a consequence of COVID -19

Learning Curve

Performance

MPL
(Minimum Proficiency Level)

Time

Azevedo and Montoya (2021), "Building Back Better After COVID-19: The Importance of Tracking Learning Inequality", here.
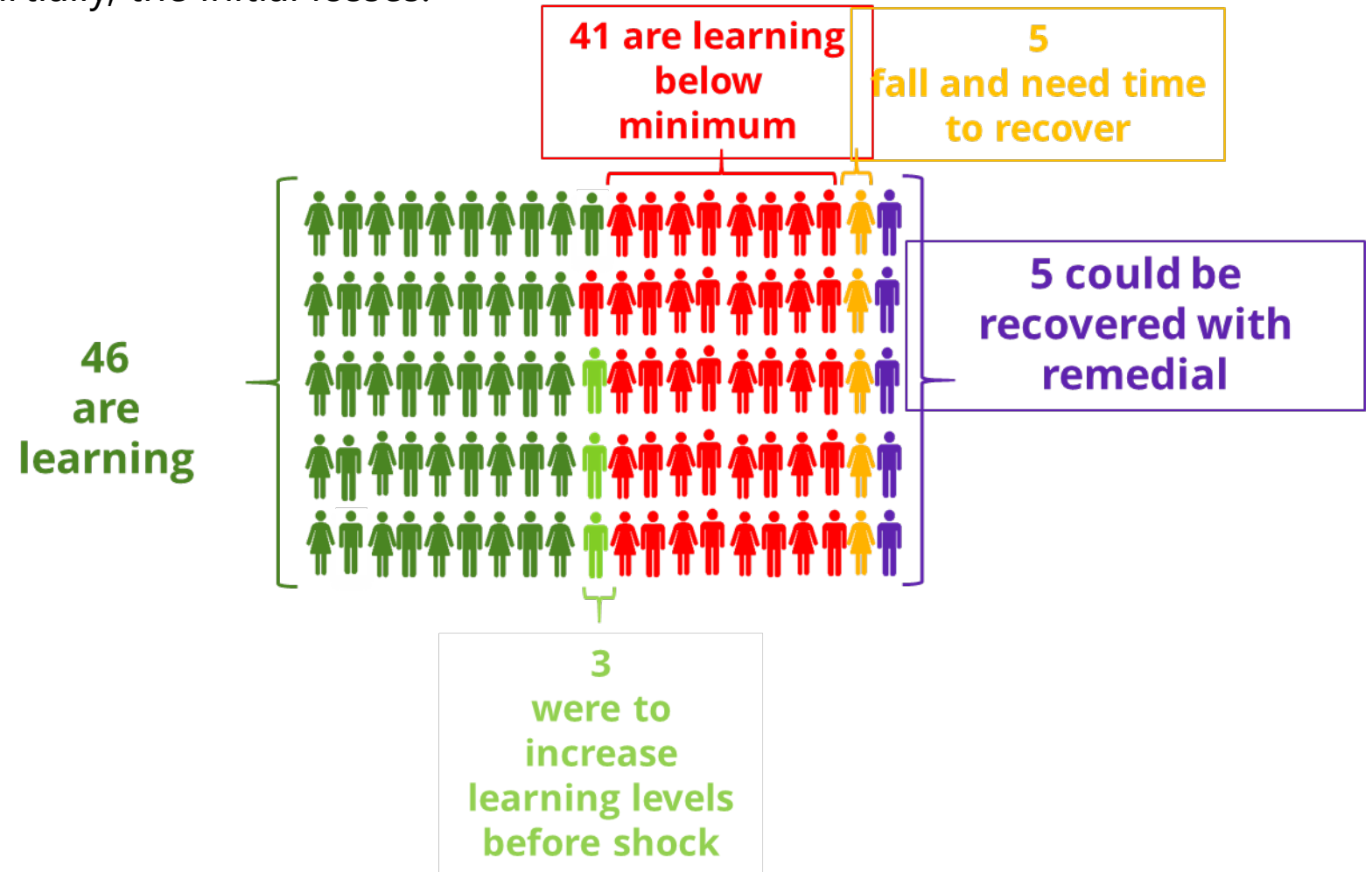
The loss could be diminished with mitigation and remediation strategies

Without mitigation programmes
Losses equivalent to a year worth of learning for third grader students by grade 10 that is 10% of the years spent in schooling

With remedial actions
The impact gets reduced to half loss, allowing the student to recover, at least partially, the initial losses.

41 are learning below minimum

5 fall and need time to recover

46 are learning

5 could be recovered with remedial

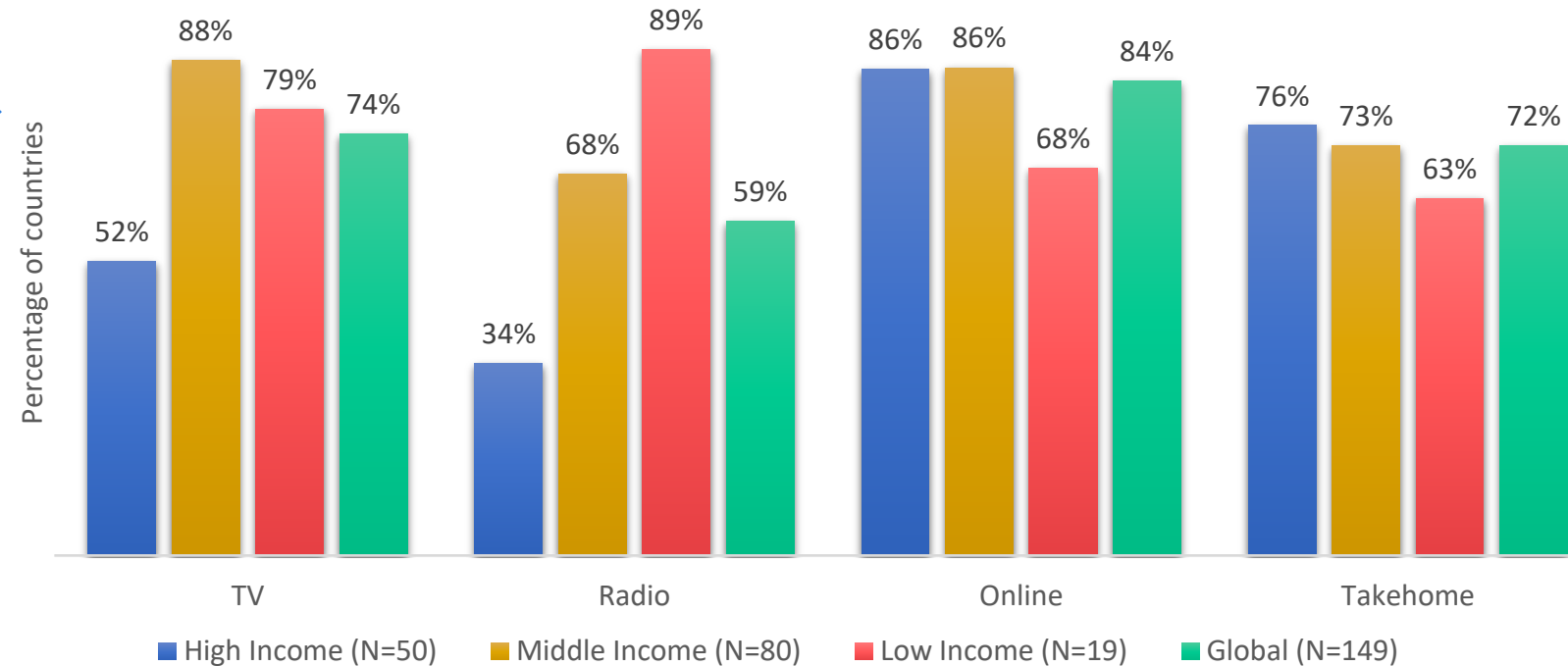3 were to increase learning levels before shock

Immediate distance learning platforms were offered to mitigate disruption

- **Nearly 90% used online platforms or television.**
- Though **online was used in 64% of low-income countries** there are concerns about equity in access
- 56% reported considerations for students with disabilities
- 40% created self-paced learning platforms

Percentage of countries

TV
- 52%
- 88%
- 79%
- 74%

Radio
- 34%
- 68%
- 89%
- 59%

Online
- 86%
- 86%
- 68%
- 84%

Takehome
- 76%
- 73%
- 63%
- 72%

■ High Income (N=50) ■ Middle Income (N=80) ■ Low Income (N=19) ■ Global (N=149)

Equity is at the center of the design of remediation policies

- Remediation strategies focused on reducing detected learning gaps and learning of students without access to distant learning platforms
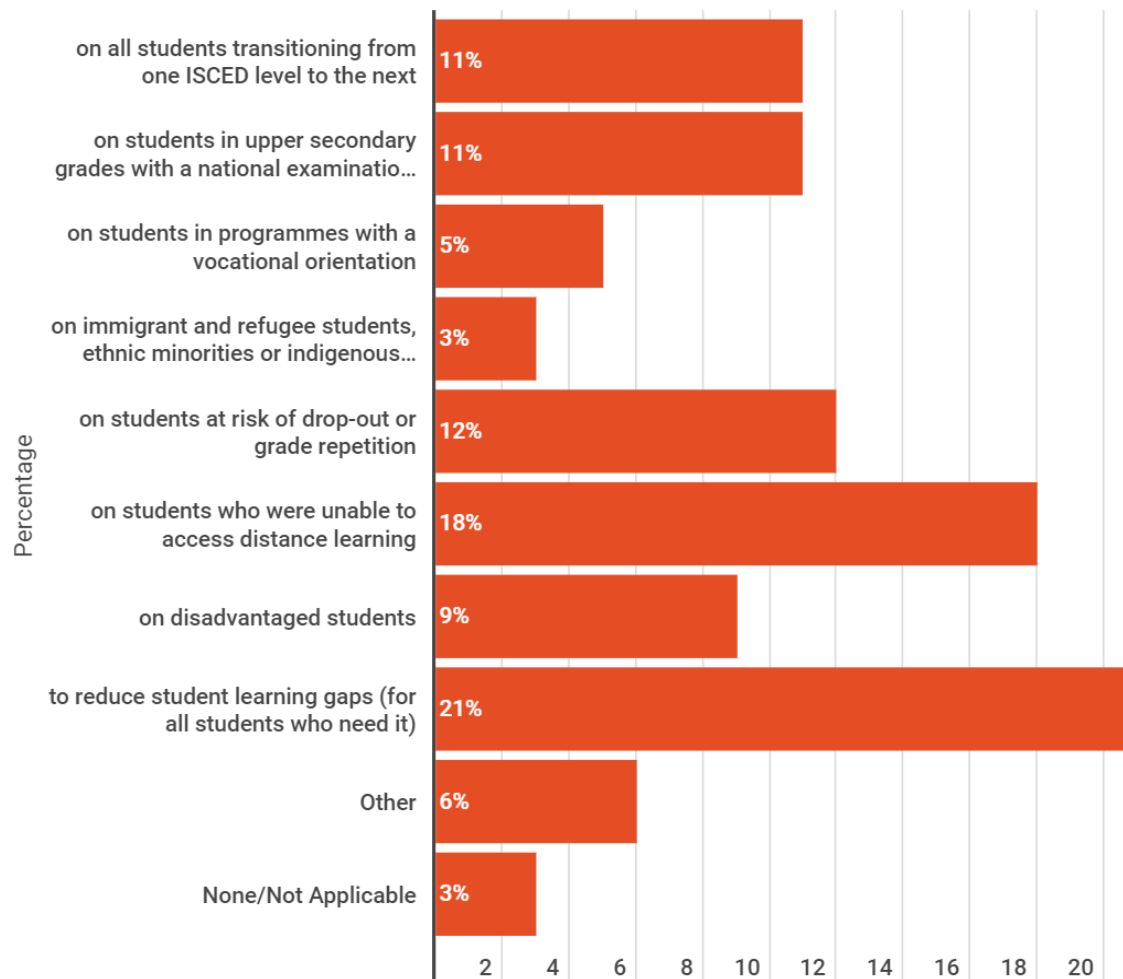- Students on risk of drop-outs and in transition between ISCED levels are in the second priority group
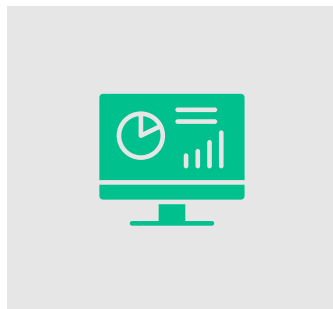
Remediation strategies addressed

Remediation strategy	Percentage
on all students transitioning from one ISCED level to the next	11%
on students in upper secondary grades with a national examinatio...	11%
on students in programmes with a vocational orientation	5%
on immigrant and refugee students, ethnic minorities or indigenous...	3%
on students at risk of drop-out or grade repetition	12%
on students who were unable to access distance learning	18%
on disadvantaged students	9%
to reduce student learning gaps (for all students who need it)	21%
Other	6%
None/Not Applicable	3%

Multiple strategies have been administered with the aim of granting access to all
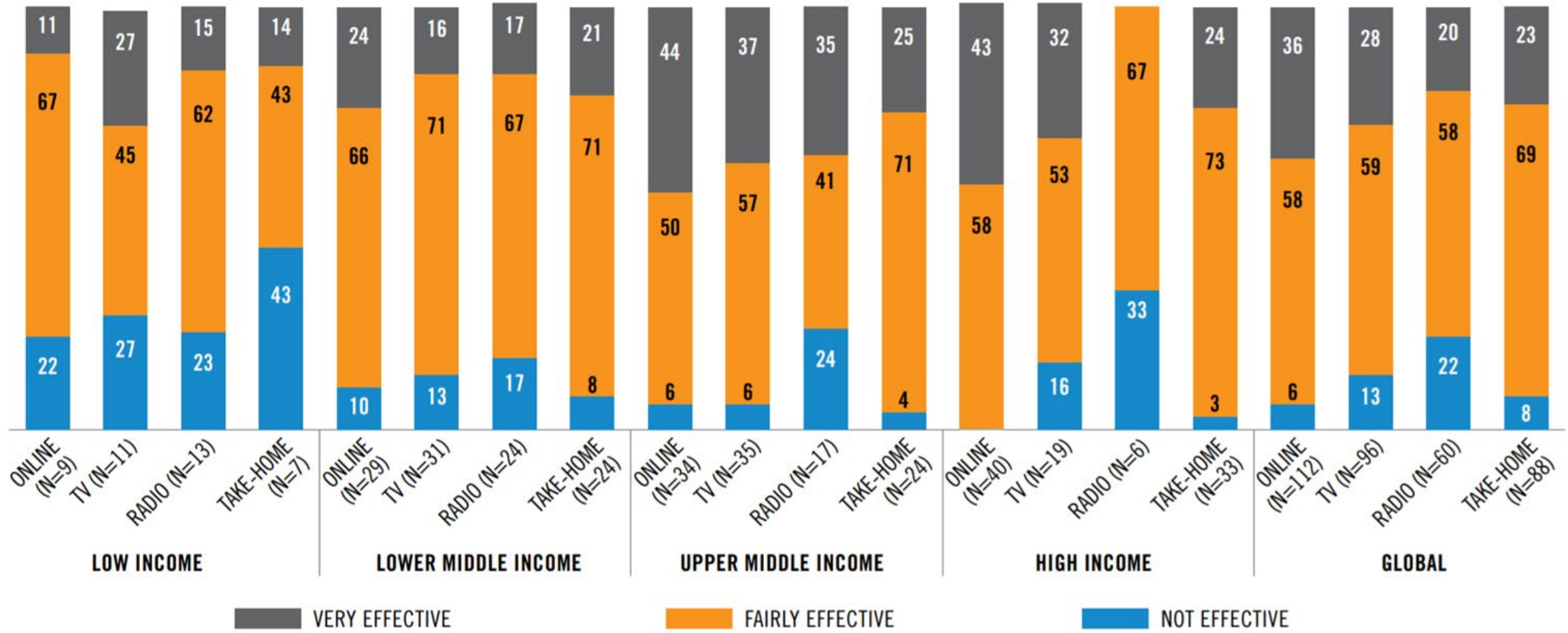
- High income countries focused on expansion of online learning (education through mobile phones or internet fees subsidies).

- Dropping non-core subjects (arts, music, physical education, etc.) was a frequent choice in 2020.

- Low-income countries face a more limited set of options

| PER CENT OF COUNTRIES	SUBSIDIZED/FREE INTERNET ACCESS	SUBSIDIZED/FREE DEVICES	ACCESS AVAILABLE THROUGH MOBILE PHONES	ACCESS AVAILABLE THROUGH LANDLINE	NO MEASURES TAKEN
LOW INCOME (N=16)	38	0	44	19	31
LOWER MIDDLE INCOME (N=33)	42	21	67	24	18
UPPER MIDDLE INCOME (N=38)	79	53	79	32	5
HIGH INCOME (N=47)	66	72	55	30	4
GLOBAL (N=134)	60	46	63	28	11
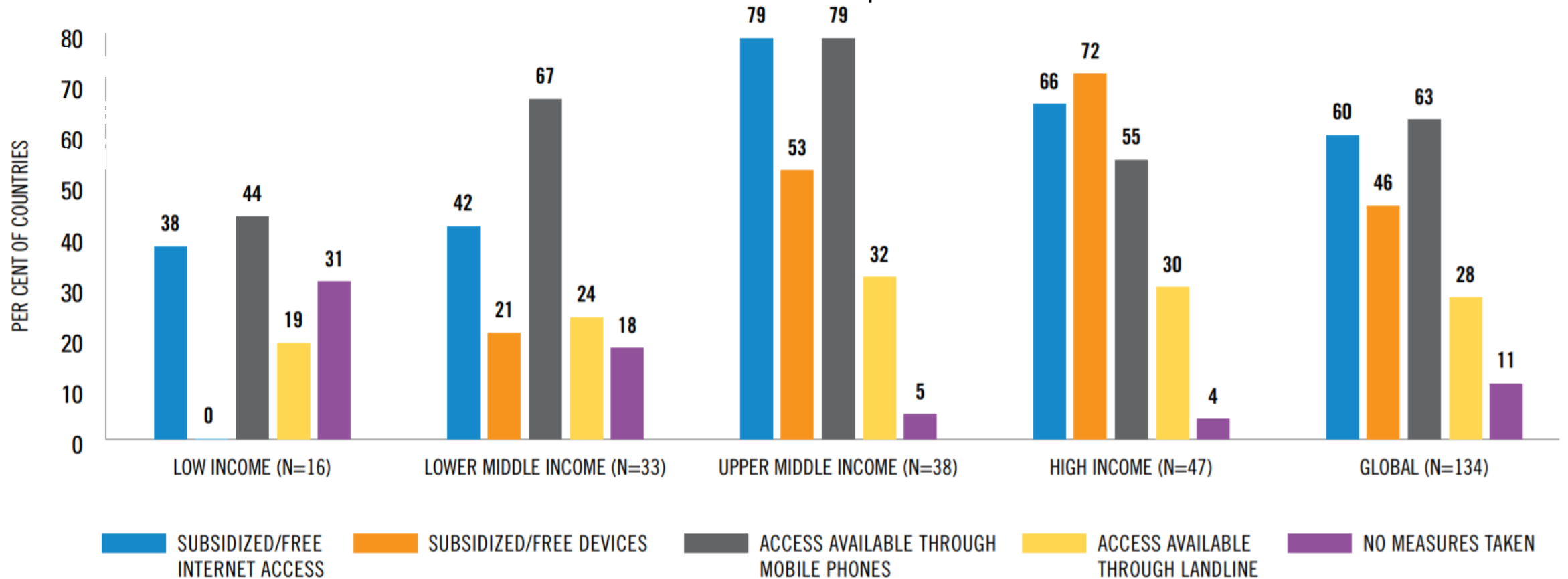
Perceived effectiveness has mixed reviews with online being ranked the highest globally

- Online learning seemingly the most effective among the modes offered

- Low-income countries do not consider remote learning effective, except for radio – likely due to this being most accessible tool in rural and economically disadvantaged communities.

LOW INCOME

	NOT EFFECTIVE	FAIRLY EFFECTIVE	VERY EFFECTIVE
ONLINE (N=9)	22	67	11
TV (N=11)	27	45	27
RADIO (N=13)	23	62	15
TAKE-HOME (N=7)	43	43	14

LOWER MIDDLE INCOME

	NOT EFFECTIVE	FAIRLY EFFECTIVE	VERY EFFECTIVE
ONLINE (N=29)	10	66	24
TV (N=31)	13	71	16
RADIO (N=24)	17	67	17
TAKE-HOME (N=24)	8	71	21

UPPER MIDDLE INCOME

	NOT EFFECTIVE	FAIRLY EFFECTIVE	VERY EFFECTIVE
ONLINE (N=34)	6	50	44
TV (N=35)	6	57	37
RADIO (N=17)	24	41	35
TAKE-HOME (N=24)	4	71	25

HIGH INCOME

	NOT EFFECTIVE	FAIRLY EFFECTIVE	VERY EFFECTIVE
ONLINE (N=40)		58	43
TV (N=19)	16	53	32
RADIO (N=6)	33	67	
TAKE-HOME (N=33)	3	73	24

GLOBAL

	NOT EFFECTIVE	FAIRLY EFFECTIVE	VERY EFFECTIVE
ONLINE (N=112)	6	58	36
TV (N=96)	13	59	28
RADIO (N=60)	22	58	20
TAKE-HOME (N=88)	8	69	23

Legend: ■ VERY EFFECTIVE ■ FAIRLY EFFECTIVE ■ NOT EFFECTIVE

Support to teachers centered around increasing capacity to deliver on remote learning

- Increased staffing: 1 in 3 countries recruited additional teachers | 1 in 4 countries recruited non-teaching staff

- Support to teachers varies across income groups, but most were provided **with instructions to operate the distance learning platforms and/or to adapt content for distant learning**
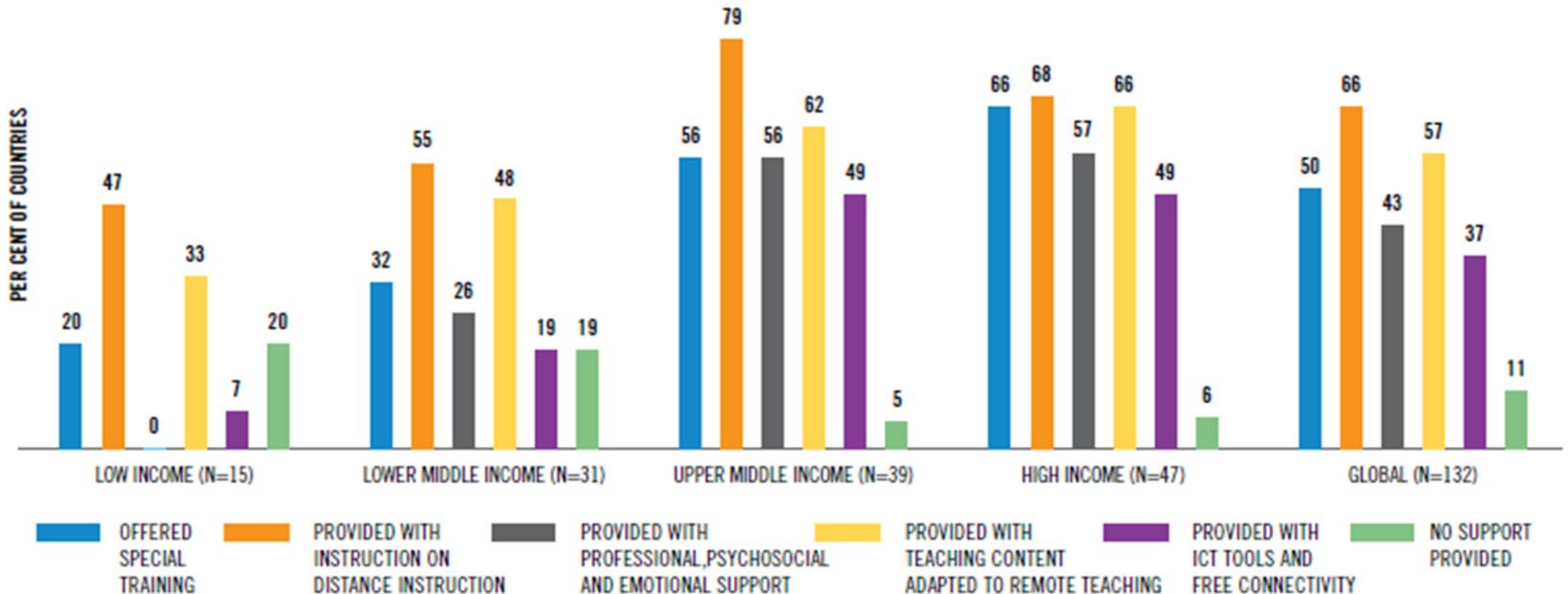
Addressing immediate and medium term need for the most vulnerable and the poor demands information

Projections on scenarios, no real data

Quantify relationship between duration/nature of disruption and magnitude of learning losses
▶ Impact of distance learning mechanisms
▶ Effects of other factors affecting schools meals shocks
▶ Country capacity to monitor learning

Learning losses due to school closures could continue to **accumulate** after children return to school and
some others (such as pre-primary and pedagogical materials) were simply not provided

Conceptual Framework

Student

School

System
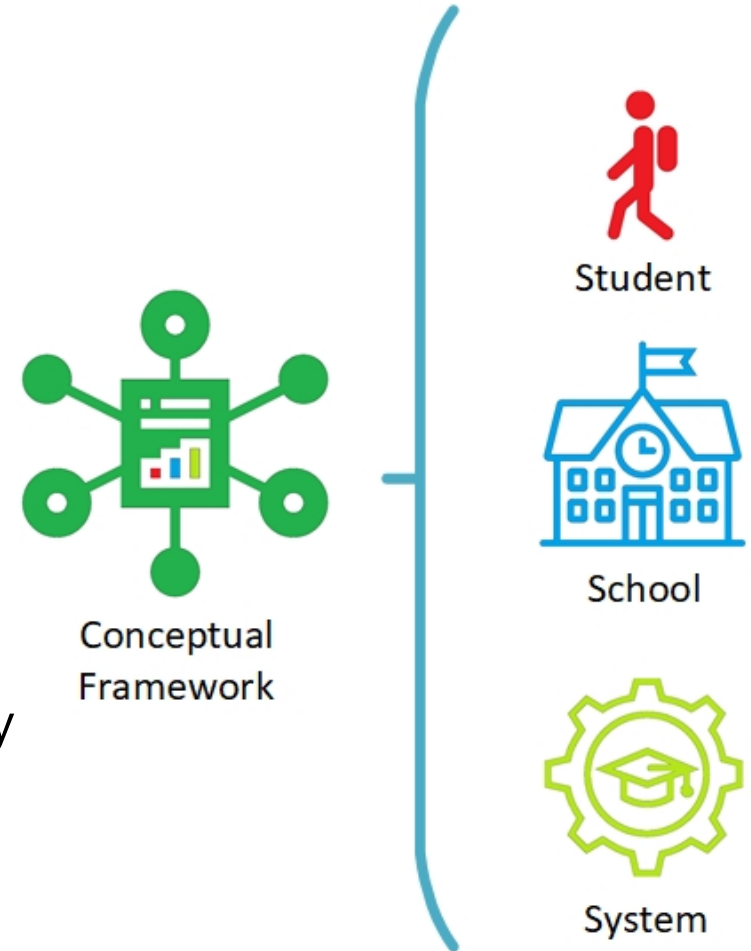
UNESCO study on monitoring and evaluating Learning Impact of COVID (MILO) will provide insights on emergency responses

NLA/RLA 201X

— National Learning Assessment (NLA) and Regional Learning Assessment (RLA) *(serves to identify impact of learning between 2021 and 201X)*

COVID-19 School Disruption

NLA/RLA 2021   **MILO (SDG4) test:**

— Monitoring Impact of Learning Outcome Test *(Serves to report all countries against 4.1.1.b – Learning at the end of primary)*

Educational System **Learning Loss or Quality Loss**

Proportion (%) of learners meeting SDG 4.1.1.b MPL
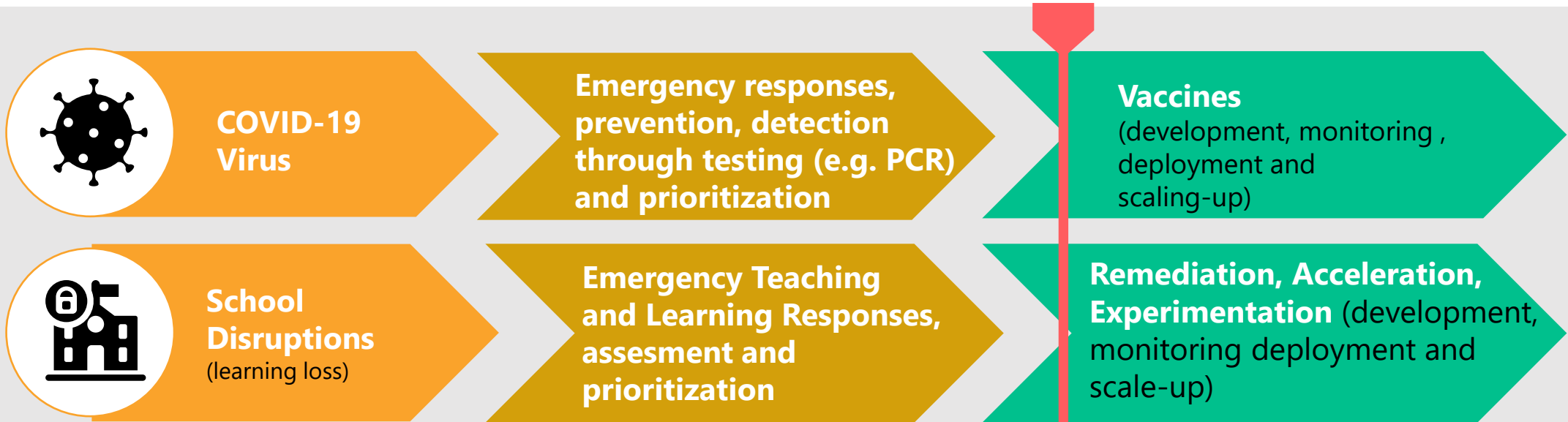
Learning

Time   **201X**   **2020**   **2021**

Learning losses also affect lives: COVID-19 recovery demands a monitoring strategy that scales up successes and corrects weaknesses

COVID-19 Virus → **Emergency responses, prevention, detection through testing (e.g. PCR) and prioritization** → **Vaccines** (development, monitoring, deployment and scaling-up)

School Disruptions (learning loss) → **Emergency Teaching and Learning Responses, assesment and prioritization** → **Remediation, Acceleration, Experimentation** (development, monitoring deployment and scale-up)

- **UIS MILO Study** – Monitoring the Impact on Learning outcome
- **UNESCO/IEA REDS** – Responses to educational disruption survey
- **UNESCO Rapid regional assessments**, with set of 10 country case studies of short-term impact of crisis in two regions: Asia Pacific, West /Central Africa
- **Joint Survey UNESCO/UNICEF/WBG**
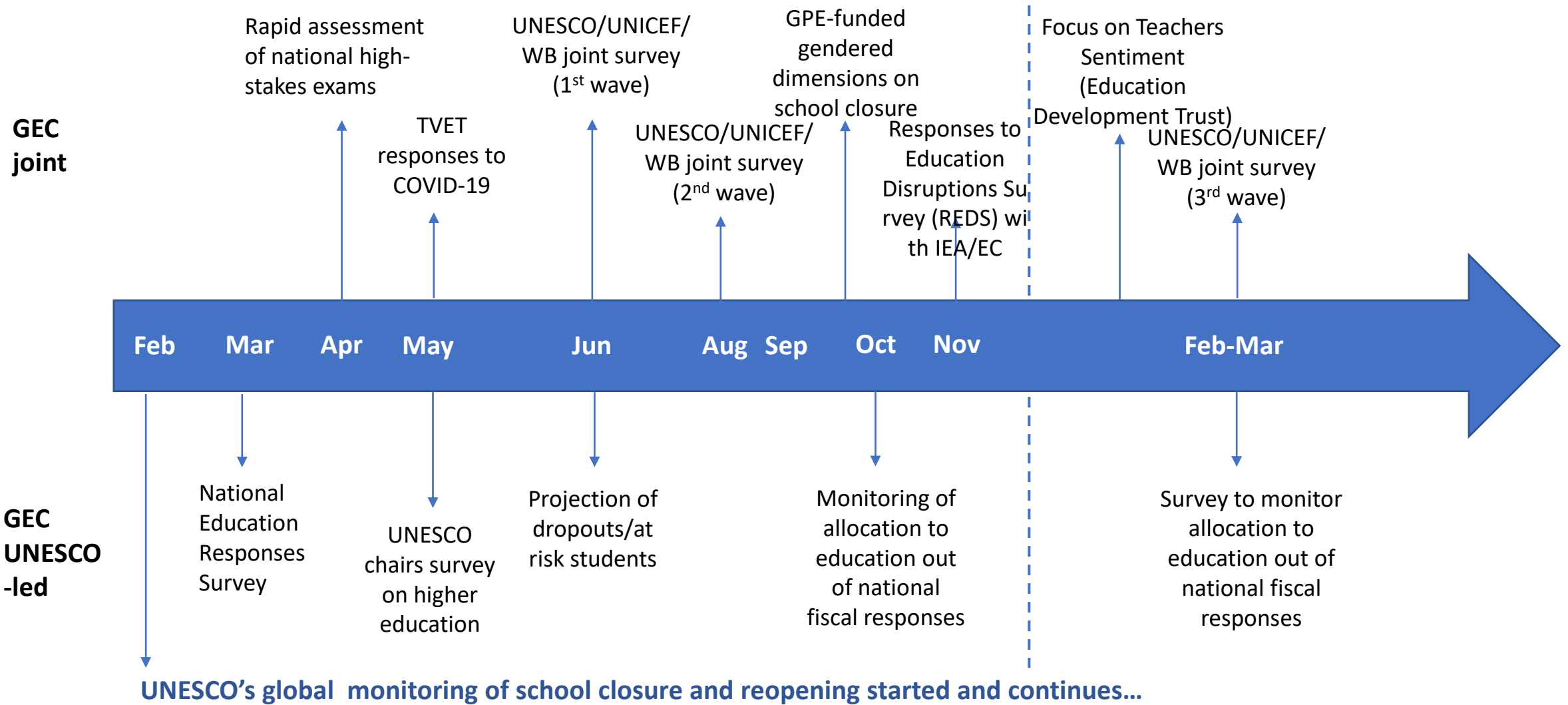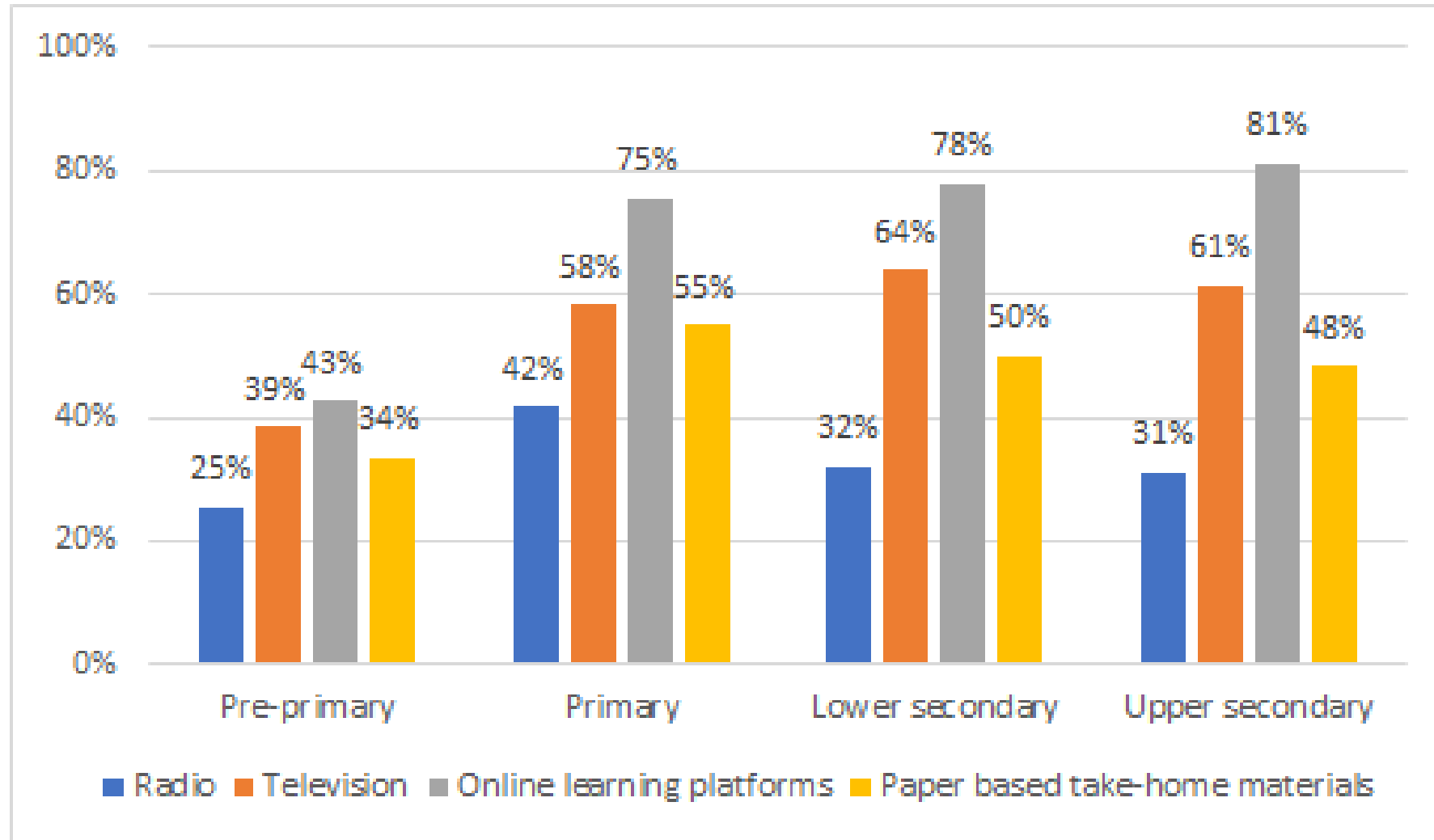- UNESCO School Closure **Tracker** (closures, length, teacher's vaccination,)

QUALITY EDUCATION 4

Thank you.

Learn more http://uis.unesco.org/

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School dropouts & learning losses: findings from Global Education Coalition Surveys

National Education Responses to COVID-19: Global Monitoring

GEC joint

Rapid assessment of national high-stakes exams

TVET responses to COVID-19

UNESCO/UNICEF/WB joint survey (1st wave)

UNESCO/UNICEF/WB joint survey (2nd wave)

GPE-funded gendered dimensions on school closure

Responses to Education Disruptions Survey (REDS) with IEA/EC

Focus on Teachers Sentiment (Education Development Trust)

UNESCO/UNICEF/WB joint survey (3rd wave)

Feb | Mar | Apr | May | Jun | Aug | Sep | Oct | Nov | Feb-Mar

GEC UNESCO-led

National Education Responses Survey

UNESCO chairs survey on higher education

Projection of dropouts/at risk students

Monitoring of allocation to education out of national fiscal responses

Survey to monitor allocation to education out of national fiscal responses

UNESCO's global monitoring of school closure and reopening started and continues...
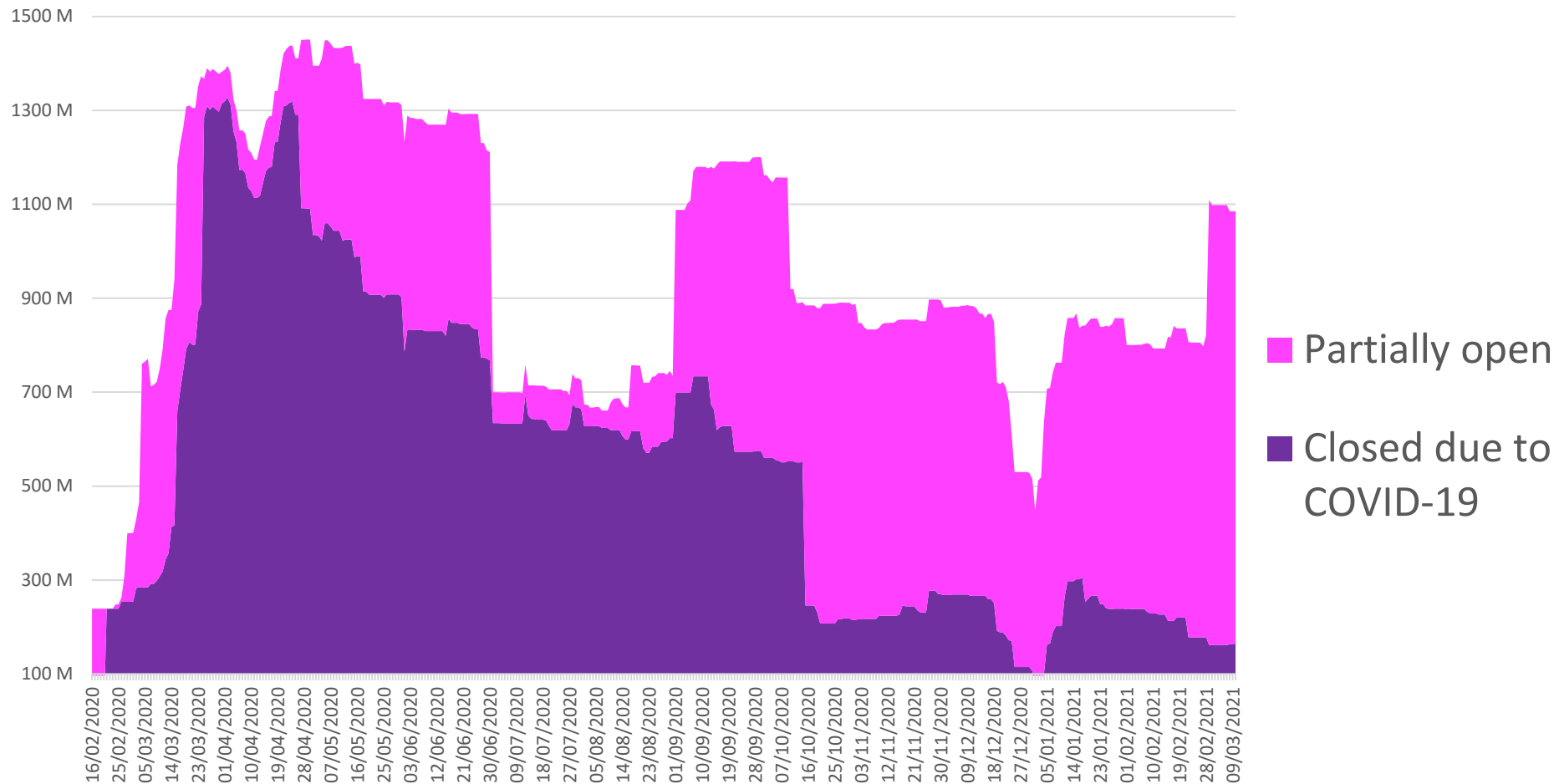
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Education 2030

Distance education delivery systems to ensure continuity of learning

Source: UNECSCO/UNICEF/WB Joint Survey (1st wave), May-June 2020

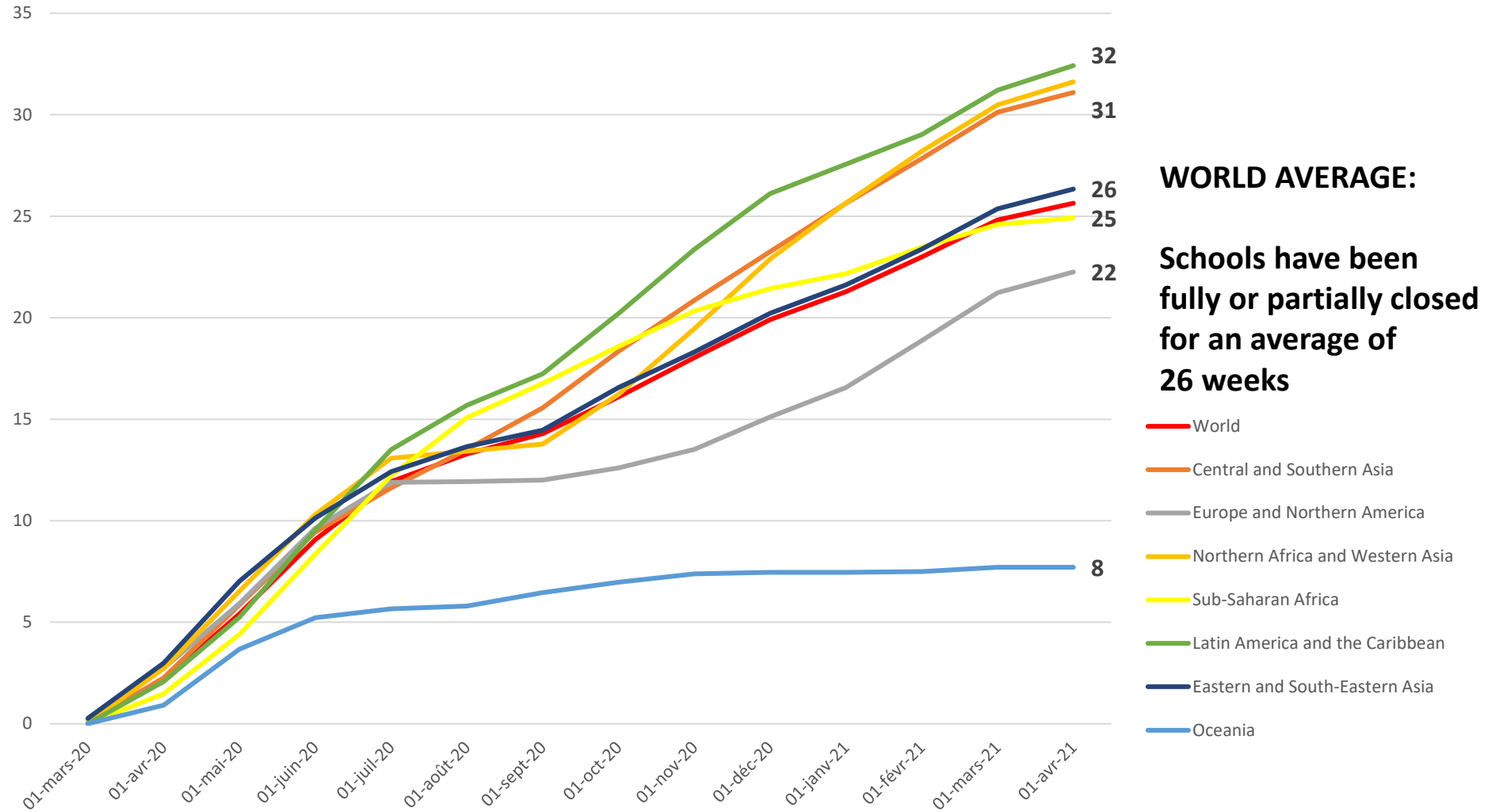# Number of learners affected by partial or full closures
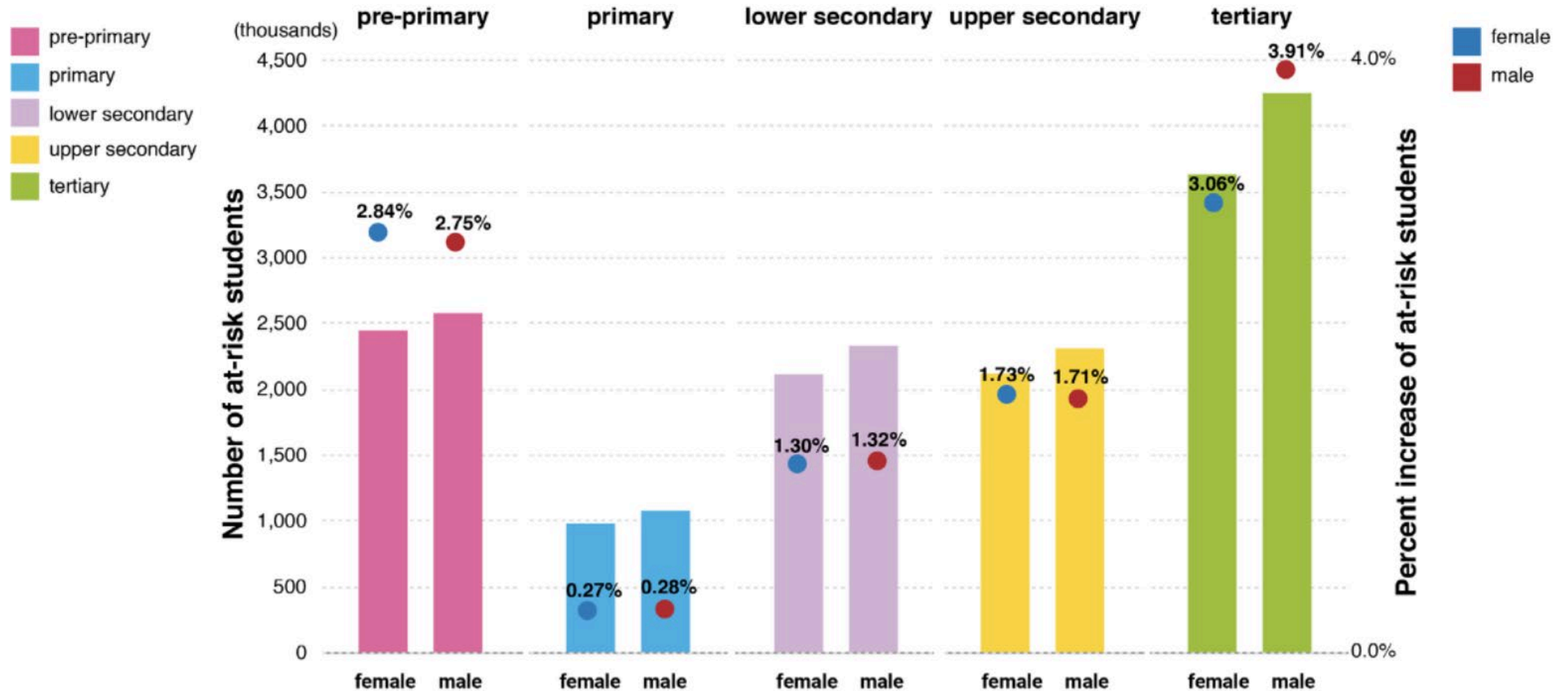
From pre-primary to secondary level

Partially open

Closed due to COVID-19

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Education 2030

Duration of partial or full school closures (in weeks)

(Until 12 Mar 2021)

WORLD AVERAGE:

Schools have been fully or partially closed for an average of 26 weeks

- World
- Central and Southern Asia
- Europe and Northern America
- Northern Africa and Western Asia
- Sub-Saharan Africa
- Latin America and the Caribbean
- Eastern and South-Eastern Asia
- Oceania

Increase (percentage) and number of at-risk students (180 countries and territories)

Legend:
- pre-primary
- primary
- lower secondary
- upper secondary
- tertiary

- female
- male

pre-primary
- female: 2.84%
- male: 2.75%

primary
- female: 0.27%
- male: 0.28%

lower secondary
- female: 1.30%
- male: 1.32%

upper secondary
- female: 1.73%
- male: 1.71%

tertiary
- female: 3.06%
- male: 3.91%

Y-axis (left): Number of at-risk students (thousands): 0, 500, 1,000, 1,500, 2,000, 2,500, 3,000, 3,500, 4,000, 4,500

Y-axis (right): Percent increase of at-risk students: 0.0%, 4.0%
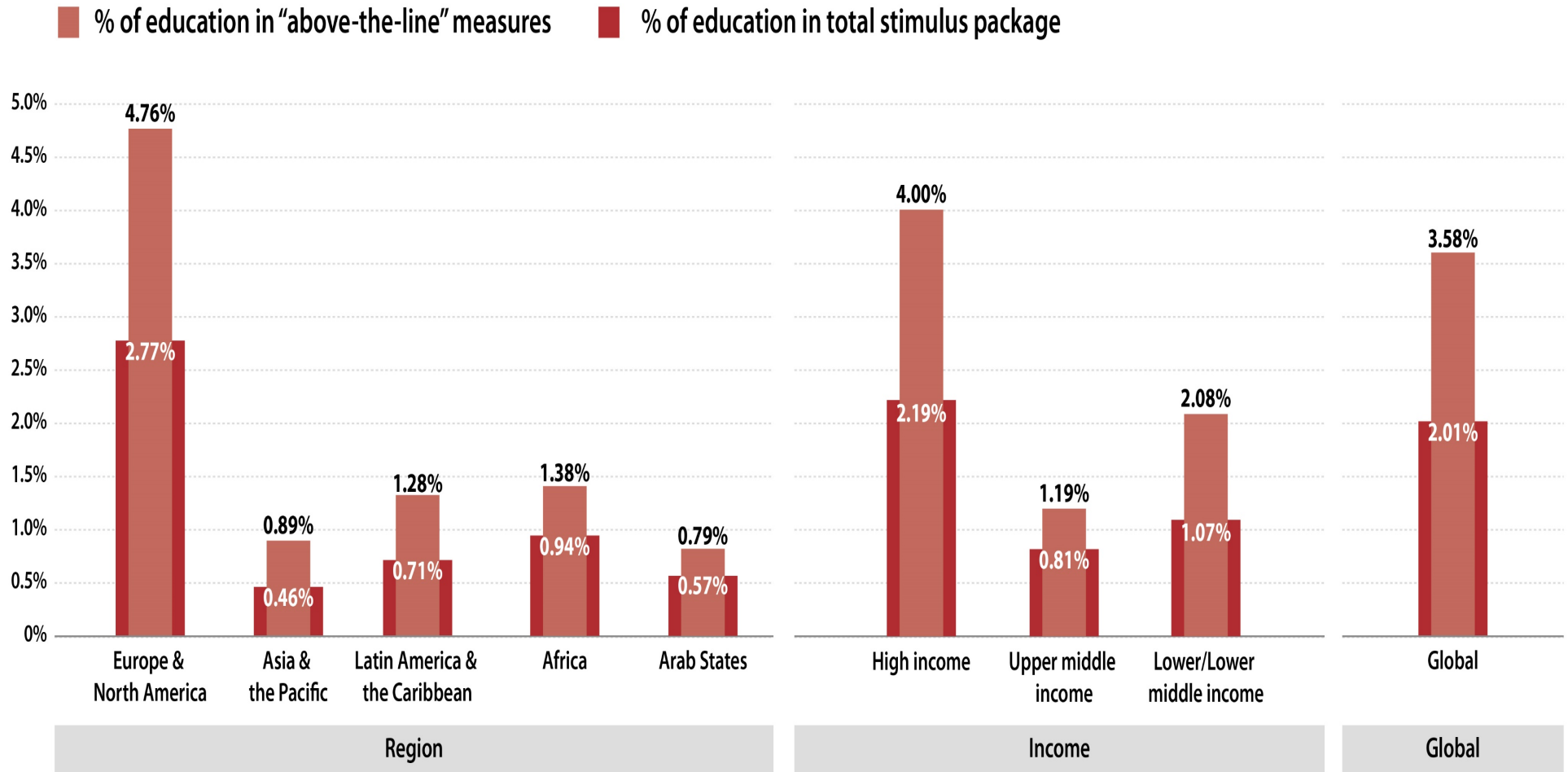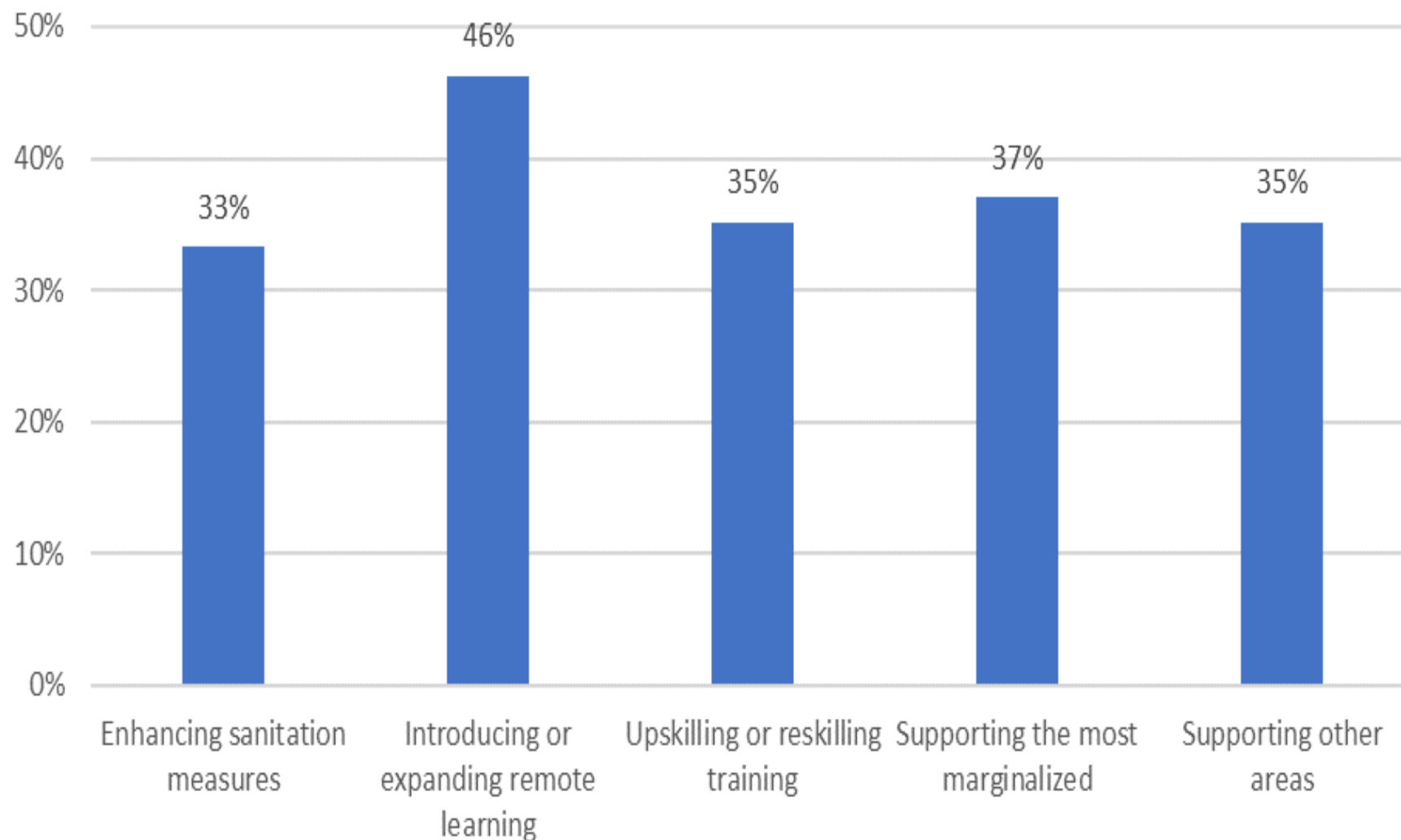
School closure does not mean learning loss for all students, but learning inequalities have certainly deepened and widened

Most students will return to school, but what about the most fragile, disadvantaged, especially girls, and how to get them all back?

Teaching and learning moved online/offline as different measures were deployed, how effective was the teaching and learning?

Continuity & transition to normal learning to catch up: remediation, acceleration, alternative? What priority learning domains?

Thank you

Learn more: www.unesco.org/education

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