



Learning During COVID-19 crisis: Simulations and Data collection

João Pedro Azevedo
Lead Economist

World Bank, Education Global Practice

GAML 7 – Session 14

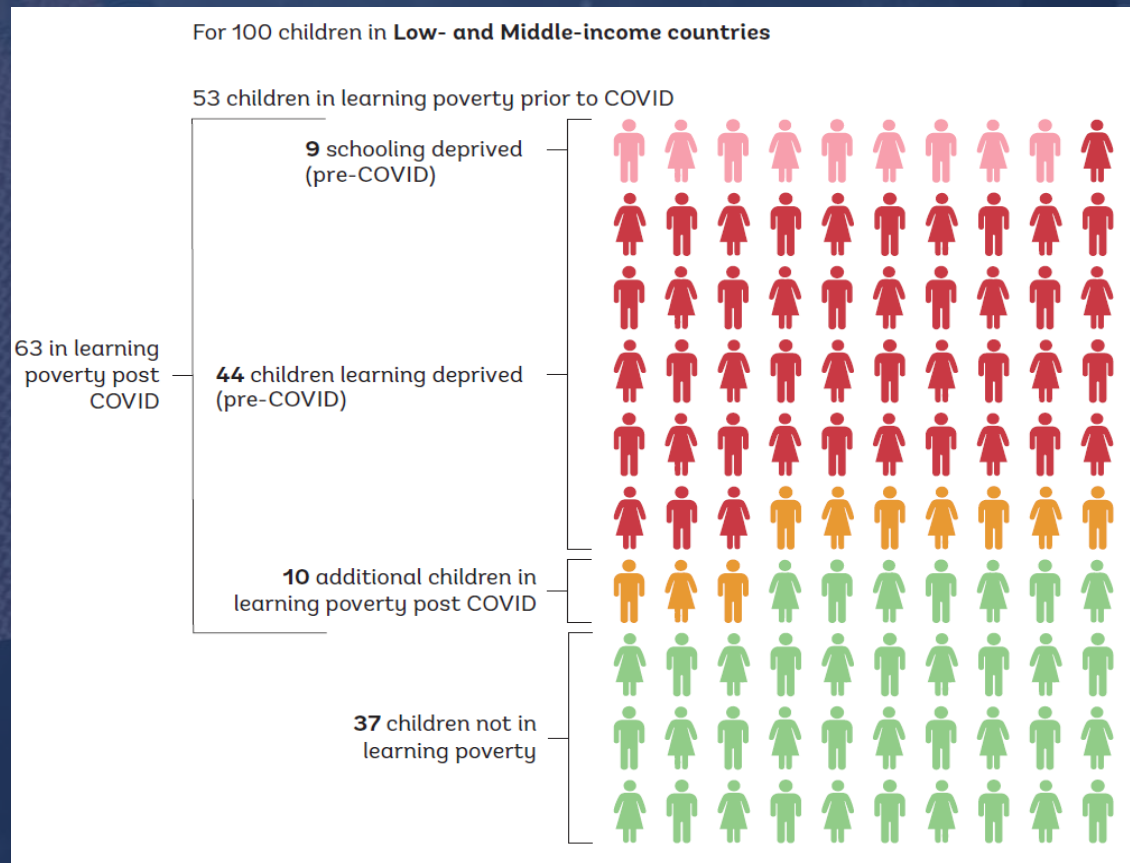
WG/GAML/14

#INVESTinPeople



LARGEST CRISIS IN EDUCATION IN THE LAST CENTURY

Initial simulations suggest that COVID-19 school closures will increase learning poverty by 10 percentage points



Source: Azevedo (2020)

- Up to 10 million children might not return to school
- Losses in mental health, lack of socialization, etc.
- Unless there is remedial education, this generation might accumulate less human capital and lose US\$10T in foregone earnings
- Potential large increases in inequality: 3 out of 4 students who cannot be reached by remote learning come from rural areas and/or poor households

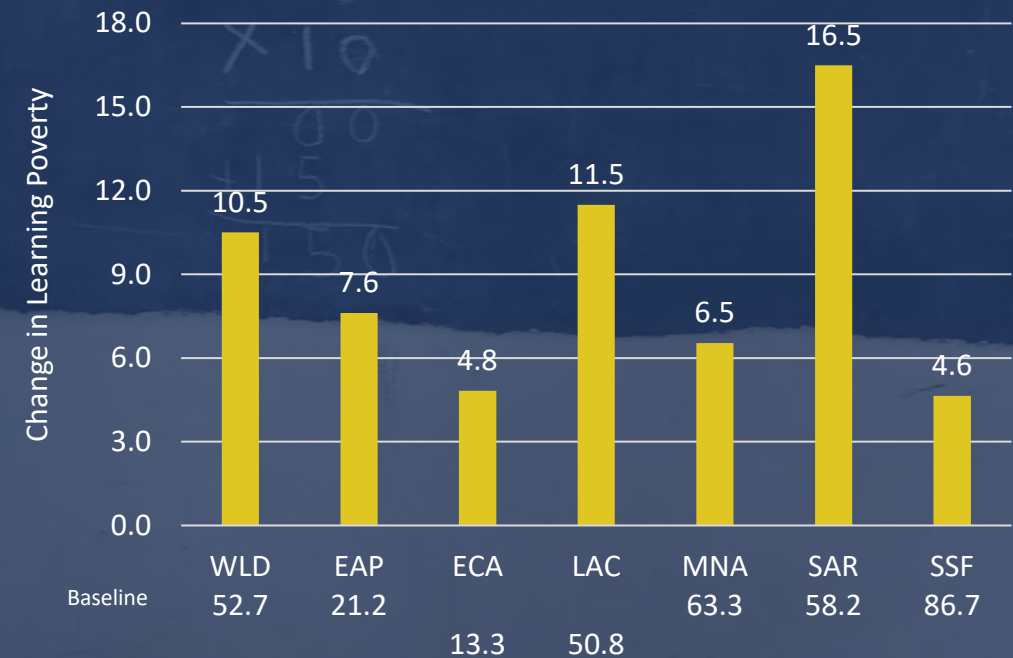
Azevedo, Joao Pedro, Amer Hasan, Diana Goldemberg, Syedah Aroob Iqbal, Koen Martijn Geven. 2020. *Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates*. Policy Research working paper no. WPS 9284. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/329961592483383689/Simulating-the-Potential-Impacts-of-COVID-19-School-Closures-on-Schooling-and-Learning-Outcomes-A-Set-of-Global-Estimates>

Azevedo, Joao Pedro. 2020. *Learning Poverty: Measures and Simulations*. Policy Research working paper. no. WPS 9446. Washington, D.C. : World Bank Group. <http://documents.worldbank.org/curated/en/232501603286799234/Learning-Poverty-Measures-and-Simulations>

DESPITE LEARNING POVERTY INCREASING MOSTLY IN ASIA AND LATIN AMERICA, THE PANDEMIC WILL RESULT IN A MUCH DEEPER CRISIS IN AFRICA

Most of the increase in Learning Poverty will take place in South Asia, Latin America and East Asia

COVID-19 might qualitatively change the nature of the learning crisis in the African continent, as students will come out of this pandemic in a much deeper learning crisis than before

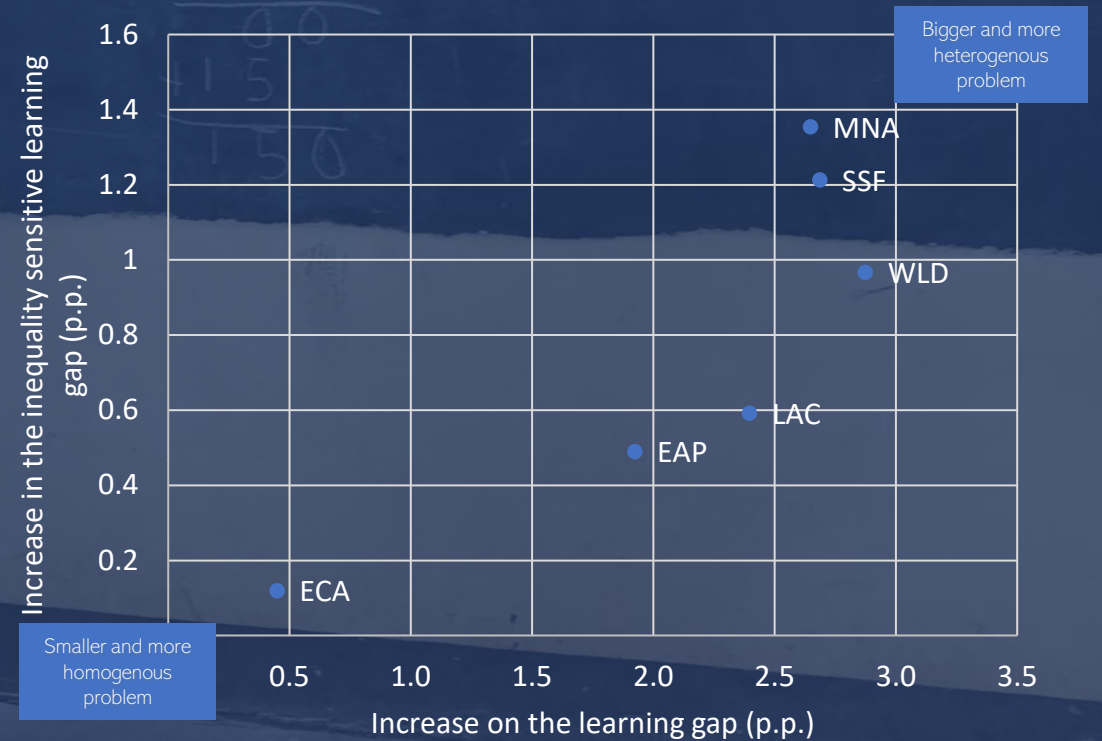
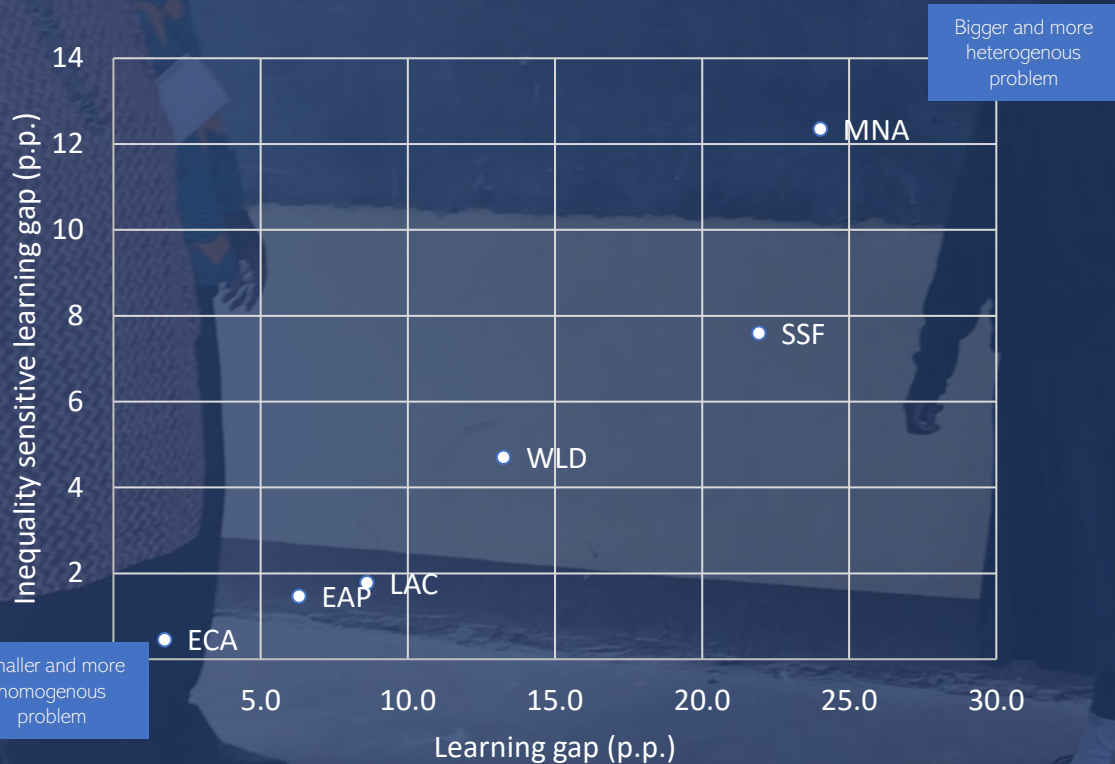


Source: Azevedo (2020)

SINCE COVID-19 WILL LEAD TO GREATER INEQUALITY AMONG THE LEARNING POOR, TACKLING IT WILL REQUIRE STRATEGIES TO TEACH TO THE RIGHT LEVEL

Pre-COVID, the Middle East and Sub-Saharan Africa had the hardest challenge, as both the gap and gap-inequality of learning are the highest

Post-COVID, the learning gap will increase the approximately the same in several regions, however, the gap-inequality will increase the most in the Middle East and Sub-Saharan Africa

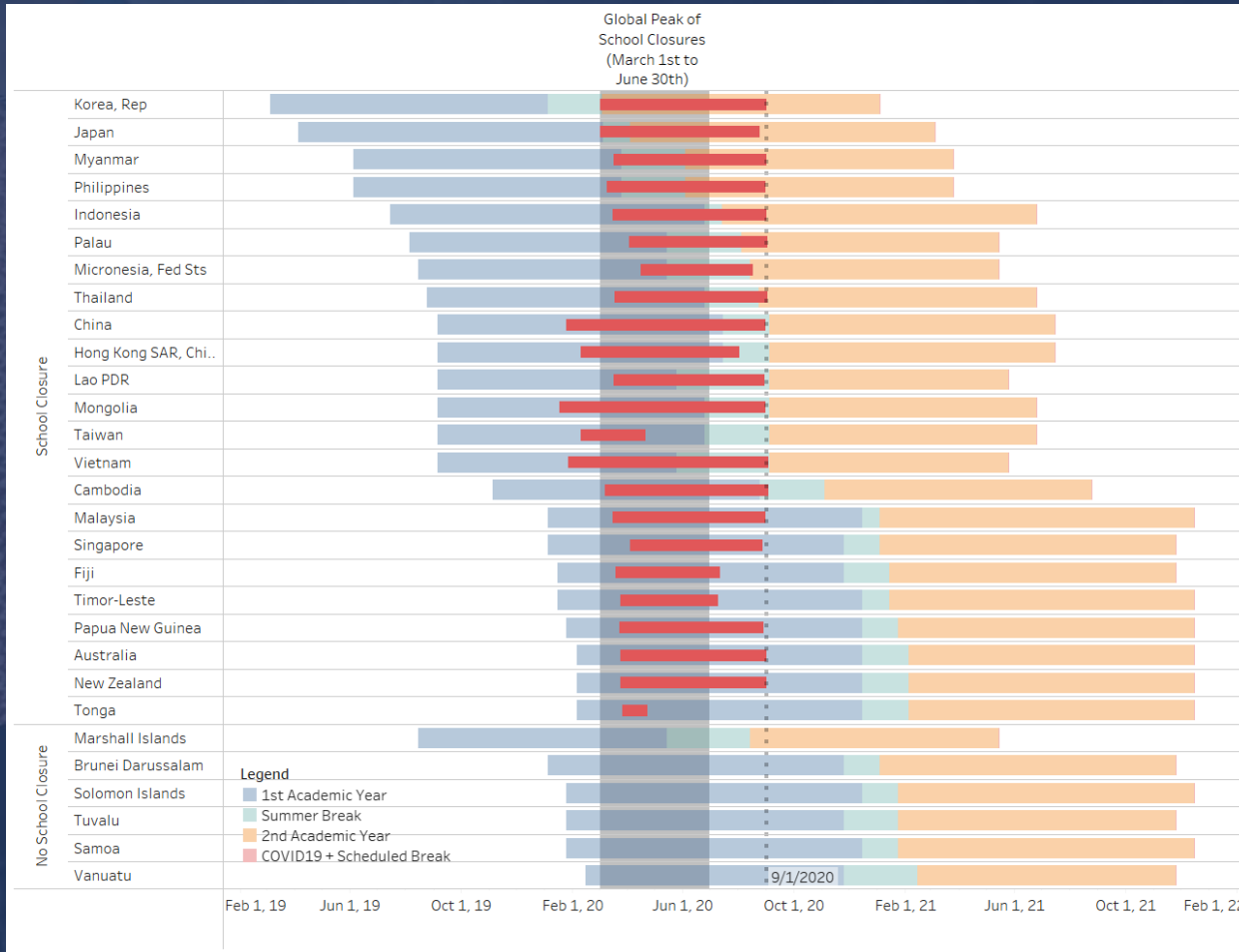


Note: variances on types of Arab script poses specific challenges to the teaching and the assessment of learning in the Middle East region.

Source: Azevedo (2020)

AND WE NEED TO BE ABLE TO TRACK WHAT IS HAPPENING ON THE GROUND, ON NON-COGNITIVE SPACE AS WELL

The tracking of school closures remain critical



Source: Coutilier, et al (2020)

And there is some evidence of remote learning fatigue

