School closures – coming to a close

1. Projected losses in absence of remedial measures
Methodology for projecting learning and earnings losses

• Estimate learning losses for countries in developing Asia.
  • Take length of national school closure as starting point.
  • Adjust by efficacy of remote instruction relative to in-person instruction under three scenarios (low, medium, high).
  • Further adjust by internet access (proxy for remote instruction).
  • Express learning losses in learning-adjusted years of schooling, so that losses are comparable across countries.

• Convert learning losses into lifetime earnings losses.
  • Multiply reduction in learning by country-specific wage premium.
  • Express as a percentage of pre-pandemic expected lifetime earnings.
Projected learning and earnings losses in absence of remedial measures

• Students in developing Asia are projected to lose over half a year of learning-adjusted schooling.
• Less learning -> lower ability to earn income.
• Estimated $3.2 trillion in lost lifetime earnings – 13% of developing Asia’s GDP in 2020.
• This is a conservative estimate (see Asian Development Outlook 2022 Special Topic for more details).
Projected learning and earnings losses in Asia

For school closures up to October 31, 2021
Projected gender gaps

Girls incur 28% more earning loss than boys.
Projected wealth gaps

The poorest quintile incur 47% more earnings loss than the richest quintile.
From projections to assessments

• Review of 35 studies from mostly advanced economies shows an average of a half year of learning lost (Patrinos et al. 2022)

• Losses much greater for children from poor families (Evans and Moscoviz 2022).

• But reasons for hope:
  • Impact evaluations of innovative remote solutions show promise in limiting learning losses (Angrist et al. 2022).
  • Remedial education campaign in rural Tamil Nadu, India coincided with two-thirds of learning gap closing in four months (Singh et al. 2022)
2. Three broad approaches to learning loss recovery

How to Recover Learning Losses from COVID-19 School Closures in Asia and the Pacific
Enabling factors for recovery approaches

• Periodic student assessment
  • Nationally representative learning survey using a standardized test focused on literacy and numeracy (for policymakers)
  • Periodic formative assessment of individual students’ learning levels (for teachers and administrators)

• Pre-service and in-service teacher training
Losses can be recovered using proven approaches for improving learning

- **Periodic measurement of learning levels**
  - **Consolidate curriculum**
    - Regroup classrooms by level
  - **Targeted instruction**
    - Teaching assistants for small groups
    - Personal tutoring
    - Tech-assisted learning
  - **Extend instruction time**
    - More hours per day, weekend classes, shorter breaks
- **Continuous teacher training**
Supporting policies for re-enrollment

- Community monitoring and mobilization efforts
- Financial incentives, social safety nets.
- Public information campaigns sensitive to reasons for dropout
Conclusion

• School closures have had highly unequal impacts and threaten to exacerbate inequality in education. Recovery strategies must be designed accordingly.

• Optimal mix of approaches for a coherent strategy depends on pre-pandemic situation and nature of school closure.

• Also depends on resource availability (financial, human).
The more effective is remote learning, the more essential are equity considerations

<table>
<thead>
<tr>
<th>Remote learning efficacy</th>
<th>Average LAYS loss</th>
<th>Wealth gap in LAYS loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Medium</td>
<td>7%</td>
<td>33%</td>
</tr>
<tr>
<td>High</td>
<td>6%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Projections for Developing Asia