Post COVID-19 Learning Recovery on Young Children

: Case Studies from EEF Thailand

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Effects of Covid-19 on Children

COVID-19 will have strong negative impact on students particularly the poor and the most vulnerable ones.

- Effect from not being able to be in classrooms (Learning Loss)
- Effect on Lack of Food (Nutrition & Health Impact)
- Effects on Family Finances/Job Losses (Economic Impact)
In April-May 2000 EEF had campaigned to bring food to communities/schools during COVID19 school closure
A Study of "Learning Loss" in Thailand under the EEF’s School Readiness Program

Study of Learning Loss of Preprimary School Children in 25 provinces by RIPED (UTCC) under the EEF School Readiness Program. During the 4 months of childcare lockdown in 2020.

This study shows the learning loss of kindergarten students during the 4 months of school lockdown from Jan 2020.

- **Language**: decline 0.39 Years
- **Mathematics**: decline 0.32 Years
- **Cognitive skills**: decline 0.38 Years

Including Language & Numerical Skills

The school lockdown could affect the learning of students and exacerbate the potential return to school of students who are at-risk of being OOSC.

The kindergarteners are more likely than other groups to leave schools/daycare as a result of the COVID-19.
School Readiness Program: Unsatisfactory learning outcomes in kindergarteners: **on knowing numbers**

1st round in 2020 (before COVID-19)

2nd round in 2021 (during COVID-19)

3rd round in 2022 (Most severe results)

After COVID-19: More kids do not know the numbers (1-10)
School Readiness Program: Unsatisfactory learning outcomes in kindergarteners: **on Cognitive Skills**

Children showing declining cognitive skills during COVID-19
Poverty level correlates with Cognitive Skills/Learning Loss

- Poor children have lower level of school readiness in math/language.
- Readiness level in Early Childhood relates to future learning outcomes when they are in school.
- Parental care relates to learning outcomes of young children.
EEF’s Teachers and Schools Quality Program-TSQP

727 Schools & 11 Networks

- PLC Online Coaching in Schools
- Developmental Evaluation for Schools
- School Management/Monitoring
- School Counseling
- School Networking
- ICT
- Classroom Innovation
- School Goal
- PLC
- Research/Monitoring & Evaluation
- Advocacy/Social Communication
- Working with MOE

727 schools under 11 Networks
Improving Physical/Learning Outcomes of Young Students Project

74 Schools

(60 OBEC schools + 14 Private Schools)

EEF-TSQP network under supervision of Prince of Songkla University (PSU)
Situations of Young children as a result of COVID19 school closure:

..could not sit straight during the classroom hours
..fidgety, often walk out of classroom for toilet.
..no confidence, no responses to teachers..
..communicate in short sentences, cannot form coherent stories
..have difficulty walking up/down the stairs.
..have problems holding things with hands/showing weak muscles
..low proficiency level in reading/writing
...miss school often/sick leave often
.. finishing homework/writing assignment slowly or not on time
...express frustration/crying when they come to school
Students (2nd graders) who had not attended schools for 2 years: School visit: 13 June – 31 August 2022

how young students incorrectly hold the pencils

Video: https://drive.google.com/file/d/1WoeFv-aHldaHrrPYAvSvAuRMkQAVteK7/view?usp=sharing
2nd Graders who didn’t attend schools for 2-3 years

We observe their incorrect writing and sitting postures in classroom
Measuring the strength of Young children’s muscles
More than 98% of 2nd grade students in the survey have below average muscle strength compared to normal group of students pre-COVID19

More than 53% of students in low SES schools have lower level of muscle strength compared with the average level
Muscle strength by Province
(6 Southern provinces/67 Schools)

Muscle Strength of Average of 2nd Graders (in July 2022)

- Average (67 schools, 1918 students) 10.4
- Narathiwat (10 schools, 331 students) 9.6
- Yala (6 schools, 116 students) 10.1
- Patani (13 schools, 439 students) 9.9
- Satul (5 schools, 138 students) 11.5
- Songkla (24 schools, 592 students) 10.7
- Nakorn Sri (9 schools, 302 students) 10.8

Students undergo muscle training
Children could not write well. They also show incorrect posture, exhaustion and fatigue.

Video: https://drive.google.com/file/d/1WoeFv-aHIldaHrrPYAvSuRMkQAVteK7/view?usp=sharing
Recovery: starting from physical or muscle improvement

Rope Jumping (56 out of 73 children could not do it at first try)

https://drive.google.com/file/d/12xGVWUTOeN6AP7Aa5SmPqdw_XbUh-Qg-/view?usp=sharing
Physical/body improvement by Kindergarten PE standard

Activities to develop small/large muscles/bones/joints of young students.

1. Short-step walking practice
2. Jumping: One leg, with fences, jumping with different postures
3. Lying on the back for Neck/head/shoulder development
4. Balanced Walking
5. Crouching via tunnel practice
6. Pulling up for joint development
Two weeks of activities to develop bodies/muscles of young children.

https://drive.google.com/drive/folders/1w84GccSJUi4X0kJiM9P2BqhNKYRGLu0wd?usp=sharing
• Small muscle development,
• Practice hand-eye coordination
Young children practice how to correctly holding the pencil by pediatrician/teachers

https://youtu.be/cOpNSE3zK3w
Positive results after 2 weeks of practice. Students show stronger hand muscles.
THANK YOU VERY MUCH

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