

Addressing learning losses: From crisis to recovery and transformation

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for every child

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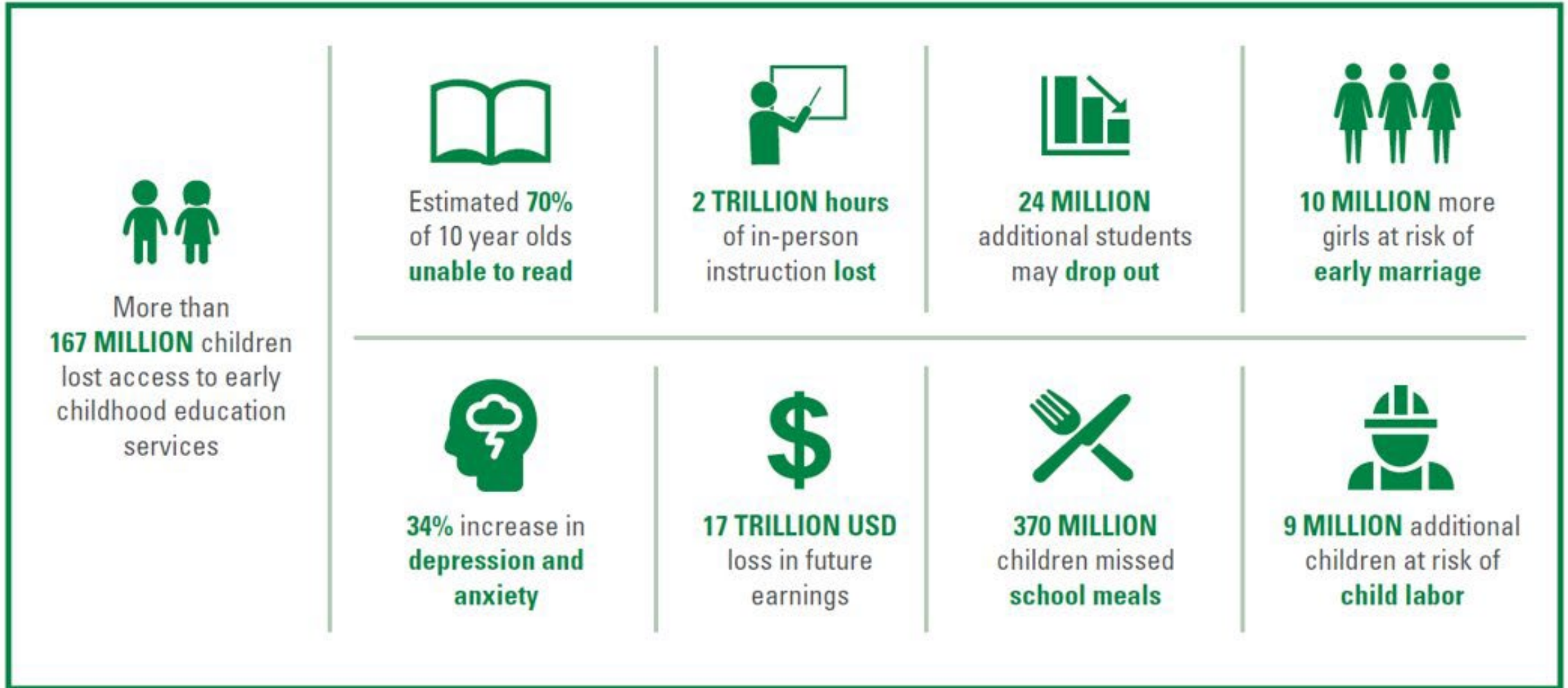
UNICEF Executive Board – 2022 annual session (14–17 June 2022)

Item 6(a): UNICEF programme cooperation: Country programme documents

Reference documents: [E/ICEF/2022/P/L.20](#)–[E/ICEF/2022/P/L.42](#)



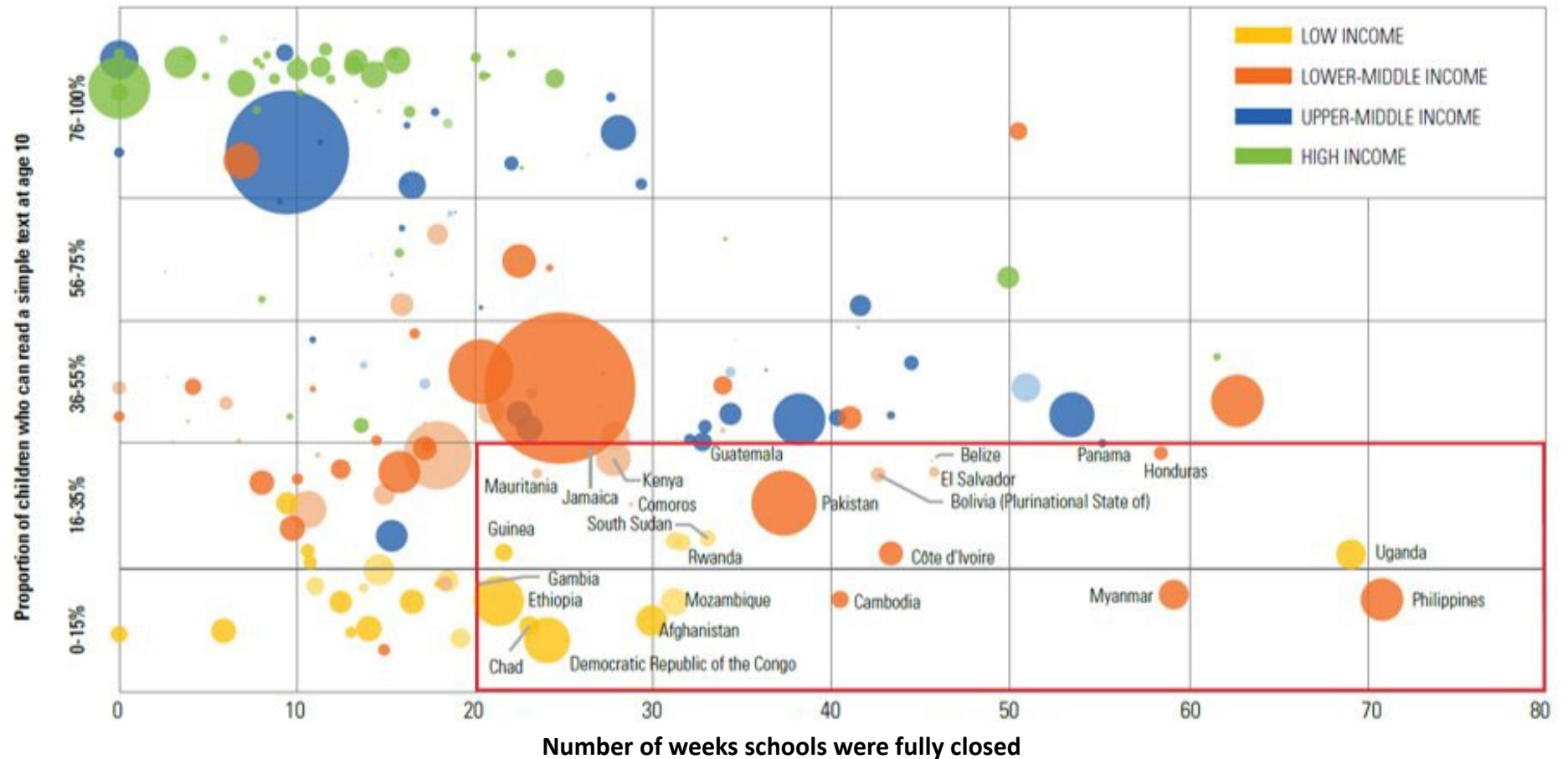
Detrimental impacts of the pandemic on children's learning and well-being



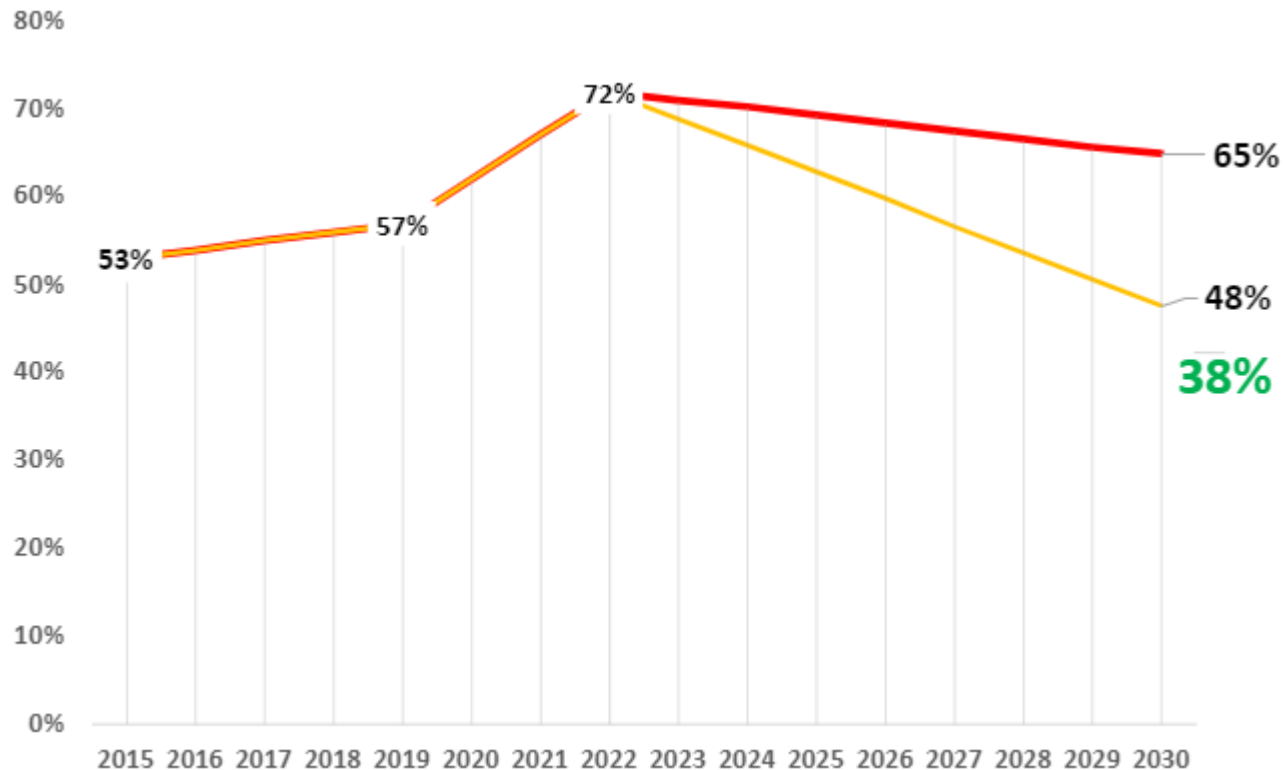
Inequalities exacerbated

Prolonged school closures have deepened existing disparities in education.

Proportion of children who can read a simple text, and duration of school closures



Learning poverty dramatically increased



COVID-19 increased the **learning poverty rate** in low- and lower-middle income countries **from 57% to 72% in three years**.

If countries keep their commitments, learning poverty will be reduced to **38% from pre-pandemic levels**.

Learning poverty rate in 2019–2022 and simulation from 2023 to 2030, low- and lower-middle income countries

Source: Post-COVID simulation data are based on World Bank estimates (confidential/unpublished), UNESCO Institute for Statistics (UIS) data on 2030 benchmarks and author's analysis.

Note: The reduction of learning poverty is assumed to be proportional to the annualized reductions in "Will every child be able to read by 2030? Defining learning poverty and mapping the dimensions of the challenge", Working paper, World Bank (2021).

Note 2: The 38 per cent line represents the average of the self-reported 2030 target (UIS).

Addressing the learning crisis: UNICEF response

Age 5

Ready to start school



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Age 10

Acquire foundational literacy and numeracy



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Age 18

Ready for life and work



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**Focusing on the most marginalized children, including in humanitarian settings.
Digital learning as a catalyst for transformation.**

Take **urgent action** **NOW** to recover the learning losses and transform education

- **Reach** and **retain** every child in school
- **Assess** learning levels
- **Prioritize** teaching the fundamentals
- **Increase** catch-up learning and progress
- **Develop** psychosocial health and well-being

Protect and increase **education** **financing**



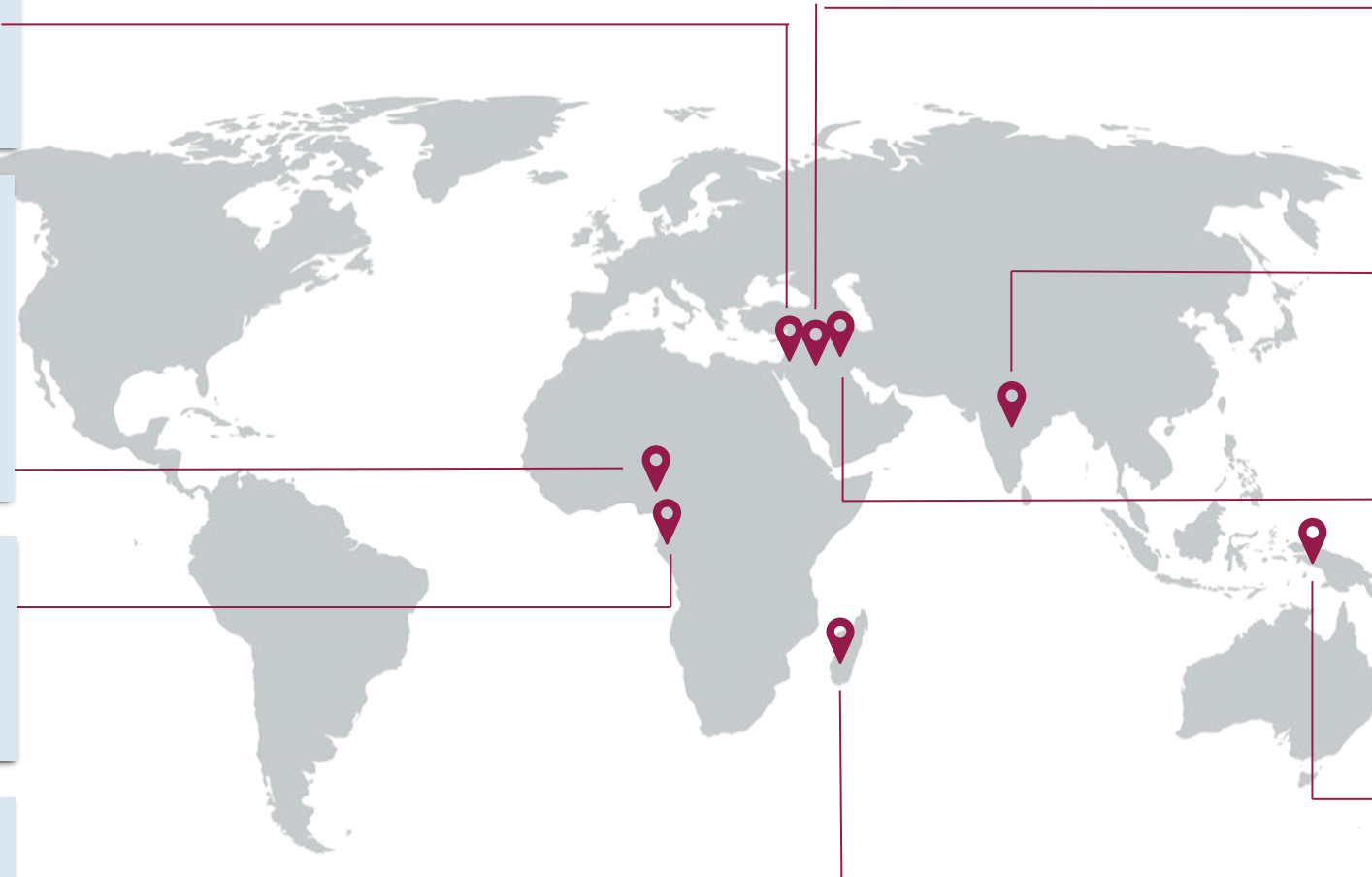
Best practice and examples

In the **State of Palestine** 54,971 children (28,585 girls) were reached with well-being, mental health and psychosocial support

In **Nigeria**, children's literacy skills increased through a teaching at the right level intervention using mother tongue instruction

In **Equatorial Guinea**, 14,032 children (52% girls) participated in summative learning assessments

In **Madagascar**, 90,085 children (50% girls) participated in catch-up classes



In **Jordan**, the Learning Bridges blended learning programme reached 500,000 students (65% girls) in Grades 4 to 9

In **India**, community-based learning reached 160,000 primary aged children (50% girls) with foundational literacy and numeracy lessons

In **Iraq**, blended learning enabled ~4.2 million children to access education

In **Indonesia**, children's literacy skills increased through early grade literacy and tailored instruction

This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.

Thank you.

