Measuring Learning Losses: key factors, challenges and other measurement issues

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The SDG 4.1.1 measure has given us **focus** on learning below the Minimum Proficiency Level (MPL) …and is very simple to communicate.
The focus on the bottom of the learning distribution can affect our understanding of the problem.

The average learning and share of students below the MPL can move in very different ways.

And the learning distribution does change specially when the share of students below the MPL increase.

However, at high levels of learning deprivation (or low levels of learning), SDG 4.1.1 measures **might not generate the correct incentives**.

It fails to capture and recognize important efforts and results that countries might be obtaining at “**foundational skills**”

And is not sensitively to initial conditions of those below the MPL.

Source: https://www.valamis.com/hub/learning-curve
Gap measure (learning deprivation gap) \((\alpha = 1)\): sensitive to changes below the MPL, however, all changes below the MPL are equally important;

Gap-inequality measure (learning deprivation severity) \((\alpha > 1)\): is both sensitive to changes below the MPL and can differentiate progress made at different points of the learning curve.

Source: https://www.valamis.com/hub/learning-curve

Countries where students are at the same level of learning deprivation, require very different levels of effort (learning gap).

Countries that require the same average effort (learning gap); have very different levels of learning inequality among students below the MPL.

LARGEST CRISIS IN EDUCATION IN THE LAST CENTURY

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

- 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.

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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.
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 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

And there is some evidence of remote learning fatigue