

Pandemic-related disruptions to schooling and possible impacts on learning proficiency indicators

October 2020

Martin Gustafsson

University of Stellenbosch

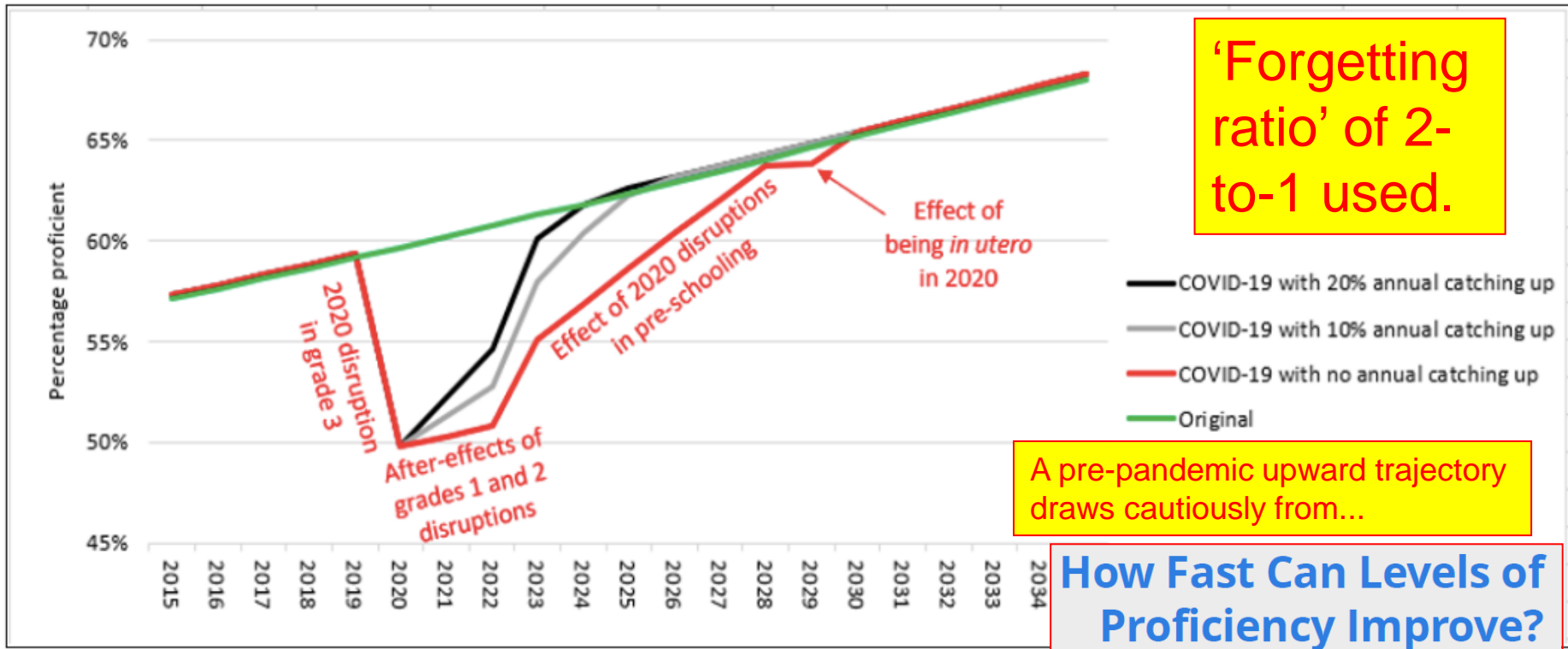
New post-pandemic projections for 4.1.1

- Full technical report available end Nov.
- Preliminary outcomes of the analysis available in a UIS blog:

Projections For Learning
Proficiency Can Inform Post
COVID-19 Educational Strategies
- Draws from methodology of the following 2020 pre-pandemic report...

**Evidence-based
Projections and
Benchmarks for SDG
Indicator 4.1.1**
- Differences from a few other post-pandemic projections (e.g. World Bank)... strong emphasis on grades 2/3; effects of pre-school disruptions; birth cohort effects; triangulation of UNESCO and OxCGRT school disruptions data.

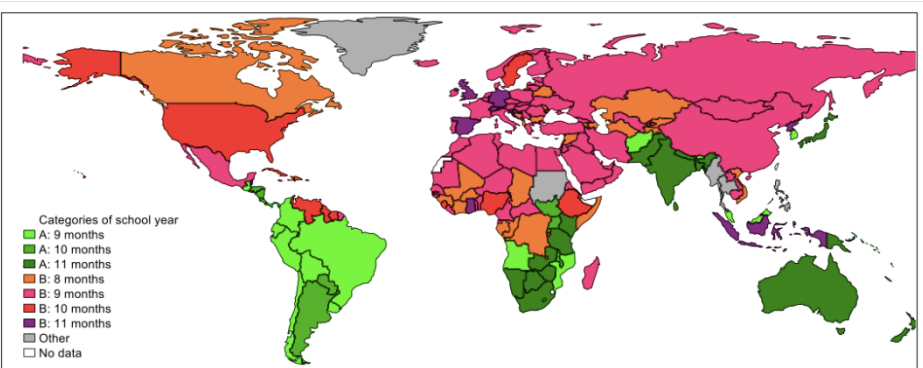
Global projections for Grade 3 reading



‘Forgetting ratio’ of 2-to-1 used.

A pre-pandemic upward trajectory draws cautiously from...

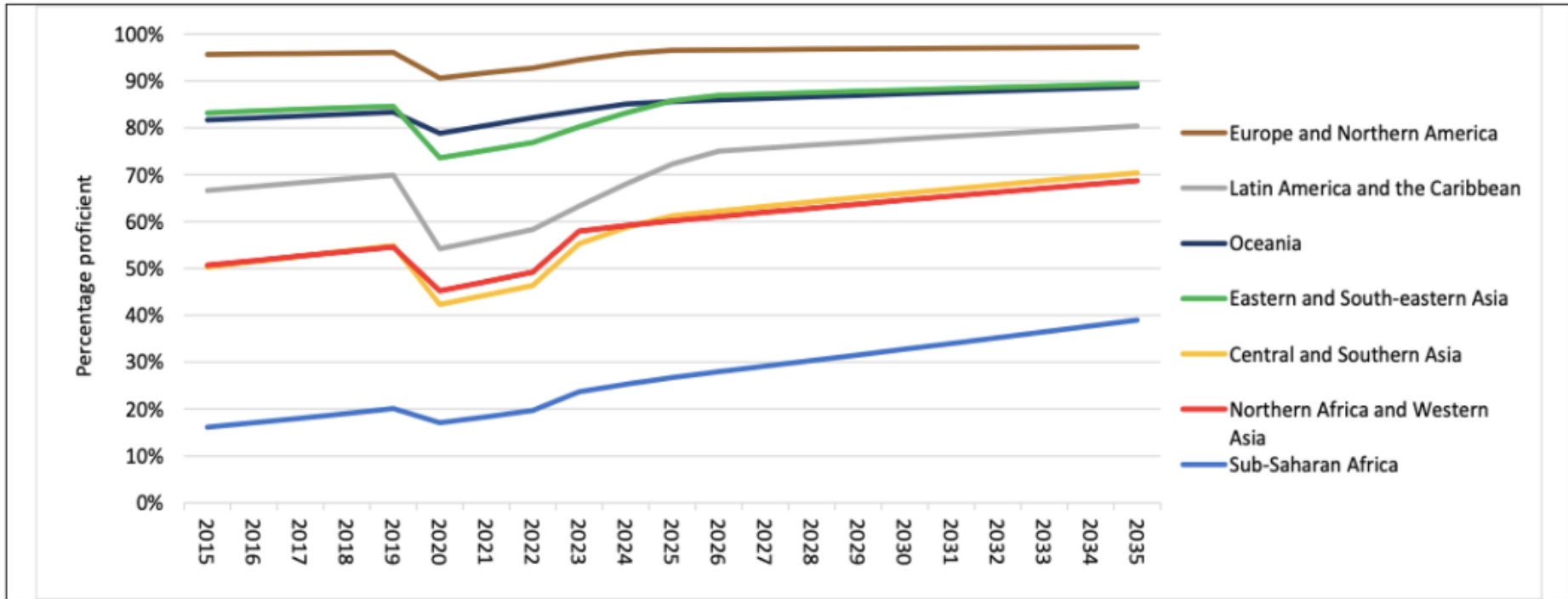
How Fast Can Levels of Proficiency Improve?



Country-specific disruptions especially difficult to monitor with hybrid attendance models being introduced.

Multivariate modelling suggests calendar year school years and LAC region especially strongly disrupted.

Projections for Grade 3 reading with 10% catching up by world region



LAC: Learning losses deep and extended, the latter due partly to relatively good pre-school coverage.

SSA: Shallower and shorter-lasting losses given shorter school disruptions and low pre-school coverage.