



# School Reopening and Recovery of Learning Losses Post Covid-19 Pandemic

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Date of Submission: 12-12-2022

Date of Acceptance: 27-12-2022

## ABSTRACT

The COVID-19 pandemic has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom. As a result education has changed dramatically and led to complete disconnect from education which results in the rise of alternative of online mode of education and mobile phone based learning. Teaching has been undertaken remotely and on digital platforms during covid 19 pandemic. All these results in a complete loss of holistic learning of one year and more with almost little or no curricular learning in current class. So there is an immediate need of recovery of these learning losses and fill the gap by remedial education that children have impacted from. So that when they return back to school after covid they get appropriate class level with their expected abilities. We must help schools prepare to provide that support and meet the enormous challenges of the months ahead. The time to act is now; the future of an entire generation is at stake.

**Keywords:** school reopening, Recovery, learning losses, online learning, remedial education.

## I. INTRODUCTION

The COVID-19 pandemic has caused abrupt and profound changes around the world. This is the worst shock to education systems in decades, with the longest school closures combined with looming recession. Disruptions to education systems over the past year have already driven substantial losses and inequalities in learning. All the efforts to provide remote instruction are laudable, but this has been a very poor substitute for in-person learning.

Some of the disadvantages of online learning

- Online student feedback is limited
- E-learning can cause social isolation
- E-learning requires strong self motivation and time management skills

- Lack of communicational skill development in online students
  - Cheating prevention during online assessments is complicated
  - Online instructors tend to focus on theory rather than practice
  - E-learning lacks face to face communication
  - E-learning is limited to certain disciplines
  - Online learning is inaccessible to the computer illiterate population
  - Lack of reliable internet access or technology struggle to participate in digital learning
- Thus, school closures have also imperiled children's overall wellbeing and social emotional development, and not their school learning.

It's not enough for schools to simply reopen their doors after COVID-19. Students will need tailored and sustained support to help them readjust and catch-up after the pandemic. We must help schools prepare to provide that support and meet the enormous challenges of the months ahead. The time to act is now; the future of an entire generation is at stake.

More than 1.6 billion children have lost instructional time for many months at a time, if not for much of the last year, and many children are still not back in school.

## II. OBJECTIVES

- To find the loss of literacy skill and numeracy skills among children and provide support to help them to catch up the lost learning
- To find extent and nature of forgetting kind of learning loss and help them sustained support to readjust to face the next difficulty level of learning.
- To find strategies and solutions to fill the gap/loss after reopening of the schools.



- To understand the social emotional and psychological needs of children and provide them better guidance and solutions to meet the challenges.

### III. METHODOLOGY

UNICEF, UNESCO and World Bank have joined forces to launch Mission Recovery Education 2021 focusing on **three priorities**:

- **All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs**
- **students receive effective remedial learning to help recover learning losses**
- **All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching**

For each priority, ambitious targets have been set and will be tracked. UNESCO, UNICEF, and the World Bank will join forces within countries to help governments and school authorities achieve this critical mission and engage with governments to prioritize education financing for these three priorities.

#### THE MISSION

**Mission Objective:** To enable all children to return to school and to provide a supportive learning

#### Targets and Indicators

Target	Indicator	Data source
Enrolment is back to pre-COVID levels.	Enrolment rates for each level of school return to pre-COVID level, disaggregated by gender.	UIS SDG 4.4 UIS Survey on Monitoring Impact on Main Education Data Aggregates (MIMEA)
All schools provide comprehensive services to recover learning losses and to promote wellbeing.	Proportion of schools providing any services to meet children's health and psychosocial needs, by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures

**2<sup>nd</sup> priority:** All children receive support to catch up on lost learning.

**Challenges:** Most children have lost substantial instructional time and may not be ready for curricula that were age- and grade- appropriate prior to the pandemic. They will require remedial instruction to get back on track. The pandemic also revealed a stark digital divide that schools can play a role in

environment, which also addresses their health and psychosocial well-being and other needs.

**Scope:** All countries should reopen schools for complete or partial in-person instruction and keep them open. The Partners - UNESCO, UNICEF, and the World Bank - will join forces to support countries to take all actions possible to plan, prioritize, and ensure that all learners are back in school; that schools take all measures to reopen safely; that students receive effective remedial learning and comprehensive services to help recover learning losses and improve overall welfare; and their teachers are prepared and supported to meet their learning needs.

#### Three Priorities:

**1<sup>st</sup> priority:** All children and youth are back in school and receive the tailored services needed to meet their learning, health, psychosocial wellbeing, and other needs.

**Challenges:** School closures have put children's learning, nutrition, mental health, and overall development at risk. Closed schools also make screening and delivery for child protection services more difficult. Some students, particularly girls, are at risk of never returning to school.

**Areas of Action:** The Partners will support the design and implementation of school reopening strategies that include comprehensive services to support children's education, health, psycho-social wellbeing, and other needs.

addressing by ensuring children have digital skills and access.

**Areas of Action:** The Partners will (i) support the design and implementation of large-scale remedial learning at different levels of education, (ii) launch an open-access, adaptable learning assessment tool that measures learning losses and identifies learners' needs, and (iii) support the design and implementation of digital transformation plans that



include components on both infrastructure and ways to use digital technology to accelerate the development of foundational literacy and numeracy skills. Incorporating digital technologies to teach

foundational skills could complement teachers' efforts in the classroom and better prepare children for future digital instruction.

**Targets and Indicators**

<i>Target</i>	<i>Indicator</i>	<i>Data source</i>
All schools provide remedial education.	Proportion of schools offering remedial education by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures  Education: From disruption to recovery
All schools incorporate social-emotional learning into their teaching.	Proportion of schools offering instruction to develop children's social-emotional skills by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures  Education: From disruption to recovery
All schools incorporate digital technology to improve foundational literacy and numeracy skills.	Proportion of schools incorporating digital technology to teach foundational literacy and numeracy skills, by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures  Education: From disruption to recovery

While incorporating remedial education, social-emotional learning, and digital technology into curricula by the end of 2021 will be a challenge for most countries, the Partners agree that these are aspirational targets that they should be supporting countries to achieve this year and beyond as education systems start to recover from the current crisis.

**3<sup>rd</sup> priority:** All teachers are prepared and supported to address learning losses among their students and to incorporate digital technology into their teaching.

**Challenges:** Teachers are in an unprecedented situation in which they must make up for substantial loss of instructional time from the previous school

year and teach the current year's curriculum. They must also protect their own health in school. Teachers will need training, coaching, and other means of support to get this done. They will also need to be prioritized for the COVID-19 vaccination, after frontline personnel and high-risk populations. School closures also demonstrated that in addition to digital skills, teachers may also need support to adapt their pedagogy to deliver instruction remotely.

**Areas of Action:** The Partners will advocate for teachers to be prioritized in COVID-19 vaccination campaigns, after frontline personnel and high-risk populations, and provide capacity-development on pedagogies for remedial learning and digital and blended teaching approaches.



**Targets and Indicators**

<i>Target</i>	<i>Indicator</i>	<i>Data source</i>
Teachers are prioritized for vaccination.	Teachers are on priority list for vaccination.	Global Education Recovery Tracker  Education: From disruption to recovery
All teachers receive training or other support to incorporate remedial education approaches and social-emotional learning into their pedagogy.	Proportion of teachers that have been offered training or other support for remedial education and social emotional learning, by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures  Global Teachers Campus (link to come)
All teachers receive training or other support to deliver remote instruction.	Proportion of teachers that have been offered training or other support for delivering remote instruction, by level of education.	Global Education Recovery Tracker or UNESCO-UNICEF-World Bank Survey on National Education Responses to COVID-19 School Closures  Global Teachers Campus (link to come)

**IV. CONCLUSION**

UNESCO, UNICEF, and World Bank are joining forces to support countries to achieve the Mission, leveraging their expertise and actions on the ground to support national efforts and domestic funding. The real time to act is now in this mission recovery. List of few suggestions to make the mission workable and make children more comfortable after returning back to school and recover the lost learning.

**V. SUGGESTIONS**

All the Partners will collaborate and act at the country level to support governments in accelerating actions to advance the three priorities. The Partners will engage with governments and decision-makers to prioritize education financing and mobilize additional domestic resources. The Partners will join forces to conduct surveys; collect data; and set-up a global, regional, and national real-time data-warehouse. The Partners will collect timely data and analytics that provide access to information on school re-

openings, learning losses, drop-outs, and transition from school to work, and will make data available to support decision-making and peer-learning.

The Partners will join forces in sharing the breadth of international experience and scaling innovations through structured policy dialogue, knowledge sharing, and peer learning actions.

The time to act on these priorities is now. UNESCO, UNICEF, and the World Bank are partnering to help drive that action.

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