COVID-19 response – remediation

Helping students catch up on lost learning, with a focus on closing equity gaps

Version 2 as of July 2020

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01

Introduction

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→ Context, objectives, structure of this document

→ The focus of this chapter is on remediation

→ How can this chapter be used?

→ Executive summary

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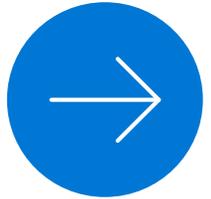
Context, objectives, structure of this document

Context

In the context of the **Global Education Coalition**, formed by UNESCO to support governments in their educational response to COVID-19, UNESCO has collaborated with partners to develop a **COVID-19 Response Toolkit in Education**. This toolkit contains 9 chapters, 5 of which are being developed in collaboration with McKinsey & Company – see next page for additional detail

Objective

The goal of these chapters is to support countries in their K–12 educational response to COVID-19 by providing practices and examples, concrete steps for intervention, and tactical action checklists. This particular chapter focuses on the topic of Remediation.
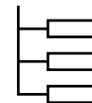
Structure

This chapter contains the following sections:
- **The problem – why it is important:** Defining the chapter's topic and providing context on the challenge at stake
- **The response – framework and practices:** Providing a framework of response including practices from other country responses in previous crises or during COVID-19
- **The checklist – summary of actions:** Synthesizing the framework into a series of tactical actions that a country can take to prepare and implement its response
- **Case studies – lessons learned:** Providing case examples from other countries' response during COVID-19 or other crises, including context, approach, impact and key learnings

While treated as a standalone topic in this chapter, remediation is intricately related to other parts of the response. In particular:
- **1. Remote learning strategy and 2. Remote learning platforms:** The effectiveness of the remote learning strategy defines the remediation needs, and remote learning platforms can be leveraged for remediation
- **3. Planning to reopen safely (health and safety):** The timeline of remediation will depend on the ability of schools to reopen
- **4. Re-enrolment:** Remediation can encourage re-enrolment by bridging the gap in learning for those at risk of disengagement
- **6. Resurgence planning:** When planning for resurgence, all topics need to be considered (including remediation)
- **8. Recommitment and reform:** Lessons learned from remediation programmes for COVID-19 can inform reforms and new programmes
- **9. Organizing for the response:** The organization of remediation can take place in concert with other aspects of the response through a coordination response team

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The focus of this chapter is on remediation

1

Remote learning strategy

Defining and continuously improving remote learning measures

Supporting key stakeholders (students, parents, teachers) for effective use of these solutions

Monitoring and quality assurance

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2

Remote learning platforms

Compendium of remote learning solutions, tools, and platforms

Developing an evaluation framework to help identify which solutions, tools, and platforms are most relevant to the local context

3

Health, safety and resurgence protocols

Evaluating the trade-offs to school reopening and reclosing

Defining health and safety measures to put in place before and after reopening

4

Re-enrolment

Identifying students at risk of dropout

Engaging students, parents and communities to ensure all students are back to school

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5

Remediation

Bringing students to learning competency level , and catching up lost learning deriving from school closures and pre-existing learning gaps

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6

Hybrid learning

Defining a learning approach combining remote and in classroom learning during school reopening and in preparation for potential resurgence

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7

Recommitment and reform

Identifying longer-term implications of the crisis

Rethinking the new education system and reforming accordingly

8

Organizing for the response

Defining a new architecture to plan, coordinate, and manage stakeholders and external partnerships

Developing the required capabilities for an effective response

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How can this chapter be used?

If you are a ...	You can use the chapter by ...
Policy-maker or advisor	• Reading the problem statement to validate that the chapter is relevant to your context and to support a case for putting remediation strategies in place in your country • Reviewing the framework of response to test which areas are currently covered in your response and where the gaps are • Jumping to the relevant sections to deep dive on the specific gaps that you identified • Testing your plan against the checklist to understand which actions can be taken to address the gaps and how to organize for remediation
Teacher or school principal	• Reading the problem statement to validate that the chapter is relevant to your country context • Reviewing the framework of response from the perspective of the local level, focusing on strategies that can be implemented in your context and locally • Testing your local plan against the checklist or using it for inspiration to draft your own school or class checklist, keeping in mind the guidance issued by the higher administrative levels in your country/area • Checking additional resources in the appendix for more information
Other	• Reading the problem statement to get an overview of the topic and its importance • Reviewing the framework of response to inform yourself about the key steps that countries take for remediation • Looking through relevant case studies to understand how countries tactically put in place catch-up programmes

In a rush? Check out these selected pages for a quick look
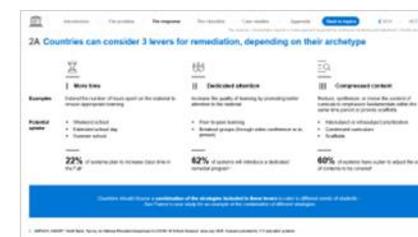
Executive summary (1/2)

PRELIMINARY

This chapter addresses how educational systems can **remediate lost learning due to disruption caused by COVID-19.** It includes an overview of the remediation challenge, an approach for systems to target and develop their reenrollment strategies, and a checklist of actions to take

The problem:

- With about 1.6 billion children affected by school closures around the world, remediating learning loss due to COVID-19 will be a major challenge

- Existing data on learning loss during long school closures shows that COVID-19 could result in **students achieving only 70% of the learning gains in reading** and **50% of the learning gains in mathematics** (up to a full year behind in some grades) compared to a normal year. Younger grades are likely to suffer even greater losses. Even in cases where students have been able to access remote learning options (which is not universal across or within school systems), there will likely still be significant learning loss to address

COVID-19 **will exacerbate existing learning gaps** both between students and between schools:

- **Gaps between students:** students who face challenges will fall further behind, especially for students whose families have faced additional challenges

- **Gaps between schools:** teachers in systems with very large class sizes will face challenges following up with students, and schools with weak IT systems may lose time setting up platforms. In addition, gaps may widen between schools due to uneven patterns of school closures (e.g., between public and private schools or across regions in a given system)

COVID-19 will also **create new gaps.** Given that access to and ability to partake in remote learning depends heavily on both connectivity and a child's home environment, some children will fall further behind

The learning setback caused by school closures is predicted to have significant economic consequences

- According to the World Bank, globally, a school shutdown of 5 months could **generate learning losses that have a present value of US$10 trillion.** By this measure, the **world could stand to lose as much as 16% of the investments that governments make** in this cohort of students' basic education.

Without drastic remedial action, the world could thus **face a substantial setback to the goal of halving the percentage of learning poor** — and be unable to meet the SDG4 goal by 2030.

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Executive summary (2/2)

The response

To address this critical challenge, school systems can take four tactical and iterative steps: understand and envision, decide and design, enable and execute, and monitor and adjust

1 **Envision and understand**

The toolkit lays out archetypes of school systems based on these two factors. Along these two dimensions (extent and distribution of remediation needs), school systems **need to accurately understand the challenge facing their student populations** and set a clear objective to define success clearly before planning their remediation efforts. Part of this diagnosis is to align on both the extent of learning loss and its distribution, and **assess the needs of the student population,** focusing both on **academic needs and socio-emotional needs** through a series of specific assessments and metrics based on what is available. Data on preexisting gaps in learning can also help develop this understanding

2 **Decide and design**

Once the vision is set and the needs are identified and measured, the system can **choose the remediation approach** and **decide on channels of delivery** for the strategy. There are 3 key **levers: additional time, dedicated attention, and compressed content.** The mix of approaches adopted will depend on the challenge facing the system (the archetype described above), taking into account feasibility and impact. Once these strategies are identified, school systems can **agree on channels of delivery** (e.g., the mix of remote and in-person learning)

3 **Enable and execute**

Any remediation approach will involve significant inputs, including budget, infrastructure, human resources, and curriculum and materials. Once the requirements are identified, school systems can **consider ways to bridge the gap** between what they have and what they need

4 **Monitor and adjust**

Systems need to constantly **monitor and evaluate the implementation of the remediation plan.** This can include tools to monitor both **the process of rolling out the approach** (e.g., how the plan is being managed and received by students) **and the outcomes** (e.g., how are different groups of students progressing? Is the plan remediating the gaps that were identified?). This monitoring will need to be based on a mix of existing data and assessment systems and potentially new approaches tailored to this specific context. Based on data collected through monitoring and evaluation, school systems can **adjust the strategy to meet their vision and target**

02

READ
MORE →

The problem
Why it is important

→ Definition of remediation

→ Observations of summer learning loss and other crises show that the need for remediation may be significant

→ The learning setback caused by school closures is predicted to have significant economic consequences that only drastic remedial action can curb

→ Countries may need to remediate learning losses created or exacerbated by COVID-19 and be prepared to overcome the implementation challenges

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MAIN MENU

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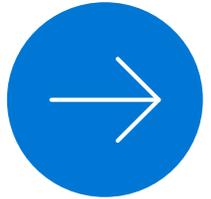
Definition of **remediation**

The ongoing effort to **support students in catching up on lost learning** through a variety of means, including additional teaching time, focused content, and specific pedagogy (e.g., compressed learning, accelerated learning)

Observations of summer learning loss and other crises show that the need for remediation may be significant

Based on summer learning loss data and data from previous crises, COVID-19 could generate high learning loss in the longer term

Preliminary COVID-19 estimates suggest students may return in fall 2020 with roughly:

- **70% of the learning gains in reading** relative to a typical school year[1]
- **50% of the learning gains in mathematics,** and in some grades, **nearly a full year behind** normal conditions[1]

In addition, school closures may cause as much as **25% increase** in the share of lower secondary-aged children who are below the minimum level of proficiency[5]

Data from other crises shows that learning loss may last far beyond the current school year:

- Pakistan earthquake in 2005: **while students missed three months of school**, **four years after the earthquake**, they were the **learning equivalent of 1.5 years behind**[2]
- Hurricane Katrina in 2005: while having missing between 6-12 months of schooling, students came back on average **>2 years below grade level**[3]

Younger grades are likely to suffer **even higher losses**[1]
Even in cases where students have full access to remote learning, there will still be **significant learning loss**[4]

> " The longer the school interruption, the larger the learning loss…. after safety, there must be a focus on the learning recovery process – from assessing learning outcomes during school closures, ensuring their socio-emotional well-being and taking measures to address disparities through remedial approaches…[1]

1. *Stefania Giannini, Assistant Director-General for Education, UNESCO; Robert Jenkins, Chief of Education and Associate Director, UNICEF; Jaime Saavedra, Global Director for Education, World Bank*
https://en.unesco.org/news/reopening-schools-when-where-and-how
2. RISE, "Human Capital Accumulation and Disasters: Evidence from the Pakistan Earthquake of 2005," May 2020
3. CRPE, https://www.crpe.org/thelens/what-post-katrina-new-orleans-can-teach-schools-about-addressing-covid-learning-losses
4. Ahn, J., McEachin, A. (2017). Student Enrollment Patterns and Achievement in Ohio's Online Charter Schools.
5. World Bank (2020). Simulating the potential impacts of covid-19 school closures on schooling and learning outcomes: a set of global estimates.

HOW CAN THIS CHAPTER BE USED?

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The learning setback caused by school closures is predicted to have significant economic consequences that only drastic remedial action can curb
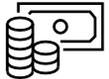
Learning losses worth

US$10 trillion

Globally, a school shutdown of five months could **generate learning losses that have a present value of US$10 trillion**.

Loss of

16%

of education investments

By this measure, the world could stand to **lose as much as 16% of the investments** that governments make in this cohort of students' basic education.

Inability to meet the education goal by

2030

Without **drastic remedial action**, the world could thus face a **substantial setback** to the goal of halving the percentage of learning poor — and be **unable to meet the goal** by 2030.

Countries may need to remediate learning losses created or exacerbated by COVID-19 and be prepared to overcome the implementation challenges

COVID-19 has exacerbated existing gaps …

Gaps between students

- Students with difficulties or disabilities may fall further behind
- Students in struggling families may have schooling deprioritized

Gaps between schools

- Teachers with many students will have trouble following up
- Schools with weak IT systems or infrastructures (e.g., learning supplies or qualified teachers) may lose time setting up platforms
- Gaps may widen between schools due to uneven school closures

… and created new, emerging gaps

Access to remote learning is not equitable

- Students and schools without reliable access to internet, electricity, digital tools, or reliable mail will be disadvantaged
- Differences in remote learning abilities between areas will create new inequities

The quality and efficacy of remote learning may not be comparable to in-person learning

- Risk of a slide in learning is potentially comparable to the "summer slide"[1] (learning loss that occurs during summer months)

Yet, remediation presents implementation challenges

- The **needs for remediation are not uniform** across geographies and can differ within schools and between students
- Remediation solutions may involve **significant investment from school systems** (e.g., additional teachers)
- Effective remediation may include **continuous assessment, monitoring, and adjustment, which can cause strain on schools**
- Teachers will face the challenge of **covering new material** and **catching up on learning gaps due to COVID-19**

Notes:

- Evidence from research indicates that effectiveness of different remediation strategies may vary. Latest evidence should be sought when selecting strategies
- The examples presented in the case studies are indicative and were effective in the context in which they were implemented. When applying them in another context, relevance and potential effectiveness can be assessed prior to implementation

1. https://www.mckinsey.com/industries/social-sector/our-insights/safely-back-to-school-after-coronavirus-closures

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03

The response

Framework and practices

→ Remediation involves a three-step approach supported by continuous monitoring and adjustment

→ Envision and Understand

→ Decide and Design

→ Enable and Execute

→ Monitor and Adjust

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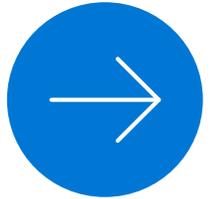
MAIN MENU

Remediation involves a three-step approach supported by continuous monitoring and adjustment

01 Envision and Understand: set a vision and determine remediation needs

> **1A** **Define a vision of success** for remediation and consider trade-offs (including helping students catch up on lost learning due to COVID-19 vs. taking into account previous gaps)

> **1B** Determine **which aspects contribute to remediation needs** (including extent of learning loss and distribution of learning loss)

> **1C** **Assess academic and socioemotional needs** for remediation and determine archetype

02 Decide and Design: choose a remediation strategy

> **2A** Choose **a strategy using the 3 levers of remediation** (more time, dedicated attention, and compressed content), taking into account feasibility and impact

> **2B** Agree on **channels of delivery** for the strategy (e.g., remote vs. in-person, teachers vs. additional tutors)

03 Enable and Execute: prepare for delivery and execute

> **3A** **Identify the budget, infrastructure, human capital, and curriculum required** to implement remediation strategy

> **3B** Consider **strategies to address capacity gaps** (e.g., a hiring campaign for teachers)

04 Monitor and Adjust: track progress through continuous assessment and adjust the plan

> **4A** Monitor progress for the **impact of catch-up programmes on student progression and the process of implementation** with specific metrics and KPIs

> **4B** **Adjust the catch-up programme's rollout and content based on the metrics monitored**

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Remediation involves a three-step approach supported by continuous monitoring and adjustment

01 Envision and Understand: set a vision and determine remediation needs

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1A **Countries can set the vision of the plan to guide the remediation effort**

Agree on a guiding vision, building on the on-the-ground reality and taking into account trade-offs

"For our country, we aim that all students catch up on any lost learning due to COVID-19"

Deep dive follows

Align on a definition of success

"Success will be achieved if each cohort performs within a 5% margin of last year's results on the summative test"

Make your vision time bound

"We want to roll out our programme in three months and will test student progress at the end of the fall term"

The vision may be set by the body in charge of governance and decision-making for the response
See "Chapter 9: Organizing for the response" for additional detail

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1A **When setting a vision, leaders can balance trade-offs within remediation**

Speed
Rolling out remediation quickly

COVID-19-specific
Limiting the scope of the remediation strategy to mitigate gaps created by COVID-19

Targeted
Targeting specific student segments that are most at risk of learning loss (e.g., students with disabilities, students from low-income families, girls)

Core
Changing the core curricula to include remediation

Longevity
Planning remediation strategies for the long term so that they are relevant to other crises

Structural
Designing a strategy to cover all gaps, even those prior to COVID-19

Universal
Generalizing remediation initiatives to the entire student population to ensure engagement across student segments

Comple-mentary
Creating a complementary remediation programme in parallel to the core curricula (e.g., summer school)

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—
1B

Although the remediation strategy is **not meant to solve all challenges** related to school systems, countries can **aim to close the gaps between current and expected learning across the student population** and **beyond COVID-19**

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1B **2 aspects can help illustrate what the needs for remediation are**

Extent of learning loss

Represents **the extent of learning loss due to COVID-19** (e.g., lost contact hours, student–teacher interaction, and curriculum coverage)

Significant learning loss due to COVID-19

↑
Extent
↓

Limited learning loss due to COVID-19

Distribution of learning loss

Represents **"horizontal" differences in learning due to unequal access and quality**

Limited inequality between students

← **Distribution** →

Significant inequality between students

Learning loss can be mapped on a matrix of needs

Extent

Significant learning loss with limited inequality

Significant learning loss with significant inequality

Distribution

Limited learning loss with limited inequality

Limited learning loss with significant inequality

Source: UNESCO

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Envision and understand

1C Before choosing remediation interventions, countries can assess the needs in the system...
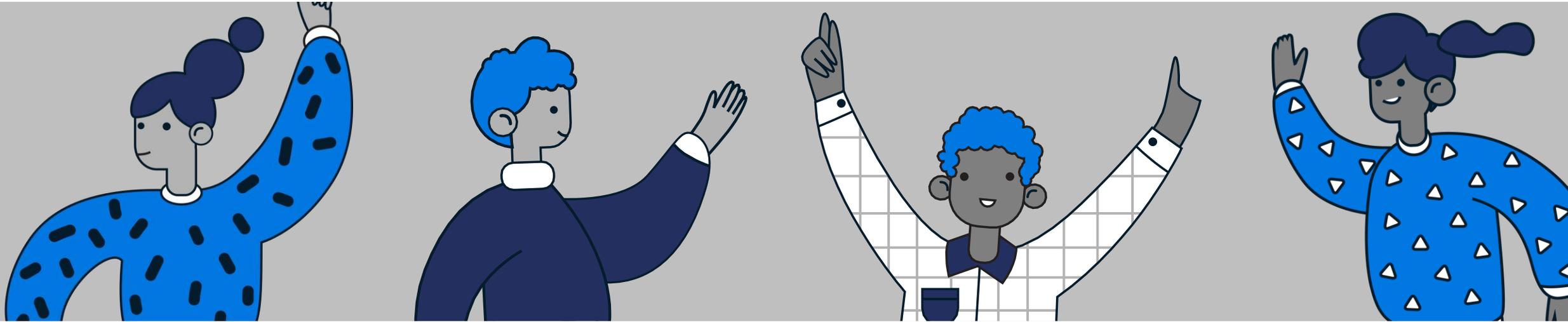
How can needs be assessed?

- Needs can be **assessed directly or indirectly** in a way to minimize student stress
- Assessments will ensure that **remediation programmes are fully targeted and tailored**, and based on needs

When can needs be assessed?

- Assessments can be rolled out when this can be done both **safely and reliably**
- Depending on the means needed for rollout (e.g., remote vs. in-person), **assessments may be implemented at different points in time,** and formative assessments can be used to understand the learning trajectories

Deep dive follows

To assess the need for remediation, countries need **not wait until they can conduct direct assessments** (e.g., national sit-down exams) but leverage **data that they already have** or that is **easily accessible** through proxies (e.g., sample assessment)**. The process is iterative** and new information from assessments can help to **improve and tailor the remediation strategies in place** as it comes in

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Envision and understand > Tips and tricks

1C ... while putting strategies in place to ensure assessments take into account well-being and socio-emotional needs

While assessment is **critical to understanding what students need to catch up** on and how, extensive testing could impact **well-being and potentially increase socio-emotional needs**

To balance the need for assessment and the importance of reconnecting with students, teachers can consider several tips and strategies:

Mix one on one assessment with sit-down tests

For example: reading progress might be assessed by teachers taking 1-on-1 time with students and asking them to read through a text while an aide supervises a broader math assessment for the class

Start to address socio-emotional needs upfront before conducting assessments

For example: take the 1st day(s) back to class for "sharing time," where students can talk in small groups about the experience of school closures in the last months and how they are feeling

Encourage self assessment

For example: have the students self-assess if they feel they need to catch up and in which subjects; lay out what leaning goals they have for this school period, and outline how teachers can best help them achieve it

Communicate expectations clearly and avoiding stigmatizing language

For example: assessments can be framed clearly as a method to better understand and support students in the key areas (rather than identifying gaps in learning)

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Envision and understand > How

1C The extent and distribution of learning loss can be measured by the same direct or indirect assessments

☐ Deep dive follows

There are two aspects that help illustrate remediation needs

Extent of learning loss – level of learning loss due to COVID-19 across students

Distribution of learning loss – level of inequality between students

›

Countries can use the same assessments and metrics to measure them

Direct		Indirect	
Assessment	**Example metric**	**Assessment**	**Example metric**
Academic needs	% of students who pass	Academic needs	% of parents who believe their child is behind
Recent formative or summative assessments (e.g., data from mid-term or final tests)	No. of students who took the test	Surveys of parents/teachers	% of classes attended or homework completed
	Average or median grade	Absenteeism (e.g., level of engagement)	% of students who passed prior to COVID-19
		Baseline formative or summative assessments	% of students who passed prior to COVID-19
		National (PNEA) or international testing (PISA, PIRLS, TIMMS)	
Socio-emotional needs	% of students experiencing increased difficulty with resolving conflicts	Socio-emotional needs	% of parents who feel that their children have increased difficulty with resolving conflicts
Surveys of students' personal, social, and digital skills		Conversations with parents and teachers	

Key consideration
- The two key aspects are **interrelated** and it will be **important to have some understanding of both to assess needs**
- However, given time-sensitive planning, countries may make initial decisions based on **data that they already have** or that is **easily accessible through proxies to avoid any delays**
- Countries can consider assessing a **representative sample of the student population** and **designing an assessment for teachers** to conduct at the class level
- **The school system at the local level** will be **best placed** to assess learning loss and learning gaps (e.g., teachers and school principals)

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1C Both academic and socio-emotional needs can be assessed

Academic assessment

What are academic needs?

Academic needs include all skills that revolve around a school curriculum, which can be classified as
- Direct measures of learning
- Indirect measures of learning

Which dimensions can be assessed?

Direct measures of learning include dimensions such as
- Embedded assessments (e.g., exams, papers, quizzes)
- Class attendance
- Homework completion

Indirect measures of learning include dimensions such as
- Level and quality of participation in classes
- Assessment of curriculum understanding (e.g., by surveys, interviews, focus groups)

Non-academic assessment

What are non-academic needs?

Non-academic needs include all skills that are indirectly taught through education (e.g., decision-making, problem-solving, conflict management) which can be classified as
- Personal skills
- Socio-emotional skills
- Digital skills
- Mental health needs

Which dimensions can be assessed?

Personal skills include dimensions such as
- Ability to work autonomously
- Comfort with decision-making
- Persistence in face of difficulties

Socio-emotional skills include dimensions such as
- Ability to resolve conflicts peacefully
- Willingness to help peers
- Potential for socialization

Digital skills include dimensions such as
- Ability to retrieve information from learning platforms
- Tech literacy
- Online communication skills

Mental health needs include dimensions such as
- Stress and anxiety
- Depression and withdrawal

Note: Not all students will experience remediation needs. Some, in particular environments, may actually thrive in remote learning[1]

1 https://www.edutopia.org/article/why-are-some-kids-thriving-during-remote-learning

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1C **Academic and socio-emotional gaps can be assessed differently – academic needs**

Academic needs can be assessed by

Carrying out individual assessments
e.g., formative tests, papers, projects, and quizzes

Engaging students individually/in small groups to obtain firsthand impressions
e.g., revision of students' homework individually/in small groups

Engaging families to help identify student learning gaps
e.g., educational surveys to assess student progression

Collecting data from online remote learning tools to compare assessments and progression

Examples

In France, teachers maintain contact with their students to ensure pedagogical continuity and **obtain informal, firsthand impressions of student progress**

In India, an annual, a nationwide survey (since 2005) is performed to **test children's ability to read simple text and do basic arithmetic**. This takes the form of the **Annual Status of Education Report (ASER)** which covers 700,000 children in 15,000 villages

In Kenya, Tanzania and Uganda, the **Uwezo initiative is** engaged in **monitoring basic literacy and numeracy levels of children aged 5-16** across at least 50% of the districts through a **household-based survey**

Source: France's pedagogical continuity; ASER; UWEZO

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1C **Academic needs: there are multiple approaches for systems to assess learning loss (1/2)**

Option	Direct assessment of all students	Direct assessment of sampled students	Teacher survey	Student/parents survey
Baseline availability	The system/school has a good understanding of the baseline and able to test all students effectively	Baseline available and can test a sample of students	Some baseline available and can assess all students indirectly	No baseline and can assess sample of students indirectly
Approach	Diagnostic assessment/test	Diagnostic assessment/test	Survey teachers after first week of school re-opening	Sample survey of parents & students via phone prior to school re-opening
Prerequisites to success	Baseline data available for every student Robust remote learning	Baseline data available for select student groups Robust remote learning	Strong teacher capabilities to assess students in first week of re-opening (through conversations, quizzes, etc)	Access to parents and students
Pros	Personalized understanding of each students needs Accurate remediation strategies	Personalized understanding of select student needs Focus on students at risk or transitional grades	Teacher understanding of their students needs to adapt remediation strategies Incorporates socioemotional needs	Access to an estimated understating of learning loss prior to school start Incorporates socioemotional needs
Cons	Lack of preparedness & induced stress of assessments Does not provide understanding of the socio-emotional needs	Lack of preparedness & induced stress of assessments Does not provide understanding of the socio-emotional needs	Inaccuracies in teacher's approach	Inaccuracies in data gathered due to sample size

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1C Academic needs: there are multiple approaches for systems to assess learning loss (2/2)

	Direct assessment of all students	Direct assessment of sampled students	Teacher survey	Student/parents survey
Examples	U.S using existing EdTech products that assess summer learning loss	France assessing learning loss in key grades and providing tools to local schoolteachers	Mozambique reducing the average number of students per teacher and allow dedicated attention for assessment	Ecuador using rapid telephone surveys have been fielded in Ecuador
Description	• **MAP Growth assessment** run every in the fall, winter, and spring, yielding **precise data on what learning, or learning loss**, is happening during the summer • Over 20% of U.S K-12 public schools administer MAP Growth assessment	• France will **conduct early year assessments** in the beginning of the school year for select grades (1,6, and 12) and **compare it with last year's assessment** • It will also **track these grades for 2 to 3 years** to see the long-term impact on learning loss • The government is also providing **sample tests for teachers** to asses students on a local level	• Mozambique plans to **recruit 8,360 new teachers,** mostly for primary education, to **reduce the average number of students per teacher** and allow dedicated attention	• The **telephone surveys** are meant to unpack not only **the remote learning experience,** but also to shed light on **students' time use and mental health**

Other macro-level assessment approaches can be found in the appendix

SOURCE: NWEA, Expert input, AllAfrica, World Bank

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1C Academic and socio-emotional gaps can be assessed differently – Socio-emotional needs

Socio-emotional needs can be assessed by

Engaging families and encouraging them to report rising socio-emotional needs
e.g., regular parent–teacher conferences during the crisis to check in on student needs

Encouraging students to express socio-emotional needs through individual or group sessions that foster open communication
e.g., gamified classes, dialogue around the challenges of COVID-19

Observing student behavior once back in school to identify socio-emotional or digital needs
e.g., observation of social interactions during recess, observation of digital literacy (computer use, typing, etc.)

Examples

In Palestine, the ministry of education set up a thematic group for the response to COVID-19 specifically **focused on assessing and delivering psychosocial support** to teachers, education staff, and students

In Singapore, the Ministry of Education introduced a **peer support programme** in all schools, which equips students with skills to **identify distress among their friends** and provide them with support

In Sierra Leone in 2014, the International Medical Corps, **assessed MHPSS Needs and Resources in the context of Ebola through interviews** that included free listing of issues, ranking of challenges

In 2016, during the Serbian migration and refugee crisis, the **International Medical Corps conducted a mental health needs assessment using interviews** with key informants, international organizations, local stakeholders and NGOS, child protection groups and **field visits** to transit sites and information centers

After the April and May 2015 earthquakes in Nepal, a **rapid mental health and psychosocial assessment was deployed**. The assessment includes interviews, focus groups discussion and site visits

1. Mental Health and Psychosocial Support

SOURCES: Palestine; Singapore; Sierra Leone; Serbia; Nepal.

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1C Countries can roll out assessments continuously but consider trade-offs when assessing students remotely and in person

Timeline options for assessments	✓ Pros	✕ Cons	Requirements
Deploy remote assessments	• No delay in assessments means more time to plan and the ability to roll them out during disruption • If digital capacities are highly developed, they have the potential to reach more students • Health and safety standards can be respected	• Need for adequate remote capabilities (e.g., trained teachers, online platforms) • Potential for equity issues and bias in assessments, resulting from uneven remote capabilities (e.g., network issues) • Difficulty of assessment quality monitoring (e.g., verifying identity of assessment author)	• Developed remote channels • Assessment quality checks • Equity of access
Deploy assessments in person	• No need for special remote capability-building • High potential to monitor the assessment environment	• Delayed assessment if schools are not open • Potential health and safety risks • If not all students are back in school, risk of low/uneven reach of assessments	• Well-suited for countries with less developed remote channels • A clear view on schools reopenings so that in-person assessments can take place • Advanced health and safety protocols to lower risk • Risk mitigation of uneven assessments if some students are still remote

Assessments can be rolled out continuously

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1C **Based on assessments, both of academic and socio-emotional needs, countries can be classified into four archetypes**

Extent of learning loss

Distribution of learning loss

Archetype 1:
Significant learning loss
with limited inequality

Archetype 2:
Significant learning loss
with significant inequality

Archetype 4:
Limited learning loss
with limited inequality

Archetype 3:
Limited learning loss
with significant inequality
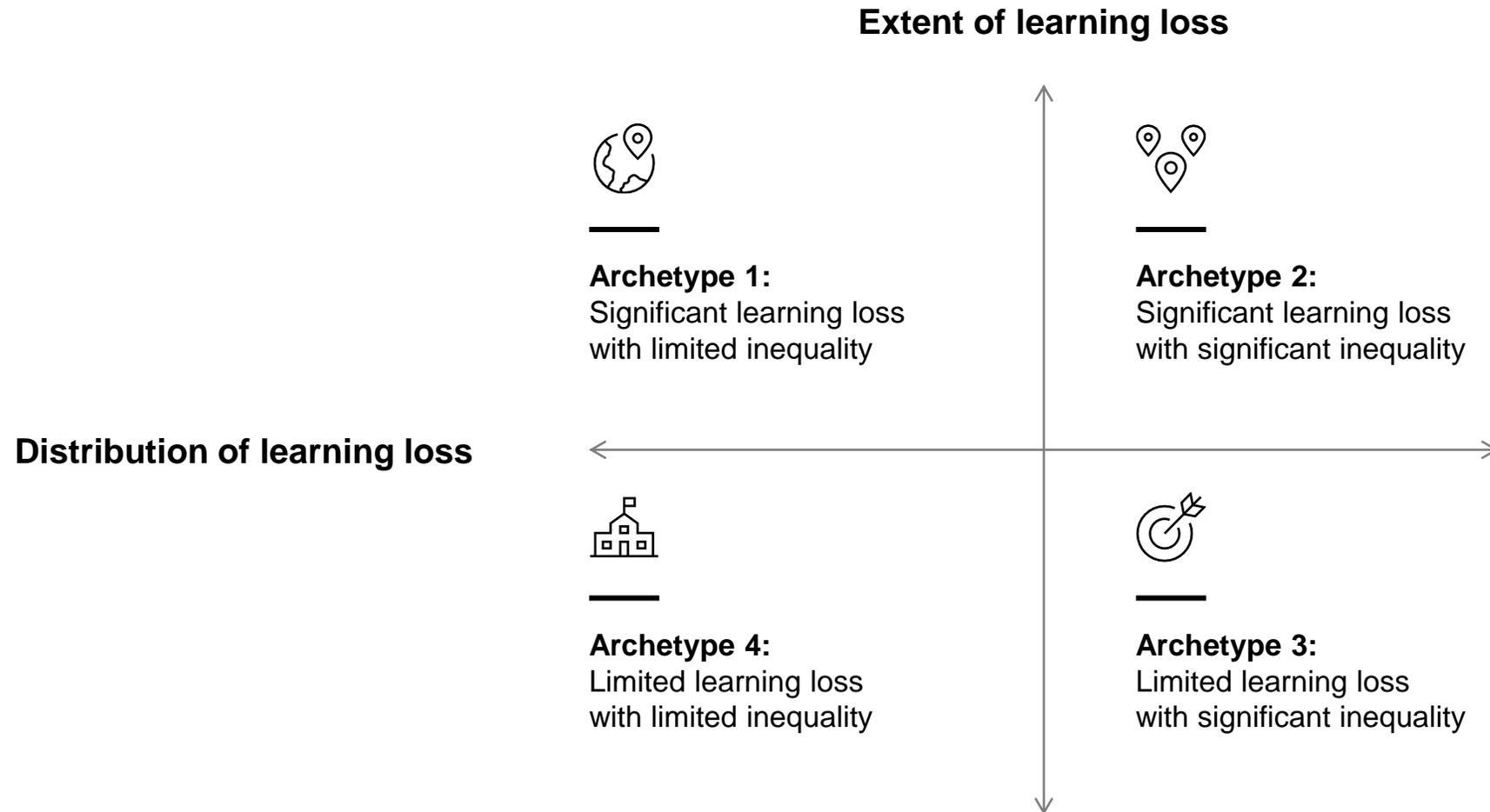
1. Archetype 4 will not be detailed, as the needs can be addressed through normal channels

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1C **The type of response could depend on the archetype of need**

Archetypes		Response type	Details
Archetype 1	Significant learning loss with limited inequality	**System-wide response or parallel program**	Archetype 1 will likely involve a large-scale response either through a **system-wide change** (e.g., altering the educational curriculum) or a **parallel remediation program** (e.g., obligatory summer school for all students)
Archetype 2	Significant learning loss with significant inequality	**Hybrid response** – two cases possible • Uneven gaps between schools	If gaps are uneven between schools, Archetype 2 will likely involve a **schoolwide response** (e.g., obligatory summer school, additional funding, appointment of an experienced principal) based **on data collected at the school level** (vs. student level)
		• Uneven gaps within schools	If gaps are uneven within schools, Archetype 2 will likely involve a **group response** (e.g., summer school for students below a certain testing threshold) based on **data collected at the student level** (vs. school level)
Archetype 3	Limited learning loss with significant inequality	**Targeted response**	Archetype 3 will likely involve a **targeted response** either **within schools** (e.g., after-school programmes for all children who are behind) or **across schools** (summer programmes for specific students)

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Remediation involves a three-step approach supported by continuous monitoring and adjustment

01 **Envision and understand:** set a vision and determine remediation needs

› **1A** **Define a vision of success** for remediation and consider trade-offs (including helping students catch up on lost learning due to COVID-19 vs. taking into account previous gaps)

› **1B** Determine **which aspects contribute to remediation needs** (including extent of learning loss and distribution of learning loss)

› **1C** **Assess academic and socio-emotional needs** for remediation and determine archetype

02 **Decide and Design:** choose a remediation strategy

› **2A** Choose **a strategy using the three levers of remediation** (more time, dedicated attention, and compressed content), taking into account feasibility and impact

› **2B** Agree on **channels of delivery** for the strategy (e.g., remote vs. in-person, teachers vs. additional tutors)

03 **Enable and execute:** prepare for delivery and execute

› **3A** **Identify the budget, infrastructure, human capital, and curriculum required** to implement remediation strategy

› **3B** Consider **strategies to address capacity gaps** (e.g., a hiring campaign for teachers)

## 04 **Monitor and Adjust:** track progress through continuous assessment and adjust the plan

› **4A** Monitor progress for the **impact of catch-up programmes on student progression and the process of implementation** with specific metrics and KPIs

› **4B** **Adjust the catch-up programme's rollout and content based on the metrics monitored**

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2A Before choosing strategies, the design and implementation of remediation take into account two key foundations: stakeholder consultation and putting the student's socio-emotional needs at the center

Social dialogue and stakeholder consultation will be key when choosing and implementing remediation strategies

- **Buy-in from teachers and including teachers in the design of the overall remediation guidance**, is important to ensure that the strategy is relevant and feasible

- **The involvement of communities and families in the design and implementation of the strategy** is essential to ensure its success. Communities and families can be key enablers of remediation. For example, parents can be involved in homework assignments and support students in focussing on condensed content around key learning competencies
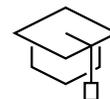
When choosing remediation strategies for catching up lost learning, **putting the socio-emotional needs of the student at the center is crucial**

Allowing **students to connect with their teacher and their peers** will help to:

- Build confidence

- Increase the likelihood of success of remediation strategies

- Support the construction of a safe and supporting environment

- Decrease likelihood of disengagement and potentially drop-out

Strategies to support students' socio-emotional needs include:

- Starting the year with a few days of 'carpet time' to discuss experience of COVID-19

- Promoting peer-to-peer experience exchange and support through lockdown and reopening

- Investing in psychological support (e.g., counsellors or tollfree number)

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2A Countries can consider three levers for remediation, depending on their archetype

⧗ More time

Examples Extend the number of hours spent on the material to ensure appropriate learning

Potential uptake
- Weekend school
- Extended school day
- Summer school

22% of systems plan to increase class time in the second half of the year[1]

⧂ Dedicated attention

Increase the quality of learning by promoting better attention to the material

- Peer-to-peer learning
- Breakout groups (through video conference or in-person)
- High-intensity tutoring

62% of systems will introduce a dedicated remedial programme[1]

▤ Compressed content

Reduce, synthesize, or revise the content of curricula to emphasize fundamentals within the same time period or provide scaffolds

- Intersubject or intrasubject prioritization
- Condensed curriculum
- Scaffolds for grade-level learning

60% of systems have a plan to adjust the scope of contents to be covered[1]

Countries can choose a **combination of the strategies included in these levers** to cater to different needs of students –
See France's case study for an example of the combination of different strategies

1. UNESCO, UNICEF, World Bank, 'Survey on National Education Responses to COVID-19 School Closures' June-July 2020. Answers provided by 117 education systems

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2A To remediate lost learning, more time can be allocated to learning

NON-EXHAUSTIVE

| More time

Extend the number of hours spent on the material to ensure appropriate learning

Suggested strategies	Best fit for …	Examples
Extended day/week • Weekend school • Extended school day • Decreased recess time	**Archetype 1 – significant learning loss with limited inequality** *Rationale: change of weekly calendar across the system will bring large-scale remediation*	The state of New York provides summer school for students with learning deficits and special education needs 🇺🇸
Extended calendar • Summer school • Early school start • Late school end	**Archetype 1 – significant learning loss with limited inequality** *Rationale: large-scale extension of calendar will bring system-wide remediation* **Archetype 2 – significant learning loss with significant inequality** *Rationale: large-scale response that can be targeted to students who are most behind (e.g., girls in underserved regions, students under a certain testing score)*	In India, the Balsakhi Program, a remedial education programme in the late 1990s, introduced a two-week training model at the beginning of the year and ongoing reinforcements of several hours a week while school was in session 🇮🇳 To remediate lost learning during COVID-19, France invested EUR 200 mn to reach 1 million students through a "learning vacation" programme *(vacances apprenantes)*. The programme is entirely free for families 🇫🇷

Attention should be paid to students' readiness and capacity to handle extra school work

Note: Students who attend summer school programmes can gain two months of extra learning progress compared to similar students who do not1
The impacts of summer programmes are larger when they are academically focused and delivered intensively with tuition in small groups by experienced teachers2

1. https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/summer-schools/
2. https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2015096.pdf

Source: EU LOHUD; MIT; Ouest France

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2A **To remediate lost learning, learning time benefits from dedicated attention**

NON-EXHAUSTIVE

‖ **Dedicated attention**

Increase the quality of learning/teaching by promoting better attention to the material

| Suggested strategies	Best fit for …	Examples	
Greater attention and contact time • Fewer students per teacher, more aides • Breakout groups (either through video conference or in person) • Coaching	**Archetype 2 – significant learning loss with significant inequality** *Rationale: promote breakout groups or add more aides in vulnerable communities*	In Ghana, the "School for Life" (SFL) programme (since 1995), uses peer tutoring to increase students' progression[2]	🇬🇭
		England set up a £1 bn fund to help England's children catch up lost learning due to school closures. The most dis-advantaged pupils will have access to tutors through a £350 million programme over the year from September. Primary and secondary schools will be given £650 million to spend on 1-on-1 or group tuition for any pupils they think need it[3]	🇬🇧
1-on-1 models • Peer-to-peer • Adult-to-child	**Archetype 3 – limited learning loss with significant inequality** *Rationale: small-scale response targeted at students most in need of remediation*	In Sierra Leone, the PLAN initiative established 29 study groups for 330 affected children[4]	🇸🇱
		In South Africa, between 2015 and 2017, the Department of Basic Education established and tested three interventions: (1) a structured learning programme and centralized training, (2) a structured learning programme and specialist onsite coaching, (3) and parental intervention. The second intervention (coaching) provided the best improvement with least cost[4]	🇿🇦

- Evidence generally shows **the smaller the learning group, the bigger the effects**
- **1-on-1 tutoring has the largest effects in most cases,** but given that it is more expensive, teaching in small groups could be tried as a 1st step[1]
  Additional attention should be paid to students' socio-emotional skills as well (e.g., through counselors)

1. Slavin, R., Davis, C. (2011). Effective Programs for Struggling Readers. https://eric.ed.gov/?id=EJ916476; https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/small-group-tuition/ | 2. UNESCO; ERIC | 3. BBC | 4. DFID | 5. Department of Basic Education of South Africa

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2A To remediate lost learning, content can be synthesized or fundamentals can be emphasized

NON-EXHAUSTIVE

Compressed content

Reduce or synthesize the content of educational programmes to emphasize fundamentals within the same time period

Suggested strategies	Best fit for …	Examples	
Reduced content • Intrasubject prioritization • Intersubject prioritization	**All archetypes** *Rationale: prioritizing core subjects or fundamental concepts within subjects works for all archetypes*	Sierra Leone revised lesson plans to focus on essentials for all grade levels	
		Liberia developed COPE, an accelerated education program for children displaced during the civil war in the 1990s; COPE was a 3-year primary school program that compressed the 6-year curriculum down to 3 years	
Synthesized content/ scaffolds • Summarize and condense the same curriculum (e.g., keep all subjects) • Weave in scaffolds with grade-level material	**All archetypes** *Rationale: condensing content or providing scaffolds (e.g., weaving in basic notions when they are needed at grade level) is helpful across archetypes and can prevent disengagement (e.g., no label of "remedial group")*	During school closures due to COVID-19, schools in Ontario, Canada com-pressed the required curriculum for students	
		To support remediation, France's ministry of education provides guides for each grade that underscore the prioritized objectives and topics to allow a focus on essentials	

Attention should be paid to students' socio-emotional growth in addition to academic needs

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2A Countries can decide which combination of strategies suits them best, based on an evaluation of complexity

Implementation complexity

Low ————————▶ High

Levers	Strategies	Complexity Cost[1]	Tech/logistical complexity[2]	Social complexity[3]	Curriculum complexity[4]
I More time	**Extended day/week** • Weekend school • Extended school day • Decreased recess time	Some additional budget for infrastructure and teachers	Mild reorganization of the school day (e.g., bell times)	Little impact on family organization (e.g., transportation, child care), some impact on teacher well-being (e.g., workers' rights)	Need to prepare additional school materials for extended day/week
	Extended calendar • Summer school • Early school start • Late school end	Additional budget for infrastructure and teachers	Some complexity given the need to reorganize the use of facilities (e.g., if facilities have been booked over the summer)	Some impact on student well-being due to shortened vacation (especially in tropical climates) and on teachers (difficulty of convincing them)	Need to prepare additional school materials for extended calendar
II Dedicated attention	**Greater attention and contact time** • Fewer students per teacher • Breakout groups	Significant budget for additional infrastructure and teachers	Need to source solutions to accommodate smaller classes (e.g., outdoor space, online platforms)	Hiring process or longer hours may be disruptive to teachers, have little impact on families	Some need to ensure uniformity across a higher number of classes and formats (e.g., online)
	1-on-1 models • Peer-to-peer • Adult-to-child	Significant budget for additional staff for 1-on-1s, resulting in greater impact	Significant given the need to organize calls, higher difficulty in low tech settings, additional supervision needed for peer-to-peer interaction, tracking	Low impact but potential need to hire additional staff may be somewhat disruptive	Some need to adapt the curriculum to specific needs
III Compressed content	**Reduced content** • Intrasubject prioritization • Intersubject prioritization **Synthesized content/scaffolds**	Additional budget for curriculum advisors or for teachers to reorganize content	Low impact, need for meetings to align on the curriculum (e.g., online) or use of an online platform for the curriculum	Mild need to ensure students can keep up with an accelerated program, some disruption to teachers' class content	High impact given the need to reorganize and reshape the entire curriculum, and tailor it to specific student needs

Additional guidance on return on investment for different remediation strategies can be found here and here

1.Estimated budget implications of strategies 2.Implications related to logistics, IT infrastructure, tech skills, hardware/software 3.Implications on social disruption (e.g., teacher discontent, student comfort, family organization, general well-being) 4.Impact on curriculum change

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2B Once the remediation levers have been picked, specific channels of delivery can be identified

Channels of delivery

Levers

More time
Extend the number of hours spent on the material to ensure appropriate learning

Dedicated attention
Increase the quality of learning/teaching by lessening distractions and promoting better attention to the material

Less content
Reduce, synthesize, or prioritize educational content to focus on fundamentals within the same time period or provide scaffolds at grade level

Who?

- Additional teachers (or time per teacher)
- Other teaching providers (e.g., tutors, teaching assistants)

- Additional teachers, tutors, or assistants (as well as additional classrooms)
- Peer-to-peer support

- Teachers
- School administrators

How?

- Online platform learning
- Video calls with teachers or other providers
- In-person teaching time once safe

- Online video calls either 1-on-1 or in small groups
- Peer-to-peer phone calls
- In-person once safe

- Remotely on online platforms or by mail
- In-person once safe

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Remediation involves a three-step approach supported by continuous monitoring and adjustment

01 Envision and Understand: set a vision and determine remediation needs

> **1A** **Define a vision of success** for remediation and consider trade-offs (including helping students catch up on lost learning due to COVID-19 vs. taking into account previous gaps)

> **1B** Determine **which aspects contribute to remediation needs** (including extent of learning loss and distribution of learning loss)

> **1C** **Assess academic and socio-emotional needs** for remediation and determine archetype

02 Decide and Design: choose a remediation strategy

> **2A** Choose **a strategy using the three levers of remediation** (more time, dedicated attention, and compressed content), taking into account feasibility and impact

> **2B** Agree on **channels of delivery** for the strategy (e.g., remote vs. in-person, teachers vs. additional tutors)

03 Enable and execute: prepare for delivery and execute

> **3A** **Identify the budget, infrastructure, human capital, and curriculum required** to implement remediation strategy

> **3B** Consider **strategies to address capacity gaps** (e.g., a hiring campaign for teachers)

04 Monitor and Adjust: track progress through continuous assessment and adjust the plan

> **4A** Monitor progress for the **impact of catch-up programmes on student progression and the process of implementation** with specific metrics and KPIs

> **4B** **Adjust the catch-up programme's rollout and content based on the metrics monitored**

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3A Based on the strategy for remediation chosen, countries can determine what they need and which capabilities they are missing for implementation

☐ Deep dives follow

NON-EXHAUSTIVE

Resources needed for implementation

Levers	Strategies	Budget	Infrastructure	Human resources[1]	Curriculum/materials	Key takeaways
I More time	**Extended day/week** / **Extended calendar**	Payroll hours for teachers, admin staff, supervisors, janitors, extended infrastructure use, transportation of students; additionally for extended calendar: loss of revenue from canceled summer programmes replaced with school	Extended use of school grounds, communication materials for new schedules, organization of new bell times	Extended staff hours or new staff (teachers, admins, cleaning staff), curriculum advisors	New materials, print outs, books, notebooks, and other writing materials	**Each remediation strategy will require different resources** to be implemented: budget, materials/ infrastructure, human resources, curricula
II Dedicated attention	**Reduced class sizes**	Budget for additional teachers, aides, tutors, cleaning staff (due to more classrooms), new classrooms or buildings	Outdoor spaces, other repurposed spaces for teaching (e.g., cafeteria)	Teachers, supervisors, and aides for smaller classes; more janitors and security for new buildings/classrooms	Same curriculum but tailored to class needs and smaller groups; chalkboards, online platforms for remote classes	Countries can **adapt the strategies to their needs**, **expanding their current capacity** or **using innovation and collaboration** to bridge the gap
	1-on-1 models	Budget for additional teachers, aides, tutors, cleaning staff, new classrooms or buildings (to respect social distancing)	Space for 1-on-1 teaching	Teachers, supervisors, and aides for smaller classes, adults for supervision of peer-to-peer mentoring	Tailored materials for special student needs; potential need for online connectivity, smartphones	
III Compressed content	**Reduced content** / **Synthesized content/ scaffolds**	Budget for additional teaching and school admin time, curriculum advisors	Meeting rooms, online platforms, communication mediums (e.g., phone or e-mail) to align on content	Teachers, curriculum advisors, and administrators to tailor content	New books, worksheets, and homework templates for the new curriculum	

1 See UNESCO and Teacher Task Force's Supporting teachers in back-to-school efforts – A toolkit for school leaders

💡 HOW CAN THIS CHAPTER BE USED?

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3B Where gaps in capacity exist, countries can either make the most out of current resources or explore new avenues through innovation and collaboration (1/3)

NON-EXHAUSTIVE

Materials/infrastructure

How can we increase infrastructure capacity, including IT and tech, to meet social distancing guidelines and enable remediation?

Capacity needed	Leverage current capacity	Explore new avenues	Examples
Infrastructure	• Use own outdoor spaces, cafeterias, meeting rooms (if appropriate) • Extend use of classrooms for additional time or weekend classes	• Partner with organizations with vacancies to alternate space and create designated classrooms (e.g., community centers, community-based organizations, religious centers, universities, town halls)	In Denmark, schools are using outdoor spaces to meet social distancing guidelines but have allowed most children to come back to school
Technology[1]	• **IT system infrastructure:** Prioritize fixing broken fixtures, purchase or rent hardware from local libraries/tech stores • **Live-streaming platforms:** Use free programmes (e.g., Skype) • **Online teaching platforms:** Use free programmes (e.g., Google Drive, e-mail) • **Low tech options**: Use printed materials with guidance (e.g., delivered through post)	• **IT system infrastructure:** Partner with companies or foundations to provide access to hardware for teachers or students • **Live-streaming platforms:** Apply for online platforms' special education programmes (e.g., Zoom or Google Hangouts) • **Online teaching platforms:** Set up group subscriptions for teaching (e.g, padlet.com) • **Low-tech options**: Explore TV, radio, mobile avenues for communicating	Schools in the US are partnering with Logitech to provide webcams and headsets for teachers to facilitate remote learning France and the Orange Foundation are partnering to provide tablets and computers to disadvantaged students to promote remote learning Argentina partnered with the postal service to deliver school materials to students who could not access them online during COVID-19 lockdowns The Girls' Education in South Sudan initiative is using SMS to communicate learning materials to students during COVID-19 school lockdowns

Note: The mention of specific strategies or vendors does not represent an endorsement

1. Many prerequisites are necessary for a strong technological infrastructure to be in place: massive long-term infrastructure development is necessary including connecting all schools to electricity, then to internet, ensuring all children can have access to an adequate connected device, and ensuring that teachers and children have the minimum necessary digital skills to be able to use those solutions

Sources: CNN; Learning Policy Institute; Logitech; Fondation Orange; CorreoOfficial; Girls Education South Sudan

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Enable and execute

3B Where gaps in capacity exist, both innovation and collaboration can provide solutions and support effective remediation (2/3)

NON-EXHAUSTIVE

Human resources

How can we assign enough qualified educators or additional teaching time to enable execution?

Capacity needed	Leverage current capacity	Explore new avenues	Examples
Teachers, mentors, tutors, and aides	• Partner with teachers, administrators, staff and aides to extend time • Divide activities that require teaching and those that require supervision more optimally between staff • Optimize administrative work for teachers who were doubling as administrators to allow focus on schoolwork • Bring on older students to support younger ones	• Reach out to university students to provide teaching services for junior grade levels • Engage capable parents to support lower-level classes • Work with nonprofits to deliver targeted learning to the most challenged students • Reintegrate recently retired teachers to manage the increased workload • Integrate technological solutions to reduce the number of teachers needed (e.g., AI-based homework revision)	🇬🇧 The Education Policy Institute in the UK launched a one-year volunteer scheme for "retired and inactive" teachers, who would return to the profession to help prevent vulnerable pupils from falling behind. Note: older persons are a higher risk group and necessary precautions and care should be taken if considering this option An UK MP called for 200K university graduates from the class of 2020 to support disadvantaged pupils
Training	• Centralize all training to expedite delivery • Leverage the abilities of current staff to train others using central training guidelines • Let school administrators choose standardized training topics that teachers can take offline	• Create or leverage existing technical training for remote teaching (e.g., through Zoom, Moodle, school platforms) • Create mentorship programmes to guide teachers in their planning and execution • Organize self help groups amongst teachers and school leaders to share promising practices	🇦🇪 The United Arab Emirates is offering training programs for teachers and school administrators on remote teaching and the use of technology in education 🇦🇲 Armenia created a database of mentor teachers experienced in distance learning to assist their colleagues 🇨🇦 The province of Ontario in Canada trained 15,000 teachers to provide classes online 🇺🇬 In Uganda, Teacher Training Institutions (TTIs) are being deployed to deliver capacity-building workshops for teachers lacking Information and Communication Technology (ICT) skills with the support of the UNESCO China Funds In Trust project

1. Time, Washington Post

Source: TES.com (link 1, link 2); The Arab Weekly; UNESCO; Uganda UNESCO

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Enable and execute

3B Where gaps in capacity exist, both innovation and collaboration can provide solutions and support effective remediation (3/3)

NON-EXHAUSTIVE

Curriculum

How can we increase capacity to tailor curricula during the crisis?

Leverage current capacity

- Ask teachers to tailor the curriculum to the specific needs of their students
- Ask school administrators to review existing summer programmes or extended school materials

Explore new avenues

- Partner with companies and organizations to curate content aligned with a region's curriculum
- Enable teachers to use online platforms to tailor teaching and classes (e.g., subscription fees, guidelines, and information)
- Digitize the curriculum for others to be able to curate and provide lesson plans

Examples

- Peru has curated content aligned with the national curriculum, combining existing content with external proprietary content from partner institutions

- French teachers and students are using an official online curriculum platform focused on fundamentals to ensure the coverage of basic knowledge (les-fondamentaux.fr)

Source: World Bank; http://lesfondamentaux.fr/

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Monitor and adjust

Remediation involves a three-step approach supported by continuous monitoring and adjustment

01 **Envision and Understand:** set a vision and determine remediation needs

> **1A** **Define a vision of success** for remediation and consider trade-offs (including helping students catch up on lost learning due to COVID-19 vs. taking into account previous gaps)

> **1B** Determine **which aspects contribute to remediation needs** (including extent of learning loss and distribution of learning loss)

> **1C** **Assess academic and socio-emotional needs** for remediation and determine archetype

02 **Decide and Design:** choose a remediation strategy

> **2A** Choose **a strategy using the three levers of remediation** (more time, dedicated attention, and compressed content), taking into account feasibility and impact

> **2B** Agree on **channels of delivery** for the strategy (e.g., remote vs. in-person, teachers vs. additional tutors)

03 **Enable and Execute:** prepare for delivery and execute

> **3A** **Identify the budget, infrastructure, human capital, and curriculum required** to implement remediation strategy

> **3B** Consider **strategies to address capacity gaps** (e.g., a hiring campaign for teachers)

04 **Monitor and Adjust:** track progress through continuous assessment and adjust the plan

> **4A** Monitor progress for the **impact of catch-up programmes on student progression and the process of implementation** with specific metrics and KPIs

> **4B** **Adjust the catch-up programme's rollout and content based on the metrics monitored**

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Monitor and adjust

4 Monitoring and adjustment are continuous processes, supporting the relevance of the remediation plan

Monitor and evaluate

both the success of **the impact** (e.g., student progression) and **the process** (e.g., student experience) of remediation can be assessed continuously based on data

4A

A central team can ensure monitoring and adjustment

4B
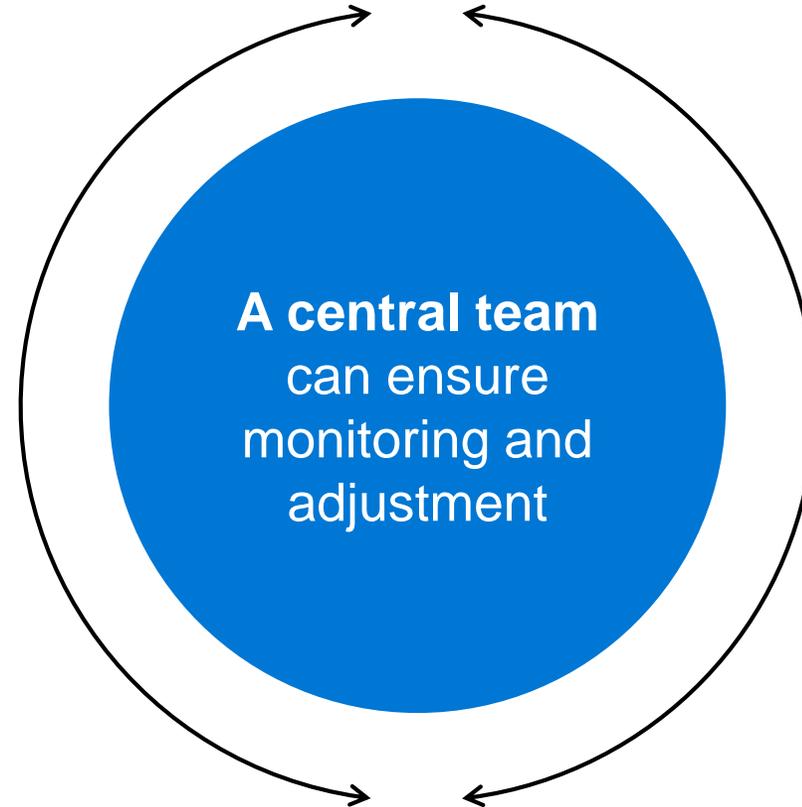
Adjust

based on **assessments of student progression and experience** of the remediation program, the plan can be adjusted on a **regular basis**

The central team can agree on the monitoring procedures and protocols (e.g., who collects which information, who shares it) and adjustment processes (e.g., who makes which decisions based on certain information)

See "Chapter 9: Organizing for the response" for additional detail on the central team

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Monitor and adjust

4A Monitoring and evaluation – both the process of delivery (e.g., quality) and the outcomes of remediation (in grades and learning) can be evaluated continuously

NON-EXHAUSTIVE

i Evaluate the process: overall quality of plan

+ ii Evaluate outcomes: the impact of the remediation plan on student progression

What to evaluate	A Logistics of the remediation plan	B Reception of the plan	C Longevity of the plan	D Student attendance and participation	E Student results on formative and summative tests/quizzes vis-à-vis the learning goals stated in the curriculum]	F Student feeling of "being behind" / self-assessment
	Ability to manage resources effectively; Effectiveness of management team; Use of budget	Satisfaction of teachers, students, and families with the plan; Effective communication of the plan	Ability of the system to continue amid another lockdown; Effective compilation of learnings	Attendance/engagement; Participation in class; Equity of access	Standardized summative tests; Standardized formative tests throughout the year; Evaluation on a curve (vs. other students [in remediation])	Confidence in learning ability; Feeling of general effectiveness of catch up program
Who to consult	Management team, experts, auditors	Parents, teachers, students	Experts, auditors	Teachers, school administrators	Teachers, online platforms, administrators	Students, teachers, parents
How to evaluate it	Team satisfaction rate; External audit of budget use; Benchmarks	Staff satisfaction surveys; Interviews and informal discussions	Qualitative review of adaptability by experts; Presence of compilation documents and open-source knowledge sharing	Attendance and absenteeism data (with focus on vulnerable groups); Discussions/interviews with teachers on participation; Virtual lesson visits	Standardized and centralized formative and summative test/quiz grades; Samples of key documents and student work	Interviews with students, teachers, parents; Surveys of students (e.g., do you feel you have achieved your goals?); Student self assessment
How often	Periodically (1-3 months)	Periodically (1-3 months)	After action (after 3-4 months)	Regularly (every 2-5 weeks, if possible)	Regularly (every 2-5 weeks, if possible)	Regularly (every 2-5 weeks, if possible)

Although monitoring all aspects may be challenging for countries, one strategy is monitor a sample of students in the Fall and through upcoming years – *See example of France in the case study section*

HOW CAN THIS CHAPTER BE USED?

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The response > Remediation involves a 3-step approach supported by continuous monitoring and adjustment > Monitor and adjust

4B Adjustment – based on the monitoring and evaluation of the process and impact of remediation, the plan may be adjusted in two ways

NON-EXHAUSTIVE

i Adjustment of the process (overall quality of plan)

ii Adjustment of the content (impact of the plan on student progression)

	A Logistics of the remediation plan	**B** Reception of the plan	**C** Longevity of the plan	**D** Students attendance and participation	**E** Student results on formative and summative exams	**F** Student feeling of "being behind"
What is evaluated	Ability to manage resources effectively Effectiveness of management team Use of budget	Satisfaction of teachers, students, and families Effective communication of the plan	Ability of the system to continue amid another lockdown Effective compilation of lessons learned	Attendance/engagement Participation in class Equity of access	Standardized summative exams Standardized formative exams throughout the year Evaluation on a curve	Confidence in learning ability Feeling of general effectiveness of plan
What can be adjusted	Management team dynamics, distribution, and management of financial resources	Inclusion of other stakeholders into the plan, communication strategy	Compilation of lessons learned, applicability of the plan	Remediation program and target	Remediation program and target	Focus on confidence building in addition to progression
How it can be adjusted	• Clarify roles and responsibilities Adjust team structure (e.g., hiring) Reorganize (e.g., add, take out, or simplify budget allocations	• Iterate the plan with students/teachers (e.g., through workshops) Start a communication/ awareness campaign (targeting specific grievances)	• Simulate other crises to ensure relevance and adapt Start compilation of lessons learned (e.g., a dedicated team member writes an after-action report)	• Classify students into tiers and use monitoring to understand which segments are improving and which ones are not Move students from tiers and adapt plan to focus on specific needs	• Classify students into tiers and use monitoring to understand which segments are improving and which ones are not Move students from tiers and adapt plan to focus on specific needs	• Integrate aspects of confidence building into remediation plan (e.g., focus on strengths)

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04

READ
MORE →

The checklist
Summary of actions

→ Based on the framework, countries can tactically implement remediation through four action checklists

   → Envision and Understand

   → Design and Decide

   → Enable and Execute
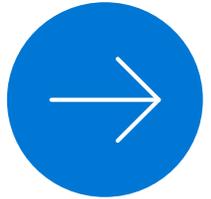
   → Monitor and Adjust

CLICK EACH TOPIC TO VIEW CONTENT

MAIN MENU ⌂

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Based on the framework, countries can tactically implement remediation through four action checklists

01

Envision and Understand

GO TO CHECKLIST

02

Design and Decide

GO TO CHECKLIST

03

Enable and Execute

GO TO CHECKLIST

04

Monitor and Adjust

GO TO CHECKLIST

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Introduction | The problem | The response | **The checklist** | Case studies | Appendix | **Back to topics** | ❮ BACK | NEXT ❯

The checklist > 4 action checklists > Envision and understand

1 Set a vision and assess remediation needs through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
1A **Define a vision of success**			
☐ Convene all stakeholders relevant for remediation (including leaders for finance, IT, infrastructure, etc.)			
☐ Set a time-bound and precise vision with clear goals and targets for remediation and agree on priorities, considering key trade-offs			
1B **Determine which aspects contribute to remediation needs**			
☐ Classify types of remediation needs that students could be experiencing			
1C **Assess academic and socio-emotional needs for remediation**			
☐ Decide on the types and the tools to be used for the assessments			
☐ Choose metrics to be used to evaluate needs based on available data and proxies			
☐ Determine which skills and knowledge should be tested to assess these needs (e.g., academic vs. socio-emotional criteria)			
☐ Decide on the timeline of the rollout for these assessments, differentiating based on the specific requirements (e.g., in-person assessment requires more time)			
☐ Weigh different options for the delivery of assessments of students (e.g., in person or online), taking into account equitable access, health, and safety			
☐ Map out the extent of the needs using the learning quadrant in the student population (e.g., the extent and distribution of learning loss)			
☐ Derive appropriate response archetype based on need			

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The checklist > 4 action checklists > Design and decide

2 Develop a remediation strategy through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
2A **Choose levers of remediation, taking into account feasibility and impact**			
☐ Classify types of levers that are available and appropriate to use for specific needs identified (e.g., additional learning time, dedicated attention, reduced content)			
☐ Map out which specific strategies within these levers would suit remediation needs (e.g., facilitate 1-on-1 time between teachers and students, synthesize curriculum to focus on fundamentals)			
☐ Evaluate the feasibility of different strategies and choose which combination is best suited both to current capabilities and to the needs of the country's population (including public opinion of teachers, parents, labour unions)			
2B **Agree on channels of delivery for the strategy**			
☐ List potential channels through which strategies can be delivered (e.g., additional teachers), including who will deliver and where will it be delivered			
☐ Assess feasibility and impact of these channels depending on needs (e.g., if country is low-tech, find in-person alternatives)			
☐ Choose rollout time of remediation plan depending on archetype and the timeline of school reopening (e.g., if remote capacity is weak, consider implementing remediation once schools are reopened)			
☐ Design timeline of implementation from current date to full school opening, including strategies, channels, and levers			
☐ Develop full remediation plan materials (including new curriculum, communication materials)			

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The checklist > 4 action checklists > Enable and execute

3 **Prepare for delivery and execute through the following actions**

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
3A **Identify the requirements for operationalization for each lever**			
☐ List which capacities will be needed to implement the remediation plan (e.g., additional teachers)			
☐ Analyze current levels of the required capacities in the system already in place or available			
☐ Assess the gap between capacity needed for remediation and existing abilities			
3B **Consider strategies to address capacity gaps where they exist**			
☐ Prioritize capacities with the largest gap and the highest potential to address learning issues			
☐ Map out potential strategies to fill these gaps, taking into account collaboration opportunities, innovative capacity-building solutions (e.g., partnership with non-profits)			
☐ Capacity-building: train and recruit teachers, provide budget for additional infrastructures, deliver curriculum guidance, etc.			
☐ Implementation: set up extended school day/week/year programmes, tailor curriculum, reduce class size, or introduce 1-on-1 models			

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The checklist > 4 action checklists > Monitor and adjust

4 Monitor and adjust through the following actions

To be adapted and populated by the entity concerned

Action	Responsible	Focal point	Time frame
4A Monitor progress both for impact and process with specific metrics and KPIs			
☐ Choose which evaluation criteria will be used to monitor the progress and inform adjustment (take into account the evaluation of both the progression of students and the quality of the overall plan)			
☐ Develop and agree on the KPIs with baseline and target			
☐ Design process to monitor dimensions of evaluation regularly (e.g., collection of data)			
4B Adjust the program based on the metrics monitored			
☐ Compile lessons learned (including challenges) regularly			
☐ Regularly compile data and share findings with the central team			
☐ Adjust process and outcome targets as necessary, including communication strategy and materials			

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05

READ
MORE

Case studies

Lessons learned

→ There are three types of case studies that provide practices for the design and development of a remediation plan

→ COVID-19 case studies

→ Case studies from other crises

→ Case studies from non-crisis-related remediation plans
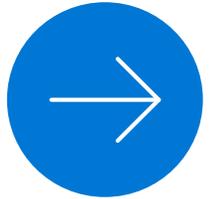
CLICK EACH TOPIC TO VIEW CONTENT

MAIN MENU

There are three types of case studies that provide practices for the design and development of a remediation plan

A COVID-19 case studies

> USA
> Philippines
> Mozambique
> Italy
> Belgium
> France

B Case studies from **other crises**

> Sierra Leone
> Haiti
> Indonesia

C Case studies from **non-crisis-related** remediation plans

> Brazil
> Ghana
> Senegal

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Case studies > COVID-19 case studies

A COVID-19 remediation plans – case studies from around the world (1/2)

☐ Deep dive next · AS OF JULY 2020

Maryland, US 🇺🇸

- Maryland suggested **calendar modifications,** including extended school days (afternoons or early mornings), Saturday school, night classes, and summer programmes
- **Hybrid programmes** are also on the table: 1 full day in person and the rest remote with **one designated day for remediation**
- **Focus on mental health,** with dedicated **psychological support** and **established "safe rooms"** within facilities

Philippines 🇵🇭

- The Philippines issued a **highly centralized plan** for **remedial classes** for students who received a grade lower than 75% starting on May 11 and for a six-week period
- The government **allowed schools to opt out** of the plan and to **organize make-up classes** in the next year, but not without **providing an imple-mentation plan** to be submitted before August

Mozambique 🇲🇿

- Mozambique plans to **recruit 8,360 new teachers,** mostly for primary education, to **reduce the average number of students per teacher** and allow dedicated attention
- In addition, the government will **distribute over 21.7 million free school textbooks** to allow student access to curriculum content

Italy 🇮🇹

- Italy is planning **a major hiring wave** for teachers (24,000 teachers) in order to start the school year with an **initiative of remedial classes**

Belgium 🇧🇪

- The Flemish minister of education (Belgium) announced free summer school for all
- To avoid conflicts with unions, schools can decide if they open. If they do, a **compensation of EUR 25 per student/day** is provided (EUR 325 per teacher per day, as groups cannot exceed 13 students)

France 🇫🇷

- The French administration announced their intention **to measure students' learning loss** (through engagement with parents, student self-assessments, remote assessment)
- France **provides support** to summer camps/schools and to children to attend them
- **Other measures include extension of the school year** to the summer, **Saturday school,** or the creation of an **on-demand platform** for **self-learning**

"
To make up for lost classroom time, **schools [...] need to provide remedial instruction**

— Director of the Center on Reinventing Public Education

"
[We must] exercise prudence in making decisions on learner remediation, particularly during this period of health crisis

— Department of Education Memorandum

"
The government would also **prioritize the expansion of access to education** and health care

— Prime Minister

"
We are [...] encouraging young people to **join the teaching profession** and starting the school year with a **massive initiative of remedial classes**

— Minister of Education

"
[Summer schools are] **ideal to get rid of the learning disadvantage** as much as possible and to ensure that everyone can start the new school year with **equal opportunities**

— Flemish Minister of Education

"
We **need a pedagogical Netflix,** centralized and free

— French Minister of Education

Archetype

Archetype 3-4: Limited learning loss with limited or significant inequality

Archetype 3-4: Limited learning loss with limited or significant inequality

Archetype 1-2: Significant learning loss with limited or significant inequality

Archetype 3-4: Limited learning loss with limited or significant inequality

Archetype 3-4: Limited learning loss with limited or significant inequality

Archetype 3-4: Limited learning loss with limited or significant inequality

---

Source: Baltimore Sun; Le Monde; ABS CBN; AllAfrica; UNESCO; HLN.be

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Case studies > COVID-19 case studies
AS OF JULY 2020

A **In France, more than 15 million learners were affected by COVID-19 with 90-95% of students having kept in touch with their teachers during quarantine (1/5)**

On 24 January, the 1st COVID-19 case was reported in France

On 12 March, French President Emmanuel Macron announced on public television that all schools and all universities would close from Monday 16 March until further notice

Schools have started a gradual reopening as of 11 May

More than 15 million learners were affected by school closures

Thanks to the remote learning measures established in the country, **teachers maintained contact with 90% to 95 % of their students during lockdown**

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Case studies > COVID-19 case studies
AS OF JULY 2020

A To support students in catching up on lost learning, France set up assessments both nationally and locally (2/5)

Understand & Envision

In its yearly note to academic regions, principals and teachers, the Ministry of Education underscored differentiated remediation and consolidation of knowledge as an absolute priority for the upcoming year. In order to identify the needs of students when it comes to catching up on lost learning, France plans two mechanisms:

- **National level evaluations for 1st, 6th and 10th grade**: the yearly assessments for these grades have been adapted and, for some, moved to earlier in the school year to allow teachers to react accordingly
- **Ad hoc tests for teachers** to administer at the local level for all other grades which allow teachers to assess learning gaps
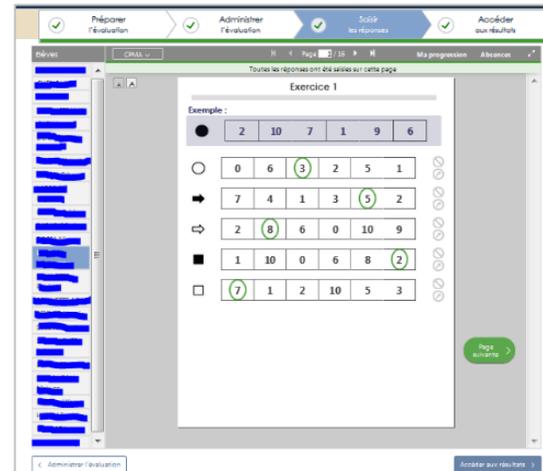
Ad hoc tests are available online and can be downloaded or conducted directly on the platform

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Case studies > COVID-19 case studies

AS OF JULY 2020

A Although the assessments are set to be conducted in the fall, France preempted the need for remediation by organizing summer and fall catch-up programmes for students (3/5)

Design & Decide

The ministry of education put into place two sets of initiatives to remediate academic and non-academic needs

- **Summer initiative - Operation learning vacation**: To support students in catching up on lost learning before the start of the next school year, France **invested 200 million euros** to put in place operation learning vacation ('Vacances Apprenantes') for **1 million students**. The objective of the operation is to respond to the students' need for social interaction as well as academic needs and gaps before the school starts. It contains multiple programmes, including:
  - **Open school programme**: Schools will remain open for students who are not leaving their place of residence to offer a balanced programme associating reinforcement of learning to physical and cultural activities
  - **Open 'Truancy' school**: To raise awareness around sustainable development, mini summer camps are organized in coastal and rural areas
  - **Pro summer**: High school students in a vocational track will be able to go back to their original school to receive additional training where needed
- **Fall initiatives**:
  - **Prioritization of learning objectives**: The ministry of education provides guides for each grade that underscore the prioritized objectives and topics to allow a focus on essentials
  - **Personalized support to students**: Over **1.5 million additional teaching hours** will be deployed for students in all levels with priority to those who are struggling in key grades (1st, 6th and 10th grade)
  - **Reinforcement of the 'Devoirs faits' programme**: The 'Devoirs faits' programme (i.e. Finished homework), which offered voluntary homework support, will be strengthened. At least 3 hours per week of support for all students in intermediary schools will be available in the Fall

Learning vacation sign up sheet

Downloadable guides to prioritize content

CONTINUE READING ›

Source: Expert interview, https://eduscol.education.fr/cid142270/evaluations-au-ce1.html, https://www.education.gouv.fr/bo/20/Hebdo28/MENE2018068C.htm

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Case studies > COVID-19 case studies
AS OF JULY 2020

A **These catch-up initiatives were enabled by additional capability building, guidance and financing from the Ministry of Education and monitored in the long run (4/5)**

Enable and Execute

To enable schools to support students in catching up on lost learning, the ministry of education is providing institutions with:

- **Additional training** (e.g., kindergarten teachers can take the M@gistère training which support the development of a secure environment to better learn)
- **Funding**: schools and learning camps can benefit from support from the government. In addition, many of these programmes are free or partially reimbursed for families, allowing access to lower income students
- **Guidance for teachers** (e.g., practical guides to support teachers, Lumni online platform for remote learning, etc.)

Monitor & Adjust

To monitor the effect of these initiatives, the Ministry of Education will **evaluate a sample of students** over the course of multiple years, comparing results of evaluations with previous years to understand the impact of COVID-19 and of the remediation initiatives put in place by the government

m@gistère
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Lumni

	ROUL	E
	ROUL	ETTE
	ROUL	ADE
	ROUL	ER
DÉ	ROUL	ER
EN	ROUL	EAU
	ROUL	EMENT
	ROUL	ER

dé- / des- (préfixe : contraire)
Dérouler / Rouler
Déshabiller / Habiller
Désobéir / Obéir
Défaire / Faire
Désordre / Ordre
Décoller / Coller

Le professeur engage une première approche de la morphologie flexionnelle en grande section, exclusivement à partir d'exemples oraux (il attend/ils attendent ; vert/verte). Il explicite la construction des mots. La comparaison avec d'autres fiches morphologiques permet également de dégager, à l'oral exclusivement, des morphèmes dérivationnels (DÉ, EN, EMENT, ETTE, etc.) :

CONTINUE READING ▷

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Case studies > COVID-19 case studies

AS OF JULY 2020

A Lessons learned – the initiatives set up by France for remediation demonstrate three key lessons (5/5)

Preempt learning gaps

By setting up summer programs before the new school year, the French ministry of education preempted the potential learning loss and did not wait for thorough assessments to address COVID-19's impact on learning

Monitor student progress in the long run

Instead of assessing students only for the upcoming school year, the Ministry of Education will monitor a sample of students over several years to understand the effects of the crisis

Cater to different needs

The French government put in place a variety of programmes that can cater to the needs of different students. For example, the students who do not leave their home during the summer holidays can turn to their own schools for support whilst others are offered the possibility to take part to learning summer camps

CONTINUE TO SIERRA LEONE ›

Source: Expert interview

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Case studies > Case studies from other crises

B Sierra Leone – post-Ebola education sector plan

Programs from past crises

Context

During the Ebola crisis, the school system **stopped for nine months** in 2014

After the crisis, many students were behind grade level and it was unclear how to **reopen the school system given major skill gaps among students**

Approach

The plan **focused on developing essential skills** only for grade 1 and mathematics and English for grades 1-9

The programme included **mandatory training for teachers** on lesson plan delivery as well as **close monitoring of student progression** through coaches (retired teachers)

Special lesson packs of past exams were developed to help students prepare for exams over a short period of time

Impact

Net **improvement of literacy and math performances for all students**

Key lessons learned

The program aptly **used retired teachers to monitor student progression** and **increase teaching capacity**

By reducing and focusing the content on target needs, **students' learning could be accelerated**

Archetype 1-2
Significant learning loss with limited or significant inequality

Source: World Vision; Planipolis UNESCO; World Bank

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Case studies > Case studies from other crises

B Haiti – UNICEF program following 2010 earthquake

Drawing on past crisis programmes and learnings

Context

Haiti suffered a massive earthquake in 2010, which worsened an already large education crisis: only **50% of people were literate**

The education sector had very little financial support, many schools used **outdated curricula, only 50% of the teachers were properly trained**

On the student side, Haiti experienced high drop-out and low enrolment rates

Due to the weak state capabilities, the education sector has **become increasingly privatized** (92% in 2002-03)

Approach

A nationwide **"All to School" campaign** was launched to increase the number of children sent to school

UNICEF and partners distributed tents to set up temporary learning spaces and **provide national programmes for free education**

Training was provided to **increase educational personnel** capacity, including **psychosocial care** for children to overcome trauma

An **adapted curriculum was developed** so children would not have to repeat a year

Inspectors, directors, and teachers were **trained on disaster risk reduction and education in emergencies** to ensure relevance and impact

Impact

The programme managed to **reach high rate of students allowing large-scale remediation,** especially for the **most deprived children**

Using risk reduction strategies, UNICEF was able to **effectively address the educational impact of the outbreak of cholera** later in 2010

Key lessons learned

Create capabilities for future disasters

UNICEF and Haiti trained personnel for the long term, ensuring readiness for future disasters

Large-scale remediation can be an opportunity to address preexisting gaps

Where enrolment rate is already low, large-scale remediation programs can be an opportunity to integrate students back into to the school system

Innovation and partnerships are key to create capacity and capabilities

Partnering with UNICEF, Haiti managed to roll out its plan in a very short time

Integrate mental health in remediation

Haiti included mental health training and space spaces as part of their plan

Archetype 1-2
Significant learning loss with limited or significant inequality

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Case studies > Case studies from other crises

B Indonesia – 2004 Indian Ocean earthquake and tsunami

Drawing on past crisis programmes and learnings

Context

In 2004, Indonesia was hit by the Indian Ocean earthquake and tsunami

41,000 students and 2,500 teachers died or went missing; over **71% of primary schools were damaged** or destroyed

Approach

UNICEF with the Indonesian provincial Office of Education launched "back to school" campaign

The programme focused on **recruiting and training teachers to address staff shortages**

To increase staff capabilities **information collection and management systems** were developed to allow evidence-based monitoring data for planning and policy

Impact

90% of students were able to resume their schooling within weeks of the disaster

Gross **enrolment rates exceeded national rates and remained stable** in the most affected districts

Key lessons learned

Information systems allowed for the monitoring and adjustment of the remediation program

Indonesia's quick response allowed for high impact

By training teachers within days of the tsunami, the country was able to re-enrol almost all students normally

Archetype 1-2
Significant learning loss with limited or significant inequality

C Brazil's "Acelera Brasil" programme

General practices

Context

In 1997, the government of Brazil understood that **many students were repeating grades** due to a disconnect between their age and the level of education they had achieved

In fact, initial evaluations showed that about **30-40% of students would keep repeating grades** because they did not **learn how to read**

Approach

To address the rising illiteracy and low education challenge, the Brazilian government **established a programme (Acelera Brasil)**

The goal was to accelerate learning in order for **students to be able to re-enter the grade appropriate for their age**

To target the **main issue of literacy,** the curriculum's main **focus was on reading**

The programme **divided students according to their needs** in separate classes for fully illiterate students and students that needed to improve reading to be able to re-enter their age-appropriate grade

Within 1 school year, students **received supplementary classes** that allowed them to **catch up multiple grade levels**

Impact

Results showed that within five years, **52% of participating students in the State of Paraíba were able to pass more than one grade** and rejoin the appropriate age group

In the State of Pernambuco, the **drop-out rate of participant students (3.2%) proved to be significantly lower** than the state average of 14.8% after this program

In the State of Tocantins, **99% of graduates from the Acelera Brasil were promoted to the next grade**

Key lessons learned

Clear goal and data collection: the programme defined a **clear goal** (increase literacy and allow students to rejoin their age group) and assessed current levels with **clear data**

Smart adaptation of the programme to varying needs: the program acknowledged that students would have **different remediation needs** and created two cohorts, allowing for more students to benefit from the programme

Archetype 1-2
Significant learning loss with limited or significant inequality

C Ghana's Teacher Community Assistant Initiative

General practices

Context

Although **95% of children were enrolled** in school, **the majority of students were not keeping up with the curriculum**

Less than 10% of Ghanaian students in 3rd grade could read four-letter words, 6% could read a basic paragraph, and 20% were able to identify three-digit numbers

Approach

In response, Ghana developed the Community Assistant Initiative (TCAI), focusing on literacy and numeracy skills for students in grades 1-3

The initiative **recruited teaching assistants from high school graduates in local communities** and placed them into government primary schools across Ghana

The 1st phase of TCAI tested **4 different programs to identify the most effective approach** for remediation:

- **In-school remedial**

- **After-school remedial**

- **Normal curriculum**

- **Targeted lesson training for teachers:** public school teachers were trained on small-group instruction, targeted at pupils' actual learning levels

Impact

The in-school remedial approach and the after-school remedial approach yield the largest increase in learning relative to the comparison group: **6.4% and 6.2% respectively**

Key lessons learned

The programme had a clear goal: the program targeted an increase literacy and numeracy skills in grades 1-3

The programme leveraged existing capabilities and local help: community-based facilitators could be easily trained and teach children they were already in touch with

Trying different methods allowed for comparison: by trying four different programmes on a small scale, Ghana was able to retain lessons learned, which could be applied in the future

Archetype 1-2
Significant learning loss with limited or significant inequality

Source: Poverty Action

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Case studies > Case studies from non-crisis-related remediation plans

C **Senegal's PARI program**

General practices

Context

In 2010-11, Senegal **faced high dropout rates** and **low primary school completion**

The **normal school system had weak capabilities** and could not provide remediation

Approach

To address the issue without relying on the current system, **Senegal implemented two-month remedial summer courses:** PARI programme (Partenariat pour l'Amélioration des Rendements Internes à l'Ecole Elémentaire)

Selecting underperforming students from grades 1 and 5 in vulnerable schools, the programme provided **summer remedial programmes** that allowed students at risk of repetition to master basics in reading and math and **progress to the next grade**

The programme **specifically targeted girls,** ensuring that at least 50% of enrollees were girls

Impact

Between 75-80% of students participating who were at risk of repeating a grade, progressed to the next grade

57.5% of the successful students were girls

Key lessons learned

Unable to rely on the normal school system, the programme used innovation to deliver remediation

The programme had a clear target – avoiding grade repetition – which it measured throughout the programme

Archetype 1-2
Significant learning loss with limited or significant inequality

Source: World Bank

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Appendix

READ
MORE

→ Remediation additional external resources

→ Resources for macro assessment of learning loss

→ Glossary of terms

CLICK EACH TOPIC TO VIEW CONTENT

MAIN MENU

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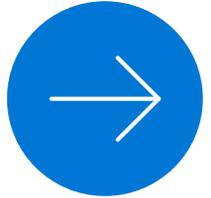
Remediation additional external resources (1/2)

| | Resource type | Article or report | Guide or toolkit | Materials | Data |

Title	Description	Country	Date	Source and link
The COVID-19 slide: what summer learning loss can tell us about the potential impact of school closures on student academic achievement	COVID-19 school closures will likely impact student academic achievement. Research on summer learning loss can offer insights to help educators, policy-makers, and families understand, plan for, and address some potential impacts of this extended pause when students return to school	US	04/01/2020	NWEA
Number of learning hours lost due to Ebola virus disease school closures in West Africa as of February 2015, by country	This statistic shows the number of learning hours lost due to the Ebola virus disease school closures in West Africa as of February 2015, by country. As a result of the Ebola outbreak in West Africa starting in 2014, the country of Guinea had a loss of 486 learning hours due to school closures	West Africa	11/03/2015	Statista
Human capital accumulation and disasters: evidence from the Pakistan earthquake of 2005	This report traces the effects of a devastating earthquake that occurred in Northern Pakistan in 2005. Using a new data set from a survey conducted 4 years after the earthquake, it shows, among other findings, that the distance of the household from the fault line was not correlated with pre-existing household characteristics, while it was strongly predictive of earthquake-related damage and mortality	Pakistan	05/01/2020	Rise Programme
4 ways to reintegrate pupils who have disconnected from school	This article describes how to reconnect with students in 4 ways: understand their challenges and meet them where they are, focus on nurture, celebrate the small wins and see the positive, make them feel visible	US	15/06/2020	BigEducation.org
Remedial Education Programmes to Accelerate Learning for All	This guide provides a step-by-step process to create and execute remedial programmes	Global	01/05/2012	Global Partnership for Education
Equity-Focused Approaches to Learning Loss during COVID-19	This article addresses the following questions: 1. What do we know about equity challenges in learning continuity? 2. Remote learning opportunities for children without connectivity 3. Recovery: planning for learning recovery when schools reopen It provides a variety of tactical strategies to address learning loss	Global	16/04/2020	Center for Global Development
Learning Loss Discussion Guide	Learning loss discussion guide	Global	29/04/2020	Hanover Research
The effects of the Elevate Math summer programme on math achievement and algebra readiness	This randomized controlled trial shows that a 19-day summer math intervention for students entering grade 8 improved their scores on the Mathematics Diagnostic Testing Project's Algebra Readiness test by 4 points (0.7 standard deviation) and increased estimated algebra readiness rates from 12% to 29%	US	07/01/2015	National Center for Education Evaluation and Regional Assistance

Remediation additional external resources (2/2)

| | Resource type | › Article or report | › Guide or toolkit | › Materials | › Data |

Title	Description	Country	Date	Source and link
› Expanding Access to Summer Learning in Response to COVID-19	This article describes the benefits of expanding access to summer learning to curb learning loss due to COVID-19	US	11/05/2020	The Century Foundation
› LEARNING ACCELERATION GUIDE: Planning for Acceleration in the 2020- 2021 School Year	This guide addresses 3 key questions: 1. How do we create a plan to accelerate student learning? 2. How do we accelerate student learning in the next 2 years? 3. What other challenges should we be anticipating as we plan to accelerate student learning?	Global	04/2020	TNTP
› Equity Reset Toolkit: Re-envision Instruction Through Equitable Systems	This toolkit offers the district leadership team a 9-week data collection and analysis process focused on equitable learning recovery for K-12 ELA and math	Global	25/06/2020	Pivot Learning
› School Practices to Address Student Learning Loss	This brief is the 1st in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic.	US	06/2020	Annenberg Institute
› The Learning Generation: Investing in education for a changing world	This report provides information on the investment case for education, including return on investment for several remediation strategies	Global	09/2016	The International Commission on Financing Global Education Opportunity
› The Investment Case for Education and Equity	The Investment Case for Education and Equity explains the global education crisis and outlines solutions. It calls for an increase in funding for education and investments that are more equitable and efficient.	Global	01/2015	UNICEF
› Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic	This paper summarizes the findings from a panel of assessment experts on diagnostic assessments and their role in helping educators and parents support student learning	Global	07/2020	The Evidence project at CRPE
› The Mental Health & Psychosocial Support Network	The network functions as an online community of practice for mental health and psychosocial support in challenging humanitarian and development contexts. It contains assessments for mental health and socio-emotional needs that can be performed in emergency settings	Global	2020	MHPSS
› Survey on National Education Responses to COVID-19 School Closures	This survey by UNESCO, UNICEF and the World Bank seeks to collect information on national education responses to school closures related to the COVID-19 pandemic, including data on remediation measures planned by systems for the fall	Global	2020	UNESCO, UNICEF, World Bank

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1C **Resources for macro assessment of learning loss**

THE WORLD BANK
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McKinsey & Company

The World Bank simulating the potential Impacts of COVID-19 school closures on schooling and learning outcomes

- The world bank used data of **157 countries to simulate** the different lengths of school closure and different levels of mitigation effectiveness (mostly remote learning), resulting in different global scenarios
- The simulations assume that mitigation effectiveness in low income countries could range from **5% to 20%**
- COVID-19 could result in **a loss of 0.6 years of schooling** adjusted for quality bringing down the effective years of basic schooling that children achieve during their schooling life from 7.9 years to 7.3 years
- **25% increase (from 40% to 50%)** in the share of lower secondary-aged children who are **below the minimum level of proficiency**
- Without effective remedial policy action when students return to school, **approximately $10 trillion of lifecycle earnings lost** for this cohort of learners

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Statistical models to estimate the potential impact of school closures on learning in the U.S

- The models were **based on login rates in the first months of COVID-19 as well as academic studies of the effectiveness of remote learning relative to traditional classroom instruction**
- Scenarios were developed based on **quality of remote learning and length of closure**
- **These models estimated learning loss (3-14 months of learning loss)**
- How much **learning students lose during school closures varies significantly** by **access to remote learning**, the **quality of remote instruction**, **home support**, and the degree of **engagement**
- Learning loss will probably be **greatest among low-income, Black, and Hispanic students**; **exacerbating existing achievement gaps**

Sources: World Bank and McKinsey & Company,

Glossary of terms
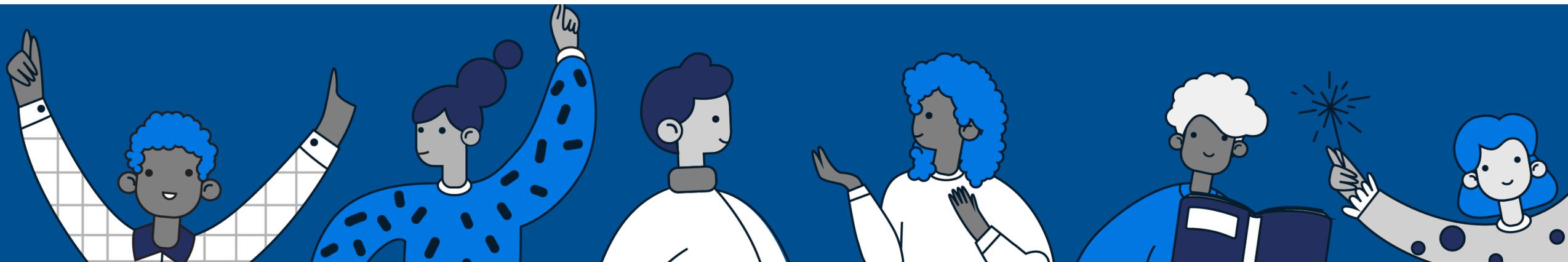
Remediation

Ongoing effort to support students in catching up on lost learning through a variety of means, including additional teaching time, focused content, and specific pedagogy

Learning loss

Any specific or general loss of knowledge and skills (including socio-emotional) or reversals in academic progress

Catch-up programme

A short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption, which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system

Extent of learning loss

Depth and breadth of loss of knowledge and skills across the student population

Learning gaps

Relative performance of individual students—i.e., the disparity between what students have actually learned and what they were expected to learn at a particular age or grade level

Formative and continuous assessments

Wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Summative assessments

Assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year

Distribution of learning loss

Consistency with which learning loss is affecting the student population (including whether certain vulnerable groups are more affected than others)

Source: The Glossary of Education Reform; INEE Key Programme Definitions