The learning recovery path after COVID

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Mounting evidence shows that prolonged lockdowns during the pandemic have been responsible for significant impacts on children's education and learning. It has been observed both a fall on average students'achievement and an increase on the achievement gap between students from different socio-economic backgrounds.

For example, data on standardized tests performed before and after the first lockdown covering a sample of 4 million students between the 3rd and 8th grade in the US show a fall in maths achievement between 5 and 10 percentile points (NWEA, 2020). For the UK, data recently published show a 36% increase in the achievement gap between students from higher and lower socio-economic backgrounds (EEF,2020).

Organizations like the World Bank and the OECD have been asking for policies that tackle the learning lags caused by the pandemic when students come back to in-person classes. One of the most referred policy proposals is the adoption of tutoring programs. Tutoring has been pointed in several literature reviews as the remedial education policy with strongest results. A recent maths tutoring program covering more than 5000 students from the 9th and 10th grade in Chicago and evaluated through a randomized control trial has showed to decrease the failing scores in 49% and increase the average score by 0.6 points (0-4 scale) (Guryan et al, 2021).

Thus, we aim to present evidence on educational policies that showed to be effective in increasing student achievement, pointing how they may be implemented and what costs and benefits they may bring to different educational systems.