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The COVID-19 pandemic and the associated social and economic downturn are undermining children's educational and developmental outcomes, particularly in low- and middle-income countries. Leveraging an on-going longitudinal study, researchers in Ghana conducted phone surveys and other research activities to measure the pandemic's repercussions on children's education and broader developmental outcomes. On average, private school students and students with high socioeconomic status had higher test scores at the end of the school closure period compared with their public-school counterparts, even when controlling of their previous scores. Additionally, 72 percent of public school children missed daily lunches that are received by the Ghana School Feeding Program and 30 percent of surveyed children claimed they experienced hunger during school closures.

Key Findings



Half of the schools offered remote learning activities. While private schools offered more personalized learning opportunities, public schools promoted government programs on television and radio.



School closures impacted children's food security. On average, 30 percent of students claimed they experienced hunger in the last 30 days.



Private school students had more access to remote learning resources. Private school students also received more support from their caregivers.



Private school students and students with high socioeconomic status had higher test scores at the end of the school closure period compared with their public-school counterparts.



Students with disabilities were likely more affected by school closures than other groups.

RESEARCHERS

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PARTNERS

Engineering and Physical Sciences Research Council (United Kingdom)

TIMELINE

2020-2021

SECTOR

Education

SAMPLE

1,848 children, 2,048 caregivers, and 514 teachers

STUDY DESIGN

Observational

IPA STAFF

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The Impact of COVID-19 on Children's Learning and Development in Ghana

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