NEW REPORT LAUNCH EVENT | 2023 Cost-Effective Approaches to Improve Global Learning

The Global Education Evidence Advisory Panel (GEEAP) publicly launched its “2023 Smart Buys: Cost-effective Approaches to Improve Global Learning Levels” report on Wednesday, June 21, 2023. This report is based on a systematic search of over 13,000 documents. It draws on the insights of over 400 rigorous, high-quality studies to offer policy-focused recommendations on how education systems in low- and middle-income countries can enhance learning and deal with learning losses and widening inequalities (gender, socioeconomic, and so forth).

Launched on May 9 at the Education World Forum in London (UK) during a by invitation-only event, the report is authored by the Global Education Evidence Advisory Panel (GEEAP), an independent, multidisciplinary panel of leading global experts in education evidence and policymaking that is co-hosted by the UK’s Foreign, Commonwealth & Development Office (FCDO), UNICEF Office of Research-Innocenti, the U.S. Agency for International Development (USAID), and the World Bank.

The report finds that investing in parent-directed early childhood development interventions, which coach parents in how to provide early childhood stimulation, has been proven to have a significant impact on children’s future learning. The GEEAP also found strong research evidence that in low-income countries, young children who benefit from these early childhood stimulation programs can enjoy benefits that last into adulthood.

Related: Replay the Online Event | Feature Story | Press Release | GEEAP Home Page | GEEAP Recommendations | GEEAP Brochure | Live Tweet

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NEW EVENT | Education Global Practice Town Hall

On June 22, 2023, the Education Global Practice held its end of the fiscal year hybrid Townhall. Amongst the main updates, a brief presentation of the last report related to the Global Education Evidence Advisory Panel was delivered and followed by a crucial conversation on our regional education strategies. Lastly, this was the perfect occasion to thank Jaime Saavedra, our former Global Director for Education (since July 1 - new Regional Director for Latin America) for his impressive results and welcome Luis Benveniste who will now lead the World Bank Education Global Practice.

We wish them both good luck in their new respective roles!
Learning poverty has reached unacceptable levels in many developing countries. Even though enrollment is often high—at least in the lower grades—the quality of education is poor. This is often because of inadequate education financing: countries are either spending too little, the spending is inefficient, or a combination of both.

Global aid for education plays an important role in financing investments in education, especially in low-income countries. However, a proliferation of donors and donor priorities, fragmentation of donor-funded activities, and circumvention of government systems mean that reform is needed to increase the effectiveness and harmonization of international aid in education.

More efficiency and effectiveness of education spending can reap huge dividends for youth in developing countries and their societies. But it will take commitment and innovative action from all sides to get back on track so that children can learn—and learn well.

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NEW BLOG | Recovering and accelerating learning after the pandemic: Where are we today?
By JAIME SAAVEDRA & MARIA EUGENIA OVIEDO

Many months have passed since schools reopened their doors to in-person learning following COVID-19 related school closures. Schools were closed 141 days on average, which led to about a billion students having their learning interrupted for over a year. As education systems brought students and teachers back to schools, they were faced with the catastrophic aftermath of closures: massive learning losses that disproportionately affected students from low-income and vulnerable populations, exacerbating inequality.

The goal of drastically improving student learning is attainable. And it all starts with commitment: to prioritize education among a sea of competing priorities, to spend more and better, to target resources to the most vulnerable, and invest in building capacity across all levels. We see that happening in several countries. But in many others, it is “business as usual.” That must change.

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NEW BLOG | A focus on improving the learning experience in the classroom
By JAIME SAAVEDRA & ANA TERESA DEL TORO MIJARES

Every child should have access to a high-quality classroom learning experience that is joyous, transformative, and prepares them for life. That is not happening. The pandemic exacerbated the global learning crisis, and an estimated 70% of children in low- and middle-income countries cannot even read a simple text by age 10. The need to recover and accelerate learning is urgent. The learning crisis can be solved. We know how to do it, using science-based approaches that improve teaching quality and learning outcomes. Related: Tweet

NEW BLOG | World Refugee Day |
Rising to the challenge: Protecting refugee children’s education amid fragility, conflict and violence

By RAJA BENTAOUET KATTAN & MARIA EUGENIA OVIEDO

By 2030, more than half of the poor and two-thirds of the extreme poor—an alarming number—will live in situations of fragility, conflict, and violence (FCV). Our success will increasingly be determined by our ability to effectively protect the education of the most vulnerable children. This will continue to be a central part of our commitment to ensure that all children can achieve their full potential with access to a quality education.

On World Refugee Day (June 20), we reflected on the urgent challenge of supporting refugees as part of the World Bank’s commitment to protecting education of children amid fragility, conflict and violence, and outlined lessons learned from our work supporting these populations.

Did you know? The World Bank is raising to the challenge as the largest external financier of education in fragility, conflict, and violence (FCV) settings. Download our brochure and learn more.

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World Bank Education and COVID-19 Response

The World Bank’s education team is working to support countries as they manage and cope with the crisis today, and is advising on remote learning at-scale in the immediate to short-term, as well as supporting operations to facilitate learning after the pandemic is over. The Bank is also providing ongoing support to systemic education reform to ensure that with children back at school, schools can provide the necessary environments to ensure children learn.

LEARN MORE
Upcoming Events

- **July 10 - 19** | Event: UN High Level Political Forum (ECOSOC) – theme: "Accelerating the recovery from the coronavirus disease (COVID-19) and the full implementation of the 2030 Agenda for Sustainable Development at all levels"

- **July 10 - 12** | Event: Towards the Global Refugee Forum 2023, in Wiston House (United Kingdom)

- **July 11 - 12** | Event: "How do we improve Teaching and Learning at Scale" hosted by Bill & Melinda Gates Foundation, Addis Ababa (Ethiopia)


- **July 14** | New Report: "Education Retrospective“ authored by the World Bank Education Global Practice

- **July 15** | World Youth Skills Day

- **July 19 (9:00 - 10:00 am EDT)** | Report Launch Event: "How to Accelerate Student Learning: Lessons From 60 Countries, 3 Years After the Pandemic"

- **July 25 - 26** | Event: Africa Human Capital Heads of State Summit (Tanzania)

- **August 12** | International Youth Day

- **September 5 - 19** | Event: UNGA78 - The 78th session of the UN General Assembly (UNGA 78) will open on Tuesday, 5 September 2023. The first day of the high-level General Debate will be Tuesday, 19 September 2023

- **September 8** | International Literacy Day
The case for regional cooperation in South Asian higher education

South Asia is a region of contrasts. Despite the differences, the countries here share many commonalities, including a consistent expansion of their education sectors over the years. The region’s higher education sector has been growing, with over a quarter of the young people in the age group of around 18 to 22 years enrolled on the tertiary level. This has been fueled by demographic growth and expansion of secondary education.

CECILE FRUMAN, LYNNE SHERBURNE-BENZ | JUNE 30, 2023

Helping Latin America’s teachers to be their best

There is no substitute for an effective teacher. Great teachers make an enormous difference in their students’ learning outcomes: in Ecuador, teachers who had higher quality interactions with their kindergartners improved their language and math skills. Just as
importantly, great teachers help students develop the kinds of skills that don’t get measured on most tests but pay off in life, like being able to consistently show up at school and follow rules.

DAVID EVANS | JUNE 29, 2023

Child labor in Ghana – Mainstreaming child labor risk management in World Bank operations

In 2021, the World Bank in Ghana conducted a portfolio risk assessment on child labor and learned that the high national prevalence of child labor poses a challenge to operations. In the context of this finding, the World Bank in Ghana has relied on the Environmental and Social Framework, especially the Environmental and Social Standard 2 on Labor and Working Conditions, as an entry point to prevent child labor in the workforce of projects.

NNEKA OKEREKE, ANNA NORDENMARK SEVERINSSON, ABDULAI DARIMANI, ESTHER BEA | JUNE 23, 2023

Visualizing Development: the 2023 Atlas of Sustainable Development Goals

The World Bank’s 2023 Atlas of Sustainable Development Goals offers powerful data insights on the progress and setbacks in our efforts to achieve the Sustainable Development Goals (SDGs) at the midpoint in their implementation. Through immersive, interactive storytelling and compelling, state-of-the-art data visualizations, the 2023 Atlas provides decision-makers, the development community, academics, journalists, and the public with a visual online resource highlighting the role of data in the implementation of the 17 SDGs.
Stop solving only half the problem: Human capital through the eyes of the Gambian youth

The World Bank’s Human Capital Review (HCR) for The Gambia, provides an overview of human capital challenges and opportunities across the lifecycle and offers a cross-sectoral approach towards greater prosperity. The report conducts a deep dive on youth and engaged 250 young people across the country on the themes of education, employment, migration, and perceptions of the future.

Students’ reading ability after COVID-19: Takeaways from PIRLS for Europe and Central Asia

The release earlier this month of the 2021 Progress in International Reading Literacy Study (PIRLS) data provides a critical opportunity to learn how COVID-19 impacted students’ reading ability across the advanced and emerging economies of Europe and Central Asia (ECA). Led by the International Association for the Evaluation of Educational Achievement (IEA), this data collected during the fall of 2021 measured fourth graders’ capacity to read.
Could Mozambique be the next role model for improving education quality?

With 9 million inhabitants, Ceará is one of Brazil’s lowest-income states. Not too long ago, it also had one of the weakest education outcomes in the country, but it implemented reforms and programs that allowed the state to improve the quality of its education much faster than the rest of Brazil, achieving levels of education quality comparable with those in developed countries.

With this stellar record, it is not a surprise that education experts from Mozambique, along with delegates from Kenya, Nigeria, and Sierra Leone, were curious about the reforms that made Ceará leapfrog in foundational learning - the literacy, numeracy, and skills needed for further learning.

ANDRE LOUREIRO, LÚCIA NHAMPOSSA, SAFAA EL TAYEB EL-KOGALI | JUNE 08, 2023

READ BLOG

Leading the charge: Why investing in school principals matters

Unlocking the full potential of education systems requires more sustained attention to and investment in school principals, as they play a vital role in shaping children’s school experience and influencing education outcomes. Education systems worldwide have yet to prioritize the development and support of these essential leaders.

JUAN D. BARÓN, AIJA RINKINEN, MELISSA ADELMAN | JUNE 08, 2023

READ BLOG
Empowering youth to create learning materials using AI tools

Artificial intelligence is often seen as a tool for the future, but at a hackathon in Cali, Colombia this past April, 30 youth from different parts of the country proved that the future is already here. The emergence of AI has been a hot topic for some time, with many discussions focused on its impact on the workforce and its potential to disrupt various industries. The hackathon, however, posed the question: how can AI empower the next generation of learners to create educational content to address climate change?

ROBERT HAWKINS, INAKI SANCHEZ CIARRUSTA | JUNE 07, 2023

Se>Education for Global Development for all blogs posted by the Education Global Practice.

Listen up! We are excited to share that a new World Bank blog channel>Protect and Invest in People" is open for business.

Podcasts

Teacher Directed Vs. Student Centered Instructional Approaches: New Insights
Apple | Spotify | June 9 - Word Bank Teachers Podcast

Supporting EdTech Policies and Projects: a Conversation with the EdTech Hub
Apple | Spotify | June 1 - Word Bank EduTech Podcast

The Essential Role of Teachers in Implementing Adaptive Technologies in Public Schools: Lessons from the Dominican Republic, Pakistan, Kenya, and Ecuador
Apple | Spotify | May 9 - Word Bank EduTech Podcast

TOP TWEETS (June 2023)
Poor Menstrual Hygiene Management #MHM makes girls vulnerable to infections & keeps them out of school.

That’s why the @WorldBank is providing sanitation services with MHM facilities & MHM training in #Tanzania→ wrld.bg/iPEq50OEVco

#WeAreCommitted
The critical importance of an education landscape driven by evidence
DID YOU KNOW?
The new “Smart Buys” report from the Global Education Evidence Advisory Panel (GEEAP) offers evidence-based recommendations on which interventions work and which should be avoided. The report classifies numerous cost-effective interventions as ‘Great Buys’ and ‘Good Buys’ – interventions that include supporting teachers with structured pedagogy programs; targeting teaching instruction by learning level, not grade (in or out of school); and successful early childhood programs, such as proving parent-directed early childhood stimulation programs (for ages 0 to 36 months) or providing quality pre-primary education (for ages 3 to 5). Click HERE to learn more.