

# Education Systems' Response to COVID-19 Brief

## July 29<sup>th</sup>, 2022



### WHERE ARE EDUCATION SYSTEMS TODAY?

The world was living a learning crisis, even before the pandemic, but now the crisis is even deeper. Twenty seven months after schools first shut, some children [still have not returned to school](#). The vast majority of children are back, in many cases after very long school closures. The main question now is: how are schools adapting to the needs of students and supporting learning recovery and acceleration?

**Solutions exist, but political commitment is not always strong.** The current situation is very heterogeneous. Some countries recognize that huge efforts are needed to ensure that students return to school; that they need policies to motivate and engage all learners, and to support teachers with teaching methods and materials at a suitable level; that they need to streamline the curriculum and prioritize remedial and catch-up processes; and that they cannot forget to provide socioemotional support. On the other extreme, some countries are just returning to school assuming that business as usual is enough.

### COUNTRY EXAMPLES OF LEARNING CONTINUITY AND LEARNING RECOVERY

The good news is that evidence-based solutions exist, and that there are some excellent examples of countries using different interventions with the support of WB teams.

<b>COLOMBIA</b> <u>Program for Improving Learning Outcomes and Socioemotional Learning</u> (2022)	<b>GUJARAT, INDIA</b> <u>Gujarat Outcomes for Accelerated Learning</u> (2021)
 <ul style="list-style-type: none"><li>• Promote the effective use of <b>learning assessments</b> to identify students' learning and socioemotional learning needs</li><li>• Support the introduction of <b>'teach at the right level'</b> strategies to accelerate learning, and introduce <b>remedial education</b> and <b>socioemotional programs</b> in study plans</li><li>• Support an <b>early warning system</b> for student dropout which will be used to prioritize actions in schools with a high risk of dropout</li></ul>	 <ul style="list-style-type: none"><li>• Support rollout of technology-enabled, <b>weekly formative assessments</b> that provide student- and school-level reports on learning gaps and corresponding remedial plans</li><li>• Support a <b>multimodal remedial learning</b> program that helps students in grades 2-10 build foundational skills through videos, at-home booklets, and differentiated learning</li></ul>

### BRAZIL

#### Recovering Learning Losses from COVID-19 Pandemic (2022)



- Reduce school dropouts through the employment of **active search systems** and **early warning systems**
- Support **improved connectivity in school**; expand **access to devices**; introduce **adapted learning** programs
- Support **targeted instruction by grouping students with similar learning difficulties** (implemented through two-week learning camps, 2-4 times a year)
- Introduce a new **program for developing socioemotional skills**

### NIGERIA (Edo State):

#### Edo Basic Education Sector and Skills Transformation Operation (2020)



- Provide teachers with **tablets pre-loaded with lesson plans**, and software which helps **assess student's progress** and guide teachers with **personalized feedback**
- Support **targeted instruction**
- During the pandemic, EdoBEST@Home **delivered remote learning** through interactive radio lessons, digital self-study activity packets, storybooks, mobile interactive quizzes, and lesson plans for parents distributed via WhatsApp

### GHANA

#### Ghana Accountability for Learning Outcomes Project (2020)



- Support **targeted instruction intervention** that provides instruction aligned to student learning needs. This has involved training 70,000 teachers on the methodology
- Distribution of **pre-loaded tablets for self-guided learning** for students with special education needs
- Development of a **platform for online learning and ongoing communication** between students, parents, and teachers

### WEST BANK & GAZA

#### Supporting an Education Reform Agenda for Improving Teaching, Assessment and Career Pathways (2022)

- Support the design of an **adaptive learning program** for 5<sup>th</sup> grade math that will promote **remediation and targeted learning** in a critical transition grade (with plans to expand to other grades in secondary education)
- Strengthen the **national student assessment system** with special emphasis on the use of the data to inform policies

## OTHER PROMISING COUNTRY RESPONSES

### JORDAN

- Developed a comprehensive **e-learning platform** that enabled learning continuity, and trained nearly 12,000 teachers on how to deliver distance learning
- Launched a nationwide **blended self-learning program** that has enabled almost 500,000 students (in grades 4-5) to recover and accelerate learning
- Implemented different **remedial education** programs: a **catch-up** program for reading and math K-3<sup>rd</sup> grade, and a **remedial** education program for grades 1-11

### CHILE

- Developed a 4-year **Learning Recovery strategy** through a public consultation process
- Produced a new set of formative **student assessment tools** for reading, math, and socioemotional wellbeing to understand learning levels and guide instruction
- Launched a **prioritized curriculum** that focuses on fundamental learning goals
- Established a national **learning recovery program** that promotes mastery of key prior concepts needed for grade-level learning

### CAMBODIA

- Instituted a **condensed curriculum** for grades 2-6 focused on Khmer and mathematics
- Developed a **learning recovery program** that uses '**remedial learning packages**' to help teachers accelerate learning in 5 core competences in Khmer and math through targeted exercises
- Distributed **home learning packs** to reach all students in grades 1 and 2 with self-study materials to improve writing, spelling and ma

## WHAT ARE THE LATEST FIGURES?

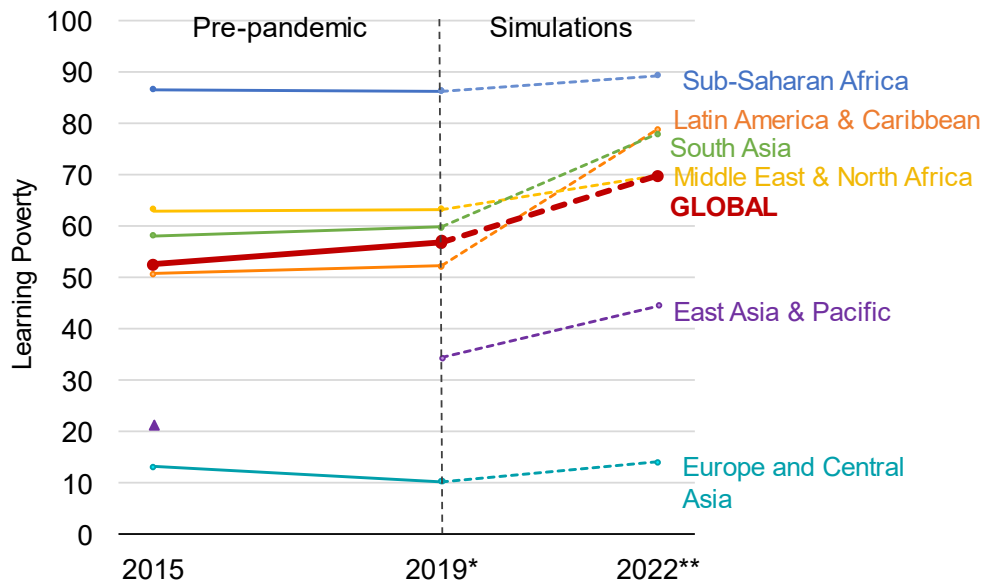
The numbers are preoccupying. Our latest simulations indicate a sharp rise in learning poverty. On June 28<sup>th</sup>, the World Bank launched [The State of Global Learning Poverty: 2022 Update](#) in cooperation with UNICEF, FCDO, USAID, the Bill & Melinda Gates Foundation (BMGF), and UNESCO. The report revealed that learning poverty—the share of 10-year-olds unable to understand a simple text—has increased dramatically in LICs and MICs because of long school closures during the pandemic.

### Key messages:

- **The learning crisis predated COVID-19.** Over half of 10-year-olds in LICs & MICs were experiencing learning poverty in 2015
- **Progress stalled prior to the pandemic.** Between 2015 and 2019, learning poverty rose slightly from 53% to 57%
- **There were widespread attempts at remote learning to cope with the school closures,** but with weak impacts
- **The pandemic led to a dramatic increase in learning poverty.** Global learning poverty is now estimated at 70%
- **The cost implications are huge.** This generation stands to lose an estimated \$21 trillion in foregone earnings

The figure below shows how learning poverty developed globally and in each region between 2015 and 2019 and presents simulations for the current situation in 2022. Recent evidence from Brazil, India, and Mexico (among others) corroborates large losses during the pandemic.

**Figure 1: Learning poverty globally and by region—2015, 2019 and 2022 (simulation estimates for 2019 and 2022)**

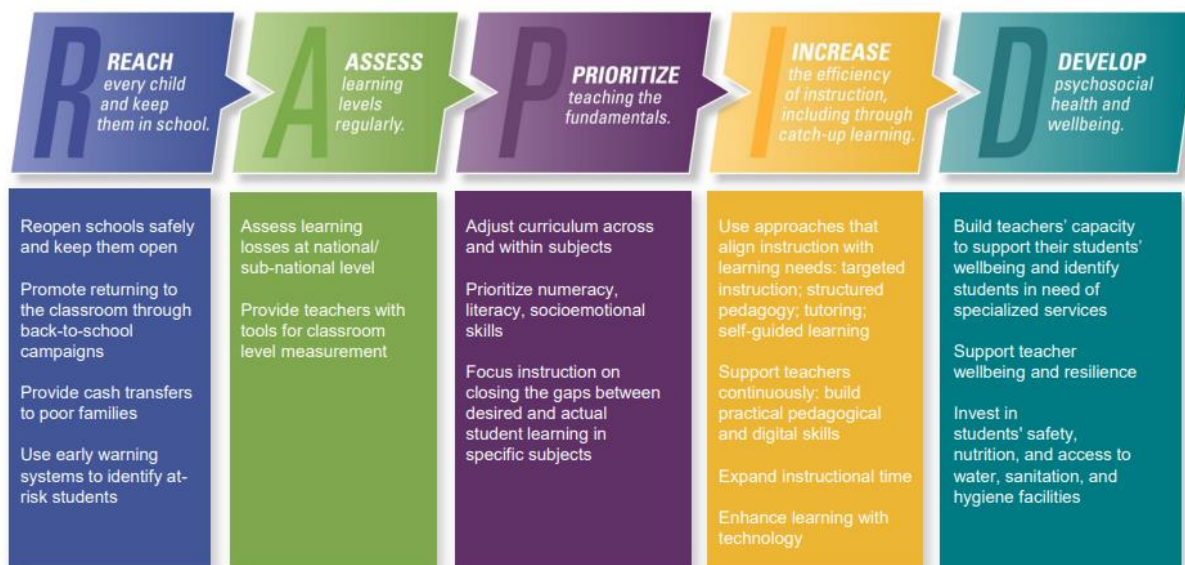


**Media coverage:** The key messages from this report have received media coverage in more than 20 international and local publications across regions, including two articles in The Economist ([article 1](#) and [article 2](#)), as well as in [Forbes](#), and [Devex](#).

### TOOLS FOR LEARNING RECOVERY: THE RAPID FRAMEWORK

As mentioned earlier, there are solutions to recover learning losses in the short and medium term and build more resilient education systems. Many countries are already implementing these solutions, including the examples shown above.

The World Bank’s new [Guide for Learning Recovery and Acceleration](#) (developed in partnership with the BMGF, FCDO, UNICEF, USAID and UNESCO), is organized under the **RAPID Framework**: the mentioned menu of policy actions that countries can select and adapt to their local contexts to recover and accelerate learning in the context of COVID-19. This menu of policy actions includes both policy interventions that countries are currently employing to address current learning challenges, as well as those that were most effective at accelerating learning before COVID-19.



## WORLD BANK PARTICIPATION IN THE TRANSFORMING EDUCATION SUMMIT

The United Nations Secretary-General is convening the [Transforming Education Summit](#) (TES) on September 19 during the 77th UN General Assembly in New York. TES seeks to mobilize political ambition, action, solutions, and solidarity to transform education revitalize national and global efforts to achieve [SDG-4](#). A large number of Heads of State are expected to attend, and the World Bank will be participating and co-hosting events, including a joint event on foundational learning with partners UNICEF, FCDO, USAID, BMGF, and UNESCO.

We expect TES to be a good opportunity to put education and learning recovery at the top of national agendas.

## RECENT PUBLICATIONS

- [Turning the tide on global learning poverty](#) (June 29, 2022) – Jaime Saavedra, Stefania Giannini, Robert Jenkins, Alicia Herbert, Leanna Marr, and Benjamin Piper
- [Western and Central Africa Education Strategy—From School to Jobs: A Journey for the Young People of Western and Central Africa](#) (June 2022)
- [Education Finance Watch](#) (June 2022)
- [Heads of State of Latin America and the Caribbean and international organizations call for a commitment to learning recovery across the region](#) (June 2, 2022)
- [Two Years After: Saving a Generation](#) (June 2022)
- [Quality Early Learning: Nurturing Children's Potential](#) (May 2022)
- [Learning recovery plan for countries in Europe and Central Asia](#) (May 5, 2022) – Harry Patrinos
- [Safe and Learning in the Midst of Fragility, Conflict, and Violence: A World Bank Group Approach Paper](#) (April 2022)
- [The Wealth of Today and Tomorrow: Sahel Education White Paper](#) (December 2021)

*Blogs by the winners of the 4<sup>th</sup> World Bank/Financial Times youth blog competition:*

- [Care for Siima](#) (June 21, 2022) – Jamie Mirembe Catalina Namayanja
- [The new pandemic: Education](#) (June 21, 2022) – Vimbai Zisengwe
- [How COVID-19 will pave the way for better and more accessible education in Brazil](#) (June 21, 2022)– Isabela Melara Cavassin