

GLOBAL EDUCATION - NEWSLETTER
(February 2022) In Focus**BLOG | Schools - the great equalizer that vanished**Author: [Jaime Saavedra](#)

This The COVID-19 pandemic has turned the education world upside down. We are living through a massive disruption in the lives of millions of students, teachers, principals, and parents. Draconian school closures started in March 2020, some lasting 4 or 5 months, others – too many – almost two years.

Schools should reopen and must remain open. Nearly two years into the pandemic, the evidence is undeniable – there is little or no benefit to keeping schools closed. But the costs are mounting.

[READ THE BLOG](#)**BLOG | We are losing a generation: The devastating impacts of COVID-19**Authors: [Indermit Gill & Jaime Saavedra](#)

The future of a billion kids around the world is at risk. Unless we get them safely back in school again, keep them in class, and find ways to recover the learning losses, COVID-19 will result in a huge setback for this generation at all levels.

By the end of 2021, school days lost were well above two hundred — that's about a school year and a half. Governments across the globe will spend about \$5 trillion on K-12 education this year. That's why it is key to act now if we want to avoid this generation potentially losing twice or three times that amount in lifetime earning losses.

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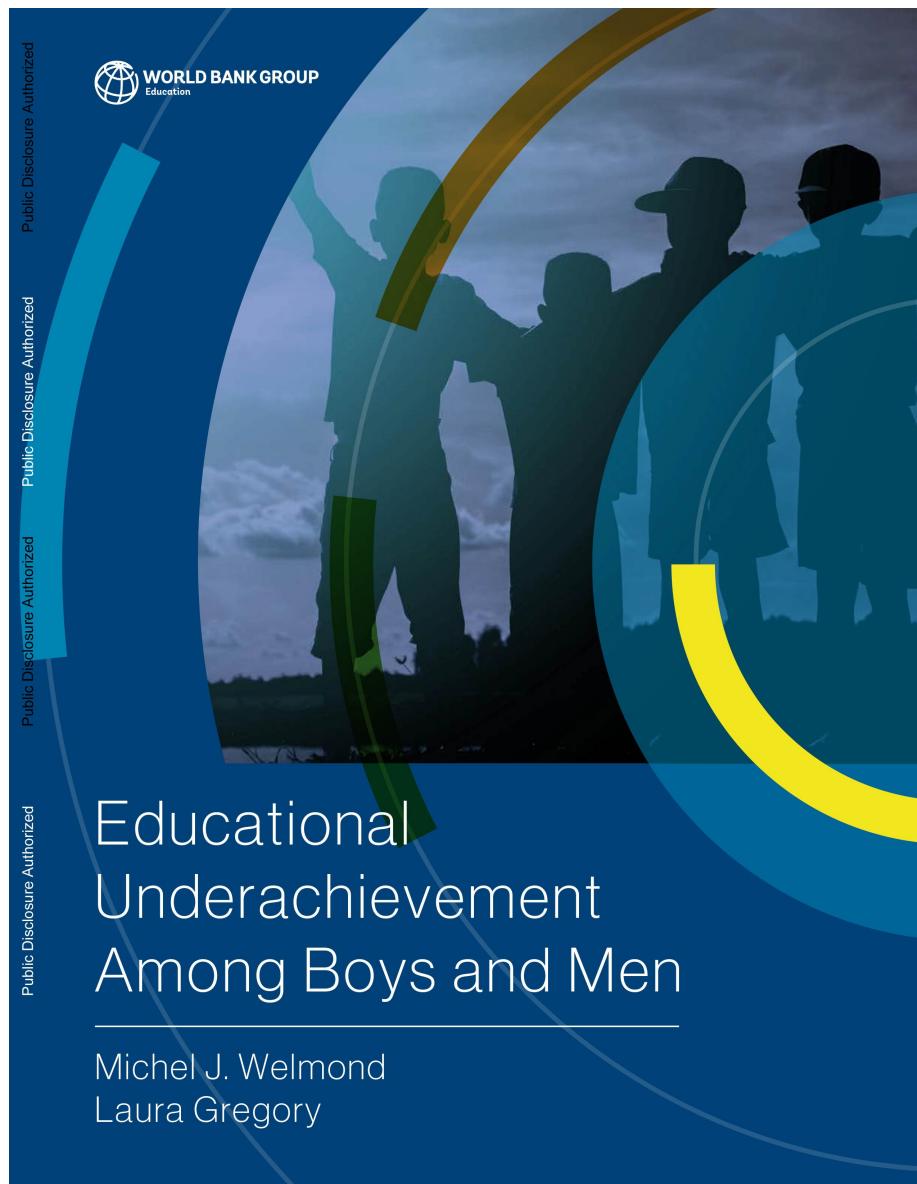


NEW REPORT: Educational Underachievement Among Boys and Men

This report takes stock of educational underachievement among boys and men, examines the evidence on contributing factors, and explores what has been done to address the phenomenon. While female underrepresentation in secondary and tertiary education remain a significant issue in some, particularly low-income countries, more than 100 countries have lower levels of male secondary and tertiary education enrollment and completion.

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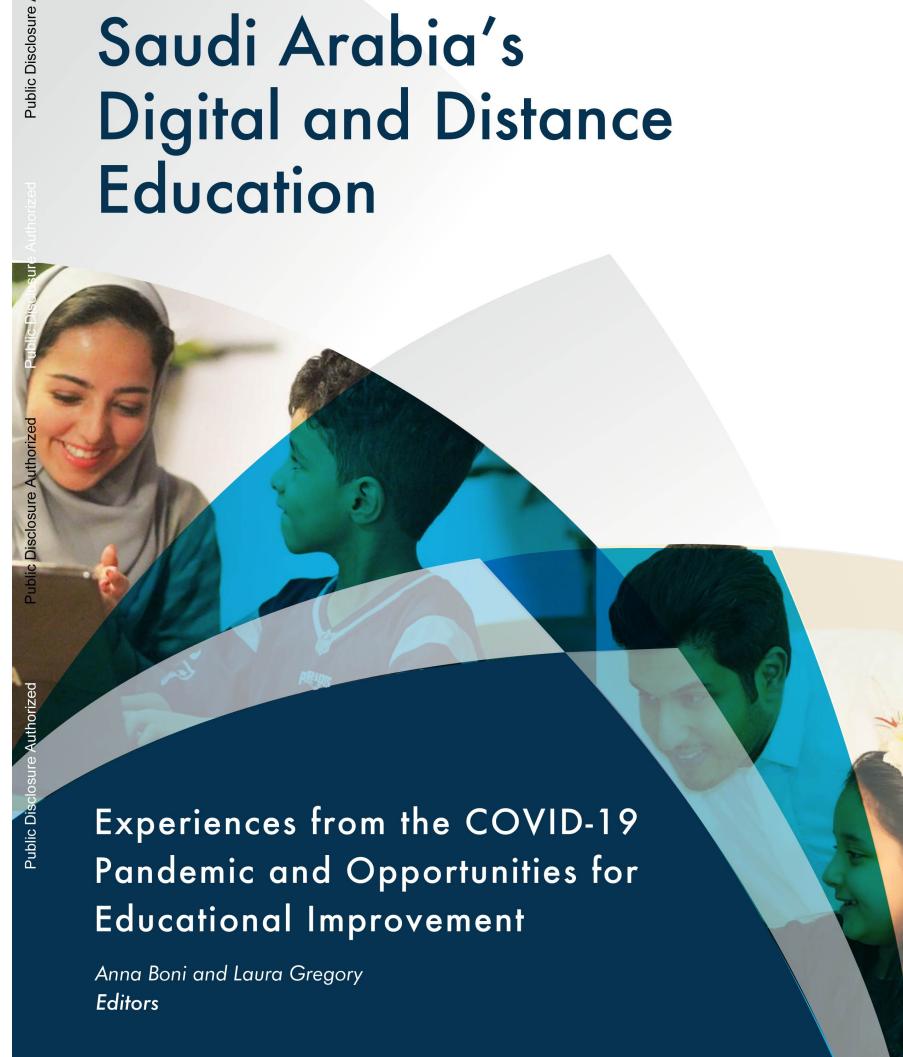


New Report | Saudi Arabia's Digital and Distance Education: Experiences from the COVID-19 Pandemic and Opportunities for Educational Improvement

This report examines Saudi Arabia's journey to digital and distance education following the COVID-19 pandemic and identifies the strengths of the response to the pandemic in K-12 education and the opportunities for continued educational improvement.

The report analyzes a nationally representative survey of almost 18,000 students, teachers, school principals, supervisors, and parents, in addition to virtual classroom observations, focus groups, and interviews.

Related: [Publication and Recording](#) | [Full Report](#) | [Press Release](#) | [Blog](#)



Experiences from the COVID-19 Pandemic and Opportunities for Educational Improvement

Anna Boni and Laura Gregory
Editors

EVENT: Global Disability Summit 2022

The International Disability Alliance and the Government Norway hosted the second Global Disability Summit on 15 - 17 February 2022 (GDS22).

The Summit mobilized efforts for the implementation of the Convention on the Rights of Persons with Disabilities (CRPD), the principle of leaving no one behind and on building back better and more inclusive with regards to Covid-19.

Related: [World Bank and Disability Inclusion](#)

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MEETING | Jaime Saavedra meets Keishia Thorpe, the Varkey Foundation's 2021 Global Teacher Prize winner

On February 9, [Jaime Saavedra](#), Global Director for Education at the World Bank, and [Agustin Porres](#), Regional Director for Latin America at the Varkey Foundation met with two role models for our children and youth: [Keishia Thorpe](#), 2021 Global Teacher Prize winner and her twin sister [Treisha Thorpe](#), President and CEO of US Elite Track and Field International. Fruitful discussion on how to support and foster the key role teachers play in our society and especially in light of the tremendous learning crisis triggered by the COVID-19 pandemic.



COVID-19 Response

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 when children do return to school, schools can provide the necessary environments to ensure children learn.

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WHO WE ARE WHAT WE DO WHERE WE WORK UNDERSTANDING POVERTY WORK WITH US COVID-19 

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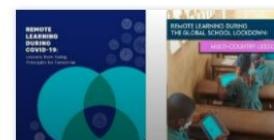
The World Bank Group is the largest financier of education in the developing world. We work on education programs in more than 80 countries and are committed to helping countries reach SDG4, which calls for access to quality education and lifelong learning opportunities for all by 2030.

[Education Home](#) [Overview](#) [COVID-19](#)

World Bank Education and COVID-19 (coronavirus) Response



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The State of the Global Education Crisis: A Path to Recovery
- 

Remote Learning During COVID-19: Lessons from Today, Principles for Tomorrow
- 

COVID-19 Global Education Recovery Tracker
- 

Notes on School Reopening and Learning Recovery

COVID-19 Global Education Recovery Tracker

The purpose of the COVID-19 Global Education Recovery Tracker is to capture ongoing information about the global status of schools, teachers and students amid the COVID-19 pandemic. This information is intended to be of use for education and public health policy stakeholders and researchers from around the world. In this second year of the pandemic, and as many countries are starting to move from emergency responses towards policies aimed for recovery, the tracker aims to support this process by focusing on data that can help build back better and more resilient education systems.

This tracker is the result of a partnership between the Johns Hopkins University eSchool+ Initiative, the World Bank, and UNICEF.

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What's New from the Global Education Recovery Tracker

Current Stats as of 12/6/2021



Globally, 14% of countries are on a non-Covid-related break.

About **4 in 5**

countries are currently providing fully in-person education for all grade levels.

Learn more at

<https://www.covideducationrecovery.global/>

Data displayed is as of 12/6/21 for 100 countries that are covered by the Global Education Recovery survey.

31 Upcoming Events

- **March 2** | Event: [Remote Learning Resource Packs launch](#) (UNICEF / World Bank)
- **March 7 – 15** | Event: [Fragility Forum](#) – report release on March 15: Safe & Learning in the Midst of Fragility, Conflict, and Violence – A World Bank Group Approach Paper in the “Delivering Education in the Hardest Places” side event
- **March 8** | [International Women’s Day](#).
- **March 25 – 26** | Event: [Teacher Tech Summit](#)
- **April 13** | Report launch: State of Learning Poverty
- **April 22 – 24** | [World Bank-IMF Spring Meetings](#)
- **April 22** | [International Girls in ICT Day](#).
- **April 23** | [World Book and Copyright Day](#).
- **April 30** | [International Day to End Corporal Punishment of Children](#)

Blogs

Measuring Progress and Affecting Change in Teacher Professional Development: 5 Takeaways on Designing M&E Systems



How can M&E systems be designed and implemented to yield the information needed to improve TPD programs? A recent note by the World Bank's Coach program provides guidance on how to address some of these challenges when designing, implementing, and using a TPD M&E system. Here are five key takeaways we've gleaned from research literature and implementation experience.

MARYAM AKMAL & ELAINE DING |
FEBRUARY 24, 2022

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Last mile paved? Pakistan closes



spatial disparities in access to services

January in Chitral, a mostly rural district tucked away in the mountainous north of Pakistan's Khyber Pakhtunkhwa Province – KP, for short. With temperatures well below freezing point, up to half of middle and secondary school children face a frosty commute of over two kilometers, walking along mostly unpaved and deteriorating roads. The prospect of the same strenuous journey in the burning July heat seems distant, yet not more appealing. No wonder that, alongside poor education quality and high costs, long commutes are a major barrier to education access in Pakistan.

LANDER BOSCH, MORITZ MEYER, ROBERT BANICK, LINCOLN FLOR, MUHAMMAD BILAL PARACHA, SHYAM SRINIVASAN, & HELENA GOETSCH | FEBRUARY 24, 2022

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What about the boys? Addressing educational underachievement of boys and men during and beyond the COVID pandemic



With the devastating impact of the COVID-19 pandemic on education and the deepening of existing inequalities, it is important and timely to better understand the underachievement of boys and men, in addition to girls and women. Recent evidence highlights the significant effect of school closures on girls including the estimated 10 million additional girls at risk of child marriage over the next decade. Less is known about the effect on boys due to lacking global research on factors related to their underachievement prior to the COVID-19 pandemic.

AIME SAAVEDRA, HANA BRIXI, MICHEL WELMOND, & LAURA GREGORY | FEBRUARY 23, 2022

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Shedding light on Liberia's human capital outcomes

Nobel-laureate economists Esther Duflo and Abhijit Banerjee have recently expressed that, despite decades of intensive research, there is no silver bullet for promoting sustainable and inclusive economic growth. However, the good news is that there are no-regret policies, which include investments in human capital, that are conducive to more prosperous societies.

By improving their skills, health, knowledge, and resilience—their human capital—people can be more productive, flexible, and innovative. Human capital (HC) is a central driver of sustainable growth and poverty reduction.

MARTÍN E. DE SIMONE, JANSSEN TEIXEIRA, ALICE RENAUD, & BINTA MASSAQUOI | FEBRUARY 23, 2022

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Explaining boys' underachievement in MENA: Lessons from Saudi Arabia



The Middle East and North Africa (MENA) region has the largest gender gap in learning poverty among regions with available data . Learning poverty is defined as the proportion of children unable to read and understand an age-appropriate text by 10 years of age. The size of this gender gap, however, varies across MENA countries. The Kingdom of Saudi Arabia (KSA) is among the countries with the largest gender gaps in student achievement in the world.

MAHMOUD ELSAYED, AIDAN CLERKIN, VASILIKI PITIA, NAYYAF ALJABRI, & KHALEEL AL-HARBI | FEBRUARY 18, 2022

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Is your teacher professional development program working? Find out by measuring changes in classroom teaching practices



As we look ahead to what needs to be done to recover learning losses due to the Covid-19 pandemic, investing in evidence-backed programs that can help teachers improve their teaching skills must be at the center of any strategy.

Investing in teacher professional development (TPD) programs that help teachers adopt more effective teaching practices that improve student learning is the first step. How can we assess if this is happening?

ANA TERESA DEL TORO MIJARES, DIEGO LUNA-BAZALDUA, EZEQUIEL MOLINA, ADELLE PUSHPARATNAM | FEBRUARY 17, 2022

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We need more girls and women in science. What are three ways in which we can support them?

Choosing one's path in life should not be limited by prejudice or hindered by a less than supportive environment to thrive. Girls and boys should be supported to develop their talents to the fullest and without the constraints often imposed by gender stereotypes. However, women are significantly less likely to enroll in many of the science, technology, engineering, and mathematics (STEM) fields, with the exception of life sciences. In fact, women still account for only 28 percent of engineering graduates and 40 percent of graduates in computer science, and in fields such as artificial intelligence only 1 in 5 professionals is female.

MARIA BARRON & RAJA BENTAOUET KATTAN | FEBRUARY 11, 2022

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Learning from Saudi Arabia's journey to digital and distance education



Just one day after schools closed in Saudi Arabia to quell the COVID-19 pandemic, the country's 6 million school children were able to access distance education in the form of recorded lessons on dedicated television and YouTube channels —an accomplishment made possible because of previous investments in distance education.

ANDREAS BLOM, ANNA BONI, & LAURA GREGORY | FEBRUARY 08, 2022

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Language of instruction matters for learning foundational skills

The advantages of multilingualism are undeniable. But should education systems use a language of instruction that is unfamiliar to children (and teachers) when teaching foundational skills? An increasing body of evidence says no. And this piece contributes to understanding why not.

YEW CHONG SOH, XIMENA DEL CARPIO, & CHOON WANG | FEBRUARY 03, 2022

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Four New Year's Resolution Ideas for Latin America and the Caribbean



Hope and cautious optimism. That's what the New Year seems to have brought for Latin America and the Caribbean (LAC) after a tumultuous 2021.

However, for these sentiments to prevail and come to fruition, the region needs to act on four key areas -its New Year's unintended resolutions, if you will. These are: boost productivity and jobs; tackle its skyrocketing debt; contain inflation; and create the conditions for a green recovery.

CARLOS FELIPE JARAMILLO | FEBRUARY 02, 2022

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Schools - the great equalizer that vanished

The COVID-19 pandemic has turned the education world upside down. We are living through a massive disruption in the lives of millions of students, teachers, principals, and parents. Draconian school closures started in March 2020, some lasting 4 or 5 months, others – too many – almost two years.

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JAIME SAAVEDRA | FEBRUARY 01, 2022

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We are losing a generation: The devastating impacts of COVID-19



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INDERMIT GILL & JAIME SAAVEDRA | FEBRUARY 01, 2022

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🎧 Podcasts

🎧 Creating the Next Generation of Educational Learning Material: Lessons from the Evoke Storytelling Initiative

[Spotify](#) | [Apple](#) | Feb. 9 - Word Bank EduTech Podcast

🎧 Quality Coaching: A Conversation on How-to Facilitate Effective 1-1 Support

[Spotify](#) | [Apple](#) | Feb. 8 - Word Bank Teachers Podcast

🎧 Implementing EdTech Initiatives during the Emergency and Recovery Phases of COVID: Lessons from South Asia and Latin America

[Spotify](#) | [Apple](#) | Feb. 3 - Word Bank EduTech Podcast

📄 Latest Projects Approved

• Iraq: [Support to Tertiary Education Project](#), Feb. 16, 2022

• Côte d'Ivoire: [Youth Employment and Skills Development Project - Phase 3](#), Feb. 1, 2022

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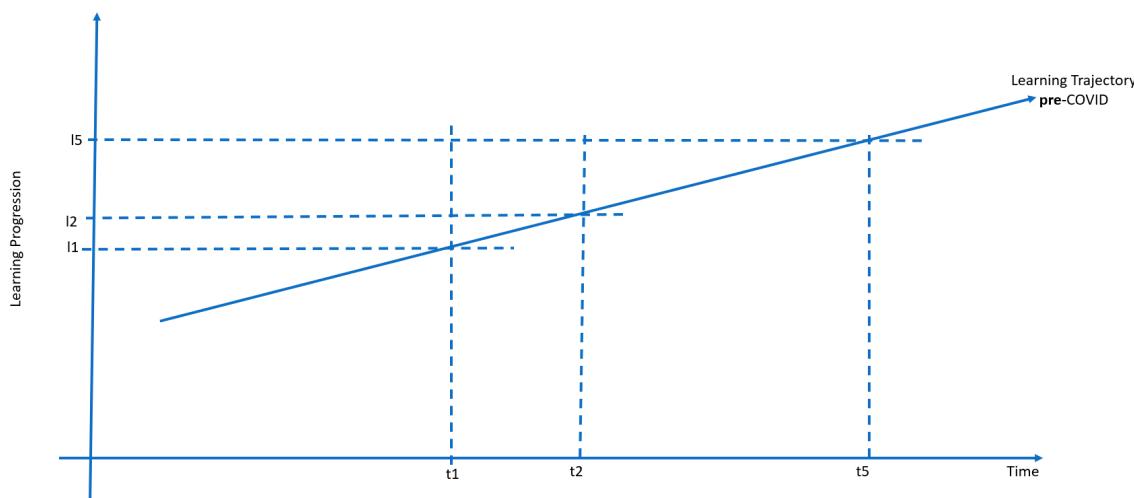
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Edu Data

Without action, future learning is at risk

Learning is a cumulative process, with new skills building on existing ones.



Severe learning losses and worsening inequalities in education

Results from global simulations of the effect of school closures on learning are now being corroborated by country estimates of actual learning losses. Evidence from Brazil, rural Pakistan, rural India, South Africa, and Mexico, among others, shows substantial losses in math and reading. In some low- and middle-income countries, on average, learning losses are roughly proportional to the length of the closures—meaning that each month of school closures led to a full month of learning losses (Figure 1, selected LMICs and HICs presents an average effect of 100% and 43%, respectively), despite the best efforts of decision makers, educators, and families to maintain continuity of learning.

However, the extent of learning loss varies substantially across countries and within countries by subject, students' socioeconomic status, gender, and age or grade level (Figure 1 illustrates this point, note the large standard deviation, a measure which shows data are spread out far from the mean). For example, results from two states in Mexico show significant learning losses in reading and in math for students aged 10-15. The estimated learning losses were greater in math than reading, and they disproportionately affected younger learners, students from low-income backgrounds, and girls.

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