



 **In Focus**

## Marking International Day of Education (Jan. 24)

At the World Bank Group, we consider education a key component to achieving our two ambitious goals: Ending Extreme Poverty and Promoting Shared Prosperity. This January 24th we marked [International Day of Education](#) and the role of education in promoting and achieving sustainable socioeconomic development across the world.

Related:

- Social media messages from World Bank's Leadership: [David Malpass](#) (President), [Mari Pangestu](#) (Managing Director of Development Policy and Partnerships), [Axel van Trotsenburg](#) (Managing Director of Operations), [Mamta Murthi](#) (Vice President for Human Development).
- Video testimonial in [English](#) by Axel van Trotsenburg, Managing Director of Operations, World Bank
- Video testimonial in [English](#) & [Spanish](#) by Jaime Saavedra, Global Director for Education, World Bank
- [Blog](#): 100 weeks into the pandemic: the importance of keeping schools open and investing in learning recovery programs [Stefania Giannini - UNESCO, Robert Jenkins - UNICEF, Jaime Saavedra - World Bank]
- [Blog](#): 2022 International Day of Education: looking back and leading forward in post-COVID19 learning recovery [Omar Arias, Manager of Global Engagement and Knowledge for Education, World Bank]



## 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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## **BLOG | Schools - the great equalizer that vanished**

Author: [Jaime Saavedra](#)

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.

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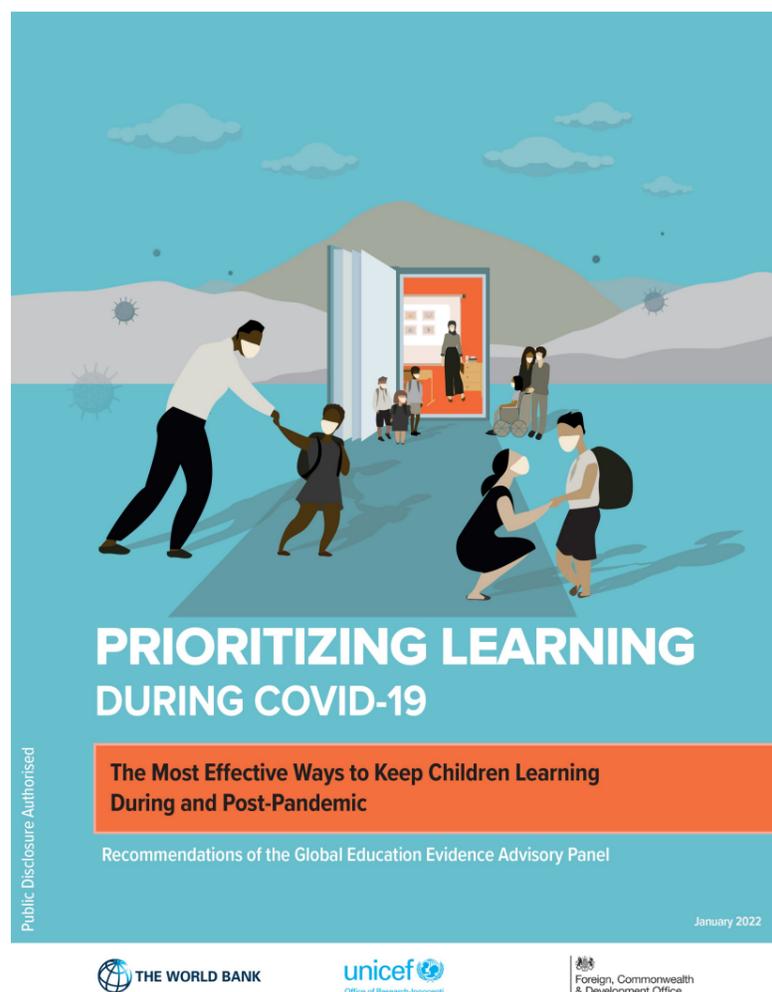


## **NEW REPORT | Prioritizing Learning During COVID-19: Launch of Global Education Evidence Advisory Panel Report**

The Global Education Evidence Advisory Panel (GEAAP) – co-hosted by the UK's Foreign, Commonwealth & Development Office, UNICEF Office of Research-Innocenti, and the World Bank – which is made up of 15 education experts from around the world, including Dr. Abhijit Banerjee, who shared the 2019 economics Nobel Prize in part for his work in education, produced its second annual report that presents the latest data on the impact of school closures on children. The Panel's report estimates that without urgent action, a Grade 3 child who has lost one year of schooling during the pandemic could lose up to three years' worth of learning in the long run.

Related: [Event Page](#) | [Full Report](#) | [Publications](#) | [Recording](#).

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## EVENT | Mission: Recovering Education - What is needed to avoid losing a generation

In anticipation of the International Day of Education on January 24, UNESCO, UNICEF, and the World Bank co-hosted the webinar Mission: Recovering Education - What is needed to avoid losing a generation. The event focused on the importance of keeping schools open and supporting learning recovery, as the highly contagious Omicron variant spreads around the globe, adding pressure on education officials to close schools once more.

Related: Recordings in [Arabic](#); [English](#); [French](#); [Spanish](#) | [Brochure](#) - Mission: Recovering Education in 2021 | [Report](#): The State of the Global Education Crisis: A Path to Recovery |

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## New Report | "How Learning Continued during the COVID-19 Pandemic: Global Lessons from Initiatives to Support Learners and Teachers"

On International Day of Education, the World Bank and the OECD published a collection of 45 education continuity stories: "How Learning Continued during the COVID-19 Pandemic: Global Lessons from Initiatives to Support Learners and Teachers", jointly documented by the two organizations in partnership with the Global Education Innovation Initiative at Harvard University and HundrED. The case studies cover a variety of examples of how, amidst an unprecedented health crisis, governments and non-governmental organizations quickly responded to school closures through remote learning strategies.

The stories featured in the report illustrate how countries responded to critical challenges related to supporting teachers, parents, and students; lack of digital infrastructure; and strengthening organizational capacities to deploy remote and blended learning.

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## How Learning Continued during the COVID-19 Pandemic

GLOBAL LESSONS FROM INITIATIVES TO SUPPORT LEARNERS AND TEACHERS



### CALL FOR APPLICATIONS | World Bank Group - Africa Education Fellowship Program

The World Bank Group (WBG) Education Global Practice and the Africa Chief Economist Office announce the opening of applications for the 2022 WBG-Africa Education Fellowship Program for master's degree holders, Ph.D. candidates and recent Ph.D. graduates who are Sub-Saharan Africa nationals. Women are highly encouraged to apply, especially those interested in Education Technology.

WBG-Africa Education Fellows are eligible to spend six months gaining hands-on experience at WBG headquarters in Washington, D.C., or country offices.

Fellows will work within the Education sector, focusing on research, economic policy, technical assistance, and/or lending operations that contribute to the WBG goal of eliminating poverty and increasing shared prosperity.

**Deadline: February 28, 2022**

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Photo taken prior to COVID-19

### 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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## Education

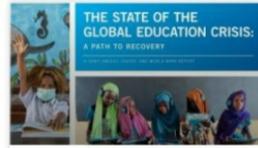
The World Bank Group is the largest financier of education in the developing world. We work on education programs in more than 80 countries and are committed to helping countries reach SDG4, which calls for access to quality education and lifelong learning opportunities for all by 2030.

Education Home

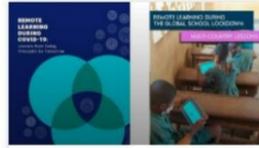
Overview

COVID-19

### World Bank Education and COVID-19 (coronavirus) Response



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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eSchool+ Initiative



# What's New from the Global Education Recovery Tracker?

## Current Education Status for Primary Schools

	In-Person	Remote Only	Mixed/Multiple	Closed (No schooling)	Extended break
East Asia and Pacific	American Samoa, Australia, China, French Polynesia, Guam, Japan, Marshall Islands, Nauru, New Caledonia, Niue, Northern Mariana Islands, Singapore, Solomon Islands, Tokelau, Timor-Leste, Tuvalu	Brunei Darussalam, Cambodia, Fiji, Philippines	Indonesia, Korea, Rep., Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Papua New Guinea, Thailand, Vietnam		Cook Islands
Europe and Central Asia	Albania, Andorra, Armenia, Austria, Belarus, Bosnia and Herzegovina, Channel Islands, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Faroe Islands, Finland, Gibraltar, Greece, Greenland, Iceland, Ireland, Isle of Man, Italy, Kazakhstan, Kosovo, Kyrgyz Republic, Liechtenstein, Lithuania, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovenia, Spain, Switzerland, Tajikistan, Turkey, United Kingdom		Bulgaria, Georgia, Ukraine, Uzbekistan		Belgium, France, Germany, Hungary, Latvia, Luxembourg, Moldova, Monaco, Sweden, Turkmenistan
Latin America and Caribbean	Aruba, British Virgin Islands, Cayman Islands, Chile, Curacao, Ecuador, Nicaragua, Puerto Rico, St. Kitts and Nevis (OECS), Turks and Caicos Islands, Uruguay, Venezuela, Virgin Islands (US)	Antigua and Barbuda (OECS), Barbados, Suriname, The Bahamas	Argentina, Belize, Bolivia, Brazil, Colombia, Cuba, El Salvador, Guatemala, Guyana, Honduras, Jamaica, Mexico, Panama, Paraguay, Peru, St. Vincent and the Grenadines (OECS), Trinidad and Tobago		Dominican Republic, Haiti, St. Lucia (OECS)
Middle East and North Africa	Djibouti, Egypt, Israel, Lebanon, West Bank and Gaza	Saudi Arabia	Jordan, Morocco, Oman, Yemen, Rep.	Iraq	Algeria, Bahrain, Iran, Kuwait, Libya, Syria, Tunisia, UAE
North America			Bermuda, Canada, United States		
South Asia	Bhutan, Nepal, Pakistan		Bangladesh, India, Maldives, Sri Lanka		
Sub-Saharan Africa	Angola, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Gabon, The Gambia, Kenya, Lesotho, Liberia, Malawi, Mali, Mauritania, Niger, Rwanda, Sierra Leone, South Africa, South Sudan, Togo, Zambia	Comoros	Equatorial Guinea, Mozambique, Namibia, Uganda, Somalia, Zimbabwe		Benin, Democratic Republic of Congo, Eritrea, Eswatini, Ethiopia, Guinea, Nigeria, Sudan

Data displayed is as of 11/22/21 for the most recent response for 220 countries and territories that the Global Education Recovery Tracker covers.

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

More at:

- **February 8** | Report release: [Saudi Arabia's Digital and Distance Education: Experiences from the COVID-19 Pandemic and Opportunities for Educational Improvement](#)
- **February 11** | [International Day of Women and Girls in Science](#)
- **February 15 - 17** | [Global Disability Summit](#)
- **March 8** | [International Women's Day](#)
- **March 24** | Report launch: Education Finance Watch 2022 (World Bank / UNESCO)
- **March 25 – 26** | Event: [Teacher Tech Summit](#)
- **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

### Unleashing women and girls' human capital: a game changer for Africa



Since decolonization, Sub-Saharan Africa has made great progress on human capital—the knowledge, skills, and health that people accumulate throughout their lives, enabling them to realize their productive potential. The region's progress is, in large part, a result of improved access to services and narrowing gender gaps in education, health, nutrition, and social protection.

HANA BRIXI & LAURA RAWLINGS |  
JANUARY 31, 2022

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### Ensuring learning continuity during COVID-19-related school closures: lessons from remote learning experiences in over 45 countries



Despite generally been seen as overly resistant to transformation, more change and innovation have probably occurred in education systems during the COVID-19 pandemic than in the previous decade. The emergency remote learning responses adopted during the pandemic have highlighted many highs and lows, and a host of questions: what worked well and what didn't? which innovations amplify, expose, or mitigate preexisting inequalities? what institutional capacities proved useful to quickly adapt to the crisis? how to scale and possibly sustain effective remote learning policies?

MARIA BARRON, INAKI SANCHEZ  
CIARRUSTA, CRISTOBAL COBO &  
STÉPHAN VINCENT-LANCRIN | JANUARY  
24, 2022

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## 2022 International Day of Education: looking back and leading forward in post-COVID19 learning recovery

We mark the fourth International Day of Education grappling with the devastating impacts of the COVID-19 pandemic on our current generation of learners, which at the peak of school closures disrupted learning of more than 1.6 billion children and youth across the world. We are living a “crisis within a crisis”.

OMAR ARIAS | JANUARY 24, 2022

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## 100 weeks into the pandemic: the importance of keeping schools open and investing in learning recovery programs



We are heading toward the 100th week of education disruption around the world. On average, each country has experienced 20 weeks of full school closures, plus another 20 weeks of partial closures. School children have lost an estimated 2 trillion hours – and counting – of in-person instruction since the onset of the COVID-19 pandemic and subsequent lockdowns.

STEFANIA GIANNINI, ROBERT JENKINS & JAIME SAAVEDRA | JANUARY 24, 2022

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## The Eastern Caribbean should invest more in higher education



Until 2019, Eastern Caribbean states successfully kept tourism at the heart of their economic models.

With almost two-thirds of the workforce comfortably absorbed by the industry, most governments delayed the diversification of their economies away from tourism. Under this approach, the demand on the education system was focused mostly on producing a workforce with specialized technical skills needed in the hospitality industry (such as for chefs, hotel clerks and tour guides). During economic downturns, unemployed workers would often migrate, especially to the United States, and send remittances back home. The model seemed to be crisis-proof too.

DIEGO ANGEL-URDINOLA & CYNTHIA MARCHIONI | JANUARY 21, 2022

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## Is vaccination the silver bullet for keeping schools open?

Long-term, nationwide school closures during the COVID-19 crisis have resulted in significant



learning losses among the world's children and have widened existing educational inequalities.

In 2020-2021, students in Europe and Central Asia lost 100 school days of learning on average, with 10 out of 13 countries having reported learning losses among at least some students. These COVID-related learning losses have so far amounted to one-third to half a year of learning on average in the region.

HARRY A. PATRINOS, ALINA SAVA, & TIGRAN SHMIS | JANUARY 20, 2022

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### **Pandemic priorities: Where is early childhood education on national policy agendas?**

As the COVID-19 pandemic prompted a worldwide wave of school closures beginning in March 2020, advances in early childhood education (ECE) were among the most threatened of the world's hard-won gains in education. Due to their stage of development, learners in early childhood (defined most expansively from ages 0 to 8) may be less able than older children to engage in remote learning, to cope with lost routines and opportunities for social and emotional development, and to comply with health and safety measures as schools seek to reopen safely. A World Bank report published early in the pandemic warned that a "crisis-driven weakening of early childhood development and foundational learning...will mean lower learning trajectories for a whole generation."

SHAWN POWERS & MICHELLE NEUMAN | JANUARY 20, 2022

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### **Lessons for the education sector from the COVID-19 pandemic**

Today, after two years of COVID-19, we have been forced to look at a new set of relevant trends. Neuroscience remains as relevant, perhaps more so given the ability of science to advance learning. MOOCs were seen relevant for post-secondary education. In addition, the following topics may become more relevant: the role of the private sector; education technology; inequality; and pedagogy.

HARRY A. PATRINOS & EDUARDO VELEZ BUSTILLO | JANUARY 11, 2022

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### **The global education crisis – even more severe than previously estimated**

In our recent *The State of the Global Education Crisis: A Path to Recovery* report (produced jointly by UNESCO, UNICEF, and the World Bank), we sounded the alarm: this generation of students now risks losing \$17 trillion in lifetime earnings in present value, or about 14 percent



of today's global GDP, because of COVID-19-related school closures and economic shocks. This new projection far exceeds the \$10 trillion estimate released in 2020 and reveals that the impact of the pandemic is more severe than previously thought.

ELLINORE AHLGREN, JOÃO PEDRO AZEVEDO, JESSICA BERGMANN, MATT BROSSARD, GWANG- CHOL CHANG, BORHENE CHAKROUN, MARIE-HELENE CLOUTIER, SUGURU MIZUNOYA, NICOLAS REUGE & HALSEY ROGERS | JANUARY 04, 2022

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🔊 See [Education for Global Development](#) for all blogs posted by the Education Global Practice.

## 🔊 Podcasts

🎧 Lessons for 2022  
[Spotify](#) | [Apple](#) | Jan. 26 - Word Bank EduTech Podcast

## 📄 Latest Projects Approved

- **Uruguay:** [Strengthening Pedagogy and Governance in Uruguayan Public Schools Project](#), Jan. 19
- **Cambodia:** [General Education Improvement Project](#), Jan. 18, 2022

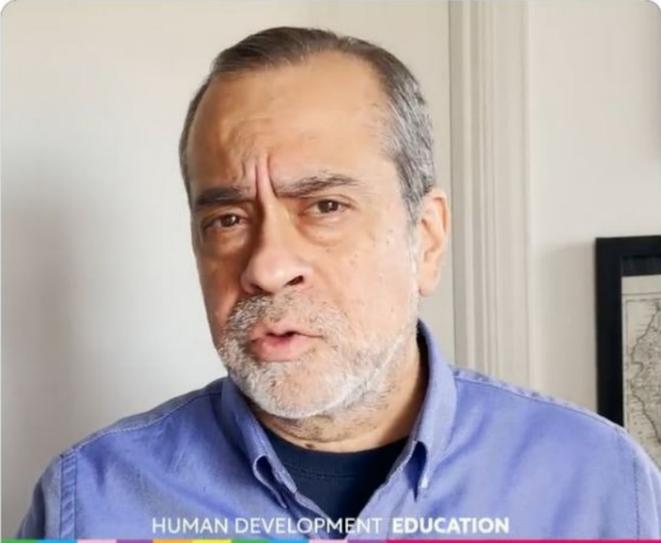
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### TOP TWEETS (January)

 World Bank Education  
@WBG\_Education

📅 Today, on #EducationDay 🖋️, let's hear from @JaimeSaavedra22 our @WorldBank Global Director for #Education on why it is key to #reopenschools, keep them open and recover the #learning losses! 📚

Visit our website: [wrl.d.bg/BYmj50HBCI3](http://wrl.d.bg/BYmj50HBCI3)



HUMAN DEVELOPMENT EDUCATION

**Jaime Saavedra**  
World Bank Global Director for Education

By investing in #learning recovery and using #EdTech wisely, it is possible to use the #COVID19 pandemic experience as a catalyst to improve #education for all children!

Have a look at our latest blog authored by @DavidMalpassWBG & @unicefchief

[wrlid.bg/at1J50HngEj](https://www.worldbank.org/at1J50HngEj)



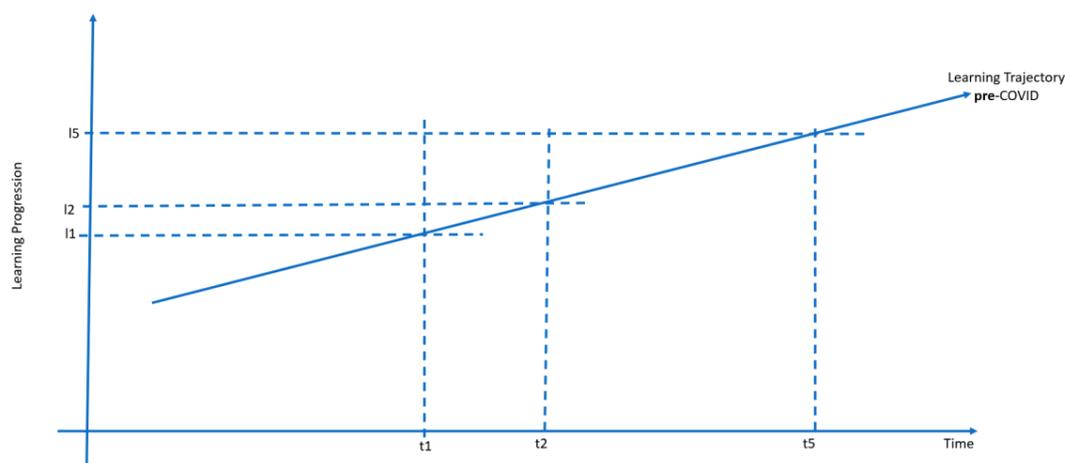
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 Edu Data

## 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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