



NEW REPORT | Where Are We On Education Recovery?

As the report reveals, a quarter of low-income countries surveyed do not know how many students have returned to school. It also shows that only half of all low-income countries surveyed have national or regional plans to measure student learning.

While two thirds of countries have implemented an abbreviated/prioritized curriculum, only 40 percent of countries are implementing learning recovery strategies at a national scale.

Further, the report highlights some existing and equally alarming data reflecting a lack of investment in addressing the staggering levels of learning loss globally. It reiterates that, on average, countries allocated only 3 percent of their COVID stimulus package to education.

Related: [Press statement](#) by UNESCO Assistant Director-General for Education **Stefania Giannini**; UNICEF Director of Education **Robert Jenkins**; World Bank Global Director for Education **Jaime Saavedra**

[READ THE REPORT](#)



NEW APPROACH PAPER | Safe and Learning in the Midst of Fragility, Conflict, and Violence

Education is one of the most powerful forces we have for creating a more peaceful and prosperous future. Yet the children most in need of a good education are also at greatest risk of having their learning disrupted, whether by conflict, violence, pandemics, climate, or other crises.

This key document lays out the World Bank's policy approach for how to deliver education services so that children are safe and learning. The first section defines the context, dynamics, and key terms and concepts of education in fragility, conflict, and violence (FCV). The second section traces the evolution of the World Bank's strategy for delivering education services in fragile settings. It draws on interviews with organizations working on education in emergency situations and presents the World Bank portfolio trends for FCV in education, dating back to 2005. The third section presents operational recommendations, drawing on interviews with World Bank task team leaders, managers, and country directors, as well as key partners.

Related: [Replay the event](#) | [Blog](#)

READ THE PAPER



EVENT | Remote Learning For Resilient Education Systems

UNICEF and the World Bank launched seven resource packs on remote learning for resilient education systems.

The 7 resource packs for remote learning feature guidance and case studies to support governments and implementers with digital learning, radio, TV, mobile, print, and formative assessment.

The event was moderated by EdTech Hub Executive Director Verna Lalbeharie. It featured:

- Virtual field visits in Lebanon, Uganda, and beyond
- Speakers from Cambridge Education
- Remarks from Jaime Saavedra, Global Director of Education, World Bank, and Robert Jenkins, Director of Education and Adolescent Development, UNICEF

Related: [All 7 Resource Packs](#) | [Blog](#)

REPLAY THE EVENT



EVENT | Teacher Tech Summit

Co-hosted by the T4 Education, the World Bank and Owl Ventures, the 2022 Teacher Tech Summit is one of the largest online educational technology event of the year. It provides expert teachers with a platform to share good practices with other teachers around the world.

The 2022 edition took place virtually on March 25 - 26 and it was based around the simple theme of 'What works?.'

We hosted fireside chats, discussions, debates and presented expertise around topics such as: Lessons of digital transformation; Innovation in the classroom; Mental health & wellness; The rise of E-sports; Scaling quality education and more!

REPLAY THE EVENT

A graphic for the Teacher Tech Summit. On the left, there is a portrait of Jaime Saavedra, a man in a suit and glasses. To the right of the portrait, the text reads: "Jaime Saavedra, Global Director for Education, World Bank". Below this is a quote: "The learning experience will only improve with richer and more impactful interactions between teachers and students. Teachers shape the future of students every day, and through that, they shape the future of nations. The Teacher Tech Summit is the opportunity to continue building that future." At the bottom, there is a red banner with white text: "TEACHERTECHSUMMIT.ORG | #TeacherTechSummit".

NEW FACT SHEET | Investing in Education from Early Childhood to Lifelong Learning

Download your copy [HERE](#)

EDUCATION FACT SHEET

INVESTING IN EDUCATION FROM EARLY CHILDHOOD TO LIFELONG LEARNING

The World Bank is the largest external financier of education in the developing world. Through financing and technical assistance, we support governments' efforts in education, benefiting children from birth to adulthood. We help countries share and apply innovative solutions to education challenges, focusing on systemic reform throughout the education cycle.

Since 2000, the World Bank has committed more than **US\$73 BILLION¹** in supporting education projects, **COVERING 160 COUNTRIES AND 25 REGIONAL STATES**

The World Bank Education Global Practice provides implementation support to **172 PROJECTS** for a total commitment of **\$23.27 BILLION**

This includes:

- 109** IDA credits/grants (\$14.84 BILLION)
- 43** IBRD loans (\$7.93 BILLION)
- 19** Recipient-Executed Trust Funds (\$493 MILLION)

In addition, in this latest fiscal year—July 2021 – June 2022—the World Bank also continues to be the largest implementing agency of Global Partnership for Education (GPE) grants to low-income countries. The World Bank currently manages 57% of GPE's total grant portfolio—\$1.95 billion of \$3.46 billion in active grants—of which \$194.5 million consists of COVID-19 Accelerated Funding Window grants.



IMPACT OF WORLD BANK-SUPPORTED PROJECTS

432 MILLION STUDENTS reached through our active programs—1/3 of the students in current client countries.

18 MILLION TEACHERS reached through our active programs—nearly 1/4 of the teacher workforce in current client countries.

\$1.08 BILLION in new commitments to projects focusing on low-income countries.

\$1.40 BILLION in new commitments to projects in fragility, conflict, and violence (FCV) settings.

\$7.01 BILLION in new commitments focused on strategic opportunities for narrowing gaps between men and women.

World Bank Education Investments Around the World (US\$), as of Feb. 2022

| Region | Investment (US\$) | Number of active projects |
|---------------------------------|-------------------|---------------------------|
| Sub-Saharan Africa | \$9.73 B | 76 |
| South Asia | \$6.31 B | 31 |
| Latin America and the Caribbean | \$2.21 B | 20 |
| Middle East and North Africa | \$2.15 B | 11 |
| Europe and Central Asia | \$1.47 B | 19 |
| East Asia and the Pacific | \$1.40 B | 15 |

¹All dollars are in US\$.

OUR VISION

To ensure that everyone can achieve her or his full potential with access to a quality education and lifelong learning. We envision a world in which all countries prepare all their children and youth to succeed as citizens, and equip them with the tools to participate in their country's development.

OUR OBJECTIVE

To help achieve our vision, we have set a target to reduce Learning Poverty by half by 2030. This means reducing by at least 50% the number of children who cannot read and understand a simple text by age 10. Our efforts support the achievement of the UN's Sustainable Development Goal 4 (SDG4)—to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Meeting the COVID-19 Crisis

COVID-19 has amplified the learning crisis. The pandemic's impacts could drive levels of Learning Poverty up to 70% in low- and middle-income countries, and could cost an entire generation of school children \$17 trillion in lifetime earnings. The World Bank currently has 60 projects addressing COVID-19 response in 42 countries, totaling \$9.65 billion—covering the entire education cycle from early childhood to higher education.

THE 5 PILLARS OF OUR EDUCATION POLICY APPROACH



GLOBAL INITIATIVES AND PARTNERSHIPS

PARTNERING FOR THE FUTURE: WORLD BANK GLOBAL INITIATIVES SUPPORTING THE 5 PILLARS OF A WELL-FUNCTIONING EDUCATION SYSTEM

| | | | |
|-------------------------------|--|---|-----------|
| Targeting Learning Poverty | Accelerator Program | Literacy Policy Package | Read@Home |
| Childcare and Early Childhood | E L P EARLY LEARNING PARTNERSHIP | | |
| Assessments | LeAP | GLOBAL EDUCATION POLICY COUNCIL | READ |
| Teachers | Teach | Coach | |
| Results-Based Financing | Results in Education for All Children (REACH) | | |
| Capacity Building | EDUCATION POLICY ACCELERATOR | | |
| COVID-19 response | Mission Recovering Education 2021 unicef unesco | Continuous and accelerated learning | |
| Evidence in Education | Global Education Evidence Advisory Panel Foreign, Commonwealth & Development Office | SIEF Strategic Impact Evaluation Fund | |
| Education Technology | reimagine education unicef | EdTech Hub BILL & MELINDA GATES Foundation UKaid | |
| Education Financing | Global Education Finance Platform (GEFP) | | |
| Global Trust Funds | Tertiary Education and Skills | Foundational Learning Compact | |



Total Education Sector & Thematic Portfolios (As of February 2022)

| | | |
|---|---------|--------------|
| Fragility, Conflict & Violence Settings | \$4.91B | 41 projects |
| Early Childhood Education | \$2.2B | 49 projects |
| Primary Education | \$3.8B | 78 projects |
| Secondary Education | \$4.2B | 66 projects |
| Tertiary Education | \$3.7B | 44 projects |
| Workforce Development | \$2.0B | 35 projects |
| Adult and Continuing Education | \$100M | 7 projects |
| Public Administration | \$3.5B | 132 projects |
| Other Educational Projects | \$1.0B | 30 projects |

For more information about the World Bank's work in education, please visit: www.worldbank.org/education

Follow the World Bank – Education Global Practice on Twitter: @WBG_Education

Published in March 2022

NEW FLYER | The Learning Data Compact (LDC)

Download your copy [HERE](#)

THE LEARNING DATA COMPACT (LDC)

A GLOBAL COALITION TO END THE LEARNING DATA CRISIS, ALLOWING COUNTRIES TO UTILIZE THE POWER OF DATA TO IMPROVE EDUCATION

WE

NEED DATA

HOW DO WE KNOW IF OUR CHILDREN ARE LEARNING?

Countries around the world struggle with a lack of relevant data to make sound decisions on education. As a result, millions of children are being held back and countries' economies are suffering. That's where the Learning Data Compact comes in.



“What are our learning losses due to COVID-19?”



The Learning Data Compact is a commitment to ensure that all countries, especially low-and middle-income countries, have at least two quality measures of learning collected at planned intervals by 2030.

TODAY WE ARE IN A LEARNING DATA CRISIS

- In many low- and middle-income countries, learning data are not collected frequently and, in some countries, not collected at all.
- Without regular data to measure foundational learning, countries have no way of monitoring progress and whether their investments and policies are geared towards success.
- In Sub-Saharan Africa today, there is a lack of data for over half of school-age children to assess whether they are reaching even a minimum level of reading proficiency.
- Without regular learning data, it is impossible to even know whether countries are on track to achieve the goals under the UN's Sustainable Development Goal 4 (SDG4). COVID-19 increased the need for timely, comparable data to assess the impact of the pandemic on students' learning.

At the same time that learning data is collected regularly, learning assessments need to be of high quality, and should be used effectively to inform decision-making. That's where the Learning Data Compact comes in.



HAVING LEARNING DATA IS A PRE-REQUISITE FOR COUNTRIES TO SUCCEED IN ENSURING THAT THEY REACH THEIR NATIONAL LEARNING GOALS, AND THAT ALL CHILDREN RECEIVE A GOOD QUALITY OF EDUCATION.



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WHAT WILL THE LEARNING DATA COMPACT DO?

UNESCO, UNICEF, and the World Bank have joined forces and established the Learning Data Compact (LDC). They are rallying other partners to support coordinated efforts to close the learning data gaps that still exist worldwide. **The Learning Data Compact will:**

- Increase the availability, use and impact of learning data.
- Provide a more equitable, flexible, and efficient mechanism to expand country capacity, for the production and use of good quality data, for better education policies.

“Are schools ready to help my child recover from learning loss?”

At the core of the Learning Data Compact is the vision that all countries, especially low-and middle-income countries, assess learning for students in at least 2 subjects, at least 2 grades, and with 2 planned rounds of measurement by 2030. This is an attainable goal at a modest cost: an average per-country investment of US\$3.6 million could enable implementation of two rounds of assessments in over 130 countries. Measuring learning at different stages of the school cycle, particularly in earlier grades, is critical to ensure that children acquire the necessary competencies to master learning goals in higher grades, and beyond school.



© UNICEF/UN0527753/Satu

“How can learning data help my teachers to help me get the most out of school?”



© UNICEF/UN0453361/Simwaka

IN PARTICULAR THE LEARNING DATA COMPACT:

FOR PARTICIPATING COUNTRIES:

- Supports greater alignment on how to plan, design, implement, analyze, and use results of large-scale learning assessments—building on existing solutions and the latest innovations.
- Promotes measures of student learning that can be repeated over time, and when relevant, compared across countries.
- Strengthens the link between large-scale student assessments, data on drivers of learning (including through household surveys), and classroom assessments.
- Improves production and use of data to inform action on the ground to benefit children's learning.

FOR DEVELOPMENT PARTNERS:

- Supports strengthening quality, oversight, transparency, and impact of global efforts to measure student learning outcomes.
- Strengthens the coordination among different partners to better support country systems for measuring and monitoring learning.
- Complements regional and international assessment initiatives including LLECE, PASEC, PILNA, PIRLS, PISA, SAQMEC, SEAMEO, and TIMSS.



Find out more about the Learning Data Compact



NEW FLYER | Tertiary Education and Skills (TES)

Download your copy [HERE](#)

TERTIARY EDUCATION & SKILLS (TES) UMBRELLA TRUST FUND

The World Bank is setting up a new Umbrella Trust Fund focused on Tertiary Education and Skills (TES). The TES Umbrella Trust Fund aims to **prepare youth and adults in low- and middle-income countries for the future of work and society**, by improving access to relevant, quality, equitable, and resilient education and training.

The vision of the TES Umbrella Trust Fund is to move towards an **integrated tertiary education and skills ecosystem**—leveraging new technology, smart financing, and flexible pathways.

The TES Umbrella Trust Fund will help to address:

THE CHALLENGES FACING TERTIARY EDUCATION AND SKILLS SYSTEMS

- The **changing nature of work**—accelerated by the **COVID-19 pandemic**—has prompted more focus on digital, advanced cognitive, and socioemotional skills, but over 2.1 billion adults struggle with basic literacy and numeracy.
- **Lack of skilled workforce** is an increasing bottleneck for employers: 23% of firms in low- and middle-income countries cite workforce skills as a major constraint to operations.
- With **barriers to equitable and inclusive access**, enrollment in tertiary education remains low in low-income countries, despite high returns, and learning has been **disrupted by COVID-19**.
- The **quality, relevance, and affordability** of TES institutions **varies considerably** within and across countries.

THE OPPORTUNITIES INHERENT IN TERTIARY EDUCATION AND SKILLS SYSTEMS

- **Tertiary education and skills systems are a driver of major development agendas**, including human capital, climate change, youth and women's empowerment, and jobs and economic transformation.
- **These systems can transform countries' development trajectories** by building the skills base for greener jobs and the digital economy.
- **COVID-19 propelled faster adoption of digital technologies**, including remote learning and artificial intelligence, in education and training delivery.



AN INTEGRATED AND EXTENDED REACH TO ACHIEVE HIGHER IMPACT

With a **US\$5 billion portfolio of tertiary education and skills training investments in over 50 countries**, the World Bank is uniquely positioned to **develop new insights and innovative approaches** combining country, regional, and global knowledge and data, as well as facilitate **strong coordination of fundraising efforts**. The World Bank is **seeking new partners**—bilateral agencies, private foundations, and private sector companies—who would like to **leverage their investments**, and **achieve higher impact** on the global tertiary education and skills development agenda, by combining their contributions and engaging with each other through the governance of the TES Umbrella Trust Fund.

STRUCTURE OF THE TES UMBRELLA TRUST FUND

| TES PILLARS | TES ACTIVITIES | OUTCOMES |
|--|--|--|
| PILLAR 1 Higher Education | The World Bank develops and disseminates Global Public Goods | 01 Advanced 21st century skills and employability 02 Intensified research, innovation, and adaptation |
| PILLAR 2 Formal Technical and Vocational Education and Training (TVET) | | 03 Greater equity and inclusion 04 Stronger foundations of governance, financing, and quality assurance |
| PILLAR 3 Youth and Adult Learning | The World Bank provides Country and Regional Support | 05 Improved use of transformative technological tools |

RECENT RESOURCES FOR POLICYMAKERS AND PARTNERS ON TERTIARY EDUCATION AND SKILLS



CONTACT
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PRESS RELEASE | US\$20 Million for the First Phase of Long-Term Investment in Palestinian Education Sector

The World Bank approved its first Multiphase Programmatic Approach (MPA) in the education sector globally, in support of an eight-year program that addresses key education challenges in West Bank and Gaza.

With the approved US\$20 million from an expected overall envelope of US\$60 million, the “Supporting an Education Reform Agenda for improving Teaching, Assessment and Career Pathways” Program (SERATAC, which means your life journey or pathway in Arabic) aims to improve education outcomes of primary and secondary students and increase student pathways leading to tertiary education.

Related: [Report](#) - West Bank and Gaza - Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways Project (English)

[READ MORE](#)



EVENT | World Bank's Youth to Youth (Y2Y) Community: Educating For Tomorrow

The Educating for Tomorrow event welcomed an internal and external global audience to join the Y2Y Community in engaging with today's education leaders to discuss tomorrow's problems impacting education. The main goal of the event was to understand the upcoming disruptors in this sector, how to raise global awareness for education, and the importance of empowering youth to become the leaders of tomorrow.

This event aligned with the World Bank Group's Communications Priorities for 2022. The Y2Y supported this current corporate priority by hosting the Educating for Tomorrow event which provided a platform for featured World Bank Experts to empower their thought-leadership in the global education sector, while including external perspectives focused in education in LAC and MENA regions. The event promoted an intergenerational discussion while ensuring a diverse geographic representation, as well as gender balance, and relevance on the topics covered.

[REPLAY THE EVENT](#)

2022 VIRTUAL EVENT

EDUCATING FOR TOMORROW

March 31 at 9:00am EST

Engage with today's education leaders to discuss tomorrow's problems impacting education. The main goal of the event is to understand the upcoming disruptors in this sector, how to raise global awareness for education, and the importance of empowering youth to become the leaders of tomorrow.

GLOBAL KEYNOTE SPEAKERS



JAIME SAAVEDRA
Global Director for Education
World Bank



SEN. BARBARA FLORIDIA
Undersecretary for Education
The Italian Ministry for Education



GERMAN ESCORCIA
Director of Innovation
Virtual Educa



HIMDAT IQBAL BAYUSUF
Education Specialist
World Bank



FLAVIA BEDICKS
Brazil Chapter Lead
Y2Y Youth Voices



MARIA EUGENIA OVIEDO
Education Analyst
World Bank

REGISTER AND WATCH AT

[@Y2YWBG INSTAGRAM](#)

PARTNERS



COVID-19 Response

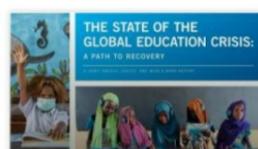
World Bank Education and COVID-19 Response

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.

[LEARN MORE](#)



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

31 Upcoming Events

- **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](#)
- **May 5 - 6** | Event: REACH Conference
- **May 7 - 9** | International Conference and Exhibition for Education (ICEE), May 8 - 11 (Hosted by Saudi Arabia Ministry of Education in the Kingdom of Saudi Arabia) in Riyadh, Saudi Arabia. The main theme of the conference “Education in Times of Crises: Opportunities & Challenges”
- **May 17** | Report launch: Quality Early Learning: Nurturing Children’s Potential
- **May 18 - 20** | Event: [World Higher Education Conference](#) (Hosted by UNESCO) in Barcelona, Spain
- **May 22 – 25** | Event: [Education World Forum](#) – Theme: [Education: building forward together; Stronger, Bolder, Better](#) (Hosted by UK and Oxford, Blavatnik School of Government)
- **May 26 - 27** | Hybrid Event: [World Bank Group Youth Summit 2022](#): Unlocking the Power of Inclusion for Equitable Growth
- **May 31** | Event: [Supporting Struggling Readers and Raising Boys' Literacy](#) (Arabic focus) - Joint World Bank-Queen Rania Foundation webinar
- **June 14** | Report launch: State of Learning Poverty

Blogs

How do the world’s leading education experts recommend the education sector should respond to Covid-19?



The arrival and scale of the Covid-19 pandemic caught everyone off guard; the pandemic, and its reverberating impacts, are far from over. The pandemic has impacted every area of the lives of every person around the globe, and education has been hit by its worst crisis in a century. In some countries, policy makers have been doing their best to respond to an unprecedented and fast-moving situation; in others, they have yet to grasp the magnitude of this monumental shock. Evidence on the effectiveness and impact of various policy and programmatic responses has been in short supply, in part because few countries were prepared. But recovering learning is now a gigantic task in need of urgent action.

CHARLOTTE WATTS, JAIME SAAVEDRA, and ROBERT JENKINS | MARCH 31, 2022

[READ BLOG](#)



The importance of Somali women in leadership for sustainable development and peace

Mama Hawa Aden Mohamed, founder of the Galkayo Education Centre for Peace and Development (GECPD), has created spaces where displaced women and girls, victims of all sorts of abuse and violence, can find safety, opportunity and be protected and sheltered. She has educated more than 1,000 women and girls in Puntland since 1994, despite being threatened and even shot at multiple times. For her courage, she was the recipient of the 2019

TRT World Citizen Educator Award and the 2012 UNHCR Nansen Refugee Award.

SAHRA AHMED KOSHIN | MARCH 30, 2022

[READ BLOG](#)

March 28, 2022: David Malpass' travel to Senegal and Morocco



On my way from Rabat to the Casablanca airport, I visited a preschool operated by the Moroccan Foundation for Preschool (FMPS), which has created a pedagogical framework to provide quality education in the formative early years. FMPS already has 200,000 preschool pupils and is expanding fast. The model – with independent NGOs contracted and evaluated by the Ministry to educate in a systematic way – seemed highly successful and popular.

DAVID MALPASS | MARCH 29, 2022

[READ BLOG](#)

Education is one of the most powerful tools against racism in Latin America



I never get tired of saying it: skin color has no place in a just and inclusive society. But reality contradicts me. For 34 million children and adolescents in our region, being of African descent is synonymous with invisibility: not only are they forgotten and neglected; they are also actively discriminated against.

CARLOS FELIPE JARAMILLO | MARCH 23, 2022

[READ BLOG](#)

Measurement: The missing puzzle piece in early childhood education in North Macedonia



Global interest on early childhood education (ECE) is growing as more and more countries realize that investment in the youngest members of society lies at the heart of human capital development. A considerable body of international research highlights the importance of ECE, not just for school readiness but also for later educational and life outcomes. In view of such evidence, the Government of North Macedonia is committed to expanding access to ECE and improving early learning quality.

BOJANA NACEVA, MARTIN GALEVSKI, ADRIJANA ZAREVA, DARKA PETRUSHEVSKA, GABRIELA DURCHEVSKA GEORGIEVA, VERA RISTOVSKA | MARCH 22, 2022

[READ BLOG](#)

How to raise the quality of child caregiving in Bangladesh?



While we talk about children’s development in their early years, the importance of having access to quality child caregiving services often gets overlooked. Sifat Hossain, a schoolteacher from Dhaka, Bangladesh said: “As a working mother I always have to think about with whom I can leave my child safely with while I am away. Having access to quality childcare is important to not only allow me to continue working, but also give my child the opportunity to interact with other children for her overall development.”

TASHMINA RAHMAN, FARZANA SHAMS,
TAMARA ARNOLD URZUA | MARCH 17, 2022

[READ BLOG](#)

Designing TPD programs to overcome motivational barriers: 10 strategies



Finding the motivation to change is hard. It is particularly daunting in a workplace, where individuals may be used to the same routine day in and out, or where they may be poorly supported to innovate or try something new. In the case of teachers, finding the motivation to apply new professional skills, even after they have gained these skills through teacher professional development (TPD), can be difficult.

MANAL QUOTA & JAYANTI BHATIA | MARCH 17, 2022

[READ BLOG](#)

Improving literacy and problem-solving skills: How Kyrgyz Republic works to build skilled workforce



Nearly a quarter of the population of the Kyrgyz Republic lives below the international poverty line of \$3.20 per capita per day, and many more live just above it. In addition, job creation is slow, and lags the pace of population growth.

In supporting the Kyrgyz Republic’s effort to tackle its challenges and to build evidence for better understanding of the links between education, skills acquisition, and the labor market, the World Bank conducted a survey of adult skills in late 2019. The focus was on literacy, numeracy, and problem-solving.

DINGYONG HOU | MARCH 17, 2022

[READ BLOG](#)



Education & fragility, conflict, and violence: how to keep children safe and learning

Today’s news is dominated by the latest wave of refugees fleeing violent and horrifying conflict. As with previous waves of displaced people the world over, the 2.5 million (and counting) Ukrainian refugees consist disproportionately of women and children, whose lives have been dramatically upended. In addition to the trauma they are living today, the

shock of this war will be felt tomorrow and beyond, as many will never fully recover from having their educational pathway so disrupted.

JAIME SAAVEDRA, KEIKO MIWA, and PETER HOLLAND | MARCH 15, 2022

[READ BLOG](#)

Skilling Up Lebanon: An opportunity to lower unemployment rates in Lebanon amid a major financial crisis?

Many children currently in primary school will be in jobs that probably do not exist today. We still remember what our high school teacher once told us: "You will spend 15 years in school and approximately 4 years in university to prepare yourself for a job that no one can affirm from now how it will be and what skills it will require."

Unfortunately, the Lebanese workforce is ill-equipped to thrive in a digital economy. Without the right skills, Lebanon may not benefit from the opportunities disruptive technologies and digital firms offer. Our education system remains severely outdated: The curriculum's last update was in 1997, 24 years ago! It remains rigid, traditional in every sense of the term, and unable to adapt to the needs of today's fast-paced world.

MARIAM DAHER, ANGELA ELZIR, and AHMAD JABER | MARCH 14, 2022

[READ BLOG](#)

Education meets the metaverse in Eastern Caribbean national colleges

The metaverse is described as the next chapter of the internet evolution where interactions occur in immersive 3D spaces emulating physical interactions in virtual settings. Users in the metaverse can move throughout this virtual environment with avatars that are their digital representation. The metaverse has countless benefits and applications for business (real-time interaction for customers), medicine (doctors can interact with the patients virtually), and education (fostering interactions between students and teachers). The expansion potential of the metaverse is so vast that a recent study predicts that 25% of all individuals globally will spend at least one hour per day in the metaverse by 2026.

DIEGO ANGEL-URDINOLA, CYNTHIA MARCHIONI, and JIMMY VAINSTEIN | MARCH 11, 2022

[READ BLOG](#)

How data can accelerate equality

Over the last decade, maternal mortality has decreased and girls' enrollment in secondary school has considerably increased, but many discriminatory laws in 178 countries which host 2.4 billion working-age women hold them back



from fully participating in the economy. In the last two years, as a consequence of the COVID-19 pandemic, significantly fewer Ugandan girls than boys returned to school after pandemic-related closures, and a majority of Bangladeshi girls have reported spending less time on education.

HAISHAN FUH and ANA BRIXI | MARCH 08, 2022

[READ BLOG](#)

International Women's Day: Addressing challenges faced by girls and young women in Western and Central Africa

The Western and Central Africa region has more than 28 million girls out of school. The gross enrollment rate in secondary school for girls is only 42 percent in the region. The gender parity index for secondary education, a measure of the ratio of girls to boys enrolled, is as low as 0.53 in Chad and is below 1 in 17 of the 22 countries in the region. We know that the COVID-19 pandemic will increase these gender gaps because experience from the Ebola outbreak taught us that when schools reopened after a nearly year-long closure, girls were 17 percentage points less likely than boys to be in school.

MARTÍN E. DE SIMONE, WURAOLA MOSURO, YEVGENIYA SAVCHENKO, and JASON WEAVER | MARCH 08, 2022

[READ BLOG](#)

Promoting Wage Equality in the Labor Market in Africa: a Moral Imperative

Wage and occupational inequalities are often rooted in pre-existing inequalities in access to education. Improving access to education for girls, in particular in the areas of science, technology, engineering, and mathematics (STEM), can positively impact the occupational segregation that shuts many women out of certain high-paying jobs.

Providing quality education for girls and boys, especially from early childhood, also relieves mothers of a number of domestic tasks so that they can focus on income-generating activities without having to worry about the care and development of their children. Countries such as Ghana should be viewed as examples.

OUSMANE DIAGANA | MARCH 07, 2022

[READ BLOG](#)

Banking on youth: Rwanda's path to a 21st century economy

Rwanda has the ambitious goal to become an upper-middle-income economy by 2035, a goal that requires investing in industrial skills that meet employers' demands. Over the past four years, the government has run a formidable critical skills program for youth at various



educational levels, as part of its 2018 – 2024 National Strategy for Transformation (NST). This development blueprint covers all sectors in education, aiming to equip the more than 200,000 youth entering the labor market annually with critical productive skills for access to good quality jobs.

RUTH CHARO and ROLANDE SIMONE PRYCE | MARCH 07, 2022

[READ BLOG](#)

Why is quality and affordable childcare vital for inclusive growth in Bangladesh?

Research has shown that quality childcare is critical for increasing human capital and the early years of a child's life profoundly affect their ability to develop skills and succeed in life. Nurturing care and stimulation in the early years can lead to long-term benefits such as increased school readiness and higher future earnings. Quality childcare also enables more women--especially those with young children--to join the workforce . At the same time, the childcare sector can help generate jobs, create opportunities for women, and boost the economy.



In Bangladesh, the childcare sector is in its nascent stage. There are only a few high quality and affordable childcare providers – a situation exacerbated by skilled personnel constraints – and most are not accessible to low-income families.

FAHMINA RAHMAN and ANMOL KAMRA | MARCH 04, 2022

[READ BLOG](#)

Remote learning solutions for resilient education systems: Seven resource packs to guide governments and policymakers

UNICEF and the World Bank, with funding from GPE and in partnership with Cambridge Education, have created a set of global public goods: seven Resource Packs that are designed to support government officials and education practitioners with strengthening, designing, and implementing effective remote learning opportunities for children in development and humanitarian contexts. These tools comprise an umbrella resource pack which provides the background information and framework to use each of the six topical ones focused on radio, TV, print, digital technology, mobile, and formative assessment. Each pack covers early learning, primary and secondary levels with approaches for the most marginalized children who were mostly left out of remote learning at the height of the pandemic. They also include guidance, tools, and case studies to support localized deployment and the delivery of quality remote learning.



ROBERT JENKINS and JAIME SAAVEDRA | MARCH 02, 2022

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

 Podcasts

 Translating Early Grade Reading Resources and Games into Ukrainian: Lessons from the Global Digital Library Translate-A-Story Campaign
[Spotify](#) | [Apple](#) | March 30 - Word Bank EduTech Podcast

 Intrinsic Motivation and its Impact on Student and Teacher Classroom Performance
[Spotify](#) | [Apple](#) | March 29 - Word Bank Teachers Podcast

 Creando la Próxima Generación de Materiales Educativos: Aprendizajes del proyecto Evoke en Colombia y Honduras, y de la iniciativa “Letras y Fútbol” de la Fundación Athletic Club (Español)
[Spotify](#) | [Apple](#) | March 23 - Word Bank EduTech Podcast

 Latest Projects Approved

- **Kenya:** [Primary Education Equity in Learning Program](#), March 31, 2022
- **West Bank and Gaza:** [Supporting an Education Reform Agenda for Improving Teaching, Assessment and Career Pathways](#), March 25, 2022
- **Colombia:** [Program for improving learning outcomes and socioemotional education \(PROMISE\)](#), March 24, 2022
- **Djibouti:** [Skills Development for Employment Project](#), March 23
- **Haiti:** [Promoting a more Equitable, Sustainable and Safer Education](#), March 7, 2022
- **Lao PDR:** [Priority Skills for Growth](#), March 1, 2022

 TWITTER
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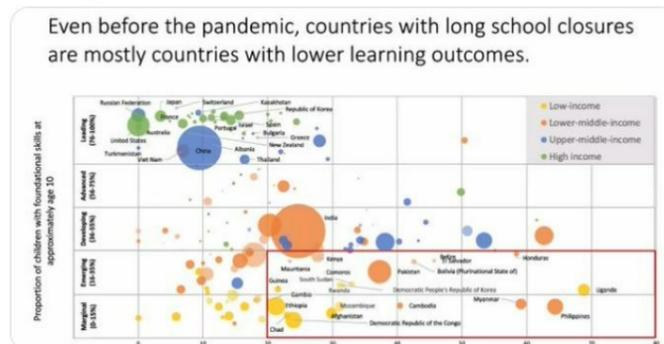
TOP TWEETS (March)

 World Bank Education
 @WBG_Education

🚨 The costs of closing schools outweigh the risks of keeping schools open

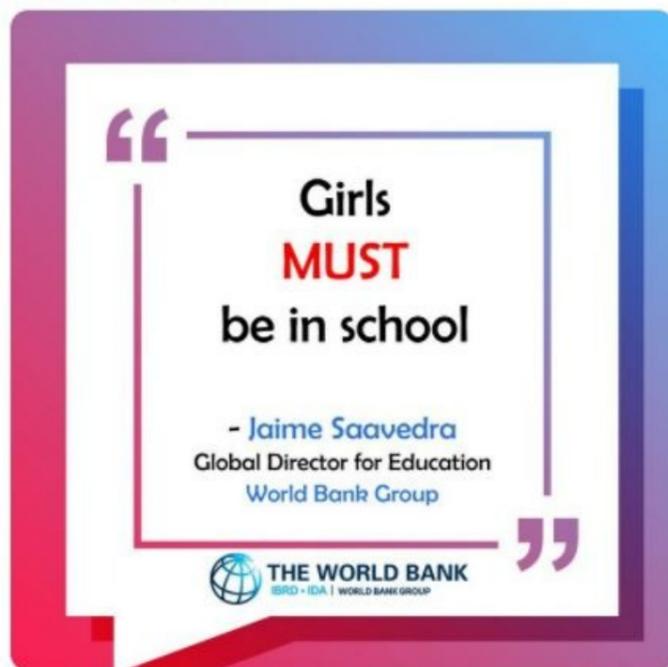
🗣️ It is imperative to keep schools open and investing in #learning recovery programs!

👂 Check our latest blog authored by [@JaimeSaavedra22](#) [@RobertG_Jenkins](#) [@SteGiannini](#): wrl.d.bg/OSLs50HC1OF



SOS We are deeply sad and worried about the decision to keep girls away from secondary [#education](#) in [#Afghanistan](#) 🇦🇫

"Education is a human right and the key to a brighter future for the single learners as well as their countries"
- @JaimeSaavedra22



Connect with us on Twitter!



Edu Data

CHALLENGES IN GIRLS' EDUCATION: THE NUMBERS TELL THE STORY

129+ million

GIRLS OUT OF SCHOOL WORLDWIDE

32 million
of primary-school age

97 million
secondary-school age

In South Asia, approximately **46 million** primary and secondary school-age girls are out of school. In Sub-Saharan Africa, that number is **52 million**.

In FCV contexts, **girls are 2.5 times more likely to be out of school than boys at the secondary level. GIRLS IN FCV CONTEXTS ARE 90% MORE LIKELY TO BE OUT OF SECONDARY SCHOOL THAN GIRLS IN NON-FCV CONTEXTS.**

There is a **large gender gap**

in labor force participation which is especially stark in South Asia, which has one of the **lowest female labor force participation rates at 24%**.

While there are similar rates for primary completion globally (90% male, 89% female), **school completion for both is much lower for the completion of secondary school in low income countries, with the discrepancy between girls and boys even sharper:**



It has been estimated that **two-thirds of the world's illiterate population are women.**



BOTH BOYS AND GIRLS ARE FACING A LEARNING CRISIS. Learning Poverty (LP) measures the share of children who are not able to read and understand a simple text by age 10. While girls are on average 4 percentage points less learning-poor than boys, the rates remain very high for both groups. The average of LP in low- and middle-income countries is

females 55% | males 59%

The gap is narrower in low-income countries, **where LP averages about 93% for both boys and girls.**

The World Bank's approach to supporting girls' education recognizes that multiple factors lead to low enrollment rates, low educational attainment, as well as low levels of learning. Some of these constraints affect boys and girls alike, while others affect one gender more than the other. Constraints include:

Barriers to Getting Girls into Schools

- Financial barriers
- Distance and lack of safety to and from school
- Lack of information about returns to girls' education
- Social and cultural perceptions/norms

A Lack of Safe & Inclusive Schools for Girls

- Poor school infrastructure for girl-specific needs
- Unsafe schools, sexual harassment, and gender-based violence (GBV)

Low Quality of Education

- Low quality and relevance of education services
- Lack of gender-sensitive teaching and material

Limited Further Education and Employment Prospects

- Lack of further education prospects
- Limited fields of study

THESE CHALLENGES HAVE BEEN COMPOUNDED BY THE EFFECTS OF THE PANDEMIC

Despite improvements, progress is still lagging on some key indicators for girls' education.

Ensuring that all girls and young women receive a quality education is a human right, a global development priority, and a strategic priority for the World Bank.

Our new brochure "COUNT ME IN!" highlights why is critical to invest in girls' education now!

 Download your copy [HERE](#)

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