



NEW CONTEST | World Bank & Financial Times Youth Blog Competition 2023

Three years after the arrival of COVID-19, educators and governments are still grappling with the pandemic's aftermath. They are working to make up the crucial time lost during COVID-related closures, to position students for successful lives.

The future doesn't have to be dark. There's still time to recover learning losses and put a generation of students on track to thrive in the jobs of the future.

If you're aged 16 to 19 and currently enrolled in high school, we'd like to hear about your experience with post-COVID education and learn your ideas for the way forward.

Please tell us:

How is your country's education system recovering from learning losses of the COVID-19 pandemic, and what more can it do to prepare young people for the jobs of the future?

We invite you to enter the fifth annual global blog writing competition, co-sponsored by the World Bank and the Financial Times.

[LEARN MORE](#)



INTERNATIONAL DAY | Celebrating International #EducationDay 2023!

Building on the global momentum generated by the UN Transforming Education Summit in September 2022, this 2023 International Day of Education called for maintaining strong political mobilization around education and charting the way to translate commitments and global initiatives into action. Education must be prioritized to accelerate progress towards all the Sustainable Development Goals against the backdrop of a global recession, growing inequalities, and the climate crisis.

Did you know? Over the last three years, World Bank lending for education has doubled compared to the preceding 10 years:

- With a portfolio of about \$24 billion in 95 countries, we are the largest source of external financing for education in developing countries.
- Our projects are reaching at least 432 million students and 18 million teachers – one-third of students and nearly a quarter of teachers in low- and middle-income countries.

On Jan. 24 at midnight, we ran a 24-hour twitter marathon not only to amplify our latest initiatives to end learning poverty and invest in education, but to urge countries to swiftly implement evidence-based policy responses at-scale to recover and accelerate learning.

Related: President David Malpass' [blog](#) on the global learning crisis | [Blog](#) on addressing learning losses in Middle East and North Africa by Ferid Belhaj, World Bank Vice President for the Middle East and North Africa | [Blog](#) on elevating education as a political priority by Jaime Saavedra, World Bank Global Director for Education | Eastern & Southern Africa [immersive story](#) | President David Malpass' [tweet](#) on #EducationDay | [Immersive story](#) on the Learning Crisis | Social media videos: [Jaime Saavedra](#), [Temilade Salami](#), [Kenisha Arora](#), [Doris Mwikali](#) | Education [quote](#) from Nelson Mandela.

LEARN MORE



OP-ED | Reversing the global learning crisis before it derails a generation of children

Author: David Malpass, President of the World Bank Group
This piece originally appeared in [USA Today](#) on November 8, 2022

The latest U.S. math and reading scores showed worrisome declines due to the pandemic's toll and related school closures. For many developing countries, the impacts of this shock are even worse, amounting to a crisis in learning that threatens a generation of children.

As many as 70% of 10 year-olds in low- and middle-income economies can't read and understand a basic text – what we call “learning poverty.” Most schools have already re-opened, but returning to the same way of teaching as before the pandemic will not be enough to recover these losses. Students are finding it difficult to keep up with their teachers and lessons. They are at risk of becoming disengaged and falling so far behind that they might drop out. Girls are at particular risk.

Four steps are needed to recover learning losses and transform education.

LEARN MORE



EVENT | Harnessing Education for Effective Climate Action

Education is the strongest predictor of climate change awareness. Young people and children are fully empowered stakeholders in building climate resilience and creating a greener future. Watch this dynamic COP27 event featuring inspiring young climate leaders who are paving the way to a greener and brighter future through concrete actions that educate, change behaviors, and provide hope. Learn how the next generation is already effecting change. Hear what they have to say to policymakers, governments, and fellow youth about the power of education for effective and sustained climate action.

Related: [Blog](#) | [Flyer](#)

WATCH THE REPLAY



PRESS RELEASE | At UNESCO, world education leaders call for environment education and digital access to be part of learning for all

The High-Level Steering Committee on Sustainable Development Goal 4 on education, convened by UNESCO on Dec. 8-9, 2022, called on countries to endorse the six calls to action made at the Transforming Education Summit (Sep. 2022): the green and digital transitions, advancing gender equality, foundational learning, education in crisis contexts, and equitable and efficient education financing.

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IMMERSIVE STORY | Learning in Crisis: Prioritizing education & effective policies to recover lost learning

Children around the world have lost an enormous amount of classroom time. At the peak in April 2020, it is estimated that pandemic-related school closures disrupted education for over 1.6 billion children in 188 countries. Globally, from February 2020 until February 2022, education systems were on average fully closed for in-person schooling about 141 instructional days, with the world's poorest children disproportionately affected. We are facing a crisis within a crisis. Learning poverty estimates show that even prior to COVID-19, the learning crisis was already deepening. New data published in "The State of Global Learning Poverty: 2022 Update" show that in 2019 learning poverty – the share of children unable to read and understand a simple text by age 10 – was at 57 percent, higher than previously thought. After lengthy school closures and unequal access to remote

and in-person instruction, learning poverty has increased by a third in low- and middle-income countries, with an estimated 70 percent of 10-year-olds unable to understand a simple written text.

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Commitment to Action on Foundational Learning

The Transforming Education Summit (TES), convened by the United Nations (UN) Secretary-General to coincide with the 77th UN General Assembly, aimed to mobilize political ambition, action, solidarity, and solutions with a view to recover pandemic-related learning losses and transform education between now and 2030.

During the Transforming Education Summit, countries around the world were invited to endorse the [Commitment to Action on Foundational Learning](#) (CtA) to ensure all children, including the most marginalized, develop foundational learning to realize their full potential and participate in society.

Nearly six-out-of-ten children globally are estimated to be affected by learning poverty, meaning they are unable to read and understand a simple text by the age of ten. In low- and middle-income countries, the share is an estimated seven-out-of-ten children. This learning crisis has been exacerbated by the pandemic.

Children who cannot read and understand a simple text will struggle to learn anything else in school. They are more likely to repeat a grade and more likely to drop out of school. They are less likely to benefit from further training and skills programs. At a national level, this will lead to worse health outcomes, greater youth unemployment, and deeper levels of poverty. Every child deserves the dignity and opportunity that foundational learning brings.

The CtA recognizes that foundational learning provides the essential building blocks for all other learning, knowledge, and higher-order skills.

Related: Download the Commitment to Action - Click [here](#) | Video: [Chat on Foundational Learning between Jaime Saavedra \(Global Director for Education, World Bank\) and Robert Jenkins \(Global Director of Education and Adolescent Development, UNICEF\)](#).

READ MORE



EdTech Knowledge Packs

Did you know? The World Bank has developed its series of **EdTech knowledge packs** (KPs). These topical, hands-on guides will give you a clear understanding of the different kinds of technologies available for education, their benefits, the context in which it is relevant to use them, the main stakeholders involved, the key barriers for adoption, as well as insights for successful implementation.

The KPs are based on the latest research and data, but they are intended to be interactive pragmatic tools that offer actionable recommendations. They provide thorough technical knowledge, but use simple structure and clear vocabulary to make them accessible to non-technical stakeholders. They give actionable guidance, but have a wide audience of both technical and non-technical stakeholders with different goals.

Currently, 16 KPs have been developed by the World Bank. The topics of these KPs cover the six main EdTech themes: learning continuity, teacher development, digital infrastructure, system-level support, skills development, and learner-centered technology.

Related: [Videos - 16 EdTech Knowledge Packs](#)

[READ MORE](#)



 [New Publications](#)

FLYER | Education and Climate Change

Education is critical for achieving effective, sustained climate action. At the same time, climate change is adversely impacting education outcomes. As the largest financier of education and the largest multilateral funder of climate action in the developing world, the World Bank seeks to harness the power of education for climate change mitigation and adaptation.

[DOWNLOAD THE BROCHURE](#)

EDUCATION AND CLIMATE CHANGE

EDUCATION IS KEY TO ADDRESSING CLIMATE CHANGE

Education is critical for achieving effective, sustained climate action. At the same time, climate change is adversely impacting education outcomes. As the largest financier of education and the largest multilateral funder of climate action in the developing world, the World Bank seeks to harness the power of education for climate change mitigation and adaptation.



WHAT IS THE RELATIONSHIP BETWEEN EDUCATION AND CLIMATE CHANGE?

- **Education is the single strongest predictor of climate change awareness.** Mainstreaming climate education will change mindsets and behaviors on climate—not just for students but also for their parents, communities and governments. This will also help foster better preparedness and resilience to climate shocks among entire populations.
- **At the same time, the climate crisis is adversely impacting education access and learning.** Extreme weather events, made more frequent and severe by climate change, jeopardize schooling, learning and wellbeing. These impacts are disproportionately borne by poorer students.
- **Investments in education can play a huge role in building climate resilience and advancing climate mitigation and adaptation.** Climate change education gives young people greater awareness of climate risks and more access to tools and solutions for addressing these risks and managing related shocks. Technical and vocational education and training can also accelerate a green economic transformation by fostering green skills and innovation. Greening education infrastructure can help mitigate the impact of heat, pollution, and extreme weather on learning, while helping address climate change.



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BROCHURE | Ending Learning Poverty and Building Skills: Investing in Education from Early Childhood to Lifelong Learning

Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. It delivers large, consistent returns in terms of income, and is the most important factor to ensure equality of opportunities. At the core of this strategy is the need to tackle the learning crisis, put an end to Learning Poverty, and help youth acquire the advanced cognitive, socioemotional, technical, and digital skills they need to succeed in today's world.

[DOWNLOAD THE BROCHURE](#)

**Ending Learning Poverty
and Building Skills:**
Investing in Education from
Early Childhood to Lifelong Learning

October 2022

The World Bank is the largest external financier of education in the developing world. We support education programs in more than 90 countries and are committed to helping countries increase access to quality education at all levels, reduce Learning Poverty, and develop skills, by putting in place education systems that ensure opportunities for all.

 **THE WORLD BANK**
IBRD • IDA | WORLD BANK GROUP

FLYER | World Bank Education Factsheet

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, benefitting children from birth to adulthood. We help countries share and apply innovative solutions to education challenges, focusing on systemic reform throughout the education cycle.

[DOWNLOAD THE FLYER](#)

WORLD BANK 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.

As of June 30, 2022, our portfolio for all active projects totalled:

US\$23.61* BILLION

supporting projects
**COVERING 95 COUNTRIES
AND REGIONAL STATES****

Over the past three years, the World Bank's annual new education commitments average:

\$4.95 BILLION***

The Education Global Practice supports

178 PROJECTS

This includes

111 IDA credits/grants
(\$14.44 billion)

46 IBRD loans
(\$8.56 billion)

21 Trust Funds
(\$610 million)

The World Bank continues to be the largest implementing agency of the Global Partnership for Education (GPE). The World Bank manages

55% of the GPE portfolio
(\$1.98 billion of \$3.60 billion)

* All dollars are US.

** Since 2000, the World Bank has financed more than US\$76 billion for education projects.

*** The annual average for the World Bank figure was calculated for the Fiscal Years 2020-22. As a reference, the annual average education flow for other selected bilateral and multilateral organizations, using the latest available numbers from 2017-20 from the OECD-CRS is:

Germany - \$2.85B	UK - \$0.58B
USA - \$1.52B	UNICEF - \$0.08B
France - \$1.52B	AFDB - \$0.03B
EU Institutions - \$1.36B	



Through financing, technical assistance and knowledge, we support governments' efforts in education from early childhood through adulthood. We help countries adopt and implement innovative solutions to education challenges, focusing on systemic reforms.

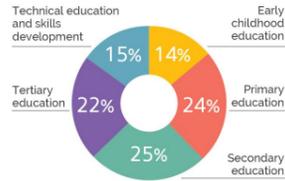
CURRENT IMPACT OF WORLD BANK SUPPORTED PROJECTS

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

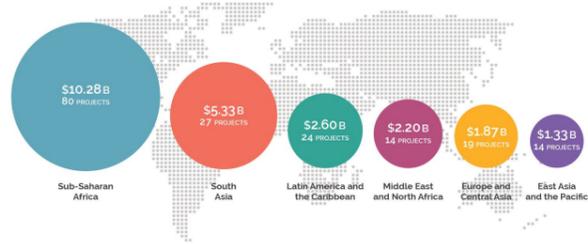
FINANCING BY EDUCATION LEVEL

World Bank investing by education level[†]:



[†] This does not include financing spent on public administration or other education funding.

World Bank Education Investments Around the World (US\$), as of June 30, 2022



Our Vision and Objective

We envision a world where each child can achieve his or her full potential by access to quality education and lifelong learning.

We are in a learning crisis that has been deepened by the pandemic. Before Covid-19, Learning Poverty—the percentage of children who cannot read and understand a simple text by age 10—was already affecting 57% of children in low- and middle-income countries. Countries need to ensure they are building Foundational Skills (literacy, numeracy, socioemotional skills, among others), that are the building blocks for young people to succeed later in life.

Meeting the COVID-19 Crisis

COVID-19 has amplified the learning crisis. Our estimates show that 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 \$21 trillion in lifetime earnings. The World Bank is working with key partners on financial and technical support for learning recovery and acceleration.

To help achieve our vision, we have set an objective to reduce Learning Poverty by 50% by 2030.

BROCHURE | Learning Losses

Even before COVID-19, the world was facing a learning and skills crisis. COVID-19 has deepened this crisis. School closures have led to huge learning losses, and without urgent policy action, today's students could lose 10 percent of their future average annual earnings. Beyond reduced incomes, learning losses will lead to lower productivity, greater inequality, and increased risks of social unrest for decades to come. These trends can be reversed if countries act quickly, decisively, and with adequate resources, guided by evidence on what works.

[DOWNLOAD THE BROCHURE](#)

LEARNING LOSSES

WHAT TO DO ABOUT THE HEAVY COST OF COVID-19 ON CHILDREN, YOUTH, AND FUTURE PRODUCTIVITY¹

Even before COVID-19, the world was facing a learning and skills crisis. COVID-19 has deepened this crisis. School closures have led to huge learning losses, and without urgent policy action, today's students could lose 10 percent of their future average annual earnings. Beyond reduced incomes, learning losses will lead to lower productivity, greater inequality, and increased risks of social unrest for decades to come. These trends can be reversed if countries act quickly, decisively, and with adequate resources, guided by evidence on what works.

The pandemic has exacerbated the deep pre-COVID learning and skills crisis

The global learning crisis long predated COVID-19: in 2019, the learning poverty rate in low- and middle-income countries was already 57 percent.² In other words, nearly 6 out of 10 children could not read and understand a basic text by age 10. In Sub-Saharan Africa, the rate was even higher, at 86 percent.

COVID-19 led to an unprecedented disruption of schooling and learning around the world, worsening the crisis. Globally, between February 2020 and February 2022, education systems were fully closed for in-person schooling for 141 days on average. In South Asia and Latin America and the Caribbean, closures lasted 273 and 225 days, respectively.³ Although almost all countries implemented remote learning, it was typically a poor substitute for in-person learning, partly due to the wide digital divide. COVID-19 also closed preschools and disrupted investments in nutrition and care, which are critical for school readiness.

Children and youth in most countries have suffered major learning losses during the pandemic. Rigorous empirical evidence from various countries, including low-, middle-, and high-income contexts across regions, reveals very steep losses. Each month of school closures led to a full month of lost learning,⁴ reflecting the limited effectiveness (on average) of remote learning.⁵ In some cases, outcomes were even worse.

In Malawi, after 7 months of closures, students lost 18 months of learning—showing that students not only failed to learn new skills, but also forgot some of what they had already learned.⁶ With school closures reaching 1 to 2 years in many countries, this adds up to massive learning losses globally.

Learning losses have been particularly steep for poorer and younger students.⁷ This pattern reflects, in part, the greater difficulty of making up for the time with teachers lost by these groups of students. In poorer households, parents have fewer skills and resources, and less time to devote to children's education. And when students are young, they need more support to learn. These patterns will worsen inequality. In some contexts, learning losses are also higher for other disadvantaged groups (e.g., rural students, students from minority groups). There is no consistent evidence across countries of gender gaps in COVID-driven learning losses. However, girls living in conflict-affected countries are two and a half times more likely to be out of school, and pandemic pressures on households may have increased risk of early marriage for adolescent girls, underlining that policy responses need to take gender into account.



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

The screenshot shows the World Bank website's navigation bar with 'COVID-19' highlighted in red. Below the navigation is a banner for 'Education' with the text: 'The World Bank Group is the largest financier of education in the developing world. We work on education programs in 90 countries and are committed to helping them reach SDG4, which calls for access to inclusive and equitable quality education and lifelong learning opportunities for all by 2030.' A 'COVID-19' button is visible in the navigation bar.

World Bank Education and COVID-19 (coronavirus) Response

A grid of four cards featuring educational resources:

- The State of Global Learning Poverty: 2022 Update** (Image of a child writing)
- Report: The RAPID Framework and a Guide for Learning Recovery and Acceleration** (Image of children in a classroom)
- Education Finance Watch 2022** (Image of a child writing)
- Western and Central Africa Education Strategy 2022-2025** (Image of a child smiling)

Upcoming Events

- February 11 | [International Day of Women and Girls in Science](#)
- February 14 – 22 | The Comparative and International Education Society ([CIES](#)) [2023 Conference](#)
- February 16 – 17 | [Education Cannot Wait High-Level Financing Conference](#) (Geneva)
- March 8 | [International Women's Day](#)
- April 10 – 16 | [Spring Meetings](#), World Bank Group & IMF, Washington DC, USA
- April 15 | [Teacher Teach Summit](#)
- 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

Teach Primary



Measuring inclusive teaching practices that support learning for all

Learning recovery and acceleration are not possible without a strong focus on supporting teachers and effective teaching. It is essential that governments provide high-quality development opportunities that help teachers improve their practice and meet the needs of their students. We cannot improve, however, what we do not understand.

ANA TERESA DEL TORO MIJARES, EMMA CARTER, CARLA AGUSTINA FROY, EZEQUIEL MOLINA | JANUARY 26, 2023

[READ BLOG](#)

Invest in human capital, protect Pakistan's future

Three months after unprecedented floods devastated a third of Pakistan, the situation remains dire. About 3.5 million children have had their education disrupted. As in most disasters, the poorest have been hit the hardest. Unless action is taken as part of the recovery and rebuilding efforts, decades of progress and potential human development are at risk.

FREYA PERRY, IZZA FARRAKH, ELENA ROSEO | JANUARY 26, 2023

[READ BLOG](#)



Getting it right by measuring it right: New global tools for measuring child development in the preschool years

The early years of life are critical for children's physical, cognitive, and socioemotional development, and for shaping their future and ensuring they can reach their full potential. Evidence-based policies and interventions to support children and their families during the preschool years—commonly defined as the four to six year old age range —have been



proven to help in breaking poverty cycles, supporting sustainable development, and promoting equity.

DIEGO LUNA-BAZALDUA, ADELLE PUSHPARATNAM, TAMARA ARNOLD URZUA, MARIE-HELENE CLOUTIER | JANUARY 25, 2023

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Learning loss: a Covid-19 mass casualty

Our new paper, Capturing the Educational and Economic Impacts of School Closures in Poland, studies the effects of school closures on secondary school students' math, science, and reading skills. We find that learning loss in Poland was equal to more than one academic year, even though school closures lasted less than a school year (26 weeks).

HARRY A. PATRINOS, TOMASZ GAJDEROWICZ, MACIEJ JAKUBOWSKI | JANUARY 24, 2023

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Why investing in the early years of children's lives is critical in Kosovo

Era, a little girl from Pristina, starts her morning in a rush. Her parents prepare breakfast and pack her bag for kindergarten. Era is one of the lucky children in Kosovo. Most have no opportunity to attend kindergarten or develop early skills that are foundational for their future. Era's peers born today will only be 57% as productive when they reach adulthood as they could be if they received full health and quality education services early in their lives.

FADIA SAADAH, MASSIMILIANO PAOLUCCI, RITA ALMEIDA, TIGRAN SHMIS, MRIKE ALIU | JANUARY 24, 2023

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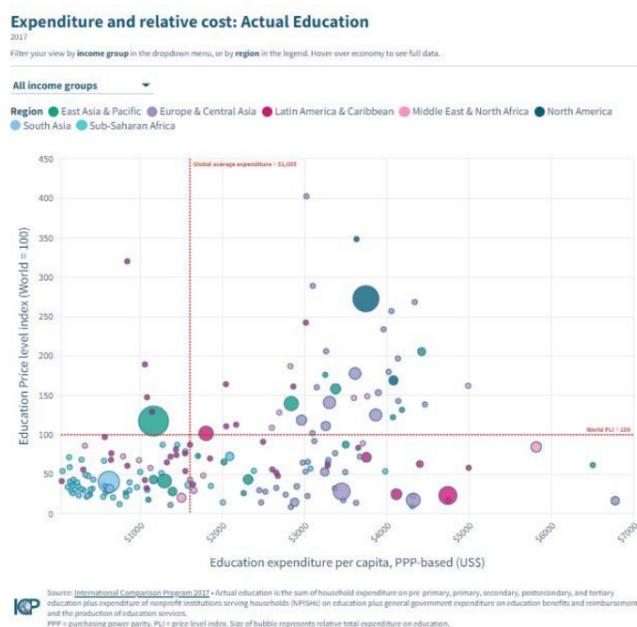


How much do countries spend on education, and how do the price levels of education compare? Three charts from the International Comparison Program.

Today, we delve into data published by the International Comparison Program (ICP) on the expenditure on education around the world and the relative price of education. Universal access to education – the focus of Sustainable Development Goal 4 – is one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. But how much do households and governments spend on education in different economies across the globe?

EDIE PURDIE | JANUARY 24, 2023

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What Will It Take for Africa to Lead an Education Turnaround?

One striking statistic puts in context the state of education in Africa today. According to the latest State of Global Education Update, nearly 9 in 10 children in Sub-Saharan Africa are unable to read and understand a simple text by the age of 10. Globally, 70% can't perform this task – up from 57% before the COVID-19 pandemic. Children who were out of school failed to learn what they were supposed to and, in some cases, even forgot the skills they had previously acquired.

VICTORIA KWAKWA | JANUARY 23, 2023

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Education must remain a political priority in all countries

Today, more than ever, we need to spark national and global efforts to end learning poverty. About two-thirds of children globally are in learning poverty. That is, they are unable to read and understand a simple text by the age of ten. That is unacceptable and a threat to the growth and development prospects of many countries. In most countries, the right to education is enshrined in constitutions and is a visible part of all political platforms. But in most middle- and low-income countries, this right is, at best, only partially fulfilled.

JAIME SAAVEDRA | JANUARY 23, 2023

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The lasting scars of education losses in Latin America and the Caribbean

COVID-19 will leave undeniable lasting consequences for generations as a core component of national strategies to contain the spread of the virus was to close schools temporarily. The interruption was not minor: on average, Latin American schools remained closed for almost one year and a half. There is great concern over the future economic cost of these closures.

ROBERT TALIERCIO O'BRIEN, LUIS BENVENISTE, VINCENZO DI MARO, LEONARDO GASPARINI, SERGIO OLIVIERI, EMANUELA DI GROPELLO | JANUARY 23, 2023

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MENA: Addressing the challenge of learning losses

From 2020 to 2022, schools in MENA closed for an average of 22 weeks, equivalent to half a school year. Despite attempts with remote schooling, recent data shows students on average made none of the usual learning

gains. So every month out of school, meant a month of learning losses.

FERID BELHAJ | JANUARY 23, 2023

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Better data for boosting student learning



In our previous post, we emphasized the need for rigorous data that can inform investment and guide policy making for education in low- and middle-income countries. With so many pressing needs, how can we quickly generate data on students, schools, and system to help governments prioritize? New data from Ethiopia shows how the Global Education Policy Dashboard (GEPD) can help.

SERGIO VENEGAS MARIN, ADRIEN CIRET, HALSEY ROGERS, BRIAN STACY, MARIE-HELENE CLOUTIER | JANUARY 17, 2023

[READ BLOG](#)

Designing effective public-private partnerships in education



To be effective, public-private partnerships (PPPs) in education, need to be innovative, hold schools accountable, empower parents and students, and promote diverse educational institutions. A clear legal and regulatory framework is crucial to achieving a sustainable solution. Best practice would include rigorous impact evaluation to find out what works, how and for whom.

HARRY A. PATRINOS | JANUARY 10, 2023

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Dispatch from COP27: Harnessing education for effective climate action



When Nigerian educator and climate activist Temilade Salami first became interested in climate change, she set out to see what books or resources were available on the subject. After searching in many bookstores around Nigeria, she found just one book and was dismayed to discover that its contents “ looked nothing like the realities of [her] people.” If there were no books about climate change that spoke to the challenges faced in Nigeria, where would the new generation of leaders needed to address climate change come from and how would they be prepared to take on leadership roles?

MARLA SPIVACK, DIEGO AMBASZ, SHWETLENA SABARWAL | DECEMBER 15, 2022

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Investing in Liberia's human capital through early childhood education

Liberia's education strategy for the next five years will focus on further reducing the overage student population and ensuring more children can access a quality education at the appropriate age.



In 2016, 75 percent of students enrolled in early childhood education (ECE) were three to six years older than the appropriate age for their grade. By 2020, the overage gap was reduced by 8 percent. The government's national policy on age-appropriate enrollment requires ECE attendance of an age range of three to six, and globally education programs for ECE are typically designed for children ages three to five.

BINTA MASSAQUOI, EMMANUEL B. WAYDON, GABRIEL L. NELSON, HEANNEAH S. FARWENEE, JESTINA T. SARTEE | DECEMBER 06, 2022

[READ BLOG](#)

Understanding the costs of accessible EdTech solutions for learners with disabilities

Information and communication technologies (ICT) can be catalytic tools in advancing equity and inclusion in education and ensuring that all learners, including learners with different disabilities, can access, participate, and achieve in school as outlined in the World Bank's recent ICT landscape review study.



A focus on user-centered design and an emphasis on equity and inclusion is one of the guiding principles (design at scale and for all) part of the World Bank's EdTech Approach. Guidance for disability-inclusion in World Bank education projects is built on four criteria to 1) engage with stakeholders, 2) collect and analyze disability disaggregated data, 3) ensure inclusive design and 4) include monitoring and reporting.

HANNA ALASUUTARI, MARIA BARRON, CRISTÓBAL COBO, SOPHIA D'ANGELO, CHANGHA LEE, YILIN PAN | DECEMBER 06, 2022

[READ BLOG](#)

Training the educators for Vietnam's future growth

For teachers, learning is also a lifelong process. To keep pace with a fast-changing world, teachers must update their teaching methods and constantly acquire new skills to do their jobs well.



In Vietnam, hundreds of thousands of teachers have stayed ahead of the curve through a World Bank-financed continuous professional development (CPD) initiative. Implemented by

Vietnam's Ministry of Education and Training (MOET), this initiative – Enhancing Teacher Education Program (ETEP) – has helped many teachers prepare students with the knowledge and skills they will value and need.

DUNG KIEU VO | DECEMBER 02, 2022

[READ BLOG](#)

Training the next generation of groundwater specialists in the Sahel



As climate change diminishes the availability of surface water in Africa, groundwater has emerged as a vital untapped resource. But, in the Sahel, a global hotspot for climate change and one of the poorest regions in the world, limited knowledge about groundwater resources hampers efforts to develop strategies to cope with water scarcity. Nor are there enough hydrogeologists trained in the sustainable management of this resource.

FRANÇOIS BERTONE, YELI MARIAM DAKOURE SOU | NOVEMBER 28, 2022

[READ BLOG](#)

Higher Education: Understanding demand and redefining values



On Oct. 5, we celebrated 85 million teachers globally on World Teachers' Day. This marked the first time since the onset of the pandemic that students and teachers in almost every corner of the globe are starting their academic year through a return to fully in-person instruction. Yet as they return to school, there is no return to normalcy.

The world continues to grapple with the COVID-19 pandemic and multiple other crises. Teachers and students are no exception. While we have an emerging picture of how students have been severely affected by the pandemic, far less attention has been given to an equally essential consideration—what about our teachers?

MAMTA MURTHI, ROBERTA MALEE BASSETT | NOVEMBER 15, 2022

[READ BLOG](#)

Less-educated workers among the most affected by the COVID-19 pandemic: Evidence from Sub-Saharan Africa



There is no surprise that crises disrupt economic activities. We see this in global pandemics, disruption of value chains, and conflicts. But on a granular level, how do these crises impact labor, household income, and individuals' lives, especially those affected the most? In Sub-Saharan Africa, systematic

evidence to answer this question that is so critical to policymaking has been limited.

IVETTE MARIA CONTRERAS-GONZÁLEZ, GBEMISOLA OSENI, AMPARO PALACIOS-LOPEZ, JANNEKE PIETERS, MICHAEL WEBER | NOVEMBER 15, 2022

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Reversing the global learning crisis before it derails a generation of children

The latest U.S. math and reading scores showed worrisome declines due to the pandemic's toll and related school closures. For many developing countries, the impacts of this shock are even worse, amounting to a crisis in learning that threatens a generation of children. Most schools have already re-opened, but returning to the same way of teaching as before the pandemic will not be enough to recover these losses. Students are finding it difficult to keep up with their teachers and lessons. They are at risk of becoming disengaged and falling so far behind that they might drop out. Girls are at particular risk.

DAVID MALPASS | NOVEMBER 11, 2022

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A call for transformative action on education financing as learning poverty soars

The world is facing a learning crisis in low- and lower-middle-income countries (LICs and LMICs). This is, to a large extent, a problem stemming from the chronic under-financing of education in many countries. While learning poverty—a measure of children unable to read and understand a simple passage by age 10—has increased to 70 percent, public spending in education being the main source of education financing remains inadequate in a majority of LICs and LMICs.

ADITI LAL, THOMAS POULSEN | NOVEMBER 08, 2022

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Four lessons from a year of the World Food Programme's School-Based Programme Impact Evaluation Window

In early 2021, the World Food Programme's Impact Evaluation Unit teamed up with WFP's School-Based Programme division and the World Bank's Development Impact Evaluation (DIME) department to launch the School-Based Programmes Impact Evaluation Window. Its objective is to contribute to the broad-based evidence base for the efficacy of school-based

programs while simultaneously supporting local evidence needs.

ROSHNI KHINCHA, FLORENCE KONDYLLIS,
SIMONE LOMBARDINI, ASTRID ZWAGER,
JONAS HEIRMAN | NOVEMBER 03, 2022

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🔊 Podcasts

🎧 Implementing Adaptive Learning Programs: Lessons from the EdTech Hub
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🎧 How to Facilitate Effective 1-1 Coaching Sessions: Insights from a Teacher Training School in Finland
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🎧 Introducing K-12 Students to AI: Lessons from Guatemala
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🎧 Advancing Access and Inclusivity in AI Education: a conversation with Dr. Cynthia Breazeal at MIT.
[Apple](#) | [Spotify](#) | Dec. 7 - World Bank EduTech Podcast

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🎧 How can COVID learning loss be overcome? Jaime Saavedra, the World Bank's Global Director for Education, tells Anne McElvoy how to fix what could be the worst educational crisis for a century
[The Economist Asks Podcast](#) | October 6 - The Economist

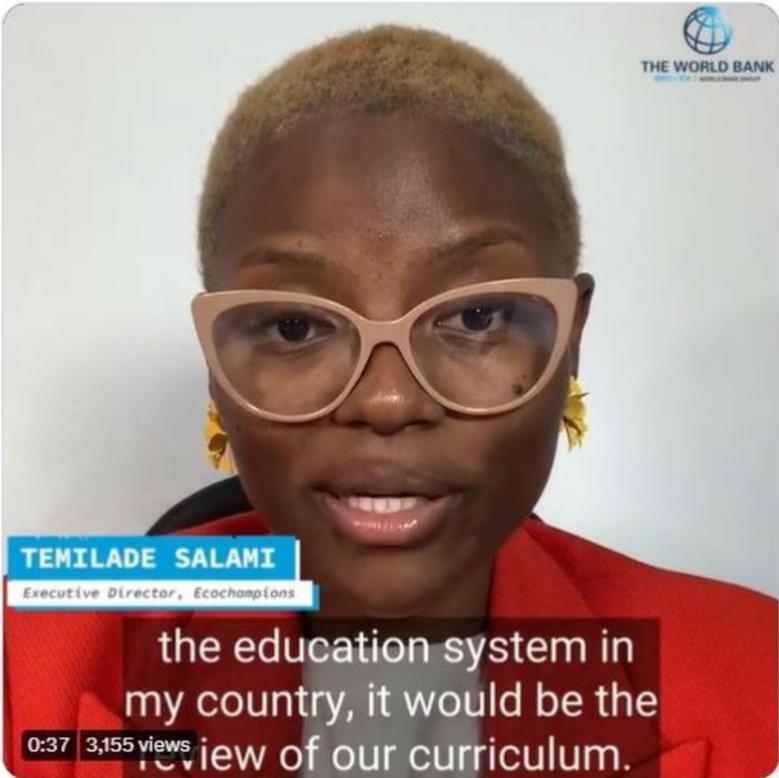
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TOP TWEET (January 2023)

 **World Bank Education** @WBG_Education · Jan 24

🗣️ If you could change one thing about the #education in your country, what would it be, and what can you do to help make that change?

On #EducationDay, @theglobaltemi, Founder of @EcoChampionsNG, provides us with some essential tips!



TEMILADE SALAMI
Executive Director, Ecochampions

the education system in my country, it would be the review of our curriculum.

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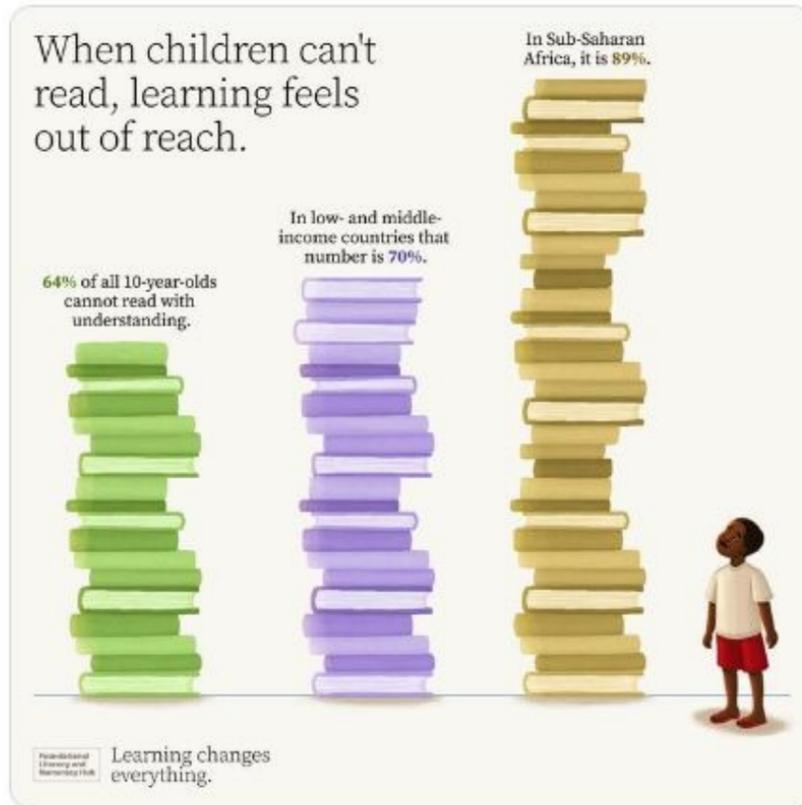
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TOP TWEET (December 2022)

When children can't read, learning feels out of reach.

The #LearningCrisis is a global challenge, but not an impossible one. By endorsing the Commitment to Action on Foundational Learning, governments can help ensure every child learns.

Here's how wrlld.bg/vFwI50LP41L



TOP TWEET (November 2022)

“Our educational systems must begin to respond to the climate crisis.” - @temiladesalami_ @EcoChampionsNG

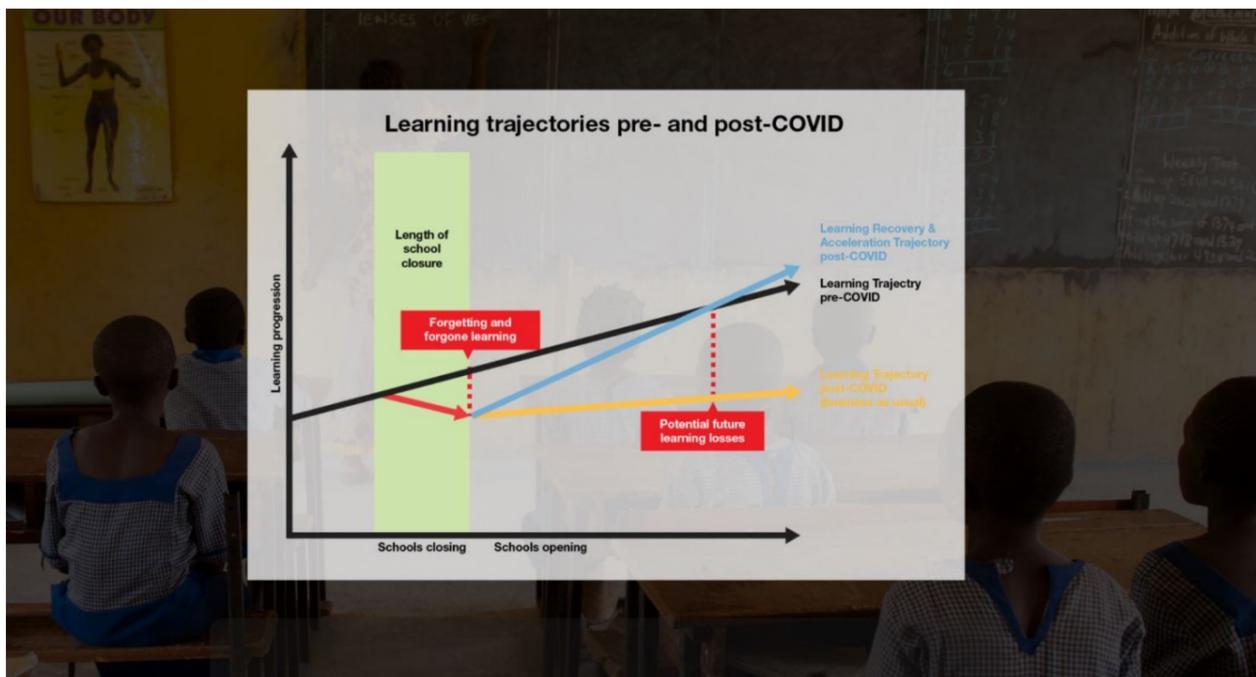
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#ClimateActionWBG #COP27 #InvestInPeople



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DID YOU KNOW?

Future learning and decades of economic and social gains are at stake. Urgent action is needed to ensure this generation of students receives an education that is at least as good as that of past and future generations.

Have a look at our immersive story "[Learning in Crisis: Prioritizing education & effective policies to recover lost learning](#)"

Join our **#EndLearningPoverty** campaign on social media!

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