

 **In Focus**

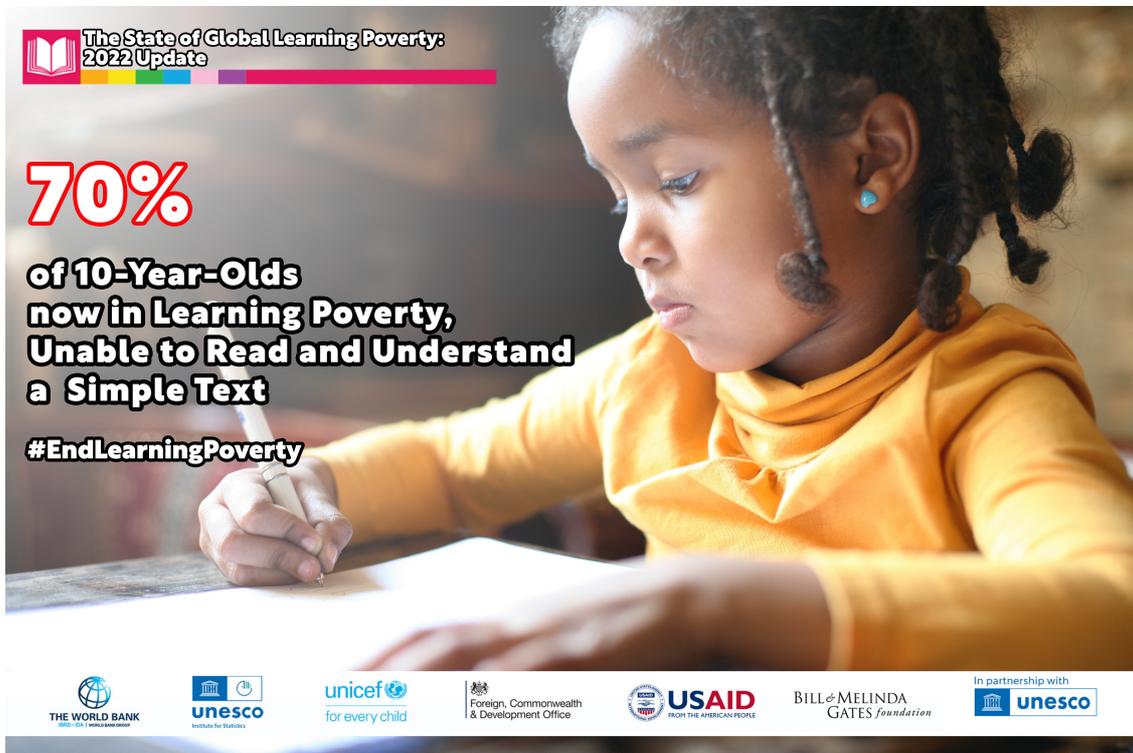
REPORT LAUNCH | The State of Global Learning Poverty: 2022 Update

As a result of the worst shock to education and learning in recorded history, learning poverty has increased by a third in low- and middle-income countries, with an estimated 70% of 10-year-olds unable to understand a simple written text, according to a new report published by the World Bank, UNESCO, UNICEF, UK government Foreign Commonwealth and Development Office (FCDO), USAID, and the Bill & Melinda Gates Foundation.

This rate was 57% before the pandemic, but now the learning crisis has deepened. This generation of students now risks losing \$21 trillion in potential lifetime earnings in present value, or the equivalent of 17% of today's global GDP, up from the \$17 trillion estimated in 2021.

Related: [Publication](#) | [Press Release](#) | [Blog](#) | [Remarks](#) by David Malpass, President, World Bank Group | Video Testimonials: [David Malpass](#); [Catherine Russell](#); [Rodger Voorhies](#); [Jaime Saavedra](#); [Stefania Giannini](#); [Alicia Herbert Obe](#); and [LeAnna Marr](#) | TES Pre-Summit: [Key messages](#) and [full recordings](#)

[READ THE REPORT](#)



REPORT LAUNCH | From School to Jobs: a journey for the young people of Western and Central Africa

Despite recent progress, education in the Western and Central Africa region is in crisis: 80% of 10-year-old children in the region are unable to read and understand a simple text, and more than 32 million children remain out of school, which represents the largest share of all regions worldwide.

This strategy envisions a region where all girls and boys arrive at school ready to learn, acquire real learning, and are ready to enter the job market with the right skills to become productive and fulfilled citizens.

To achieve this vision, the strategy proposes a framework structured around three domains:

- Strengthen strategic leadership for long-term impact
- Invest in high impact interventions around three pillars: a) improving teaching and learning; b) widening opportunities; c) building job-relevant skills
- Enhance implementation capacity for long-term impact

Related: [Report](#) | [Statement](#) | [Opinion](#) | [Event](#) | #YouthActOnEDU [Spoken Word Competition](#)

LEARN MORE



EVENT | My Education, Our Future

A commitment to the recovery and protection of learning in Latin America and the Caribbean

The significant loss of learning during COVID-19 school closures in Latin America and the Caribbean is now putting millions of children at risk of dropping out of school.

The heads of state of Argentina, Chile, Ecuador, and Honduras joined the event dubbed “My Education, Our Future” to express their strong support to education, while sharing their national learning recovery efforts and calling on other leaders to join them.

During the “My Education, Our Future” event, the World Bank, the Inter-American Dialogue, UNESCO, and UNICEF called for urgent and coordinated action to ensure that an entire generation of children get back on track academically. To this end, they made public a “Commitment to the recovery and protection of learning in Latin America and the Caribbean”, which relies on four key actions:

- Place education recovery at the top of the public agenda
- Reintegrate all the children that abandoned school and ensure they stay in it
- Recover lost learning and ensure the socio-emotional well-being of children
- Value, support and train teachers

Related: [Program](#) | [Declaration](#) | [Press release](#)

[WATCH THE REPLAY](#)



REPORT LAUNCH | The RAPID Framework and a Guide for Learning Recovery and Acceleration

The global disruptions to schooling caused by the COVID-19 pandemic have been unprecedented in the history of mass education. As schools have reopened, it has been tempting to resume business as usual, on the assumption that once children are back in classrooms their learning will soon get back on track. This would be a mistake. To avoid a permanent impact on the human capital accumulation of this generation, countries need to focus on reversing those losses and accelerating learning.

This Guide presents a R.A.P.I.D. framework to tackle the learning losses caused by the pandemic and build forward better that is based on five evidence-based policy actions: Reach all children; Assess learning; Prioritize the fundamentals, Increase the efficiency of instruction, and Develop psychosocial health and wellbeing. Featuring a menu of policy options as well as resources, country examples and considerations for implementation, the Guide will help education authorities make decisions needed to recover and accelerate learning.

Related: [Publication](#) | [Press release](#) |

READ THE REPORT



REPORT LAUNCH | Education Finance Watch 2022

A new World Bank-UNESCO report released in time for the Transforming Education Pre-Summit that took place in Paris (June 28-30) shows that the COVID-19 pandemic has worsened existing gaps in education investment across and within countries. It warns that a reprioritization of funding for education is needed to avoid widening learning inequalities and exacerbating the blow to the future earning potential of today's students, now estimated to be close to \$21 trillion in lifetime earnings, above the \$17 trillion estimated in 2021.

Education Finance Watch 2022, an annual report on the global state of education financing jointly produced by the World Bank, the Global Education Monitoring (GEM) Report, and the UNESCO Institute for Statistics (UIS), finds that despite the significant learning losses stemming from the COVID-related school closures, overall government education spending has remained stagnant. Since the onset of the pandemic, overall bilateral aid to education has fallen, while households continue to take on a large share of education costs in low-income countries.

Related: [Publication](#) | [Press Release](#) | [Flyer](#)

READ THE REPORT



EVENT | Announcing winners of the fourth World Bank – Financial Times youth blog competition

The World Bank and the Financial Times have announced announcing the winners of the fourth annual youth blog competition. We asked high schoolers aged 16 to 19 from around the world to provide their insights on learning after two years of the global pandemic.

They had up to 500 words in English, French, or Spanish to discuss this year's topic: What insights from your experience during the COVID-19 pandemic do you think would improve education and learning? What should educators and policymakers do differently, including by leveraging technology and changing teaching methods?

We received more than 500 entries from students in 104 countries around the world. They shared with us the diverse challenges and successes that they've experienced, and they offered many ideas on the future of education.

Our judging panel selected three winning entries from the many strong blogs that students submitted. The winners are Jamie Mirembe Catalina Namayanja from Uganda, Vimbai Zisengwe from Zimbabwe, and Isabela Melara Cavassin from Brazil.

Winning blogs:

[Care for Siima](#) by JAMIE MIREMBE CATALINA NAMAYANJA

[The new pandemic: Education](#) by VIMBAI ZISENGWE

[How COVID-19 will pave the way for better and more accessible education in Brazil](#) by ISABELA MELARA CAVASSIN

READ MORE



EVENT | Transforming Education Pre-Summit (28-30 June, UNESCO HQs, Paris, France)

The Transforming Education (TES) Pre-Summit took place in Paris on June 28-30, 2022. A Global Engagement Day on 28 June included technical meetings on Thematic Action Tracks and engagements with key stakeholders. The High-level segment consisting of Ministerial and Stakeholder engagement was held take from June 29-30, 2022. The overall objective of the Pre-Summit was to harness the evolving discussions on transforming education, elaborate initial content and establish a shared vision and suggested actions for the Summit, and generate greater momentum in the lead up to the Transforming Education Summit on September 19, 2022.

The World Bank's Education Global Practice participated in the Transforming Education Pre-Summit, led by Jaime Saavedra, Global Director for Education, and Norbert Shady, Chief Economist for the Human Development Vice Presidency. At the Pre-Summit, the World Bank and its partners launched two reports, "The State of Global Learning Poverty: 2022 Update" with UNICEF, UNESCO, FCDO, USAID, and the Bill & Melinda Gates Foundation on June 23, and the "Education Finance Watch 2022" report along with the Global Education Monitoring (GEM) Report and the UNESCO Institute for Statistics (UIS) on June 28. To complement the report launches and to highlight the Learning Poverty messages at the Pre-Summit, the World Bank, along with UNICEF, UNESCO, and the Bill & Melinda Gates Foundation, hosted the "The Time is Now: Addressing the Global Learning Crisis with Foundational Skills" event focused on foundational learning and learning poverty, including a pre-recorded video from President David Malpass and a presentation by Jaime Saavedra. In addition to this, the World Bank hosted the Education Finance plenary as well as multiple side events and meetings.

Related: TES Pre-Summit Closing [Press release](#)

TES WEBSITE

**Join us at the Transforming Education
Pre-Summit in Paris:**

Tue. June 28 | Time: 2:00 - 3:00pm CEST | Room: X
The Time is Now: Addressing the Global Learning Crises with Foundational Skills

Wed. June 29 | Time: 8:30 - 10:00am CEST | Room: VI
Advancing Foundational Learning in the Post-COVID Era

Wed. June 29 | Time: 3:30 - 4:45pm CEST | Room I - Plenary
Transforming Financing for Education

Thu. June 30 | Time: 8:30 - 10:00am CEST | Room: VII
Ministerial Roundtable: Supporting Domestic Resource Mobilization

Thu. June 30 | Time: 1:00 - 3:00pm CEST | Room: VII
Accelerator Program Knowledge Forum: Moving the Needle on Foundational Learning

LIVESTREAMING LINK:

<http://webcast.unesco.org/events/2022-06-TES-Pre-Summit/#>



#EndLearningPoverty



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](#)



Education

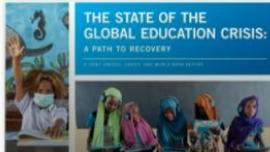
The World Bank Group is the largest financier of education in the developing world. We work on education programs in more than 80 countries and are committed to helping countries reach SDG4, which calls for access to quality education and lifelong learning opportunities for all by 2030.

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



Upcoming Events

- **July 5 – 15 & July 18** | Event: [***High Level Political Forum on Sustainable Development***](#) (in NYC, USA) - Three-day ministerial segment of the forum on Wednesday, July 13, to Friday, July 15, 2022. The high-level segment of the Council will conclude with a final day on Monday, July 18, 2022.
- **August 12** | [***International Youth Day***](#)
- **September 8** | [***International Literacy Day***](#)
- **September 9** | [***International Day to Protect Education from Attack***](#)
- **September 19** | [***Transforming Education Summit \(TES\)***](#)
- **September 21** | [***International Day of Peace***](#)
- **September 23** | [***International Day of Sign Languages***](#)
- **September 28** | [***International Day for Universal Access to Information***](#)



Blogs

Enhancing educators' skills for quality preprimary education in Bangladesh



Over the past decade, Bangladesh has experienced an upward shift in focus in early year education planning. The Government is showing a strong commitment to early childhood education and positioning itself to continue to make this a priority for the country. As of 2021, around 1.57 million students were enrolled in preprimary education (PPE) in around 65,000 government primary schools. The Government now intends to pilot an additional year of PPE for four-year-olds and then expand the program countrywide as envisioned in the National Education Policy 2010.

TASHMINA RAHMAN, LUCY BASSETT |
JUNE 30, 2022

[READ BLOG](#)

Turning the tide on global learning poverty

Learning poverty, one of the most intuitive indicators of the learning crisis, measures the share of children who cannot read a simple text with comprehension by age 10. Widespread learning poverty predated the pandemic. Our new State of Global Learning Poverty: 2022 Update report shows that in 2019, before the pandemic hit, the learning poverty rate was already at an estimated 57 percent in low- and middle-income countries, and that in Sub-Saharan Africa it was 86 percent. Moreover, global progress against learning poverty had already stalled: between 2015 and 2019, there was no reduction in global learning poverty.



JAIME SAAVEDRA, STEFANIA GIANNINI,
ROBERT JENKINS, ALICIA HERBERT,
LEANNA MARR, BENJAMIN PIPER | JUNE
29, 2022

[READ BLOG](#)

Online learning in Korea: Moving ahead and falling behind during



COVID

The alarming levels of learning loss from school closures during COVID are higher for poorer countries than for rich ones. The same pattern is true also at the country level—the wealthier do better, the poor fall behind. In Korea, we find that there were low levels of learning loss overall, while students in the middle and bottom of the distribution were more vulnerable to the negative effects of school closure.

NOAH YARROW, HAYEON KIM, TOBIAS PFUTZE | JUNE 28, 2022

[READ BLOG](#)

Free Primary Schooling in the DRC: Progress Despite the Perils

Time has not stood still since September 2019 when the Democratic Republic of Congo (DRC) began rolling out free primary schooling. Since then, while the world has forever changed due to the global pandemic, life went on for children like Joyce Sosongo, a plucky 2nd grader with a winning smile, interviewed back in 2020. Since we last visited Joyce, schools were closed for about 7 months due to COVID-19, but she returned to school once they re-opened and she has, she tells us, “stayed out of trouble.” She has been busy memorizing her multiplication tables and learning how to read, write and conjugate verbs. Now 10, her favorite class is math. While Joyce wanted to be a teacher to help families two years ago, she now wants to become a doctor to help them heal.



JEAN-CHRISTOPHE, CARRET SCHEREZAD LATIF | JUNE 27, 2022

[READ BLOG](#)

Safe passage, Safe routes to school: a bold response to improve



safety for Jamaica's children

Ten-year-old Dahlia Bryan, a student of York Town Primary, located in a volatile and socially vulnerable peri-urban community in Clarendon, Jamaica, was shocked at the improvements when she returned to face-to-face school after being online for almost two years due to the COVID-19 pandemic.

When she looked in awe at the transformation of the road she takes to her school, she felt so amazed and excited about the beautiful rails, cartoons on the ground and sidewalk to protect them. Prior to the improvements, Dahlia's journey to school was very dangerous. She recalls the fear she felt walking at the side of the road, while cars and trucks sped past her and the other students. They had to walk in straight line along the roadside, trying not to get hit by a car, and at the same time, avoiding the bushes that could tear their uniforms.

SHUNELLE NEVERS | JUNE 24, 2022

[READ BLOG](#)



Five steps to get open-source books right

We have all heard about the wonders of open-source educational materials, especially books for young readers. The idea of accessing quality materials for free is appealing. And it should be—financial resources in education are scant and there are thousands of wonderful open-licensed resources available in multiple languages. If you worry about contextual relevance, do not fret—available books target different countries and regions. The use of open licenses like Creative Commons, particularly the CC BY license, means that books can be adapted and translated.

So, how to go about it? Here are five practical steps to follow.

PENELOPE BENDER, MARCELA GUTIERREZ BERNAL | JUNE 22, 2022

[READ BLOG](#)

Announcing winners of the fourth World Bank and Financial Times youth blog competition

We asked high schoolers aged 16 to 19 from around the world to provide their insights on learning after two years of the global pandemic. They had up to 500 words in English, French, or Spanish to discuss this year's topic:

What insights from your experience during the COVID-19 pandemic do you think would improve education and learning? What should educators and policymakers do differently, including by leveraging technology and changing teaching methods?

We received more than 500 entries from students in 104 countries around the world. They shared with us the diverse challenges and successes that they've experienced, and they offered many ideas on the future of education.

Our judging panel selected three winning entries from the many strong blogs that students submitted. The winners are Jamie Mirembe Catalina Namayanja from Uganda, Vimbai Zisengwe from Zimbabwe, and Isabela Melara Cavassin from Brazil.

PAUL MCCLURE | JUNE 21, 2022

[READ BLOG](#)

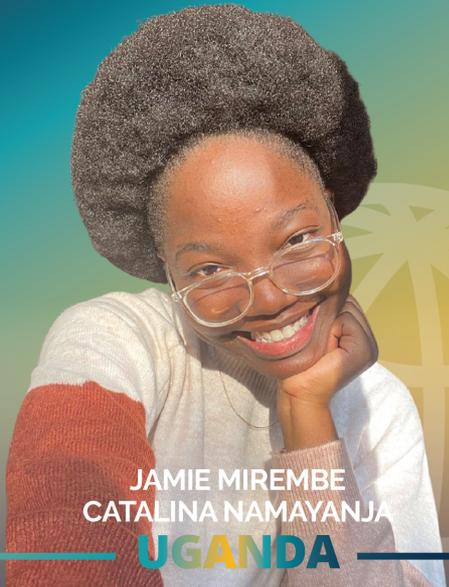
Care for Siima

Thousands of school-going children in my country deem online education a luxury. So, rather than produce yet another paper covering that, allow me to highlight the impact this pandemic has had on the education systems of lesser-developed nations in the world...

JAMIE MIREMBE CATALINA NAMAYANJA |
JUNE 21, 2022



Winner of the 4th World Bank
& FT Youth Blog competition



JAMIE MIREMBE
CATALINA NAMAYANJA
UGANDA

[READ BLOG](#)

The new pandemic: Education

As COVID-19 ravaged the world, a new pandemic began to rise. One that had been brewing for ages but was taken out of the pot by COVID-19, education. However, unlike Covid-19 it targeted a specific age group and luckily this pandemic has a cure.

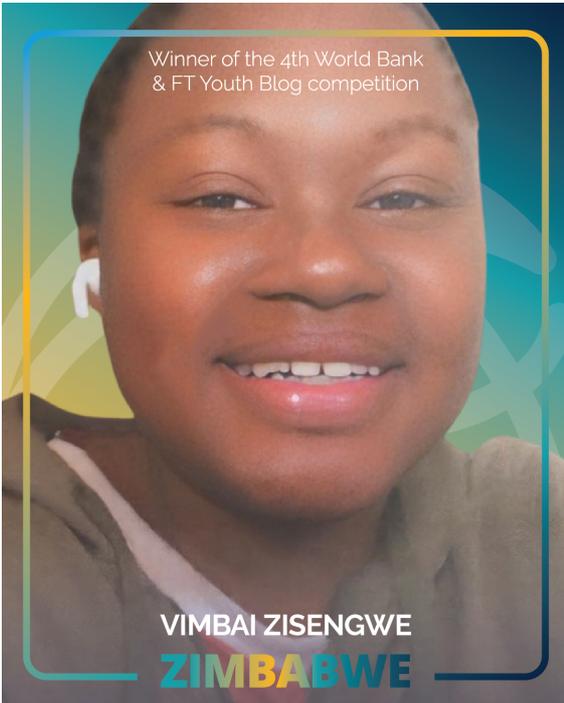
The first stage in my homemade remedy, like zumbani tea, is that Zimbabwe should increase the number of domestically published textbooks so that the cost of buying these books may decrease. If more textbooks, especially domestic ones, which are tailored to the Zimsec syllabus, were to be published the market would flood making textbooks easier to find at a cheaper price. Since 72% of all Zimbabweans are below the poverty line, the possibility of there being at least one computer in each household was a farfetched dream.

VIMBAI ZISENGWE|JUNE 21, 2022

[READ BLOG](#)

How COVID-19 will pave the way for better and more accessible education in Brazil

Winner of the 4th World Bank
& FT Youth Blog competition



VIMBAI ZISENGWE
ZIMBABWE

Winner of the 4th World Bank
& FT Youth Blog competition



ISABELA MELARA CAVASSIN
BRAZIL

It is safe to say that the COVID-19 pandemic has left a mark in every aspect of our lives. Taking the economy for example, the destruction trail left by the virus is made clear when 38 million US citizens apply for unemployment benefits (compared to the 5.8 million that applied pre-covid), or when the stock market goes through a roller coaster motion every other hour.

While the financial turmoil is widely discussed by politicians and experts, other consequences of the pandemic receive little to no attention from the authorities.

ISABELA MELARA CAVASSIN | JUNE 21, 2022

[READ BLOG](#)

Bridging the humanitarian-development nexus can help refugee students get the education they deserve



Overlapping crises. This is the term of our time. Whether it's the pandemic, rising food prices, or the climate emergency, the consequences are almost always most devastating for the poorest. These global threats often exacerbate local crises relating to fragility, conflict, and violence (FCV). The result is an ever-increasing number of families forced to flee their home, with an inadequate global financing envelop to respond to these challenges.

PETER HOLLAND | JUNE 20, 2022

[READ BLOG](#)



Using virtual reality to help teachers better support refugee students

For children living as refugees, going to school can be challenging. While school is supposed to offer respite and create new opportunities for refugee children, it also entails overcoming

language barriers and navigating different rules, norms, and expectations.

As a result, refugee children typically adopt protective behaviors that vary between self-isolation and disruptive attitudes in class. The latter can frustrate teachers and generate tensions among students.

MARJORIE CHINEN, ANA MARÍA OVIEDO |
JUNE 20, 2022

[READ BLOG](#)

The effects of COVID-19 school disruptions will last decades

A generation of students across the globe will likely suffer lifelong losses to their earning potential because of the closure of schools and universities due to the COVID-19 pandemic . The Kuwaiti experience of extended closures due to the 1990 Gulf War shows just how costly these school closures can be.

In a recent World Bank working paper, we found that the school closures mean that Kuwaiti boys in elementary school today face an average present value of lifetime income reduction of more than \$40,000. For girls, it is almost \$21,000 (both measured in 2019 US\$) .

MOHAMED IHSAN AJWAD, SIMON BILO |
JUNE 20, 2022

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Supporting learning continuity: Insights on the use of mobile phones for formative assessment

When the COVID-19 pandemic started in March 2020, most countries closed schools for in-person instruction to prevent the spread of the virus. Even today, more than two years since the pandemic started, schools in some countries are still partially closed or have faced intermittent interruptions to in-person instruction.

World Bank simulations and learning assessment results in countries around the world indicate that students are returning to schools with learning losses. If governments do not take remedial actions to support students, teachers, and schools, these losses may have permanent impacts on individuals and societies in the future.

DIEGO LUNA-BAZALDUA, VICTORIA LEVIN,
JULIA LIBERMAN, AISHWARYA KHURANA |
JUNE 16, 2022

[READ BLOG](#)

Ensuring equity and inclusion for LGBTI learners

Equality of opportunity and non-discrimination for all are at the heart of the World Bank's twin goals of eradicating extreme poverty and boosting shared prosperity.



Investment in young people's education is critical in assuring equality of opportunity – yet lesbian, gay, bisexual, transgender, and intersex (LGBTI) youth are often excluded from learning opportunities when education systems forgo ensuring inclusion and equity in the classroom. In some countries, there have been noteworthy legal and social advances; in others, indifference prevails. In some places, discrimination is widespread, accepted, and growing.

JAIME SAAVEDRA, LOUISE CORD | JUNE 09,
2022

[READ BLOG](#)



Nurturing Indonesia's rising technology leaders

Indonesia, Southeast Asia's largest country, has strived to bolster its stature in the global economy, and has recognized that improving its human resources and national capabilities in science and technology will be critical to accomplishing this. In addition, Indonesia has

also understood that home-grown innovation will be able to develop solutions that are directly beneficial to local communities.

The Riset project has helped make this possible by strengthening public research agencies, including Science and Technology Parks and Technology Transfer Offices.

RATNA KESUMA, PETRA WIYAKTI
BODROGINI | JUNE 07, 2022

[READ BLOG](#)

Five questions to consider when structuring effective group training for teachers

Think back to a time in your profession when you attended a large group training, passively listening to generic content delivered by a trainer, with few or no opportunities to actively participate in the session. Following the training, minimal follow-up and support to apply the lessons to your day-to-day job was offered, which can be especially frustrating since the training content was far removed from your actual working environment. Did you walk away from the training with new knowledge and skills that would sustain over the long-term? Chances are, you did not.

HAFSA ALVI, DIANA PAREDES, MANAL QUOTA | JUNE 07, 2022

[READ BLOG](#)



Better school infrastructure can support learning recovery in Latin America and the Caribbean

A six-year-old girl – we'll call her Camila – lives in the Dominican Republic and, like two out of three Latin American girls and boys under the age of 10, has yet to develop simple reading skills despite attending school last year. Although her teacher tries to engage the students through interesting group activities, Camila cannot concentrate because of the heat

and lack of air flow. The windows are sealed to deter against theft and the classroom environment can be suffocating.

ENRIQUE ALASINO, JUAN CARLOS ATOCHE, JUAN PABLO FUENTEALBA ÁLVAREZ | JUNE 02, 2022

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

Podcasts

 Implementing Adaptive Learning Programs: Lessons from Whizz Education and Educational Initiatives - Part II

[Spotify](#) | [Apple](#) | June 14 - Word Bank EduTech Podcast

Latest Projects Approved

- **Somalia:** [Empowering Women through Education and Skills Project - "Rajo Kaaba"](#), June 27, 2022
- **Eastern and Southern Africa:** [Additional Financing for the ACE II Project](#), June 21, 2022
- **India:** [Gujarat Outcomes for Accelerated Learning \(GOAL\) - Additional Financing](#), June 21, 2022
- **St .Maarten:** [Fostering Resilient Learning Project](#), June 9, 2022

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TOP TWEETS (June)



World Bank Education @WBG_Education - Jun 27

...

The @TransformingEdu Pre-Summit will start in less than 24h!

Ahead of this key event, let's listen to @JaimeSaavedra22's crucial message on the current #education crisis & the urgent need to commit to #EndLearningPoverty!

wrid.bg/lqLJ50JHvIs

#TransformingEducation



World Bank Education @WBG_Education

...

Making #education a top priority is the key to address #Latam's learning crisis. Join political leaders and experts as they discuss how to best support education in the region. Tomorrow at 12.00pm (EST)

wrid.bg/zykg50JnoMz

#MiEducacionNuestroFuturo @BancoMundialLAC





World Bank Education @WBG_Education · Jun 30

...

Just released: The 2022 Education Finance Watch #EFW2022 by @WBG_Education @GEMReport and @UNESCOstat sheds light on the impact of #COVID19 on global #education financing.

Press Release: wrlid.bg/Nwrg950JL9ZX

Report: wrlid.bg/7ctF50JLa1j

Flyer: wrlid.bg/G36450JLa1M

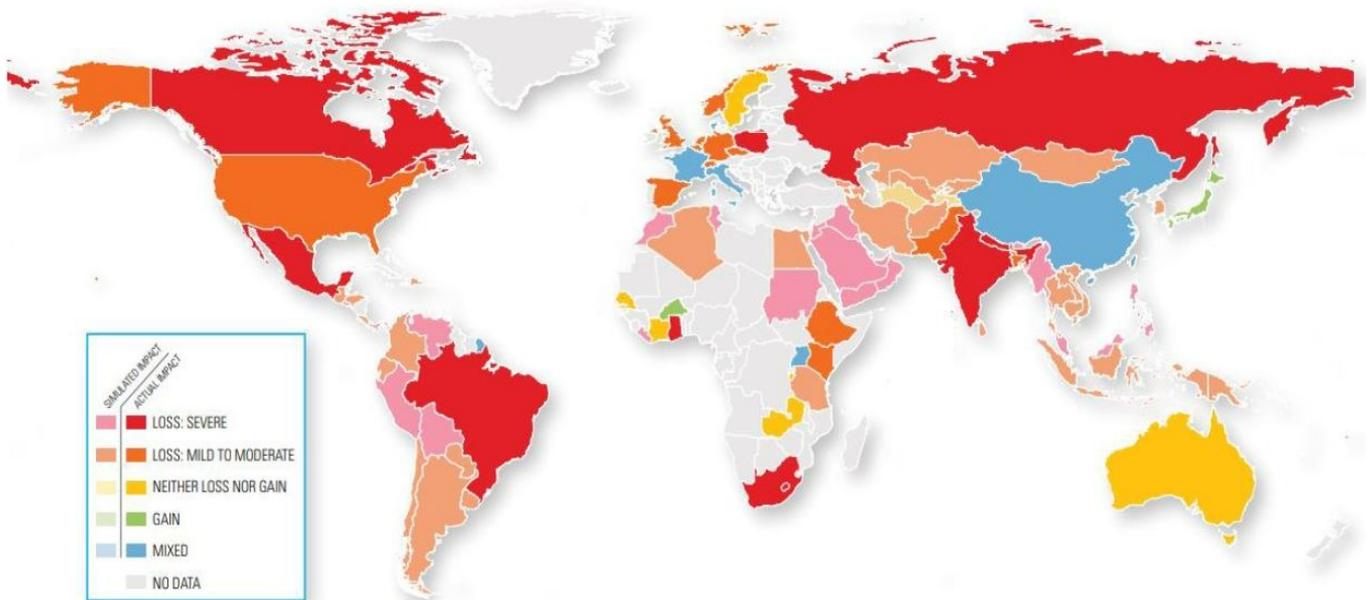


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Edu Data

Learning losses have been observed around the world



Source: [Where are we on Education Recovery?](#) UNICEF, UNESCO and World Bank. 2022. Based on 65 studies reporting simulated (lighter shades) and actual observed (darker shades) learning losses/gains, covering a total of 104 countries and territories.

Children around the world have lost an enormous amount of classroom time . A t 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.

While some countries quickly reopened schools, many kept all schools fully closed for exceptionally long periods like in South Asia, Latin America and the Caribbean, and the Middle East and North Africa. Others reopened only partially

Learn more about how to tackle the current education crisis by reversing those losses and accelerating learning: Click [HERE](#)

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