EVENT | Human Capital at the Crossroads - Education: Reclaiming our Future

Now, more than at any other time in living memory – human capital is being dealt devastating blows by conflict, climate change, and the COVID-19 pandemic. The losses to learning, health outcomes, livelihoods, and gender equality have immediate and long-term impacts on people’s wellbeing – and can undermine economic recovery and prosperity for years.

David Malpass (President, World Bank), Amina Mohammed (Deputy Secretary-General, United Nations), Samia Suluhu Hassan (President of United Republic of Tanzania), Mari Pangestu (Managing Director, Development Policy and Partnerships, World Bank), Malala Yousafzai and other leaders gathered for the WB Spring Meetings to discuss the current critical challenges and urgent need to expand investment in people in the midst of this daunting human crisis.

Related: List of speakers | Resource links
EVENT | South Asia Ministerial Round Table on Global Education Evidence Advisory Panel Report

The pandemic brought education systems worldwide to a halt, with school closures affecting more than 1.6 billion learners, with South Asia accounting for nearly 434 million children. The World Bank estimates that Learning Poverty in low- and middle-income countries might increase from 53 to 63 percent. However, more recent simulations suggest this number can grow to around 70 percent due to longer-than-expected school closures.

A regional ministerial round table deliberated on the key findings from the Global Education Evidence Advisory Panel (GEEAP) report to aid the development of a South Asia Regional Recovery Plan. This event provided a platform to the panel to share the key findings from the report with counterparts and CSOs from South Asia, as well as bring together policy makers from South Asia, global education experts, and civil society organizations working on education in the South Asia region and around the world and set the stage for development of a South Asia Regional Learning Recovery Plan.

Related: Publication | Brief
EVENT | Global Young MP Initiative: Innovations to Eliminate Learning Poverty

The Global Young MP Initiative convened parliamentarians aged 40 and under around the theme of “Innovations to Eliminate Learning Poverty.” The meeting, co-hosted by the International Parliamentary Network for Education (IPNED) and the Parliamentary Network (PN) of the World Bank and IMF, explored pioneering approaches to modernize education systems to ensure that all children know how to read and understand a basic text by age 10.

Related: Feature Story
Our new brochure offers a complete overview of the goal, vision, portfolio, partnerships, and major activities covering the entire education spectrum - from early childhood to lifelong learning - carried out by the World Bank's Education Global Practice. It also provides some key insights into the current learning poverty crisis further amplified by the COVID-19 pandemic.

Learn more and download your copy [HERE](#)
Achieving gender equality is central to the World Bank Group's twin goals of ending extreme poverty and boosting shared prosperity. As the largest financing development partner in education globally, the World Bank ensures that all of its education projects are gender-sensitive, and works to overcome barriers that are preventing girls and boys from equally benefiting from countries’ investments in education. Girls’ education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education, acquiring the knowledge and skills to compete in the labor market; gain socio-emotional and life skills necessary to navigate and adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Read more and download your copy [HERE](#)
Ensuring a safe environment for children to learn is more than a mission for the World Bank. It is an urgent imperative. In large part, the success of our FCV Strategy is predicated on education. There are few spheres of development with so much potential to contribute to violence prevention and peace building. Schooling, therefore has a critical role in developing the social cohesion for stability, as well as the skill base needed for our client countries to advance in their development, and achieve economic prosperity.

Learn more and download your copy [HERE]
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.

Learn more and download your copy [HERE](#).

**NEW THEMATIC SUMMARY | The Learning Data Compact (LDC)**

UNESCO, UNICEF, and the World Bank have joined forces and established the Learning Data Compact...
(LDC) 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. 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.

Learn more and download our new flyer [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

### 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.

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.

### NEW THEMATIC SUMMARY | Tertiary Education and Skills (TES)

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.
Launched in 2020, the World Bank Accelerator Program is designed to fight learning poverty through focused, evidence-based action — focusing on countries committed to improving foundational literacy. The program aims to demonstrate that with technical support and specific evidence-based interventions, it is possible for governments to improve their foundational learning outcomes at scale within a 3-5-year period.
NEW THEMATIC SUMMARY | Education Technology or EdTech

Education Technology or ‘EdTech’: The use of hardware, software, digital content, data, and information systems in education supports and enriches teaching and learning and improves education management and delivery. The World Bank’s Vision for EdTech is to “Reimagine Human Connections to Transform Teaching and Learning for All”.

Learn more and download our new flyer [HERE](https://example.com)
NEW THEMATIC SUMMARY | Teach – Coach

Teach and Coach support effective and high-quality teaching for all. Teach is a classroom observation tool that helps countries measure and track teaching quality. The Coach program builds on Teach, supporting countries to improve in-service teacher professional development (TPD) programs and systems based on teachers’ needs. Teach and Coach contribute to enhancing the support that teachers receive to improve their classroom practices, ultimately helping drive student learning and address learning poverty.

Learn more and download our new flyer HERE
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.
May 5 - 6 | Event: “Funding Education for Results: Lessons for Accelerated Learning” conference | funded by the World Bank’s Results in Education for All Children (REACH) trust fund

May 8 - 11 | Event: International Conference and Exhibition for Education (ICEE). Hosted by Saudi Arabia Ministry of Education in the Kingdom of Saudi Arabia in Riyadh. The main theme of the conference is “Education in Times of Crises: Opportunities & Challenges”


May 18 - 20 | Event: World Higher Education Conference (Hosted by UNESCO) in Barcelona, Spain

May 25 (TBC) | Event: Education World Forum – Theme: Education: building forward together; Stronger, Bolder, Better (Hosted by UK and Oxford, Blavatnik School of Government)

May 22 - 26 | Event: World Economic Forum (WEF) - Annual Meetings


May 28 | Menstrual Hygiene (MH) Day

May 31 | Event: Supporting Struggling Readers and Raising Boys’ Literacy (Arabic focus) - Joint World Bank-Queen Rania Foundation webinar

June 9 | Report launch: State of Learning Poverty
- June 15 - 17 | Event: The International Conference on Adult Education (CONFINTEA VII) in Morocco (UNESCO)

- June 20 | World Refugee Day

- June 21 | Hybrid Event: “Mitigating the Learning Losses Caused by the COVID-19 School Closures” conference (Co-organized by World Bank and CERGE-EI, at Charles University, Prague)

- June 27 - 28 (TBC) | Event: Launch of World Bank’s Education Strategy for Western and Central Africa (Accra, Ghana)

- June 29 - 30 | Event: Transforming Education Summit (TES) pre-Summit meetings in Paris, France

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**Blogs**

**Preventing corporal punishment and violence in schools is critical for children's development and academic achievement, and a smart investment**

Corporal punishment remains widespread. According to the Global Partnership to End Violence against Children, globally, 4 in 5 children aged 2-14 are subjected to corporal punishment and 86 percent of the world’s children are not protected from corporal punishment by law. Most instances of corporal punishment take place at home, but the practice also remains prevalent in schools in many low- and middle-income countries. (see Gershoff and Heekes et al. on prevalence estimates).

QUENTIN WODON, CHLOE , MCDONALD, MANAL QUOTA | APRIL 29, 2022

READ BLOG

**Setting the stage for improved education outcomes in Iraq**

Low learning levels are putting the future of Iraqi children and, as a result, the future of the whole country at risk. Even prior to COVID-19, Iraqi children lagged well behind their peers in human capital development measured by the World Bank’s Human Capital Index. A child
born in Iraq today will reach, on average, only 41% of her potential productivity when she grows up. Of an average seven years spent in school, the amount of learning that is taking place is only 4 years. The decline has been exacerbated by COVID-19 with more than 11 million students set back by school closures and limited opportunities for remote learning.

NATHALIE LAHIRE, XIAONAN CAO, ELISABETH SEDMIK | APRIL 29, 2022

How to use educational radio to move from emergency to sustainability? Our publication can help

The Covid-19 pandemic left more than 1.1 billion children out of school, with more than 65% of countries mandating partial or total school closures globally. 48% of ministries of education adopted education radio programs for students to learn at home, as radio remains the most cost-effective and widely accessible media across the Global South. However, only a handful recognize the power of education radio programs as game changers beyond the crisis.

MARCELA GUTIERREZ BERNAL, MARIAMA WURIE, MARI SHOJO | APRIL 26, 2022

Educating the next generation of African data scientists: my experience teaching data science at the African institute for mathematical sciences in Rwanda

In December 2021, I was asked to teach a practical data science course at the African Institute for Mathematical Sciences (AIMS) in Rwanda, a pan-African network of centers of excellence for post-graduate training, research, and public engagement in mathematical
sciences. The course I was asked to teach, titled Big Data Analytics with Python, would be one of the courses within the newly introduced data science stream for the Master of Science in Mathematical Sciences program that AIMS has traditionally run. I was truly excited about the prospect of contributing to this academic program, since my team at the World Bank’s Development Data Group, sees data literacy as a core objective and key to our work.

DUNSTAN MATEKENYA | APRIL 26, 2022

Learning from previous research: the impact of schooling, learning, and parental involvement on educational outcomes

Does schooling necessarily lead to true learning outcomes? How does a mother’s educational level impact educational outcomes of her children? And what are the effective mobilization modalities for parental involvement in children’s learning endeavors and school activities? The research pieces that we are featuring here will help answer these questions.

KERINA WANG, KCP PROGRAM MANAGEMENT UNIT (KCP PMU) | APRIL 25, 2022

Learning loss from COVID-19 in Sub-Saharan Africa: Evidence from Malawi

Emerging evidence, including from a recent review of 29 studies from 17 countries, demonstrates that the Covid-19 pandemic and associated closures of schools have been correlated with substantial loss in learning. In Malawi, the Government closed all public schools for a total of 7 months. The Malawi Longitudinal School Survey (MLSS) implemented by the World Bank in partnership
with Government, conducts regular learning assessments with a representative, longitudinal sample of students who were in Grade 4 in 2016-18. This rich data offers the sharpest available lens on learning trajectories for a nationally representative sample of students in sub-Saharan Africa.

SALMAN ASIM, RAVINDER GERA, ARCHIT SINGHAL | APRIL 19, 2022

READ BLOG

The 2022 World Bank Group Spring Meetings: Strengthening the case for globalism

In this blog you can find out more about our 2022 IMF/World Bank Spring Meetings, special guests, our events on digital development, climate action, trade and subsidies, fragility, and Human Capital. You can also watch the replays of all the main events.

JOHN MACKEDON | APRIL 14, 2022

READ BLOG

Will a crisis force us to rethink school leadership? Insights from a South-South Exchange

School leaders have taken the primary responsibility of ensuring schools navigate the uncertainty of the Covid-19 crisis. As of February 2022, Around 27 percent of countries continue to have partially or fully closed schools, leaving close to 870 million students with disruptions to their education. While the pandemic has created a context for education systems to transform teaching and learning experiences, it is now the work of practitioners, government bodies, and researchers to orient and articulate the challenges to the broader education community and to create structures that will help school leaders build the traits and capacities to address the challenges of learning recovery and system resilience.
Education meets the metaverse in Eastern Caribbean national colleges

In close coordination with the Organization of Eastern Caribbean States (OECS) Commission, the World Bank is supporting national colleges in the Eastern Caribbean to become education pioneers by embracing the metaverse. By building the capacity of colleges in the region, regional challenges to improve remote collaboration could be solved by hosting events, holding classes, and accessing student services in the metaverse.

The opportunities the metaverse has to offer are numerous. Having a Virtual Campus would promote collaboration of students and teachers from different colleges, help pull resources together to provide better student services, and organize joint job fairs allowing students from one island to meet with local employers from other islands.

See Education for Global Development for all blogs posted by the Education Global Practice.
- Ghana: Ghana Digital Acceleration Project, April 28, 2022
- West Bank and Gaza: CHAD Improving Learning Outcomes Project, April 15, 2022
- Cabo Verde: Human Capital Project, April 11, 2022
- Kenya: Primary Education Equity in Learning Program, March 32, 2022

TOP TWEETS (April)

- Are you interested in quality and affordable #childcare in developing countries?

The @WorldBank and partners today launched the global Childcare Incentive Fund!

Learn more: wrld.bg/G0Sl50IUGOM

#InvestInPeople

@Mari_Pangestu @MamtaMurthi @JaimeSaavedra22
SAVE THE DATE | @WorldBank Global Conference on Funding #Education for Results: Lessons for Accelerated Learning

May 5-6
#FundingEdu4Results
Register here: wrld.bg/201N50IN8me

@MamtaMurthi @JaimeSaavedra22 @SteGiannini @RobertG_Jenkins @DaveEvansPhD

Connect with us on Twitter!
Charlevoix Funding Dashboard

This dashboard presents the pledged commitments from Charlevoix donors and the projects carried out as a direct result of the June 2018 Charlevoix Declaration on Quality Education (linked via the G7 2018 logo above), and further commitments made at the UN General Assembly in September 2018. This homepage displays the amount of funding pledged and self-reported as disbursed by donors against their Charlevoix commitments, in most cases through December 2020, and with some exceptions until March 2021. Please see starred [***] information at the bottom of this page for specifics for each donor on funding and reporting timelines.

The pages that follow allow for further disaggregation to understand where and how that funding is being implemented. For any questions on the data presented here, please contact girlseducation@inee.org.

Pledged & Reported Funding by Charlevoix Donors (in USD)*****

<table>
<thead>
<tr>
<th>Country</th>
<th>Pledged</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>$296,284,062</td>
<td>$301,606,063</td>
</tr>
<tr>
<td>Denmark</td>
<td>$246,643,871</td>
<td>$207,486,968</td>
</tr>
<tr>
<td>European Commission</td>
<td>$82,098,062</td>
<td>$107,832,033</td>
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<tr>
<td>Germany*</td>
<td>$151,426,314</td>
<td>$172,633,860</td>
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<tr>
<td>Japan</td>
<td>$200,000,000</td>
<td>$240,304,391</td>
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<td>Netherlands**</td>
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<tr>
<td>Norway***</td>
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<td>United Kingdom</td>
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<tr>
<td>World Bank*****</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,513,629,305</td>
<td>$4,023,769,111</td>
</tr>
</tbody>
</table>

Using this Dashboard

Each page of this Dashboard visualizes different information about the 2018 Charlevoix Declaration funding and the projects that funding supports. The homepage includes information on funding pledged and disbursed. All subsequent pages show disbursed funding only. The boxes below describe the visualizations presented on each page. To navigate to each dashboard page, click the corresponding tabs at the top of the dashboard.

The INEE Reference Group on Girls’ Education in Emergencies, with support from Global Affairs Canada, launched the Charlevoix Funding Dashboard. The Charlevoix Funding Dashboard aims to promote transparency and accountability towards the commitments made by G7 countries and funding partners towards the Charlevoix declaration on quality education for girls, adolescent girls and women in developing countries. The Charlevoix Funding Dashboard provides a picture of what has been achieved as a result of the historic Charlevoix commitments. The interactive dashboard visualizes funding pledged and disbursed by donors and funding partners in support of the Charlevoix Declaration on Quality Education. It illustrates funding flows from donors and funding partners to regions, countries, and implementing partners. It also gives information on project focus areas, population groups served, and highlighted projects. More details on the content and methodology, as well as answers to frequently asked questions can be found on the dashboard landing page.

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