

 **In Focus**

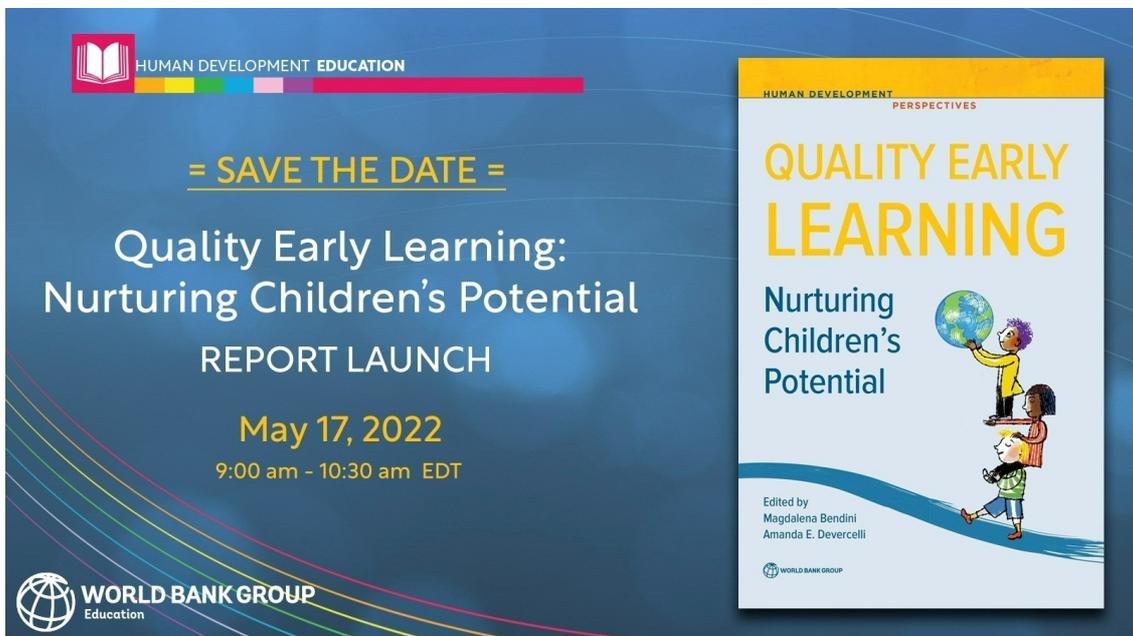
REPORT LAUNCH | Quality Early Learning: Nurturing Children's Potential

The COVID-19 pandemic has hit the youngest children's learning the hardest, especially in low-income countries, accentuating the need for actionable and evidence-based strategies to deliver quality early childhood education (ECE) at scale. Released on May 17, the World Bank's new volume *Quality Early Learning: Nurturing Children's Potential* reviews the science of early learning and offers practical advice on key elements and principles to deliver quality ECE.

The report emphasizes that young children have enormous capacity to learn during their early years – a capacity that must be nurtured and harnessed in a deliberate manner. High quality ECE can help children develop the cognitive and socioemotional skills, executive function, and motivation that will help them succeed both in school and beyond. Investments in ECE establish the foundation to build the human capital needed for individual well-being and more equitable and prosperous societies.

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

WATCH THE REPLAY



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](#)



EVENT | Funding Education for Results: Lessons for Accelerated Learning Global Conference

The two-day hybrid event - held on May 5-6, 2022 - discussed ways to overcome the challenges facing education financing. Even as countries around the world begin to recover from the disruption brought by the pandemic and tackle the worsening learning crisis, education budgets are shrinking. In the effort to build efficient, effective, and resilient systems to accelerate learning, each dollar invested becomes even more valuable.

The conference showcased promising approaches to strengthening the link between spending and impactful results and explore how to scale up these efforts in light of urgent education-recovery needs. It featured lessons learned from the World Bank's Results in Education for All Children (REACH) Trust Fund, which has supported evidence generation on results-based financing (RBF) programs since 2015.

Related: [Program](#) | [List of speakers](#) | [REACH](#)

LEARN MORE



EVENT | Education World Forum (EWF) – Theme: Education: building forward together; stronger, bolder, better

Since 2022, the Education World Forum (EWF), the largest annual gathering of education and skills ministers in the world, is held in London each year. EWF brings together country delegations and education stakeholders from across the world to address key issues and to share the education system challenges they face, the solutions they have found, the learning that has occurred, and the successes they have achieved.

On May 23 - during the Plenary Session 1: "Learning from Challenge" - World Bank Global Director for Education, Jaime Saveedra, delivered a powerful opening presentation on one of the main development challenges that we are living today, that is, the worst education crisis in a century. The huge learning interruption has the potential to hurt societies and the life prospects of hundreds of millions of youth and children. It is not a matter of only improving performances. A turning point is needed. Before the COVID-19 pandemic, there was no progress in learning and with the pandemic, the situation is even worsen. The time to act is now and we need to urgently accelerate learning and reduce learning poverty, that is, the share of children that cannot read and understand a simple text by age 10.

[EWF WEBSITE](#)



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

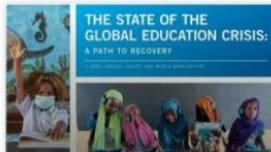
The World Bank Group is the largest financier of education in the developing world. We work on education programs in more than 80 countries and are committed to helping countries reach SDG4, which calls for access to quality education and lifelong learning opportunities for all by 2030.

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

- **June 20** | [World Refugee Day](#)
- **June 20** | Report launch: Latin American & the Caribbean **Acting Now** report (Two Years After: Saving the Pandemic Generation)
- **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 22** | Report launch event: **The State of Global Learning Poverty: 2022 Update report + Learning Recovery and Acceleration Guide** (World Bank, UNICEF, UNESCO, FCDO, Gates, USAID)
- **June 22** | Report Launch: LAC’s **Acting Now** (Two Years After: Saving the Pandemic Generation)
- **June 27 - 28** | Event: **Launch of World Bank’s Education Strategy for Western and Central Africa** (Accra, Ghana)
- **June 28** | Report release: **Education Finance Watch 2022** (World Bank, UNESCO GEM Report, UNESCSO UIS)
- **June 28 - 30** | Event: [Transforming Education Summit \(TES\)](#) pre-Summit meetings in Paris, France
- **July 6** | Event: [Fostering Language Development in the Early Years](#) (Arabic focus). Joint World Bank-Queen Rania Foundation webinar
- **July 15** | [World Youth Skills Day](#)
- **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

Menstrual health and hygiene: What role can schools play?

Menstruation affects girls' attendance and participation in education, globally.



A study by UNESCO found that one in 10 girls in Sub-Saharan Africa missed school while on their period. Another study in Ethiopia found that 50 percent of girls miss between 1 and 4 days of school every month due to menstruation. In Kenya, it is estimated that girls lose an average of 4 days of school a month, which costs them 165 learning days over four years of high school.

MYRA MURAD KHAN | MAY 27, 2022

[READ BLOG](#)



Is demand-led skills training one answer to Sierra Leone's human capital crisis?

Yvette Conteh, 19, heard about the Skills Development Fund (SDF), a program funded by the World Bank's Skills Development Project. The World Bank and Sierra Leone's Ministry of Technical and Higher Education are working together to revamp Sierra Leone's skills development sector, using data and rigorous and competitive institution scouting to support demand-led training at Technical and Vocational Educational Training (TVET) centers across the country. These centers give people

like Yvette the training and other tools necessary to gain new, relevant, market-driven skills, opening up opportunities for their employment.

ALI HASAN ANSARI, AMANI OSMAN,
HIMDAT BAYUSUF, MARI SHOJO, MARIAMA
WURIE | MAY 27, 2022

[READ BLOG](#)

The challenges of repetition and dropout in primary school: quality early childhood education (ECE) in Senegal

The overall financial cost of repetition and dropout in Senegal is on an upward trend due to a higher rate of both repetition and dropout. Over the 2012-2015 period, repetition and dropouts represented 13.72% of the expenses incurred by the government. This phenomenon can be explained by several factors, one of which is limited access to quality preschool education. Senegal still has work to do, with only a little over 17% gross preschool enrollment rate, but more importantly in terms of dramatically improving quality.



IBRAHIMA SAMBA, ABDALLAH SOW,
FRANÇOIS FAYE, MAMADOU
SOUMBOUNOU, SIDY BÂ, ABLAYE DIA | MAY
25, 2022

[READ BLOG](#)



Why are rights revolutions rare?

Our experiment consisted of implementing a randomized control trial with female Pakistani teachers in collaboration with the Progressive Education Network (PEN). Teachers' gender attitudes were measured in three ways: using indices from surveys eliciting views on women's rights; the gender Implicit Associations Tests (IAT)— which measure implicit gender bias

using word associations— and by teachers' decision to petition the Pakistani Parliament for more equal rights. To assess teachers' stress levels, we measured self-reported perceptions of stress, as well as blood concentrations of cortisol—the hormone secreted in response to stress. In the context of gender attitudes, we proxied for external social sanctions by looking at the incidences of domestic violence experienced by the teachers.

SULTAN MEHMOOD, SHAHEEN NASEER,
DANIEL LI CHEN | MAY 24, 2022

[READ BLOG](#)

What works for effective school- and cluster-based teacher professional development? Five key design decisions

We know one-on-one coaching support can be highly effective in changing teacher behaviors and improving student learning outcomes. At the same time, it is expensive and may not always be feasible in the short- to medium-term. As an alternative, well-designed school- and-cluster based teacher professional development (TPD) approaches can offer a practical solution for scaling localized, practical, and on-going support .

ELAINE DING, AISHWARYA KHURAN,
AMANAL QUOTA | MAY 19, 2022

[READ BLOG](#)



Policy Research Working Paper series publication roundup for May 1-May 15, 2022

This blog is a biweekly feature highlighting recent working papers from around the World Bank Group that were published in the World Bank's Policy Research Working Paper Series. This entry introduces 4 papers published from

May 1 to May 15, 2022, on various topics related to employment, housing policy and the impact of COVID-19 on educational outcomes.

MARCELO BUITRON, POLICY RESEARCH WORKING PAPER TEAM | MAY 18, 2022

[READ BLOG](#)

Talking with students in Egypt so that we learn how to talk about them

My team, from the World Bank's Supporting Education Reform Project in Egypt, has maintained a good ritual of visiting public schools to talk to students. I often tell students that we would rather talk to them than talk of them. Students have very big aspirations for their future. Many of them see the links between their education in primary/preparatory or secondary schools and their future goals, and they appreciate the ongoing education sector reforms as broadening their perspectives and introducing new, non-cognitive skills that better equip them for the future, as citizens and as professionals.

AMIRA KAZEM | MAY 18, 2022

[READ BLOG](#)



COVID-19 school closures fueled big learning losses, especially for the disadvantaged

Almost 1.6 billion students across the world were affected by school closures because of the COVID-19 pandemic. Even short disruptions in a child's schooling have significant negative effects on their learning and can be long-lasting. These losses may translate to greater long-term impacts, with the burden falling heaviest on the disadvantaged.

Online education is an imperfect substitute for in-person learning, particularly for children from

low-income families. Early systematic reviews based on limited data from high-income countries suggest large learning losses and increased learning inequality.

HARRY A. PATRINOS, EMILIANA VEGAS,
ROHAN CARTER-RAU | MAY 16, 2022

[READ BLOG](#)

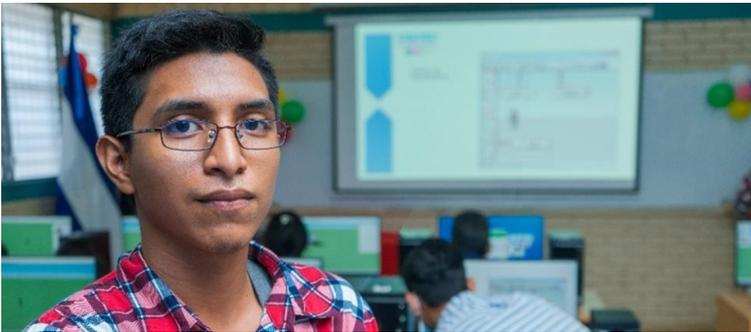
Investing in human capital in El Salvador: the knowledge currency of the digital economy

Digital technologies are transforming how people, businesses, and governments interact, transact, work, and learn. To increase the adoption of digital technologies, countries need to foster citizens' acquisition of digital skills through education and training, both formal and informal .

To support countries in this endeavor, the World Bank has launched the Digital Economy for Latin America (DE4LAC), an initiative that leverages a diagnostic framework developed in the context of the Digital Economy for Africa program. DE4LAC maps the current strengths and weaknesses of the national digital economy ecosystem and identifies both opportunities and challenges for future growth.

ALBERTO MUNOZ-NAJAR, CRISTOBAL COBO, INAKI SANCHEZ CIARRUSTA | MAY 10, 2022

[READ BLOG](#)



Learning recovery plan for countries in Europe and Central Asia

The evidence is clear: countries in every corner of the world are experiencing a learning crisis. Yet even as this is happening, there are more children in school worldwide today that at any other time in history, pandemic-related

disruptions notwithstanding. In 2010, the average adult had completed 7.6 years of schooling, more than double the 3.2 years completed by the average adult in 1950. This represents a substantial achievement, but is the additional schooling leading to actual learning and human capital accumulation?

HARRY A. PATRINOS | MAY 05, 2022

[READ BLOG](#)

Through the magnifying glass: Understanding the quality of ECE in South Africa

The needs and rights of infants and young children span across the areas of health, nutrition, safe environments, psychosocial well-being, and cognitive development. The provision of these integrated services requires a cross-sectoral approach and planning, coordination and collaboration across government departments, civil society organizations, the corporate sector and non-government organizations. The Government of South Africa places a strong emphasis on achieving the twin goals of increased access to quality Early Childhood Education (ECE) programs for all children. To support the achievement of these goals, South Africa has several plans and policies in place.

KULULA MANONA, JANELI KOTZE, SARA MOKGADI MAJA, LIKHO BOTTOMAN, JESAL KIKA | MAY 03, 2022

[READ BLOG](#)



 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 I
[Spotify](#) | [Apple](#) | May 31 - Word Bank EduTech Podcast

 Designing Inclusive Curricula for Multicultural Classrooms
[Spotify](#) | [Apple](#) | May 20 - Word Bank Teachers Podcast

 Speaking with African Women in EdTech: Lessons from Clara Njeru and Esther Nyauncho
[Spotify](#) | [Apple](#) | May 17 - Word Bank EduTech Podcast

Latest Projects Approved

- **Armenia:** [Education Improvement Project Additional Financing](#), May 22, 2022
- **Brazil:** [Recovery Learning Losses From COVID-19 Pandemic in Brazil](#), May 12, 2022
- **Eswatini:** [Strengthening Early Childhood Development and Basic Education Systems to Support Human Capital Development in Eswatini Project](#), May 2, 2022
- **Micronesia:** [FSM Skills and Employability Enhancement Project](#), May 2, 2022

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TOP TWEETS (May)

 World Bank Education
@WBG_Education

 #DYK? The @WorldBank is the largest financier of #education in the developing world

 Through financing and technical assistance, we support governments' efforts in education, benefitting children from birth to adulthood

 Download our new factsheet:
wrl.d.bg/4QFx50IM6Iz



 **#DYK?** Teach is the @WorldBank's suite of free & open-source classroom observation tools. The tool has been designed to help countries track and improve teaching quality.

 wrl.d.bg/LcXq50J23AC

[@JaimeSaavedra22](#) [@Eze_TEACH](#) [@APushparatnam](#)
[@AnaTeredelT](#) [#WBTeachers](#) [#Education](#)

WHAT DOES TEACH MEASURE?

WHAT CAPTURES:

- 01** The **time** teachers spend on learning and the extent to which students are on task.
- 02** The **quality** of teaching practices that help develop students' socioemotional and cognitive skills; and
- 03** Other **aspects of the learning environment** such as the accessibility of the physical environment, including the classroom set-up and materials available.

Teach has a cross-cutting focus on inclusion, providing non language to encourage teaching that is more and responsive to the needs of all students, that facilitates whole-child development.

TEACH FRAMEWORK

TIME ON TASK	TIME ON LEARNING			
QUALITY OF TEACHING PRACTICES	CLASSROOM CULTURE	SUPPORTIVE LEARNING ENVIRONMENT	POSITIVE BEHAVIORAL EXPECTATIONS	
	INSTRUCTION	LESSON FACILITATION	CHECKS FOR UNDERSTANDING	FEEDBACK
SOCIOEMOTIONAL SKILLS	AUTONOMY	PERSEVERANCE	SOCIAL & COLLABORATIVE	

To learn more, please visit our [website](#) or watch [this introductory video](#). For more information on the tool's theoretical framework and its validity and reliability, please consult the [Teach-related Research page](#).

Connect with us on Twitter!





GLOBAL COVERAGE

Over the past 21 years, the World Bank has committed more than

\$73 BILLION

in supporting education projects, covering **160 COUNTRIES & 25 REGIONAL STATES**



FINANCING

The Education GP provides implementation support to 177 projects for a total commitment of

\$24 BILLION

This includes

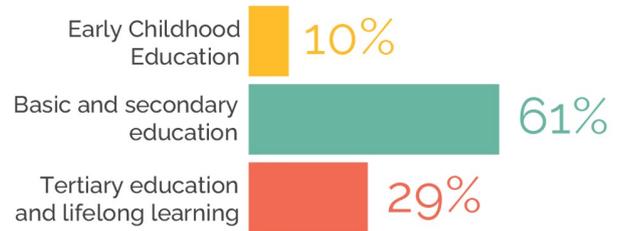
113 IDA credits/grants
(\$15.2 BILLION)

44 IBRD loans
(\$8.3 BILLION)

20 Recipient-Executed Trust Funds⁵
(\$599 MILLION)



FINANCING BY EDUCATION LEVEL



³ \$24 billion is the total value of all existing projects as of April 1, 2022.

⁴ FY21: July 1, 2020 – June 30, 2021 and FY22 July 1, 2021 – June 30, 2022

⁵ In Recipient-Executed Trust Funds (RETFs), the World Bank passes funds on to a third party while retaining an operational role, such as appraisal and supervision of the activities financed by these funds.

The World Bank is the largest external financier of education in the developing world. In fiscal years 2021 and 2022 (FY21 and FY22), the World Bank committed about \$7.92 billion for education programs, technical assistance, and other projects designed to improve learning and provide everyone with the opportunity to get the education they need to succeed. Our current portfolio of education projects totals \$24 billion. This is eight percent of total World Bank lending.

This latest fiscal year, the World Bank also continues to be the largest implementing agency of Global Partnership for Education (GPE) grants to low-income countries. The World Bank currently manages 55 percent of GPE's total grant portfolio (\$1.98 billion of \$3.60 billion in active grants).

Learn more: Click [HERE](#)

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