

**GLOBAL EDUCATION - NEWSLETTER**  
(October 2022) **In Focus****EVENT | WORLD BANK ANNUAL MEETINGS****At the Heart of a Resilient Future:  
Investing in Education for Our Children and Youth**  
(October 12, 2022)

Prolonged pandemic-related school closures and the learning losses suffered by children have been staggering. Today, an estimated 70 percent of 10-year-olds in low and middle-income countries are unable to understand a simple written text. Meanwhile, over a billion young people have had their education and training opportunities interrupted. This loss of employment and skills will cause lasting damage to the productivity of current and future generations. Without action, this generation of students now risks losing US\$21 trillion in potential lifetime earnings in present value, equivalent to a reduction of 10 percent in lifetime earnings for each year of schooling lost.

“We have an economic and moral imperative to improve education systems around the world,” said World Bank President David Malpass who moderated the Annual Meetings event's first panel on recovering the learning losses.

The panel featured Hon. Samuel D. Tweah Jr., Minister of Finance and Development Planning, Liberia; Catherine Russell, Executive Director, UNICEF; and Shafiq Khan, President & CEO, Teach the World Foundation. Panelists discussed how COVID has struck a hard blow and what countries and organizations are trying to do to recover learning losses and accelerate learning outcomes.

In a second panel moderated by Mari Pangestu, World Bank Managing Director, Development Policy and Partnerships, panelists discussed the challenges of youth unemployment and the interruption of skills training during COVID. Mari was joined by H.E. Dr. Muhammad Al Jasser,

Chairman of the Islamic Development Bank Group; Dr. Betty Vandebosch, Chief Content Officer, Coursera; and Augustine Mayabi, Deputy Director, Ministry of ICT Innovation and Youth Affairs, Kenya, and National Project Coordinator for the Kenya Youth Employment and Opportunities Project (KYEOP).

The panel explored the opportunities presented by digital transformation, innovative partnerships, and investment in skills development.

Related: [Watch the replay](#).

LEARN MORE



ANNUAL MEETINGS 2022

RECOVERING LEARNING LOSSES

12 October 04:15 PM EDT

▶ LIVE.WORLDBANK.ORG

#EndLearningPoverty

The graphic features a young girl in a school uniform smiling in a classroom setting. The background is a mix of blue and yellow, with a large, faint globe icon behind the text.

## EVENT | Putting Teachers at the Center: Celebrating World Teachers' Day 2022

To celebrate World Teachers' Day 2022 on October 5th, the World Bank hosted a special 90-minute event to discuss the importance of teachers and how to best support teacher well-being during this critical time of recovering learning and building back better education systems.

WATCH THE REPLAY



### Keishia Thorpe

Teacher

2021 Global Teacher Prize Winner

"We want governments, and everyone in education to really invest in teachers. Not because you see us as a tool to move this education engine forward, but because you see us also as drivers."

WATCH TODAY

## Putting Teachers at the Center: Celebrating World Teachers' Day 2022

To celebrate World Teachers' Day 2022, the World Bank hosted a special 90-minute event to discuss the importance of teachers and how to best support teacher well-being during this critical time of recovering learning and building back better education systems.

 Follow us @WBG\_Education, and stay up to date via #WBTeachers

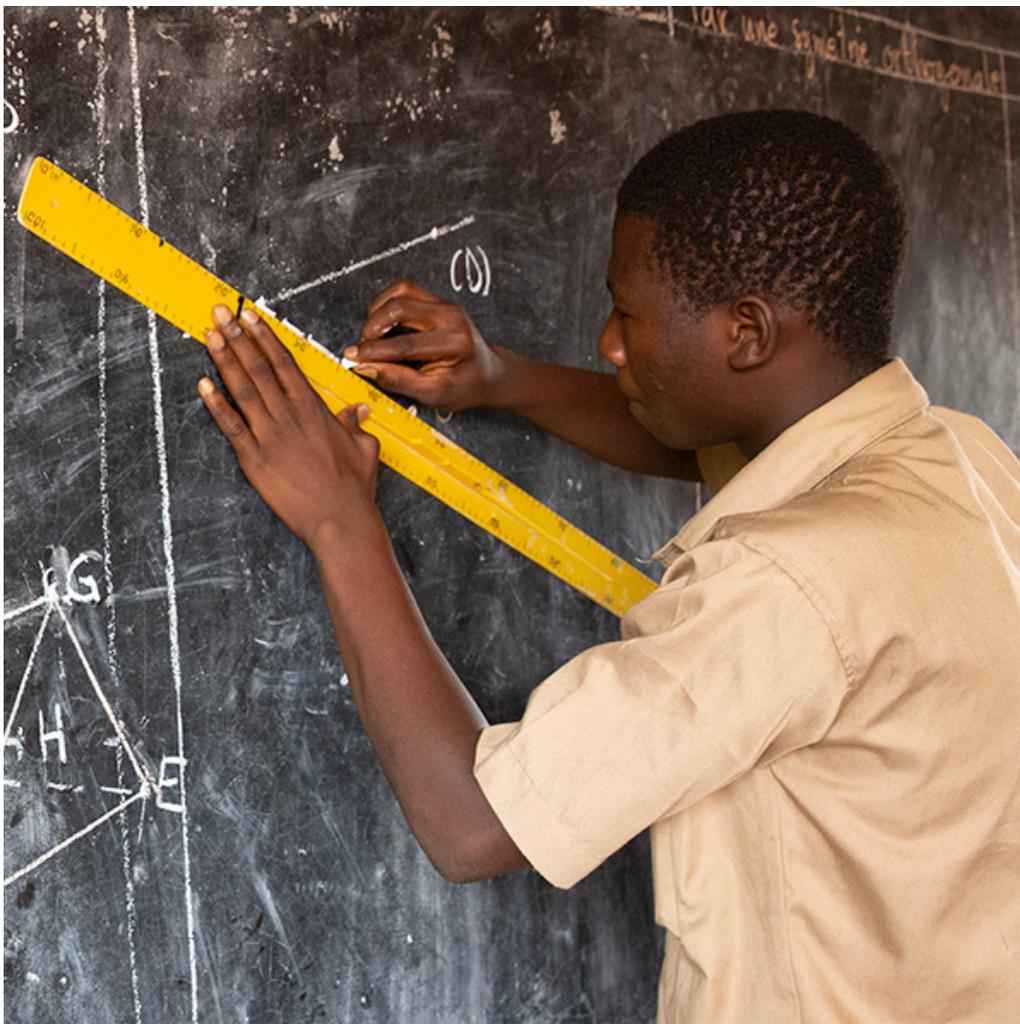


THE WORLD BANK  
IBRD • IDA | WORLD BANK GROUP

## 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 per cent of 10-year-olds unable to understand a simple written text.

LEARN MORE



## **EVENT | The Africa Higher Education Centers of Excellence: A Pathway towards Sustainable Development - High-Level Meetings with Partners**

The Africa Centers of Excellence project (ACEs) is the first large scale regional program funded by the World Bank in the higher education sector in Africa. It addresses higher-level skills development needs and innovative research requirements for the continent's priority development sectors in five main areas: science, technology, engineering and mathematics (STEM); agriculture; health; environment; and applied social science and education. Since its start in 2014, the program has supported over 80 centers in more than 50 universities across 20 countries across the continent.

In collaboration with the French Development Agency, AFD (co-financier of ACE-Impact); the French National Research Institute for Sustainable Development, IRD (facilitating ACEs' regional networks); and the Association of African Universities, AAU (ACE-Impact Regional Facilitation Unit), the World Bank organized a two-day high-level event under the theme: "The Africa Higher Education Centers of Excellence: A Pathway towards Sustainable Development". The event took place at the World Bank's Headquarters in Washington, DC, on October 17 and 18, 2022, and brought together the ACEs and the most influential decision makers in the development space to discuss the centers' innovations and best practices at both national and regional levels, as well as their challenges and opportunities. Following the high-level event, the representatives from ACEs traveled on October 20 and 21, 2022, to Worcester Polytechnic Institute (WPI), Massachusetts Institute of Technology (MIT), and Harvard University for peer-learning and partnership opportunities.

The event was co-funded by the World Bank, the AFD, and the World Bank China Partnership Facility (CWPF).

LEARN MORE



## 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



## EVENT | Promoting the use of VR and AR for TVET instruction

Join us on November 8th for this online event that will bring together experts working on virtual reality (VR) and augmented reality (AR) to foster skills development. The presentation will include an overview of the potential for using VR and AR to promote skills and competencies development and it will feature two examples currently using immersive training for Technical and Vocational Education and Training (TVET): 1) UPS Immersive Tech Center; and 2) Ecuador's system of public technical institutes.

REGISTER HERE

TUESDAY

**November 8,  
2022**

**9:00 AM –  
10:30 AM EDT**

Hosted via WebEx by the  
**World Bank Skills Global  
Solutions Group (GSG),  
Digital Development  
Partnership and  
GCS Interactive Media  
Services**

SAVE THE DATE

## Promoting the use of VR and AR for TVET instruction

Join us in this online event that will bring together experts working on virtual reality (VR) and augmented reality (AR) to foster skills development. The presentation will include an overview of the potential for using VR and AR to foster skills and competencies development and will feature two examples currently using immersive training for Technical and Vocational Education and Training (TVET): (i) UPS's Immersive Tech Center, and (ii) Ecuador's system of public technical institutes.

**Register here**  
<https://bit.ly/3SoBwyE>

### Presenters



**Marjorie Chinen**  
E T Consultant,  
EdTech Team,  
Education Global Practice,  
World Bank



**Robert Dean**  
Associate Professor,  
Motion Arts Design  
and Virtual Reality,  
Namseoul University



**Mark Grob**  
Head of the  
Immersive Tech  
Center at UPS

### Introductory Remarks



**Iain Robert Bain**  
Economist,  
Private Equity Impact,  
IFC



**Diego Angel-Urdinola**  
Senior Economist,  
Education GP and  
co-Lead of the Skills GSG,  
World Bank



**Shiro Nakata**  
Senior Economist,  
Education Global Practice,  
World Bank

### Moderator

### Discussant



Follow us on Twitter:  
[@WBG\\_Education](https://twitter.com/WBG_Education)  
Stay tuned via our hashtag:  
[#Skills4Dev](https://twitter.com/Skills4Dev)

## World Bank Foundational Learning Compact (FLC) Strengthening Education Systems for Better Learning Outcomes

The Foundational Learning Compact (FLC) is a World Bank umbrella trust fund created to support country-specific and global efforts to pursue systemic and sustained improvements in education systems that lead to better learning outcomes.

The FLC is designed around early childhood, primary, and secondary education. The high-level objective for early childhood and primary education activities will be to contribute to reducing Learning Poverty (LP), through targeted actions focused on improving foundational learning.

The World Bank is working with a number of donors and technical partners to make the Foundational Learning Compact a powerful tool for the future of learning in low- and middle-income countries. They include: The Bill & Melinda Gates Foundation (BMGF); the LEGO Foundation; Ministry for Foreign Affairs of Finland; United Kingdom's Foreign, Commonwealth & Development

Office (FCDO).With their support and others, the FLC is funding education initiatives that are currently operating in many different countries around the world.

[FLC WEB PORTAL](#)



 [New Publications](#)

## **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 – \$1.22B	UNICEF – \$0.08B
France – \$1.52B	AIDB – \$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.

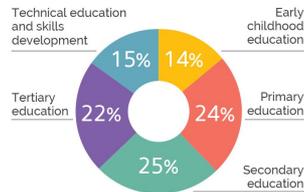
**CURRENT IMPACT OF WORLD BANK SUPPORTED PROJECTS**

**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<sup>†</sup>:



<sup>†</sup> This does not include financing spent on public administration or other education funding.

### 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.

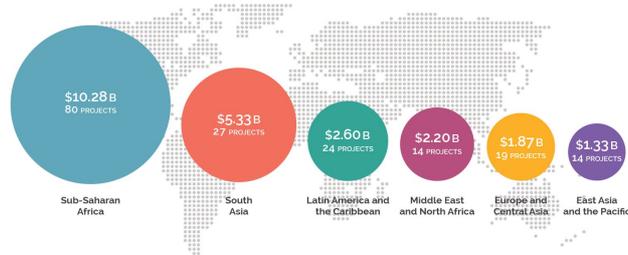
We are in a learning crisis that has been deepened by the pandemic. Before Covid-19, Learning Poverty—the percentage of children who cannot read and understand a simple text by age 10—was already affecting 57% of children in low- and middle-income countries. Countries need to ensure they are building 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.

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



## 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 PRODUCTIVITY<sup>1</sup>

*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.**<sup>2</sup> 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.<sup>3</sup> 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,<sup>4</sup> reflecting the limited effectiveness (on average) of remote learning.<sup>5</sup> 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.<sup>6</sup> 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.**<sup>7</sup> 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.



## FLYER | Disability Inclusion in Education

The World Bank has committed to ensuring that all education investment project financing (IPF) will be disability inclusive by 2025. Disability results from the interaction between persons with impairments and attitudinal and environment barriers that hinder their full and effective participation in society on an equal basis with others.

[DOWNLOAD THE FLYER](#)

# DISABILITY INCLUSION IN EDUCATION

THE WORLD BANK HAS COMMITTED TO ENSURING THAT ALL EDUCATION INVESTMENT PROJECT FINANCING (IPF) WILL BE DISABILITY INCLUSIVE BY 2025.

## THE MAGNITUDE OF THE PROBLEM

Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society, on an equal basis with others.

- Children with disabilities are 2.5 times more likely to never go to school than their peers.
- An estimated 291.2 million children and adolescents globally live with a disability, and approximately 95 percent of these young people live in low- and middle-income countries.
- At least 50 percent of all young people with disabilities living in low- and middle-income countries are excluded from education; in some contexts, the figure is closer to 90 percent.

The COVID-19 pandemic has further exacerbated these challenges, as described in two recent reports by the Inclusive Education Initiative (IEI). World Bank analysis indicates that the learning crisis and learning poverty cannot be tackled unless systemic barriers are addressed, and the diverse educational needs of all learners, including persons with disabilities, are met.



## THE WORLD BANK'S APPROACH TO DISABILITY-INCLUSION IN EDUCATION

The World Bank fosters equity and inclusion in education by ensuring systemic change and strengthening inclusive education systems. This means ensuring quality and equitable education opportunities for all learners, including learners with disabilities, through the provision of necessary supports at all levels of the education system. Following the World Bank's Environmental and Social Framework and Disability Inclusion and Accountability Framework, a multisectoral approach to disability inclusion is critical.

The World Bank announced its 10 commitments on disability inclusion in the Global Disability Summit in 2018, and reaffirmed this commitment in 2022 with the institutional goal of ensuring that **all Investment Project Financing (IPFs) in education will be disability inclusive by 2025**. Projects must comply with the four key criteria related to: stakeholder engagement, analysis, project design activities, and monitoring/reporting.



### Criteria 1: Stakeholder Engagement

Include meaningful consultations with relevant stakeholders, including persons with disabilities, and beginning with project preparation.



### Criteria 2: Analysis

Draw on disability-disaggregated data and disability inclusive or inclusive education legal frameworks in the country.



### Criteria 3: Inclusive Project Design

Contain at least one inclusive design feature in a general education activity or one specific activity targeted to benefit and empower learners with disabilities.



### Criteria 4: Monitoring/Reporting

Collect and report feedback on both process and outcomes for project beneficiaries with disabilities.



## BROCHURE | Inclusive Education

The World Bank commits to removing barriers to inclusive education so that the right to education may be upheld for all children and youth, including learners from poorer households and/or rural and remote communities, persons with disabilities, ethnic- and linguistic minorities, Indigenous Peoples, refugees, sexual orientation and gender minorities, and other marginalized and/or vulnerable groups.

[DOWNLOAD THE BROCHURE](#)

# INCLUSIVE EDUCATION

INCLUSION IS FUNDAMENTAL TO THE WORLD BANK'S WORK IN EDUCATION AROUND THE WORLD. THIS MEANS CREATING SYSTEMIC CHANGE FOR OVERCOMING BARRIERS TO QUALITY EDUCATIONAL ACCESS, PARTICIPATION, LEARNING PROGRESS AND OUTCOMES FOR ALL LEARNERS.



## INCLUSIVE EDUCATION

The World Bank commits to removing barriers to inclusive education so that the right to education may be upheld for all children and youth, including learners from poorer households and/or rural and remote communities, persons with disabilities, ethnic- and linguistic minorities, Indigenous Peoples, refugees, sexual orientation and gender minorities, and other marginalized and/or vulnerable groups.

## THE MAGNITUDE OF THE PROBLEM

- 244 million children and youth between ages 6 and 18 years are not in school today, and many marginalized children face barriers to learning even when they are in school.
- Over 40 percent of students who enroll in primary education do not make it to upper secondary school by the age they are expected to reach this level of schooling.
- Despite progress being made over the years, as of 2020, only 10 percent of countries had laws that help ensure full inclusion in education, and many countries still do not collect, report, or use data on those left behind.
- Marginalized groups face myriad barriers to accessing quality education, including inaccessible teaching and learning materials or classroom pedagogies, and stigma or discrimination. Often the most vulnerable learners are those with intersecting vulnerabilities.

The learning crisis and learning poverty—which have been exacerbated by COVID-19—cannot be tackled unless systemic barriers are addressed, and the diverse educational needs of all learners are met.



## REPORT | From Learning Recovery to Education Transformation

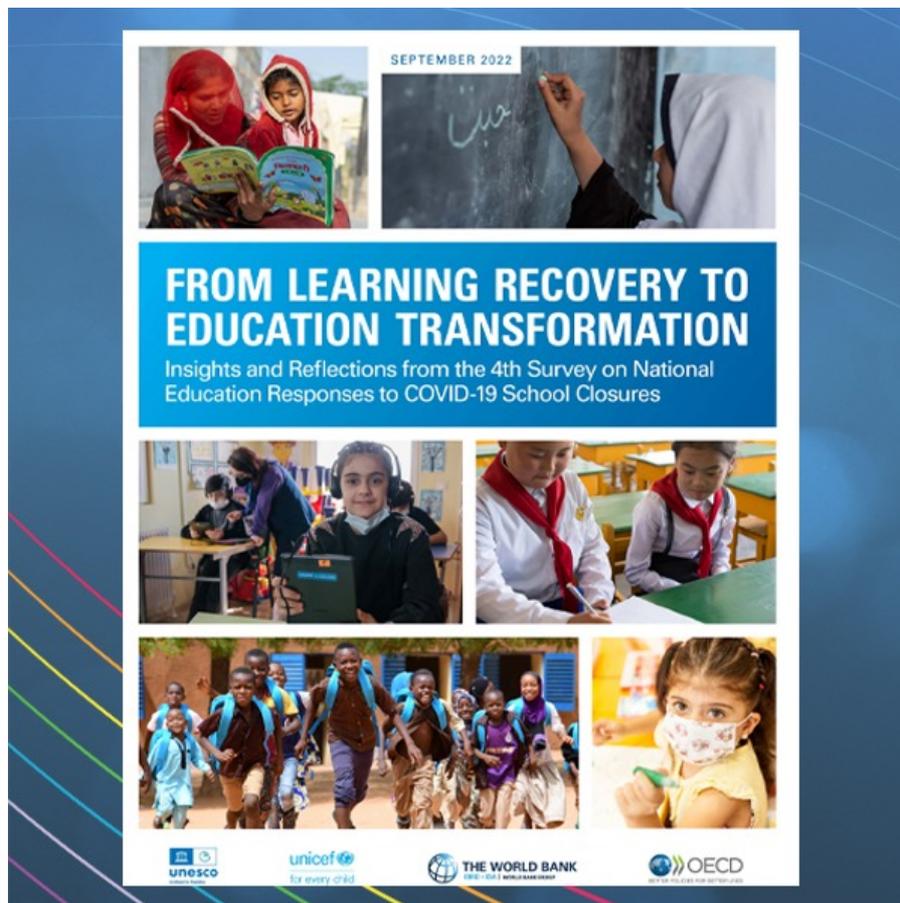
Over the past three years, the COVID-19 pandemic has brought profound disruptions to children's learning and overall wellbeing, exacerbating the pre-existing learning crisis. Urgent action is needed to recover learning and build education systems back better to achieve SDG 4.

[From Learning Recovery to Education Transformation](#), a new joint report by UNESCO, UNESCO Institute for Statistics, UNICEF, and the World Bank, presents findings from the fourth round of the Survey on National Education Responses to COVID-19 School Closures, administered between April–July 2022 with responses from Ministries of Education in 93 countries. It explores how countries are progressing in the RAPID actions to recover learning: Reach every child and keep them in school; Assess learning levels regularly; Prioritize teaching the fundamentals; Increase the efficiency of instruction; and Develop psychosocial health and wellbeing.

Given the magnitude of the challenge, learning recovery must be transformational to be effective and sustainable. The report therefore also offers longer-term policy directions and measures towards education transformation.

Related: Download the Executive Summary, click [here](#)

READ THE REPORT



 **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 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.

Education Home

Overview

COVID-19

### World Bank Education and COVID-19 (coronavirus) Response



The State of Global Learning Poverty: 2022 Update



Report: The RAPID Framework and a Guide for Learning Recovery and Acceleration



Education Finance Watch 2022



Western and Central Africa Education Strategy 2022-2025

### 31 Upcoming Events

- November 8 | Event: [Promoting the use of VR and AR for TVET instruction](#)
- November 10 | Event: [World Bank Education Global Practice side event at COP 27 – “Harnessing Education for Effective Climate Action”](#) – in Sharm el-Sheikh, Egypt
- November 16 – 18 | Event: [Innovation Africa 2022](#), Ministerial Summit in Zambia
- December 20 | [World Children's Day](#)
- December 3 | [International Day of Persons with Disabilities](#)
- January 24 | [International Day of Education](#)

### Blogs



## The world needs more and better nurses. Here's how the education sector can help

The shortage of health care workers has been exacerbated by the COVID-19 pandemic. According to the WHO, there were 27.9 million nurses globally in 2020, making up nearly 60

percent of the health professions and the largest occupational group in the health sector. However, there is an estimated shortage of up to 13 million nurses around the world. The world would need millions more nurses to achieve Sustainable Development Goal (SDG) target 3.c on health financing and workforce.

NOBUYUKI TANAKA, KOJI MIYAMOTO |  
OCTOBER 27, 2022

[READ BLOG](#)

## How to reform learning assessment systems? Lessons from the Dominican Republic

“You can’t improve what you don’t measure.” This phrase attributed to Peter F Drucker, considered the father of modern management, came to mind when we began working in the Dominican Republic and learning about their experience with student evaluations.

The country embarked on a reform to realign assessments to a new curriculum reality, guide changes, and provide feedback to the system with relevant information on learning. The progress in the implementation of the country's roadmap is admirable. The work continues even though some challenges remain (such as understanding and using the results for decision-making at all levels of the education system).

MARÍA JOSÉ RAMÍREZ, JUAN BARON,  
ANCELL SCHEKER, MONICA YANEZ  
PAGANS | OCTOBER 26, 2022

[READ BLOG](#)



## Towards a More Sustainable and Transparent Higher Education System in Latvia

Academic careers are an important aspect of higher education policy and practice. A high-quality academic workforce – spanning both

teaching and research positions – provides major inputs into relevant research publications and top-notch teaching practices. But it is also costly. As a result, the overall success of a higher education system depends to a great extent on well-selected and motivated academics, benefitting from attractive academic career opportunities, research environments, and efficient human resources (HR) policies.

LUCIA BRAJKOVIC, DIEGO AMBASZ |  
OCTOBER 25, 2022

[READ BLOG](#)

## **Tools to navigate the how, when, and why of the rapidly evolving EdTech landscape**

Technology can act as a catalyzer to improve and accelerate learning. After the COVID-19 pandemic, incorporating technology to make education systems more resilient to future crises has become crucial. In fact, one of the main takeaways post-pandemic is that technology is not an add on anymore but a clear need.

However, while most countries know the different technologies available for remote learning, many lack the "know how" to select, use, and contextualize them effectively. In addition, they may need more information to make decisions on optimal combinations and seamless integration of the technologies, plan for a holistic implementation, and procure them cost-effectively.

MARIA BARRON, CRISTÓBAL COBO,  
SARAH KLEINMANN, INAKI SANCHEZ  
CIARRUSTA | OCTOBER 24, 2022

[READ BLOG](#)

## **Recovering from the impacts of COVID-19 school closures in Indonesia**





Indonesia's schools closed with the onset of the COVID-19 pandemic in 2020, triggering a sudden shift to distance learning that has affected the education and wellbeing of 68.8 million students.

A World Bank study has found that this shift led to an estimated learning loss of between 0.9 and 1.2 years and a decrease in reading competence of 25 to 35 points on the Programme for International Student Assessment (PISA) reading score up to June 2021, with further losses anticipated since the study was completed, as school closures continued until early 2022. The study also found that students suffered from psychosocial wellbeing and physical health issues during the COVID-19 pandemic.

INDAH SHAFIRA ZATA DINI | OCTOBER 23, 2022

[READ BLOG](#)



## Putting teachers' well-being and empowerment at the center of learning recovery and acceleration

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?

ELAINE DING, OMAR ARIAS, ANA TERESA DEL TORO MIJARES, EZEQUIEL MOLINA | OCTOBER 13, 2022

[READ BLOG](#)

## How to leverage technology to support teachers: Lessons from the pandemic and beyond

Technology has the potential to reach wider audiences in hard-to-reach places. But how do we achieve scalability without compromising on quality? Delivering high-quality in-service Teacher Professional Development (TPD) that improves teacher-student interactions is a challenge that education systems have struggled to address adequately, especially at scale. Decades of experience with traditional models of face-to-face training have not made the desired transformations in teaching practices to improve student learning.



Moreover, the COVID-19 pandemic exacerbated this challenge, disrupting the normal operation of education systems by introducing a new reality of remote and/or blended learning for which millions of teachers were unprepared.

TRACY WILICHOWSKI, CRISTÓBAL COBO,  
MANAL QUOTA, AISHWARYA PATIL |  
OCTOBER 11, 2022

[READ BLOG](#)

## Expanding access to childcare helps women, children, and economies

Today, far too many families do not have access to quality childcare. The World Bank estimates that 40 percent of all children below primary school entry age – 350 million children – need childcare but do not have access. Expanding access to childcare could help create a virtuous cycle and be a win-win-win for individual girls and women, their families, businesses and economies. Let's look at the potential benefits, both immediate and longer term.



HANA BRIXI, AMANDA DEVERCELLI,  
MICHAL RUTKOWSKI, JAIME SAAVEDRA |  
OCTOBER 10, 2022

[READ BLOG](#)

## Can VR training save lives?

Miguel Flores has been out of work for about two years and makes a living thanks to government subsidies provided by Ecuador's social security administration. Miguel suffers from circulatory problems, lives in cycles of depression or rage, and needs support from family and friends to do some simple daily tasks. Miguel's life changed after he lost his arm operating a fruit chopper in a medium-sized agroindustry firm in Santo Domingo de Los Tsachilas, Ecuador, that specializes in producing frozen pulp. Miguel and his family had to bear the high economic and psychological costs of recovery, which worsened during the pandemic. Miguel's story is not uncommon in Ecuador.



DIEGO ANGEL-URDINOLA, CATALINA  
CASTILLO, CRISTINA MEDINA, JIMMY  
VAINSTEIN | OCTOBER 05, 2022

[READ BLOG](#)

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

## Podcasts

 Leveraging Blockchain and Web3 in Education - Part II  
[Apple](#) | [Spotify](#) | Oct. 7 - Word Bank EduTech Podcast

 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

 Leveraging Blockchain and Web3 in Education - Part I  
[Apple](#) | [Spotify](#) | September 21 - Word Bank EduTech Podcast

 Putting Teachers at the Center: Celebrating World Teachers' Day 2022 (Special Episode)  
[Apple](#) | [Spotify](#) | September 21 - Word Bank EduTech Podcast

 Introducing 16 Guides on Key EdTech Topics  
[Apple](#) | [Spotify](#) | August 30 - Word Bank EduTech Podcast

 Exploring How Artificial Intelligence is Assisting Teachers in Creating Effective Classrooms - Part II  
[Apple](#) | [Spotify](#) | August 22 - Word Bank EduTech Podcast

 Exploring How Artificial Intelligence is Assisting Teachers in Creating Effective Classrooms - Part I  
[Apple](#) | [Spotify](#) | August 12 - Word Bank EduTech Podcast

 **TWITTER**  
[@WBG\\_Education](#)

## TOP TWEETS (October)



World Bank Education   
[@WBG\\_Education](#)

...

Without action, learning losses could lead to a loss of US\$21T in potential lifetime earnings. How can we [#RecoverEducation](#) & support a [#ResilientFuture](#) for all?

Join in the conversation to [#EndLearningPoverty](#)  
[wrlld.bg/O3Sp50L3y4x](http://wrlld.bg/O3Sp50L3y4x)





**SOS** School closures have led to huge learning losses. Today's students could lose 10% of their future average annual earnings. These trends can be reversed if countries act quickly & decisively!

Learn more and download our new brochure:  
[wrlid.bg/SF4I50Lbpt5](http://wrlid.bg/SF4I50Lbpt5)

**LEARNING LOSSES**

WHAT TO DO ABOUT THE HEAVY COST OF COVID-19 ON CHILDREN, YOUTH, AND FUTURE PRODUCTIVITY<sup>1</sup>

*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.<sup>2</sup> 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 88 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 341 days on average. In South Asia and Latin America and the Caribbean, closures lasted 273 and 225 days, respectively.<sup>3</sup> 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,<sup>4</sup> reflecting the limited effectiveness (on average) of remote learning.<sup>5</sup> In some cases, outcomes were even worse.

In Malawi, after 7 months of closures, students lost 38 months of learning—showing that students not only failed to learn new skills, but also forgot some of what they had already learned.<sup>6</sup> With school closures reaching 1 to 2 years in many countries, this adds up to massive learning losses globally.

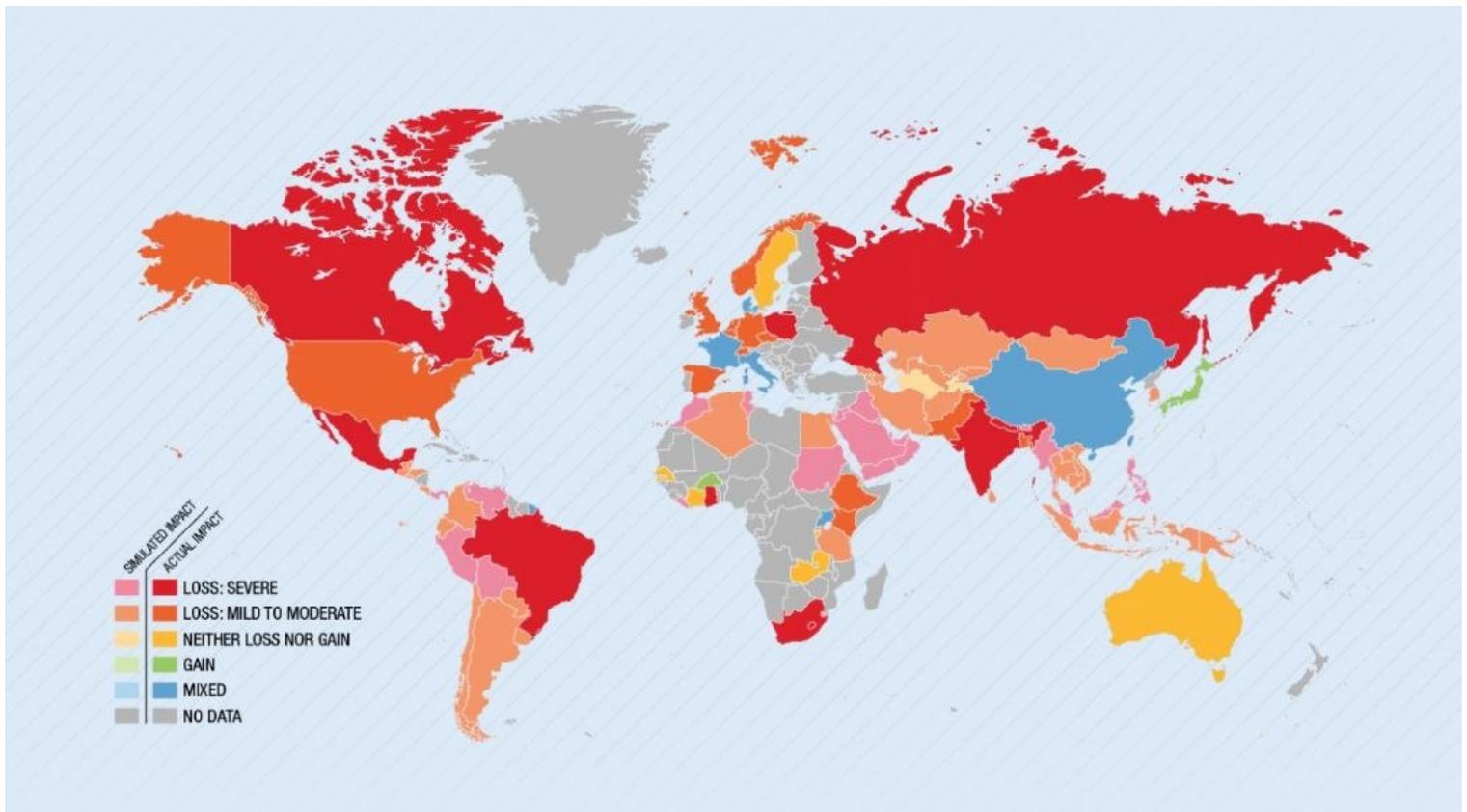
**Learning losses have been particularly steep for poorer and younger students.**<sup>7</sup> This pattern reflects, in part, the greater difficulty of making up for the time with teachers lost by these groups of students. In poorer households, parents have fewer skills and resources, and less time to 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, underscoring that policy responses need to take gender into account.

**THE WORLD BANK**  
World Bank Group

Connect with us on Twitter!



# Learning Losses Around the World



## DO YOU KNOW?

When children can't read, learning feels out of reach. The learning crisis is a global challenge, but not an impossible one. Governments can help ensure every child learns.

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!

---

Material in this newsletter is copyrighted. Requests to reproduce it, in whole or in part, should be addressed to: [pubrights@worldbank.org](mailto:pubrights@worldbank.org)

For more information visit our website: [www.worldbank.org/education](http://www.worldbank.org/education)

[Access to Information](#) | [Privacy Policy](#)